



2026-2027 School Parental & Family Engagement Plan (PFEP)

School: Herbert Cambridge Elementary School

Each participating Title I public school must develop jointly with families a written school-level Parent & Family Engagement Plan (PFEP) that describes how the school will build family capacity [ESEA Section 1116]. Please complete this form and upload it in the **Title I Drive - Teams**.

Assurances

Please check all the boxes

✓	The school will involve the parents of children served in Title I, Part A programs in decisions about how funds are spent.
✓	The school will be governed by the statutory definition of parental involvement and will conduct programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA
✓	Jointly develop/revise with families the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community. SAC minutes need to be submitted documenting the discussion and detailed feedback provided by parents on this plan
✓	Involve parents and families, 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 parental involvement plan and the joint development of the Title I Schoolwide Plan. SAC minutes need to be uploaded documenting the discussion and detailed feedback provided by parents on this plan
✓	Use the findings of the parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent Engagement Plan. The school will analyze the Title I Stakeholder survey data to develop this plan.
✓	Provide each family with timely notice of their right to request information about the professional qualifications of their child's teachers and paraprofessionals.
✓	Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field.
✓	Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section 1116]
✓	Publish the complete PFEP on the School website and share it on social media. The school must upload proof of distribution with Title I required documentation.

Principal Name

Sarah Barber

Principal Signature



1. Involvement of Parents

Describe how your 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.**

All parents are invited to our School Advisory Council (SAC) meetings where the planning, review, and improvement of Title 1 programs and use of Title 1 funds are discussed. SAC meetings are held monthly for working collaboratively with parents to gather input on ways to improve and enhance our school programs. Our SAC meetings include progress updates on quarterly benchmark assessments as well as state FAST data and time allows for discussion relative to parent input on our Title 1 Plan, Use of Funds, Parent/Student/Teacher compact and Parent and Family Involvement Plan. Parent input is also gathered by the Title 1 School Stakeholder Input Survey, school-based surveys, and at family events. Parents are also invited to attend our "Annual Title 1 Meeting" during our Curriculum Morning events held for each grade level in the fall.

2. Coordination and Integration with Other Federal Programs

Describe how your school will **coordinate and integrate parent and family engagement programs and activities with Other Federal Programs such as Migrant, Head Start, ELL, etc.** Describe how your school will coordinate with other programs to integrate parent and family activities that teach parents how to help their children at home. [ESEA Section 1116]

Parent involvement activities are developed to align with our school improvement initiatives and areas of greatest need for students. Strategic planning and coordination between school administrators, academic coaches, media specialist, classroom teachers, and related arts teachers are conducted throughout the school year and at staff committee specific meetings. Our school works with ESE and ELL program staff to ensure that all parent and family engagement initiatives address topics of interest and needs to our diverse population of stakeholders. Our parent involvement committee identifies areas of need for our families and plans specific events focused on strategies and activities that families can take home to meet the needs of each member of the family. We will continue to host our Rise and Shine Parent Workshops this school year, which we began last year. These workshops were held before school. Parents and their children will have the opportunity to learn practical strategies to support their child's growth in Reading and Math at home. The parents who attend will also receive free games and resources to take home and continue the learning. Additionally, we will host a Family Literacy and Math night which will be held in the evening to enhance parent engagement and provide opportunities for parents to learn activities that they can use at home to support their child's education

3. Annual Parent Meeting

Describe the **specific steps your school will take to conduct an annual Title I meeting** designed to inform parents and families of participating children about the school's Title I program.

Parents will be notified of our Annual Title 1 Parent Meeting in the following ways: weekly phone dialers leading up to the event, flyers sent in weekly Wednesday folder in the weeks prior to the event, notification on the school marquee will display the time and location the week prior, information will be posted on social media and the school website, and administration will continually remind students through our daily morning announcements. Correspondence is also provided in multiple languages.

Provide a description of the nature of the Title, I Program that will be shared with parents and families (schoolwide or targeted assistance). Provide a description of how the meeting will cover the rights of parents at the annual meeting. **Schools should use the Annual Title I PPT template provided by FSCG during this meeting.**

A document outlining the rights of parents will be sent home the first week of school. These items will also be further explained by the Principal and Assistant Principal during the Annual Title 1 meeting. Prior to the Annual Title 1 Meeting and Meet the Teacher event, parents will be provided with a grade-level specific curriculum guide that includes information specific to what their child will be learning this school year. Parents will also be shown our Title 1 compact and those that have not completed and returned theirs will be asked at this time. Lastly, a summary of our PFEP (in brochure form) will be provided. This will highlight the major parent events that will take place at Herbert Cambridge throughout the school year. Additionally, the Title 1 budget spending,

communication strategies, School Improvement Plan summary, parent involvement activities, and parent resources will be shared during the Annual Title 1 and SAC meetings. The Annual Title 1 meeting will be recorded and shown at the onset of the grade level presentations to provide parents/guardians with information related to adequate yearly progress, school choice, and their parental rights. These will be conducted in each of our three predominant languages. We will document parent attendance by sign-in sheets in each classroom.

4. Flexible Parent Meetings

Describe how the school will offer a **flexible number of meetings**, such as meetings in the morning or evening.

As mentioned above, parent meetings will be held both in the morning, during the school day, and evening times. This provides the parents with the opportunity to attend at their convenience, or in our case, when they are not in conflict with their respective work schedules.

How will your school provide, with Title I funds, transportation, childcare or home visits, as services relate to parent and family engagement?

Home visits, conducted by the administrative team and teachers, will occur as needed in order to connect with families.

5. Building Capacity

Please describe all activities that will address the following questions.

- How will the school implement activities to build the capacity for meaningful parent/family involvement?
- How will the school implement activities to build community relationships to improve student achievement?
- How will the school provide materials and training to assist parents/families to work with their child(ren)?
- How will the school provide other reasonable support for parent/family engagement activities?
- **How the school will coordinate and provide activities that support student transition (Kindergarten, Middle school, High school & College). List at least one activity to support the transition.**

Activity Name	Activity Description and Content	Timeline
Kindergarten Round Up	Students entering Kindergarten will be invited to come to the school to become oriented with the school building. Parents will be given information and resources to help facilitate smooth transitions to kindergarten, establishing family routines, and schedules to ensure school success.	May 1 st , 2026
Annual Title I Meeting	School Administration will provide a presentation to parents in all three languages outlining the items provided in the Title 1 Power Point template.	August/September 2026
FAST Parent Information Night	Parents of students in grades 3-5 will be invited to attend an informational meeting about end of year FAST assessments. We will break out how to interpret test results, how students earn gains, and the impact elementary testing has on middle school placements. Translation will be provided for families and resources will be given to access FAST results.	September/October 2026
Math and Literacy Night	Reading and Math Coaches will coordinate a "Family Math and Literacy Night" in which parents will have an opportunity to interact with their child and work on literacy and math related activities with the direction of a teacher. Parents will also have the opportunity to Make and Take-home activities that they will be able to use to support their child at home.	January 2027

Rise and Shine Parent Workshops	Grade level parent workshops will be held before school and parents are encouraged to attend. Parents and their children will have the opportunity to learn practical strategies to support their child's growth in Reading and Math at home. The parents who attend will also receive free games and resources to take home and continue the learning.	February 2027
--	---	----------------------

6. Staff Training

Describe the professional development activities the school will provide to educate the **teachers, specialized instructional support personnel, principals, other school leaders and other staff** with the assistance of parents/families on:

- How to reach out, communicate, and collaborate with parents/families as equal partners
- The value and utility of contributions of parents/families
- How to implement and coordinate parent and family programs and build strong ties between parents and schools

Throughout the school year during faculty meetings, staff PLC meetings, and MTSS meetings we will engage teachers and staff in professional development on how to best communicate and engage families during the school year. Training will focus on effective communication with parents and families as equal partners, building positive relationships, valuing family contributions, creating welcoming environments and collaborating with parents and families as equal partners in their child's education. In addition, staff will receive guidance on best practices for implementing and coordinating parent and family engagement initiatives, strengthening home school partnerships, and using culturally responsive communication strategies. Parents and family members will be invited to share feedback, insights, and experiences to enhance staff understanding and support continuous improvement in engagement practices.

7. Communication

Describe how your school will provide timely information about the **Title I programs (PFEP Plan, SIP, and any programs funded with Title I)**

Information about Title 1 programs will be communicated via flyers in student Wednesday folders, posted on our school website, newsletters, and through our dialer/text/email according to parent preferences in the parent portal. Documents will also be made available at our front desk. All communication is provided to the parents and families in three languages. We will also continue to share information related to our School Improvement Plan initiatives, student assessment updates, and Title 1 programming initiatives at our monthly School Advisory Council (SAC) meetings.

How will your school **share with parents** the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain?

Our curriculum for students is based on the Florida BEST standards. A variety of formal and informal assessments are used throughout the school year to monitor student progress and determine instructional adjustments that need to be made. All students are expected to meet the state standards by the end of the year. Demonstration of proficiency can be provided through district benchmark assessments, FAST assessments, iReady diagnostics, etc. This information will be discussed during the curriculum morning events and SAC meetings.

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

We are always receptive to feedback and will ensure all parents are provided opportunities to better understand anything related to our school and their child's success. Should any parent desire more input, we would extend the opportunity to participate in school-related meetings and/or monthly SAC meetings. Opportunities are provided at every meeting for input, suggestions, and questions. We also provide classroom coverage so teachers can attend parent meetings, IEP/504 meetings, and the like.

How will your parents/families submit comments if the Schoolwide/SIP and Parent and Family engagement plans are not satisfactory to them?

Parents who would like to comment on the PFEP, can participate in SAC meetings, or contact administration through email or phone to set up a time to discuss their ideas/thoughts. We have staff who speak both Spanish and Creole who can help translate for parent meetings.

8. Accessibility

Describe how your school offers parent/family engagement activities for all parents/families. ***(Including parents with limited English proficiency, disabilities, and migratory children).***

Herbert Cambridge Elementary will give parents with disabilities access to participate in all parent involvement activities. Support is always given to parents with special needs. School and District resources will be utilized to provide needed accommodations and modifications so that all parents and guardians are able to fully participate in planning, reviewing, and improving the Title 1 program. We have Spanish and Creole translators at all parental involvement activities.

Describe how your school will share information related to school and parent/family programs, meetings, school reports, and other activities in an **understandable, uniform format and in languages that the parents/families can understand.**

We have Spanish and Creole translators at all parental involvement activities. In addition, all of our school information is sent home in three languages. Phone and text messages are communicated in three languages.

9. Barriers

Describe the barriers that hindered participation by parents during the previous school year. Include 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)?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Limited English proficiency	Provide translators for all meetings and communication.
Parents may be unable to attend events due to work schedule	Events are scheduled at various times. We have also conducted a parent survey to determine the best time for school events to occur.
Limited family resources	Our school will host Rise and Shine Parent Workshops and Make and Takes to provide families with educational resources they can use at home to support their child.

10. Upload Evidence of Input from Parents on the development of the PFEP

Upload a copy of SAC minutes that include a statement that parents were given the opportunity to discuss and provide input on the **FY27 Parent & Family Engagement Plan (PFEP)** prior to approval. Be specific about the feedback provided by parents. Please upload the document in your school folder in the **Title I Drive - Teams.**

11. Upload FY27 Parent-School Compact

Upload an electronic version of the FY27 Parent-School Compact. Please upload document in your school folder in the **Title I Drive - Teams.**

12. Upload Evidence of Parent Involvement in Development of Parent-School Compact

Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY27 Parent –School Compact** prior to approval. Be specific with the feedback provided by parents. Please upload document in your school folder in the **Title I Drive - Teams**

Evaluation of the Previous Year's Parent and Family Engagement Plan

Review your FY26 School Parent and Family Engagement Plan (PFEP) and complete the sections below.

1. Building Capacity Summary

Provide a summary of activities provided during the **2025-2026** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below. Please make sure that the numbers match the Parent Event Tracking Sheet uploaded in your Title1Crate for FY26.**

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity build parent and family capacity to improve student achievement? If it was not completed, provide a rationale.
FY26 Annual Title I Meeting	6 morning events	183	This event allowed us to share the Title 1 information with parents in all three languages. Additionally, parents were able to talk with teachers to get a better understanding of grade level expectations and how families can support student learning.
Kindergarten Round Up	1	12	Parents with incoming Kindergarten students were invited to come to the school to learn about HCE, school procedures, what they expect to learn in Kindergarten, and how to prepare their children for success. Parents and students were able to visit a kindergarten classroom, practice Kinder activities, and work alongside current kindergarten students. Information for student registration and social media platforms was also shared with parents
Meet the Teacher	1	434	Parents and students were able to come in prior to the start of the school year and visit their classrooms and meet their teacher. The teachers provided grade specific information to parents related to class expectations, academic content, communication preferences, and how parents can assist students at home throughout the school year.
Family Literacy and Math Night	1	120	Families were invited to participate in various ELA and Math games/activities from each grade level. Parents received free books to take home.
Rise and Shine Parent Workshops	6 morning events	130	Families were invited to participate in a parent workshop specific to their child's grade level. At the workshop parents learned how to plan games and utilize resources to help their child at home. The families were able to take the resources home and also have breakfast with your child during the workshop.
FAST Parent Workshop, Grades 3-5	1	28	Parents of students in grades 3-5 were invited to attend an informational meeting about PM3 FAST assessments. We taught parents how to interpret test results, how students earn gains, and the impact elementary testing has on middle school placements. Translation was provided for families and resources were given to access FAST results

2. Staff Training Summary

Provide a summary of the **professional development** activities provided by the school during the **2025-2026** school year to educate staff on the importance of Parent and family engagement. 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.

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity build parent and family capacity to improve student achievement? If it was not completed, provide a rationale.
We conducted an initial training during pre-service week. We revisited the topic during various staff meetings throughout the year. We included topics related to: building strong school/family community, positive parent communications, strategies to keep families engaged in learning, discussions related to the MTSS process and student progression meetings.	1	55	Our teachers and staff developed a strong line of communication with parents throughout the year, allowing them to be a part of their child's learning. In a parent survey conducted this school year, 98% of our families indicated that they feel welcome at school events.

3. Review your FY26 School Parent and Family Engagement Plan (PFEP) Barriers Section.

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

Barrier (Including the Specific Subgroup)	Steps the School took to Overcome	Implementation (Full, Partial, Not Yet)
Limited English proficiency	Provide translations for all meetings and communication.	Full
Parents may not be able to attend due to work schedule	We will continue to provide parent trainings at various times during the day. We will conduct before school trainings and ensure we also have events scheduled in the evening for working families.	Full
Limited family resources	We provided various trainings throughout the school year to empower our families and provide resources to help support their child at home. We will continue to use Title 1 parental involvement money for our Rise and Shine Parent Workshops this school year. We will utilize Title 1 Parent Involvement funds to purchase books and copy materials that parents can utilize at home to assist their child.	Full