



2020-2021

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

I, Paul Struska, 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;
- Involve 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;
- Involve 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.



Signature of Principal or Designee

7/30/2020

Date Signed

Mission Statement (optional)

Parent & Family Engagement Mission Statement

Response: Parents are their children's first and most influential teachers. When parents believe, children achieve! McInnis Elementary School will support our families working as partners to help our students to achieve educational goals. The 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. Our School Family Resource Center will connect parents with all the resources available in the community.

Engagement of Parents & Families

Describe how the school will involve 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 family nights, Open House, etc. Parents, at SAC, discuss Title I funds, and how they are spent. According to the 5Essential Survey, our parent influence on decision making is strong with a score of 69%. We also have a parent center that is open five days a week this year during school hours. This along with two administrators 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 I, part C	The District Migrant Education Program Coordinator work 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, and food assistance through referrals to food assistance programs.
2	Title X, Homeless	McInnis works closely with the Title X coordinator to ensure that homeless students have the materials and resources they need to be successful.
3	Title I, Part D	McInnis receives fund to support the Neglected and Delinquent programs to accelerate the state of student achievement gaps for students in these programs. Students are transitioned from DJJ centers back into district schools with a transition plan to ensure academic and social success.
4	Title I, part A	McInnis Elementary works with outside agencies to provide specific services targeted to children and their families. Programs supported by Title I, Part A include: supplemented tutoring, supplemental materials, data chats, and reading and math intervention.
5	Title II	McInnis receives federal funds to provide access to professional development activities for public school teachers and principals in the core subject areas to ensure quality instruction and student success.
6	Title III	Teachers monitor the progress of ELL students to identify specific needs, as well as targeted interventions and enrichments that ensure academic achievement.

Annual Title I Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting 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.**

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Send home Title I Annual Meeting Invites	Baker Montalvo	Sept. 2020	Attendance at Title I meetings
2	School messenger announcements to parents inviting to Title I Annual Meeting	Baker Montalvo	Sept. 2020	Attendance at Title I meetings
3	Title I Annual meeting with translation services	Baker Montalvo	Sept. 2020	Parent attendance and participation in the annual meeting Exit surveys from Annual Meeting
4				

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, child care, or home visits, as such services related to parent and family engagement.

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

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 involvement of parents and families and to support a partnership among the school involved, 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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher	Administration Teachers	Parents will meet teachers, and make first contact	Aug. 28th	Sign in sheets
2	Open House	Administration Teachers	Teachers will show parents their classrooms and work being done. This may take place through a virtual platform if is	September	Sign in sheets

			necessary.		
3	Pastries for Parents	Administration Teachers	Encouragement to have all parental figures more involved in their child's education and will give them strategies to help them succeed.	September	Sign in sheets
4	Walk to school Day	Administration	In coordination with the Deleon Springs Community Association, McInnis parents, students, and teachers will walk to school from the Historic Porter House.	October	Parents walking to school with students
5	Christmas Program	Mr. Thomas Special Area Teachers	Parents are invited to the annual Christmas program	December	Sign in sheets, exit slips
6	Walk a thon	Coach Albright PTA	Parents are invited to come to the annual walk a thon and walk with their students (if they are an approved volunteer) as students earn stands for walking around the track.	February	Sign in sheets
7	Resource Parade	Teachers Administration	Following the format of a parade, parents will join to receive academic and social emotional resources for their child each semester.	November February	Posts on Facebook and Twitter
8	Bike Rodeo	Coach Albright	Parents are invited to watch their students participate in the annual bike rodeo.	March	Sign in sheets Exit slips
9	Career Day	Montalvo	Parents and community members are invited to come discuss their careers, and what students need to do to achieve those career dreams.	April	Sign in sheets Exit slips
10	Field Day	Coach Albright	Parents are invited to come watch as their students participate in field day activities	May	Sign in sheets Exit slips
11	Classroom Quarterly Assemblies	Administration Teachers	Parents are invited to come to quarterly awards ceremonies and see their child's achievement for the	Oct. Jan. March May	Sign in sheets

			year.		
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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.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Staff training on building content resources packets for parents	Baker Montalvo	Teachers will create content resource packets for parent engagement with Reading, Math, and Science that will be distributed during the Resource Parade on November and February.	Nov.	Photo of Resource Packets

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 Parent Center in the morning and afternoon where they have access to food pantry and school resources. She encourages parents of Hispanic descent 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 in Spanish through School Messenger now that the administrative team and school counselor are bilingual.

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 the school. To share information on events at the school, McInnis uses the School Messenger 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 handicapped accessible.

Upload Evidence of Input from Parents

2020-2021

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

Please upload 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 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 into SharePoint and keep copies for your records

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

Parent & Family Engagement summary (Building Capacity Summary)

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 Annual Meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Meet the Teacher	1	200	Increased parent involvement for parents.
2	Open house	1	150	Parent involvement in the classroom.
3	Pastries for Parents	1	100	Increased involvement by father figures in the school environment.
4	Falling All In!	1	100	Increased participation in reading at home.
5	Walk to School Day	1	100	Building up community and bicycle/pedestrian safety

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				
2				
3				
4				

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	SAC meetings are held at 7am, as students are beginning to arrive at school. With the exception of a few events, many of our events are first thing in the morning, or immediately following dismissal so parents are able to attend events.
2	Language barrier	Our guidance counselor is bilingual, so she provides translation services for parents. She also assists with translation services at the annual meetings, PTA, SAC, etc. Additionally, this year the administrative team is bilingual and can communicate with parents to engage them in school events.
3		
4		

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		

**Please submit completed Parent & Family Engagement Plan (PFEP)
to your Title I Office Representative.**

Approval check by PFE