

Sandpiper Elementary School

School-Level Parent and Family Engagement Plan (PFEP) 2026-2027

Mission Statement

Sandpiper Elementary is committed to ensuring that all students receive a quality education with a safe and secure learning environment.

Parent and Family Involvement

Sandpiper Elementary will involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of the programs in this Part, which includes planning, revising, and improving the school's parent-family involvement policy and the joint development of the school program plan under section 1114(b), unless a school program is exempt from statutory or regulatory provisions and that process can be used, if it includes adequate representation of the parents of the participating children. [Sections 1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

Sandpiper Elementary School will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the requirements of Title I, Part A and the right of parents to participate in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and offer a flexible number of additional parent involvement meetings, such as in the afternoons or evenings, so that as many parents as possible can attend.

Coordination and integration

Sandpiper Elementary will coordinate and integrate parent engagement programs and activities that teach parents how to help their children at home, as far as possible and when appropriate, including but not limited to federal programs such as: Voluntary Pre-K; the public preschool; Title I, Part C (Migrant); Title I, Part D (Abandoned, Delinquent and At-Risk Youth); Title II (Effective Instruction/Professional Development); Title III (ELL/ESOL) and Title IX, Part A (McKinney-Vento Homeless) [Section 1116(e)(4)].

Count	Program	Coordination
1	School Advisory Council School Advisory Council (SAC) Chairperson	School Advisory Council School Advisory Council (SAC) Chairperson
2	Individuals with Disabilities Education Act (IDEA)	Supplemental instructional support provided by the school will be discussed with parents during the development of the student's Individualized Education Plan (IEP). The ESE Specialist will contact parents to schedule their

		annual IEP by submitting a Parent Involvement Form. They will be encouraged to participate in planning their child's educational goals and objectives for the year. The ESE Specialist will also inform parents of gifted students, ESEs, and English Language Learners (ELLs) at our school about upcoming District meetings and workshops.
3	Curriculum Nights	Assistant Principal
4	PTA	PTA President
5	Parent-Teacher Conferences	Teachers
6	VPK	The school will work with the VPK office to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers, and kindergarten teachers to discuss students' specific learning needs, joint parent meetings to discuss transition, etc.
7	Extended Learning Opportunities (ELO)	The school will help students meet state and local student standards in core academic subjects such as reading and math. The school will offer students a wide range of enrichment activities that can complement their regular programs. Literacy and other educational services will also be offered to the families of participating children. Both parents and pupils will be sensitised through ongoing enriched environmental projects.

Annual Parent Meeting

Sandpiper Elementary will take the following actions to convene the annual meeting, at which all parents and guardians of participating children will be invited and encouraged to attend to be informed of their participation in the school under this Part, explained the requirements of this Part, and the rights of the parents and guardians involved. Place the specific activity or activities, frequency and duration, evidence-based research on effective enforcement, and maintenance of documentation that ensures all parents and guardians are invited and motivated to attend [Section 1116(c)(1)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
VPK/ PreK	August (1)	Influences of Parent Engagement in Early Childhood Education Centers and the Home on Kindergarten School Readiness https://repository.arizona.edu/bitstream/handle/10150/648563/ECRQ%20Final%20Complete.pdf?sequence=1&utm	Parent Hand-out Agenda Log Sheets
K-5 Grade	August (1)	Evidence-Based Strategies for Supporting and Enhancing Family Engagement https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement?utm	Parent Hand-out Agenda Log Sheets
ASD Special Programs	August (1)	Parent-Teacher Collaboration: Teacher Perceptions of What is Needed to Support Students with ASD in the Inclusive Classroom C:\Users\p00109528\Downloads\d1733fd6d3ff850122553b7f2e33aa2d0b355b4f.pdf	Parent Hand-out Agenda Log Sheets
Speech	August (1)	Involvement of Parents in Intervention for Childhood Speech Sound Disorders: A Review of the Evidence https://apps.asha.org/EvidenceMaps/Articles/ArticleSummary/0ce9bbad-3801-4432-9553-c33bfdbf62f8?utm	Parent Hand-out Agenda Log Sheets
Music, PE, Media	August (1)	Parent Perceptions of their Children's Musical Growth and Commitment in a University String Project https://files.eric.ed.gov/fulltext/EJ1357367.pdf?utm	Parent Hand-out Agenda Log Sheets

Flexible Parent Meetings

Sandpiper Elementary will offer a flexible number of meetings, such as in the morning or afternoon, and under this Part funding may be provided for transportation, childcare, or home visits, as these services relate to parent involvement [Section 1116(c)(2)].

Sandpiper Elementary School will schedule meetings throughout the evening to better accommodate our working parents. An annual Title I meeting will be held during the first month of school to inform parents at each grade level about the school's involvement in the Title I program and to encourage them to actively participate in the review and revision of our school-level Parent and Family Engagement Plan. Teachers will have a minimum of two

conferences with the parents of the children with their classrooms during the school year. They will explain their grade expectations in Reading, Writing, Math, and Science, as well as units of study, attitudes, and profiles and how parents can help their children succeed more in school. Homework and grading procedures will also be explained. Tips will be provided on how to access the Virtual Counselor, where parents can view a summary of their child's test results in formal and informal assessments. Sandpiper Elementary School will also offer parents a special workshop each year to provide an explanation of state assessment systems, standards, and other accountability measures. SAC and PTA meetings are held in the evenings. Information from each meeting is shared with stakeholders at the other meetings so parents are aware and can ask questions and provide feedback on pertinent topics.

Capacity-building

Sandpiper Elementary will implement activities to build capacity for effective parent involvement and support school-parent-community partnerships to improve student academic achievement in all schools and local educational agencies involved in this Part – [Section 1116(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve academic performance, such as literacy training and the use of technology [Section 1116(e)(2)].

Specific Activity	Frequency & Duration	Evidence-Based Research	Evaluation of Implementation & Effectiveness
Math Night	March (1)	Zhou, L. (2025). <i>Transforming Preservice Teachers in Teaching Mathematics through Family Math Night: Community-Based Learning in an Urban Context</i> . <i>Journal of Urban Mathematics Education</i> , 18(1), 12–33. https://files.eric.ed.gov/fulltext/EJ1184914.pdf	Parent Hand-out Agenda Log Sheets
Science Night	February (1)	Ennes, M., Jones, M. G., Chesnutt, K., Cayton, E., & Childers, G. M. (2023). Family Science Experiences' Influence on Youths' Achievement Value, Perceived Family Value, and Future Value of Science. <i>Research in Science Education</i> , 53, 977–992. Springer Nature. https://link.springer.com/article/10.1007/s11165-023-10116-7?utm_	Parent Hand-out Agenda Log Sheets
SAC Meetings	Monthly (10)	UChicago Consortium on School Research. (2025). <i>Parent Advisory Councils: Elevating Family Voice and Leadership in Education</i> . https://consortium.uchicago.edu/publications/parent-advisory-councils?utm	Parent Hand-out Agenda Log Sheets
Title I Annual Meeting/Open House	August (1)	School Orientation and Open House https://www.ebsco.com/research-starters/education/school-orientation-and-open-house?utm	Parent Hand-out Agenda Log Sheets
Family Reading and Literacy Night	Fall & Spring (2)	Hilliker, S. M., & Washburn, E. K. (2021). <i>Family Literacy Night: A Student-Centered Clinically Rich Experience for Teacher Candidates in Literacy and TESOL</i> . <i>Journal of Education</i> .	Parent Hand-out Agenda Log Sheets

		https://journals.sagepub.com/doi/abs/10.1177/0022057420904381?download=true&utm	
Science/ "Earth Day" Event	April (1)	Springer Environmental Education Research (2025). <i>Environmental education in schools: sustainability and hope</i> . https://link.springer.com/article/10.1007/s43621-025-00837-2?utm	Parent Hand-out Agenda Log Sheets
Student of the Month Award PreK, VPK, K-5	Monthly (3)	Bliven, A. M., & Jungbauer, M. (2021). <i>The impact of student recognition of excellence to student outcome in a competency-based educational model</i> . <i>Journal of Competency-Based Education</i> https://onlinelibrary.wiley.com/doi/pdf/10.1002/cbe2.1264?utm	Parent Hand-out Agenda Log Sheets
NEA Reading Day across the United States	March 1)	Dahl-Leonard, K., Hall, C., Cho, E., Capin, P., Roberts, G., Kehoe, C., Haring, C., Peacott, D., & Demchak, A. (2025). <i>Examining the Effects of Family-Implemented Literacy Interventions for School-Aged Children: A Meta-Analysis</i> . <i>Educational Psychology Review</i> , 37, Article 10. https://link.springer.com/article/10.1007/s10648-025-09985-3?utm	Parent Hand-out Agenda Log Sheets
VPK Transition Day	May (1)	Pölzl-Stefanec, E. (2025). <i>Communication Matters: A Mixed Methods Study on Parent–Professional Interactions during Early Childhood Education and Care Transitions</i> . <i>Early Childhood Education Journal</i> . (Published Oct 7, 2025; open access.) Communication Matters: A Mixed Methods Study on Parent–Professional Interactions during Early Childhood Education and Care Transitions Early Childhood Education Journal Springer Nature Link	Parent Hand-out Agenda Log Sheets
VPK Literacy Day – Reading Preparation	April (1)	Effectiveness of Early Literacy Instruction: Summary of 20 Years of Research https://ies.ed.gov/rel-southeast/2025/01/systematic-literature-review?utm	Parent Hand-out Agenda Log Sheets
Kindergarten Overview (Round-up)	January (1)	How Do Combinations of Transition Activities Available to Children and Families Predict Successful Kindergarten Transitions? Cook, K. D., Loewe, S. E., Kabourek, S., Francis, J., Schaper, A., Thomson, D., & Halled, T. (2023). <i>Early Childhood Research Quarterly</i> (published online in 2023). https://www.tandfonline.com/doi/pdf/10.1080/10409289.2023.2229715?utm	Parent Hand-out Agenda Log Sheets
Family Fall Night	October (1)	The impact of family involvement on students' social-emotional development: the mediational role of school engagement https://link.springer.com/article/10.1007/s10212-024-00862-1?utm	Parent Hand-out Agenda Log Sheets
Hispanic Heritage Night	October (1)	Embracing Multicultural and Multilingual Families: Transforming Education, Empowering Communities https://journals.charlotte.edu/dialog/article/view/2027?utm	Parent Hand-out Agenda Log Sheets

National Elementary Honor Society and Honor Club Induction Ceremony	March (1)	Bliven, A. M., & Jungbauer, M. (2021). <i>The Impact of Student Recognition of Excellence to Student Outcome in a Competency-Based Educational Model</i> . Journal of Competency-Based Education, 6(4), 195–205. https://eric.ed.gov/?id=EJ1319623&utm	Parent Hand-out Agenda Log Sheets
ESE Parent Information Event CARD	August (1)	Huscroft-D'Angelo, J., Farley, J., Duppong Hurley, K., Lambert, M., & Trout, A. (2022). <i>Engaging Parents in Special Education: An Examination of Knowledge and Access to Resources</i> . <i>Exceptionality</i> , 30(3), 201–214. https://files.eric.ed.gov/fulltext/ED639318.pdf?utm	Parent Hand-out Agenda Log Sheets
Student Clubs & Activities	Cheer and Dance- October, Chess Tournament- December	Rahayu & Dong (2023 review; published 2025) A systematic review of after-school and extracurricular programs found positive effects on children's social-emotional learning (SEL) — including self-perception, prosocial behavior, and identity development — when activities are structured, experiential, and include supportive adult-peer relationships. https://www.sciencedirect.com/science/article/pii/S2666374025001104?utm	Parent Hand-out Agenda Log Sheets
Technology Night	August (1)	Gülhan, F. (2023). <i>Parental Involvement in STEM Education: A Systematic Literature Review</i> . <i>European Journal of STEM Education</i> , 8(1), 05. https://files.eric.ed.gov/fulltext/EJ1399811.pdf?utm	Parent Hand-out Agenda Log Sheets

Staff training

Sandpiper Elementary will offer the following training to educate teachers, specialized educational support personnel, principals, and other officials, with the collaboration of parents, about the value and usefulness of parental input, how to contact, communicate, and work with parents as equal partners to implement and coordinate parent programs, and establish parent-school linkages [Section 1116(e)(3)].

Specific Activity	Frequency and Duration	Evidence-Based Research	Evaluation of Implementation and Effectiveness
Effective Communication with Parents	August (1)	<u>Communicating With Parents 2.0: Strategies for Teachers</u> School Community Journal, 2024, Vol. 34, No. 1 Available at http://www.schoolcommunitynetwork.org/SCJ.aspx	Customer surveys
Inclusive Training	November & January (2)	<u>Holmes, D., et al. (2024). Inclusive Education Virtual Professional Development: School-Based Implementation Study. Education Sciences, 14(9), 1030.</u>	Agenda Log Sheets Evaluation/Feedback Forms

		https://www.mdpi.com/2227-7102/14/9/1030?utm_source=chatgpt.com	
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Other activities

Sandpiper Elementary will help develop the appropriate role of community organizations and businesses in parent engagement activities and lead other activities, such as parent resource centers. The school will conduct these activities to promote and support parental involvement in their children's education; and provide other appropriate supports for parent engagement activities upon request, pursuant to this section, [Sections 1116(e)(4), 1116(e)(13), and 1116(e)(14)].

We	encourage	partners	to	register	through
https://apps.raptortech.com/Apply/NDgyMDplbi1VUw== to be meaningful partners in their child's education					

Communication

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

- *Timely program information under this Part [Section 1116(c)(4)(A)];*
- *The description and explanation of the school's existing curriculum, the academic assessment forms used to measure student progress, and the performance levels of the state's rigorous academic standard; and [Section 1116(c)(4)(B)].*
- *At the request of parents, regular meeting opportunities to make suggestions and participate, as appropriate, in decisions relating to their child's education, and responses to such suggestions as soon as possible [Section 1116(c)(4)(C)]; and*
- *If the school program plan under Section 1114(b) does not satisfy the parents of participating children, parental comments must be submitted on the plan when the school makes it available to the local education agency [Section 1116(c)(5)].*

Sandpiper Elementary School will provide information about Title I Programs to parents in a timely manner through the school's newsletter, website, ParentLink, at SAC meetings, and through written correspondence. Information about special Title I programs such as Extended Learning Opportunities (ELO), state benchmarks and standards, grade-level expectations, and progress tracking will be shared during the Open House by the Administration and Support Staff. Additional information for parents will be given at monthly SAC meetings, regular academic-themed parent nights, and parent conferences. Parents will have the opportunity to ask questions and offer feedback on school initiatives. The District will notify parents of students who qualify for extended learning options. Student achievement data on State Assessments and District Progress Monitoring will be shared throughout the year at SAC meetings and individually at Teacher and Parent Conferences

Accessibility

Sandpiper Elementary will provide full opportunities for all parents and family members to participate in engagement activities (including parents and family members with limited English proficiency or disabilities or parents and family members of migrant children). Mandatory school information and reports under section 1111 shall be provided in a format and, to the extent possible, in a language that parents can understand [Section 1116(f)].

Sandpiper Elementary School will provide the school-wide Parent and Family Engagement Plan (PFEP) in English, and Spanish. Parents will be notified of the plan in the school bulletin and on the school website. The PFEP will be additionally available in the front lobby of the school. All correspondence related to parent meetings will be created in the aforementioned languages and distributed to parents to increase participation. Translators will be available at all parent meetings and when needed.

School-Parent Pact

As a component of the school-level parent involvement plan, each school shall develop, in conjunction with the parents of all children supported under this Part, a school-parent compact that describes how parents, school-wide staff, and students will share responsibility for improving student academic achievement [Section 1116(d)].

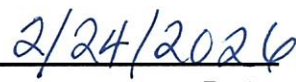
Provide the LEA electronically with the School-Parent Pact and evidence of parental input in its development.

Adoption

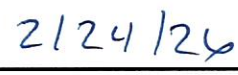
This School-Parent Involvement Plan has been developed in conjunction with and in agreement with the parents of children participating in Title I, Part A programs, as can be seen in the School Advisory Committee meeting minutes.

The school approved this plan on February 4th and will be in effect for the 2026-2027 school year. The school will make the plan available to all parents of children participating in the Title I, Part A program on or before September 30, 2026.


Principal's Signature


Date


Chair of SAC


Date