

2021-2022 Parent and Family Engagement Plan

School Name	Meadow Woods Elementary -1041
LEA	Orange County Public Schools

The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Assurances

The above named school agrees to the following assurances:

- Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;
- Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
- Jointly develop/revise plan with parents and make available to the local community;
- Involve parents and families in planning, reviewing, and improving schoolwide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan;
- Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals;
- Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;
- Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

Mission Statement

1. Does the mission statement include: How the parent and family engagement plan is a shared responsibility? How the parent and family engagement plan will assist in providing high quality instruction for all learners?	The mission of Meadow Woods Elementary is to provide leadership that will promote parental involvement as a high priority. The District, school, MWE families, community members, and children work together to increase the academic achievement of all students. We believe that through a collaborative partnership with all stakeholders, all students have the opportunity to close achievement gaps and increase proficiency. The PFEP lays the foundation for all stakeholders involved to work with. Through the PFEP all stakeholders at Meadow Woods Elementary will have guidance to achieve our mission which promotes high quality instruction for all learners.
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Involvement of Parents

<p>2. Does the plan include: How the school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]?</p>	<p>Meadow Woods Elementary held an all-inclusive Parent Meeting to organize all of the stakeholders in order to discuss suggestions for 2020-2021 meetings, review the Title I Parental Involvement Plan, and revise the compact. Involvement of parents will be documented through sign in sheets and minutes of meetings. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PFEP. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. Parents were also sent a survey in Spanish and English to give input on the PFEP for the previous year and the upcoming school year.</p>
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Coordination and Integration with Other Federal Programs

<p>3. Does the plan include: How the school will coordinate and integrate parent and family engagement programs and activities? How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]?</p>	<p>Meadow Woods Elementary will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their students at home through the implementation of various research based practices that are linked to learning. Please see below for specific program coordination.</p>
Program	Coordination
Pre-K Varying Exceptionalities ESE - IDEA	Include Pre-k in all communications. School wide and Title I activities will include: coordinated meetings with parents, VPK Teachers, and the kindergarten team.
Title I	Funds from Title I will be used to pay stipends and materials necessary for teachers attending afterschool training sessions related to Title I, MTSS , Marzano, Kagan Cooperative Learning, and training on differentiation.
Title II	Funds from Title II, which are designated as funds used for the purpose of Professional Development will be used to pay for substitutes allowing teachers time to participate in professional development opportunities.

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Title III	Provides funding for our ELL students' Imagine Learning to support their oral language development. Our CT coordinates the ESOL program
Title X	Our school counselor provides support to homeless students through the McKinney-Vento program.

Annual Parent Meeting

4. Does the plan include: A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program? A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)? A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?	Our school will provide adequate notification of the annual Title I meeting via the steps below. We will present via power point presentation and handout (agenda) the benefits and features of the Title I program. We will discuss how the Title I program provides over \$500 million in federal funds to school districts across Florida. We will cover how our school benefits from these funds (PD, resources, instructional positions, PEL position) as well as the reason we are designated a Title I school. We will also discuss the great strides we have made in closing achievement gaps as well as improvements made through parental involvement based off of our previous years PIP recommendations.
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Activity/ Task	Person Responsible	Timeline	Evidence of Effectiveness
Marquee Notification	CRT	August 31 st , 2021	Marquee
Flyer of Annual Meeting sent home in English and Spanish	CRT and PEL	August 31st, 2021	Copy of Flyer
Agenda and presentation materials developed	CRT and PEL	September 3th, 2021	Copy of Materials will be posted on Website
Annual Parent Meeting	CRT, PEL, and Principal	September 3th, 2021	Sign in Logs, Agenda, and Minutes

Flexible Parent Meetings

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<p>5. Does the plan include:</p> <p>How will the school offer a flexible number of meetings, such as meeting in the morning or evening?</p> <p>How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?</p>	<p>Meetings will be combined with a schoolwide function to encourage parents to attend as well as see their children perform. Minutes from all meetings will be posted on the MWE website. PowerPoint presentations discussed at meetings will also be posted. The CRT/ Title I & PEL are available to answer questions. Reminders for meetings will also go through the Remind App and/or the school Facebook page.</p> <p>Our goal is to provide a bus to at least one of the parent academies in the 2020-2021 school year.</p>
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Building Capacity

<p>6. Does the plan include:</p> <p>How the school will implement activities that will build the capacity for meaningful parent/family engagement?</p> <p>How will the school implement activities that will build relationships with the community to improve student achievement?</p> <p>How the school will provide material and training to assist parents/families to work with their child(ren)?</p> <p>How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]?</p>	<p>Below we have planned for several events that highlight academic standards to involve the family and community. Each event is carefully crafted to ensure that it builds relationships between parents and students as well as the teachers and staff members. Curriculum of all areas will be highlighted at these meetings/events. Activities such as performances, crafts, and help sessions will be occurring during these sessions to improve student achievement and provide material needed for parents to further support their students.</p> <p>Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family. A parent resource library will be available to use as well.</p>
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Activity/Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
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Multicultural Family Night	CCT, Classroom Teachers, Music Teacher	Parental Involvement increases student achievement	October 4th th , 2021-February 21 st , 2022	Sign in logs, handouts, agendas, and presentation.
Reading Inquiry Night	CRT, Title I & Parental Involvement Contact	Parental Involvement increases student achievement	January 24 th , 2022	Sign in logs, handouts, agendas, and presentation materials
Story Telling/ Family Writing Day	Reading Coach, CRT, Title I & Parental Involvement Contact	Parental Involvement increases student achievement	November 14 th , 2021	Sign in logs, handouts, agendas, and presentation materials
Science Fair Days Winter Fine Arts Night	Specials Teachers, Classroom Teachers, CRT	Parental Involvement increases student achievement	December 13 th , 2021	Sign in logs, handouts, agendas, and presentation materials
State Testing Tips	CRT, Classroom Teachers	Parental Involvement increases student achievement	February 21 st , 2022	Sign in logs, handouts, agendas, and presentation materials
Fine Arts Night (Musical)	Special Area teachers along with classroom teachers	Parental Involvement increases student achievement	May 16 th , 2022	Ticket sales, pictures of parent attendance

Staff Development

7. Does the plan include: A description of the professional development activities the school will provide to educate the teachers, specialized	Meadow Woods Elementary strives to continue to build the capacity of all school staff. Throughout the year, various professional development activities are provided to educate the teachers, specialized instructional support personnel, administrators, other school leaders and other staff to build capacity in parent and family engagement.
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<p>instructional support personnel, principals, other school leaders and other staff:</p> <ul style="list-style-type: none"> - with the assistance of parents/families, in the value and utility of contributions of parents/families? - in how to reach out to, communicate with, and work with parents/families as equal partners? - in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]? 	<p>Below are the specific activities and tasks that Meadow Woods Elementary will implement to build capacity for meaningful parent and family engagement.</p>			
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Parent and Family Engagement Professional Development Module 1 - Building Strong Partnerships with Parents and Families	Title 1 Contact & Parent Engagement Liaison	Improved school staff resources to create a welcoming school environment, understand and value the importance of parent and family engagement, and maintain strong school to home partnerships	October 2020	Sign-in sheets, exit slips
Parent and Family Engagement Professional Development Module 2: Building Ties Between Home and School	Title 1 Contact & Parent Engagement Liaison	Improved ability of staff to work with parents and families	January 2021	Sign-in sheets, exit slips
Parent and Family Engagement Professional Development Module 3: Implementation and Coordination of	Title 1 Contact & Parent Engagement Liaison	Increased parent and family participation in school activities which support student achievement	February 2021	Sign-in sheets, exit slips

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Parent and Family Engagement Programs				
Parent and Family Engagement Professional Development Module 4: Communicating and Working with Parents as Equal Partners	Title 1 Contact & Parent Engagement Liaison	Improved relationship, communication and collaboration between parents and school	April 2021	Sign-in sheets, exit slips

Other Activities

8. Does the plan include: How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116]?	Our school is committed to the success of students and their parents in life. We have created a food and clothing pantry to help students in need as well as their families. We have also created a library for parents to check out books to assist in the education of their children. Conference nights have been scheduled into the evenings to help with parents busy schedules.		
Activity/ Task	Person Responsible	Timeline	Evidence of Effectiveness
Parent library	Parent Engagement Liaison	August 2020- May 2021	Sign in Log
Food/Clothing Pantry	Parent Engagement Liaison	August 2020-May 2021	Private log of recipients/donors
Conference Nights	Teachers/Administration	November 2020, January 2021	Log of conferences

Communication

9. Does the plan include: How the school will provide timely information about the Title I programs?	The school will inform parents of curriculum, assessments, meetings, student progress, proficiency levels via flyers in student backpacks, connect orange, students planner and communication folders. At the annual meeting, Meadow Woods ES will present information about the Title I programs, the curriculum, and academic assessments. School's PFEP will be distributed in a condensed version via student backpack prior to 10/31/20. Both condensed and full
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<p>How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?</p> <p>How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?</p> <p>How the school will submit parents/families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]?</p>	<p>versions will be available on the school's website and in the front office. Distribution of various language brochures will be sent home as applicable. Parents will learn about school programs/events, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet staff. During Open House visits, teachers will provide additional information on the subjects they teach, assessment plans, and how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents unable to attend. Teachers will maintain sign-in sheets and provide a copy to the Title I contact who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Information will also be sent through the Remind App, as well as Connect Ed, and social media.</p>
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Accessibility

<p>10. Does the plan include:</p> <p>A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?</p> <p>A description of how the school will share information related to school and</p>	<p>We will provide a full range of opportunities for participation in parental involvement activities for all parents/guardians (including parents with limited English proficiency, disabilities and migratory children). We will provide translators in Spanish in meetings, conferences and any other school function on a needs basis. MWE is also handicap accessible. A condensed version of the PFEP will be summarized and printed in brochure form and provided to parents/guardians. Hard copies will be available upon request. The complete PFEP will be available on MWE's website. Written communication will be provided for parents/guardians in English and Spanish and other languages as needed. We communicate with parents/guardians through the website, Remind app, printed flyers, social media, one on one communication (car duty) and</p>
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<p>parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?</p>	<p>phone contact. Translators will be available at all meetings and in school offices to ensure that parents are able to fully participate in events/meetings and receive all the resources and information needed in their native language. Spanish is the language mostly spoken by parents at MWE and translation services are provided here in Spanish as needed. If other languages are needed, we will send the material to the Title I office to have material translated. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. The Language Survey report will be produced once a month to determine any changes based on fluctuations in student populations. We have also added the possibility of childcare for parents/guardians of our students during parent meetings.</p>
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Discretionary Activities (optional)

11. Does the plan include: Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)				
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness

Barriers

12. Does the plan include: A description of the barriers that hindered participation by parents/families during	Some of the barriers we experienced last year were language issues. We are trying to find a way to provide continuous availability to translate in Haitian Creole. All meetings had a Spanish translator present. Time was another issue. Flexibility with event schedules will need to be taken to provide those that work nights opportunities to participate.
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<p>the previous school year?</p> <p>A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116])?</p>	<p>We are still working towards improving our attendance. Per our SAC Committee and Parent Surveys we are working to change start times of events to accommodate more parents schedules.</p>
Barriers (Including the Specific Subgroup)	Steps the School will Take to Overcome
Time (event times for late workers)	Events in the morning added such as breakfast with the principal.
Language	Possible purchase of translator for Haitian Creole families.

School-Parent Compact

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13. Does the plan include: As a component of the school-level parent and family engagement policy/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?	The Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our Parent Survey sent home and school compacts.
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Adoption

07/06/2020

06/30/2021

This policy was adopted by the school on and will be in effect for the period of .

08/10/2020

The school will distribute this policy to all parents of participating Title I, Part A children on or before .

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Date	07/06/2020
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Provide evidence that this policy has been developed with input from parents based on the review of the previous school year's Parent and Family Engagement Plan, if applicable. (*previously referred to as the Parent Involvement Plan – PIP*)

The following documents can be scanned with this document and submitted as evidence:

- Parent surveys of previous year's events and activities
- Any SAC and/or PTA artifacts with Title I/PFE topics on the agenda
- Parent Feedback Summary of PFEP Evaluation
- Parent and Family Engagement Activities Tracking Form