

MEADOWBROOK ELEMENTARY
School-Level Parent and Family Engagement Plan (PFEP)
2019-2020

Mission Statement

Meadowbrook Elementary School's mission and purpose is to be a part of a highly qualified and motivated team that will promote maximum student achievement in a healthy, nurturing environment.

Engagement of Parents and Families

***Meadowbrook Elementary** will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children [Sections 1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].*

Parents will be invited and encouraged to become active members of the School Advisor Council (SAC). At the SAC meetings, parents will be provided information regarding the School's Title I allocation (inclusive of parent involvement allotments) Parents will be allowed to provide input in the development and decision making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by parents, staff and students.

Coordination and Integration

***Meadowbrook Elementary** will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e)(4)].*

Count	Program	Coordination
1	Headstart	Head Start pre-kindergarten teachers will conduct two home visits, two conferences, and hold parent meetings to discuss specific learning needs of students, academic progress, how to help students at home and how to address various health needs.
2	Individuals with Disability Education Act (IDEA)	Supplemental instructional support provided by the school will be discussed with parents during the development of the students' IEP

Annual Parent Meeting

Meadowbrook Elementary will take the following actions to convene an annual meeting, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents involved. Include timeline, persons responsible, documentation to be maintained, and steps to ensure that all parents invited and encouraged to attend [Section 1116(c)(1)].

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Open House; Annual Public Title I Meeting	Administration, Title I Liaison, Teachers	Second week of September	Flyer, Agenda, Sign-in Sheets, Newsletter, Schoolwide Website, Parent Link Report
	Announcement (Marquee, Newsletter and Parent Link)	Head Custodian, Principal and Assistant Principal	Beginning by the 2 nd week of school & progressing depending upon events	Email/ Request forms, Parent Link Reports
	Develop Agenda and Sign in sheets	Principal, Assistant Principal, Title I Liaison	Beginning by the 2 nd week of school and progressing depending upon events	Agenda, Sign in sheets

Flexible Parent Meetings

Meadowbrook Elementary will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement [Section 1116(c)(2)].

Meadowbrook Elementary will schedule meetings to be held at various times during the day or evening to better accommodate parents. Our school will hold an orientation for parents at each grade level to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revision of the school's Title I Plan. Teachers will hold conferences individually with parents of children in the classrooms. Parents will be given a summary of the students' test scores and an explanation of the interventions that teachers are using to assist the child in reading achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school parent efforts and explanation of homework and grading procedures. The school will offer parents a special workshop each year to provide an explanation of statewide assessment systems, standards, and other accountability measures. Also, the school will host several academic trainings where childcare will be provided.

Building Capacity

Meadowbrook Elementary will implement activities that will build the capacity for effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local educational agency assisted under this part – [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents to work with their child to improve their child's academic achievement, such as literacy training and using technology [Section 1116(e)(2)].

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline (Including frequency and duration)	Evidence of Effectiveness	Evidence-based Research
Literacy Night	Administration Reading Coach, Teachers	Parents will be provided with LA grade specific information, strategies and training to impact student understanding.	November	Flyer, Agenda, Sign in sheets	Standard based information (LAFS) The results show that the parental models most linked to high achievement are those focusing on general supervision of the children's learning activities. The strongest associations are found when the families have high academic expectations for their children, develop and maintain communication with them about school activities, and help them to develop reading habits. Castro, Exposito, Martin (2015), Parental involvement on student academic achievement., Journal Ed Rev,
FSA Night	Administration Reading Coach, Teachers	Parents will be provided with LA, MA & SC grade specific information, strategies and training to impact student understanding.	February	Flyer, Agenda, Sign in sheets	Standard based information (LAFS/MAFS and NGSSS) The results show that the parental models most linked to high achievement are those focusing on general supervision of the children's learning activities. The strongest associations are found when the families have high academic expectations for their children, develop and maintain communication with them about school activities, and help them to develop reading habits. Castro, Exposito, Martin (2015), Parental involvement on student academic achievement., Journal Ed Rev,
Publix Math Night	Administration Math Coach, Teachers	Parents will be provided with MA grade specific information, strategies and training to impact student understanding.	January	Flyer, Agenda, Sign in sheets	Standard based information (MAFS) The results indicated that the relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental involvement was defined as parental expectations for academic achievement of their children.S. Wilder, (2014) Effects of parental involvement on academic achievement: a meta –synthesis, Ed Rev, 66:3, 377-397

STEM Night	Administration Reading Coach, Teachers	Parents will be provided with SC grade specific information, strategies and training to impact student understanding.	March	Flyer, Agenda, Sign in sheets	Standard based information (NGSS) The results indicated that the relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental involvement was defined as parental expectations for academic achievement of their children..S. Wilder, (2014) Effects of parental involvement on academic achievement: a meta –synthesis, Ed Rev, 66:3, 377-397
Themed Performances	Music teacher		Throughout the school year	Flyers, Programs, Sign in sheets	The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Additionally, research results indicated that the relationship between parental involvement and academic achievement was positive, regardless of a definition of parental involvement or measure of achievement. Furthermore, the findings revealed that this relationship was strongest if parental involvement was defined as parental expectations for academic achievement of their children. S. Wilder, (2014) Effects of parental involvement on academic achievement: a meta –synthesis, Ed Rev, 66:3, 377-397

Staff Training

Meadowbrook Elementary will offer the following training to educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Time line	Evidence of Effectiveness	Evidence based Research
Value of parental involvement. Tips will be added to website that include information of the value of parental involvement	Administration Support staff, Title I Liaison	Improve the ability to work effectively with parents by providing examples of best practices of parental involvement	Through out the school year	Website	Previous research has reported some advantages of using school websites; for example, websites enable the conveyance of information to multiple families and the efficiently sharing and archiving of information about students' learning and progress, school policies and assignments, tips for family involvement, and other common topics (Goodall, 2016Goodall, J. S. (2016). Technology and school-home communication. <i>International Journal of Pedagogies and Learning</i> , 11(2), 118--131. doi:10.1080/22040552.2016.1227252[Taylor & Francis Online], [Web of Science®], [Google Scholar]; Olmstead, 2013 Olmstead, C. (2013). Using technology to increase parent involvement in schools. <i>Tech Trends</i> , 57, 28–37. doi:10.1007/s11528-013-0699-0[Crossref], [Google Scholar]).

Communicatin g and working with parents	Administrati on, Title I Liaison, Teachers, Parents	Improve the ability of staff to work effectively with parents	September	Agenda, Sign in sheets	Positive parent-school communications benefit parents. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. American Fed of Teachers, (2015). Building Parent-Teacher Relationships. Washington, DC; American Fed of Teachers.
Social emotional Training	Administrati on, Title I Liaison, School counselor	Provide information to staff on social emotional learning to increase awareness social behavior	September	Agenda, Sign in sheets	The research overwhelmingly shows the linkages among SEL, student outcomes, and school performance. Now, for the first time, we have strong evidence that those on the front lines of American education — our nation's teachers — embrace SEL in their classrooms, for all students, as well as endorse a more systemic approach to the use of SEL. Many teachers have been taking this approach organically, and many understand that SEL promotes young people's academic success, engagement, good behavior, cooperation with others, problem-solving abilities, health, and well being, while also preventing a variety of problems such as truancy, alcohol and drug use, bullying, and violence. In recent years, we have seen many promising signs of progress. Civic Enterprises, Hart Research. The Missing Piece, How SEL can Empower Children and Transform Schools.CASEL

Other Activities

Meadowbrook Elementary will develop appropriate roles for community-based organizations and businesses in parent involvement activities; and conduct other activities, such as parent resource centers, the school will conduct these activities to encourage and support parent participation in the education of their children; and shall provide such other reasonable support for parental involvement activities under this section as parents may request [Sections 1116(e)(4), 1116(e)(13) and 1116(e)(14)].

The school's Title I Liaison will request a visit from the district's Title I mobile unit twice a year (December and April)

The school's Title I Liaison will inform parents of services and events available through flyers and parent meetings.

Communication

Meadowbrook Elementary will provide parents of participating children the following [Section 1116(c)(4)]:

- ***Timely information about programs under this part [Section 1116(c)(4)(A)];***

- *A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standard; and [Section 1116(c)(4)(B)];*
- *If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible [Section 1116(c)(4)(C)]; and*
- *If the school-wide program plan under Section 1114 (b is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local education agency [Section 1116(c)(5)].*

Meadowbrook will provide information about Title I programs in a timely manner, using various methods of communication (parent trainings, marquee, parent link and meetings). Information about Title I programs, academic programs (ASP), state standards and forms of academic assessments will be shared with parents during Open House/Title I information Meeting, parent conferences, and any other time a parent requests such information. Classroom teachers will explain and discuss the school's curriculum and assessments used to measure student progress during Open House. Title I Liaison, teachers, and administration will explain Title I programs and opportunities to ask questions to help in their understanding of all items discussed at the Annual Title I Pubic Meeting. FSA assessment data will be share along with status of AYP through school website, SAC meetings and parent trainings.

Accessibility

Meadowbrook Elementary will provide full opportunities for participation in parental involvement activities for all parents and family members (including parents and family members with limited English proficiency, disabilities, and parents and family members of migratory children). Including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand [Section 1116(f)]

Meadowbrook will provide the School Parent and Family Engagement Plan in English, Spanish and Haitian Creole. Parents will be sent notification of the plan in the school's website and made available in the front lobby of the school. All correspondences regarding parent meetings will be created in the aforementioned languages and distributed to parents increase participation. Translators will be available at all parent meetings and made available when needed.

School-Parent Compact

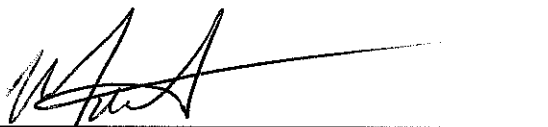
As a component of the school-level parent involvement plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact, that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1116(d)].

Provide the LEA electronically the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This School Parent Involvement Plan has been developed jointly with, and in agreement with, parents of children participating in Title I, Part A programs, as evidenced by the School Advisory Council's meeting minutes.

This plan was adopted by the school on 3-19-19 and will be in effect during the 2019-2020 school year. The school will make this plan available to all parents of participating Title I, Part A children on or before September 28, 2019.



Signature of Principal

4/2/19

Date



Sac Chairperson

4/2/19

Date