

McKenzie School's Parent & Family Engagement Plan

2026-2027



Parents,

Please review our Parent and Family Engagement Plan below which is part of our 2026-2027 Alabama Continuous Improvement Plan (ACIP). A complete plan outlining our goals for this school year can be found on the school website or you can stop by the library to review a printed copy. If you have questions, email Principal Michael Collins at michael.collins@butlerco.k12.al.us or call 334-374-2711.

2026-2027 McKenzie Parent and Family Engagement Plan Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

Each year all parents are invited to an annual Title I meeting which is scheduled during the first few days of school. All faculty and staff are required to be present at this meeting to welcome families and introduce new faculty members, new programs, new ideas, and new projects for the upcoming academic year. At this meeting a whole group session is offered that reviews the Title I Program and all the parental rights and all funding provisions. Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for 1) identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards. 2) Purchasing supplemental staff/programs/materials/supplies and 3) Conducting parent and family engagement meetings/trainings/activities. Any LEA with a Title I Allocation exceeding \$500,000 is required by law to set aside 1% of its Title I allocation for parent and family engagement. Of that 1%, 10% may be reserved at the LEA for system-wide initiatives related to parent and family engagement. The remaining 90% must be allocated to all Title I schools in the LEA. Therefore each Title I school receives its portion of the 90% to implement school-level parent and family engagement with clear expectations and objectives for meaningful involvement. You, as Title I parents, have the right to be involved in how this money is spent. The LEA Title I Consolidated Plan addresses how the LEA will use Title I funds throughout the school system. The ACIP is your school's Continuous Improvement Plan and includes: A Needs Assessment and Summary of Data/ Goals and Strategies to Address Academic Needs of Students/ Professional Development Needs/ Coordination of Resources/Comprehensive Budget/ The School's Parent and Family Engagement policy. The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement

of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1) Parents are an integral, vital, and active part of McKenzie School and are regarded as an important component of their student's education and through the many activities and opportunities that are provided to parents to engage in a working relationship with the school. The leadership and staff of McKenzie High School have a strong belief in the importance of family engagement and therefore offer parent meetings on a flexible schedule. Formal parent conference meetings will be offered three times during the school year. Notification of these open house dates will be published in the Greenville Standard and other public postings such as the automated message system, Schoolcast. Parents are also welcome to schedule a conference at any time with a teacher or administrator especially before or after the school day.

2) McKenzie School believes in involving parents in all aspects of its Title I programs. We have two parent representatives on our ACIP committee who are active participants in the development of the plan and are involved from the first meeting of the committee, usually during the summer. In addition, all parents will be given the opportunity to review the plan and offer their input before the plan was approved. For the Parental Involvement Plan, all parents will be given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and the entire ACIP committee in determining needed changes.

3) This year Parental Involvement allocations totaling \$2205.52 are being used in the school to hold parent nights and provide printed materials for parents that will help engage parents and family members in the learning environment and the student life at MHS through these face to face meetings.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Being a unit school, McKenzie School serves students from K-4 through the 12th grade. Various meetings for explanation of curriculum and grade requirements are scheduled during the year. Not all students participate in a GRADE UP transition day. However, special attention is paid to students moving from PreSchool to Kindergarten in the K-4 to Kindergarten transition meeting; from elementary school to middle school in the grade 6 to grade 7 transition meeting; from middle school to high school with the grade 8 to grade 9 transition meeting. These meetings are used to inform parents of all requirements that must be met to successfully complete the program required by the State of Alabama. Another avenue of communication is the use of Yellow Folders for grades K-6, which is an information-filled folder sent home weekly with student work for viewing and announcements of upcoming events. Academic Assessments are announced to parents in various methods by the teachers such as phone calls and Remind, Class DoJo, parent folder notifications. Reviews of assessments are provided during parent meetings and individual parent/teacher conferences. Should the need arise, an interpreter could be provided at the meeting to communicate with any parents speaking a language other than English. In addition, documents are provided, to the extent practicable, in other languages through an online translation program.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The district parent involvement designee and principals will ensure that parents participate in decision making activities for the above programs by involving the parents in task force and advisory committees which govern the programs. Those parents will be invited to participate in the 2026-27 district parental involvement committee. Also, the district parent involvement designee will coordinate activities and funds from the

above sources to provide a more comprehensive group of parent activities which support all Butler County students including Pre-K, EL, and after school participants. Students, Parents, Teachers, and Administrators must commit to being accountable for the academic success binding by the School-Parent compact. On June 11, 2026 members of the MHS school leadership team met to update the School-Parent Compact.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

After the plan is reviewed each academic year, the ACIP is made available for parents to review. A plan is placed in the Media Center, Principal's office, the Counselor's office, and on the school's website. Goals are reviewed at various times during the school year and parents are informed of progress and weaknesses during the school year during scheduled meetings. Parents have access to administrators and stakeholders and can express concerns by phone calls and emails.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement). To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

(1) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Students and parents are given usernames and passwords to access the Home Portal in PowerSchool which is our database for student records. Parents have access to their child's current assignments and grades through the PowerSchool Parent Portal. Training on how to utilize this tool is available to parents during the scheduled parent meetings. State standards and state

assessments are reviewed and made aware to parents during work sessions at a given grade level. Parents are also provided a paper progress report of their child's current standings mid-way of the nine week grading period. Parents are also encouraged to attend special programs at the school such as Eat With Your Child Day, Math/Reading Nights, Meet You at the Pole, and Senior Parent Night. The Alabama Literacy Act Parent Nights are an example of activities planned to link parents to the school and to the student.

(2) Shall educate teachers, office personnel, and other school 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 the school.

The school principal talks to the faculty at faculty meetings of the importance of communicating with parents. Parent Liaisons will keep parents informed of anything they need to know concerning school events. These tools will be used to communicate to parents when progress reports, report cards, test scores, etc. are being sent home to students. These tools will also be used to communicate various activities that are going on at McKenzie School such as special programs, games, fundraisers, etc. The librarian will offer training to parents/guardians on how to keep students safe at home when they are using technology. The administration and counselor will provide training on state assessments and data results. Faculty/staff will be educated through the use of data meetings, faculty meetings, emails, and the Remind app.

(3) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The Butler County Board of Education will build the schools and parents' capacity for strong parental involvement. In order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community, improvements in student academic achievement will be made through the following activities: The school district will (with the assistance of its Title I, Part A schools) provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following: the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, (Annual Meeting of Title I Parents), how to monitor their child's progress, and how to work with educators. Providing activities such as parenting classes, Reading Family Nights, Math Family Nights, special programs, community and family enrichment classes, school-based parent nights, orientation and transition programs, early warning and truancy programs, Statewide Parenting Month activities, informational sessions on topics such as using PowerSchool Parent Portal and the Annual Title I Parent Meeting, and others. Meetings will also be held to coordinate with other Federal Programs such as Special Services which serves students with disabilities.

(4) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Title I Parent Meeting; Parenting Night sessions - How to read screening and achievement test scores and use technology to help your child at home; ACIP Parent Representatives; Library Advisory Committee; Parents are allowed to schedule conferences with their child's teacher to check on their progress in school. Teachers send progress reports to parents and they can visit the PowerSchool Parent Portal to view their child's grades; McKenzie School website; Parent notes; School Messenger; Translator for EL; McKenzie School Facebook page; Using the Remind App ([remind.com](https://www.remind.com)) or Class DoJo, and email.

(5) Shall provide such other reasonable support for parental involvement activities as parents may request.

Communication is one of two areas identified by the district Parent Involvement Committee and McKenzie High School as a focus for the 2026-27 school year. The designated communication repertoire includes: monthly Facebook videos to parents; the schoolcast automated phone communication tool; communication folders on Thursdays; district, school, and class newsletters; up-to-date calendars and current information on system and school websites; email distribution lists; postcards and letters; articles and advertising in local news outlets to include radio and newspapers; and other forms of communication as deemed appropriate and financially feasible. Parents are able to contact teachers directly for help with homework or with any problems their child is having within the classroom.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with 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. (See ESSA Sec. 1117(f))

EL Parents will use provided documents and forms in their native language through the use of Google Translator. In addition, a translator is used when necessary, and if available. Parents of students with disabilities are asked to attend IEP meetings, reevaluation meetings, and Transition meetings. Face to face conferences and phone contacts can be made with the teacher.