**2025-2026**

**Title I, Part A Parent & Family Engagement Plan (PFEP)**

I, Widalis Camacho, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition:
- Engage the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school Parent & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community.
- Engage parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP).
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan.
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

W. C. 06/23/2025

**Signature of Principal or Designee** **Date Signed**

****Please use the data from the school's survey(s) to complete this Parent & Family Engagement Plan!**

***(Each section with a table should have multiple entries, please add rows as needed).***

**Mission Statement (optional)**

Parent & Family Engagement Mission Statement

**Response:** At McInnis Elementary School we believe that when parents are involved, children are successful. We will support our families by working as partners to help our students to achieve their educational goals. McInnis' Family Resource Center will work directly with our resource staff to create educational activities to engage and motivate parents to be active participants in their children's educational life. Parents and families will also be connected to resources available in the community.

## Engagement of Parents & Families

Describe how the school will engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs **including involvement in the decisions regarding how funds for parent and family engagement will be used.**

**Response:** McInnis Elementary involves parents through PTA, SAC, curriculum nights, and parent information sessions. We also have a parent center that is open five days a week during school hours. This along with a Principal and School Counselor that are bilingual will increase parent involvement for this school year.

## Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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.

| count | Program | Coordination |
|---|---|---|
| 1 | Title 1, Part C | The District Migrant Education Program Coordinator works together to provide services to support migrant students and their parents. Programs include academic assistance through tutoring and summer school, translation services, migrant parent advisory, medical assistance through referrals to outside community programs, food assistance through referrals to food assistance programs. |
| 2 | Title X Homeless | McInnis' School Counselor works closely with the Title X coordinator and administration to ensure that homeless students have the materials and resources they need to be successful. |
| 3 | Title 1, Part D | McInnis receives funds to support the Neglected and Delinquent programs to accelerate the state of student achievement gaps for students in these programs. |
| 4 | Title 1, Part A | McInnis works with outside agencies to provide specific services targeted to children and their families. Programs supported by Title 1, Part A include: tutoring, supplemental materials, parent engagement activities, and reading intervention. |
| 5 | Title III | Teachers monitor the progress of ELL students to identify specific needs, as well as targeted interventions and enrichments that ensure academic achievement. |

## Title I Parent Meetings

Describe the specific steps the school will take to conduct at least two Title I meetings designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity. **Meeting should be offered a minimum of two times on different dates/times to accommodate parents' schedules. One in the fall and one in Spring is suggested.**

| count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|---|---|---|---|---|
| 1 | Open House/ Title I Annual Meeting | Widalis Camacho | September | Parent attendance and participation in the annual meeting<br>Exit surveys from Annual Meeting |
| 2 | Title I Annual Meeting | Widalis Camacho | March | Parent attendance and participation in the annual meeting<br>Exit surveys from Annual Meeting |

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement.

**Response:** McInnis offers varied times, and ways to meet with the teachers. Teachers hold conferences before, after, or during school. They also hold conferences in person, or over the telephone, if needed. Translation is also available.

## Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective engagement of parents and families and to support a partnership among the school, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's **academic achievement.** Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request. A minimum of three academically focused activities are required.

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|---|---|---|---|---|---|
| 1 | Meet the Teacher | Admin & Teachers | Students and families will meet teachers and make first contact | Aug | Sign in sheets |
| 2 | Open House | Admin & Teachers | Students will show families their classrooms and work being accomplished. | Sept | Sign in sheets<br>Exit Surveys |
| 3 | Science Night | PTA | Students and families will participate in science activities. | Oct | Sign in sheets<br>Exit surveys |
| 4 | Winter Wonderland Drive Thru | PTA | Students and families will enjoy a fun evening with their families. | Dec | Exit Surveys |
| 5 | Math Night | R. Dail, Montalvo, & Committee | Students will participate in math activities with their families. | Feb | Sign in sheets<br>Exit surveys |
| 6 | Literacy Night | R. Dail, Montalvo, & Committee | Students will participate in literacy activities along with their parents. | March | Sign in sheets<br>Exit surveys |
| 7 | School-wide Awards Assemblies | Admin & Teachers | Families will come celebrate their child's achievement for the year. | May | Sign in sheets |

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, and other staff in **how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent and family engagement programs, and build ties between parents**

**and schools. Staff Training focusing on "Building Capacity"**

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|---|---|---|---|---|---|
| 1 | Parent Communication Tips in weekly updates | Camacho | Teachers will understand the importance of ongoing communication with families. | August | Parents joining teacher communication platforms. |

## Communication

Describe how the school will provide parents and families of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- 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
- If the schoolwide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency.

**Response:** Our school counselor welcomes parents to the Family Resource Center in the morning and afternoon where they have access to food pantry, school, and community resources. She encourages all parents to get involved in school events through participation in parent conferences and school events. Parent input for suggestions, ideas, and comments are taken through the parent resource center, and through parent input forms that are held in the front office. Parents receive school communication in English and Spanish through Focus. The school utilizes Facebook, Twitter, and Instagram to connect with parents and share information.

## Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

**Response:** Translation services are provided for any parent engagement activity that McInnis provides. This service is provided by bilingual staff at school. To share information on events at the school, McInnis uses the Focus system to ensure parents are kept up to date with what is going on at the school. Any parent with special needs is accommodated. McInnis is handicap accessible.

# UPLOADS

***Please note upload of the Parent & Family Engagement Plan will be completed by Parent Facilitators once approved and signed by Principal.***

## Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan (PFEP).

**Please upload *reviewed* evidence into SharePoint and keep copies for your records.**

## Upload School-Parent Compact

Note: As a component of the school-level PFEP, 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.

**Please upload *reviewed* compact into SharePoint and keep copies for your records.**

## Upload Evidence of parent and family input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

**Please upload *reviewed* evidence for compact into SharePoint and keep copies for your records.**

# Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

## Parent & Family Engagement summary (Building Capacity Summary)

***Please make sure that the evaluation for last school year's activities is completed and turned in with this school year's PFEP. If an activity was proposed on last year's PFEP and did not take place do not evaluate or enter it. If an activity was not on last school year's proposed PFEP and took place, please evaluate it. The PFEP is a living document and changes with the school's needs.***

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I Meetings.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|---|---|---|---|---|
| 1 | Meet the Teacher | 1 | 250 | Increased parent involvement for parents. |
| 2 | Open House | 1 | 250 | Parent involvement in the classroom |
| 3 | Science Night | 1 | 100 | Increased parent understanding and involvement in science |
| 4 | Winter Wonderland Drive Through | 1 | 200 | Strengthening school-family connections |
| 5 | Literacy Night | 1 | 75 | Increased parent involvement with literacy and understanding of how they can support their children at home |
| 6 | Math Night | 1 | 50 | Increased parent involvement and understanding of math curriculum |
| 7 | Parent to Kids | 1 | 5 families | Increased parent involvement with literacy and understanding of how they can support their children at home |

| | | | | |
|---|---|---|---|---|
| 7 | Award Assemblies | 1 per grade level | 500+ | Increased parent involvement in celebrating academic achievement. |

## Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

| count | Content and Type of Activity | Number of Activities | Number of Participants | Anticipated Impact on Student Achievement |
|---|---|---|---|---|
| 1 | Faculty Meeting Training – Family Engagement | 1 | 35 | Increase understanding of the importance of communicating and building relationships with families |

## Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

| count | Barrier (Including the Specific Subgroup) | Steps the School will Take to Overcome |
|---|---|---|
| 1 | Parents not able to attend school events/SAC meetings (SWD, ELL, Migrant) | SAC meetings were moved to 3:00 p.m., right after student dismissal. Our events will be hosted on different days of the weeks and various times (before, during, and after school hours, including weekends as appropriate) to accommodate all parent schedules. |
| 2 | Language Barrier (ELL) | Our school counselor and administration are bilingual, so translation services are available for parents. |

## Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

| count | Content/Purpose | Description of the Activity |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

## Submission Procedures:

1. **Please submit completed Parent & Family Engagement Plan (PFEP) to the Title I Parent & Family Engagement office.**

2. **Once the PFEP is approved by the Parent Facilitator and initialed the watermark will be removed and returned for Principal signature. The Title I Parent & Family Engagement office will submit the approved PFEP to Jayne Baxter / Dr. Kimberly Sparger. There is no download necessary for the submission of the PFEP plan.**

3. **Please make a copy available for parents to review as needed.**

***If you have any questions, contact Sheila Rees ext. 44740***

Approval check by PFE ☐