

**Pine Level Elementary School
Family Engagement Plan
2026-2027**

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Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain the requirements of Title I, including the 1% reservation and the right of parents to participate.

Pine Level Elementary School will hold Title I meetings in two sessions, morning and evening, to accommodate parents' schedules. These sessions can be conducted virtually if needed. Topics to be discussed will include: What it means to be a Title I school, 1% reserve, aCIP, PES Family Engagement Plan, LEA (Local Education Agency) Parent and Family Engagement Plan and Title Plan, School-Parent Compact, highly effective teacher status, how to apply for teacher qualifications, Family Resource Center, and how to participate in the Title I program at PLES. Family input on how the 1% reserve will be spent, and year-end evaluation are encouraged to determine the effectiveness of the program.

Describe: 1) How a flexible number and format of parent meetings, such as morning or evening meetings, will be offered and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parent involvement; 2) How parents will be involved in planning, reviewing, and improving the Title I Program (Note: Indicate the school's process for how all Title I parents have the opportunity to participate in decision-making); and 3) How funds allocated for parental involvement are used in the school.

The Title I Annual Parent/Family Meeting is offered in two sessions to accommodate parents' schedules. Other parent meetings are held in several sessions throughout the year. Three parent orientation meetings will be held. Pre-K parents will meet before the start of the school year. Parents of upcoming kindergarten, first grade, and second grade students meet in separate sessions in the spring. Parents are informed about school programs and assessments and are encouraged to provide feedback on this information. Parents are also encouraged to attend a transition event in the spring for fifth graders as they move to Marbury Middle School. Parents also participate in programs specifically designed to help them be an active part in their child's education and are encouraged to participate in various family engagement events throughout the year. Parents are informed of how the funds from the 1% set aside are used to provide them with resources that will best help their children at home. These resources are stored in the Family Resource Center (FRC). The FRC is open during school hours and during school-sponsored evening events for parents to consult resources for home use. The funds are also used for shipments, prep packets, and monthly calendars. Parents serve on the Title I Advisory Committee and represent the parent body by giving input, making decisions about how to spend designated funds, and in program evaluation. Meetings can be held virtually if needed.

Describe how the school provides parents of participating children with timely information in a uniform format and, to the extent possible in a language they can understand, about Title I programs, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if parents so request, opportunities for regular meetings to make suggestions and participate, as appropriate, in decisions related to their child's education. children.

Parents are notified about curriculum, programs, and assessments throughout the school year. In the fall, parents are invited to school to learn about the Title I program, spring assessment data, aCIP, and target goals that will be a focus throughout the year. This meeting can also be held virtually if needed. Parents are kept informed about curriculum, assessments, and other pertinent information through monthly school newsletters, correspondence with teachers, and weekly notification of ParentSquare by the principal and websites. In carrying out the parental involvement requirements of Title I, Part A, to the extent practicable, the school will provide full opportunities for the involvement of parents with limited English proficiency, parents with disabilities, and parents of migrant children, including the provision of school information and reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request and, as far as possible, in a language that parents understand. The district's EL (English Learner) supervisor assists PLES in translating documents for any parent who cannot read English.

Describe how parents, school staff, and students share responsibility for improving the academic achievement of participating students (How the School-Parent Compact with Title I Parents is Co-Developed; How It Is Used, Revised, and Updated).

The Pine Level Elementary School I-Parent Title Covenant is revised and/or revised as needed. All stakeholders share responsibility for student achievement in PLES. Stakeholder input (needs assessments, program evaluation, representation on committees, etc.) is used to guide decision-making and the development of various plans. Parents are asked to partner with faculty and staff to participate in the educational process as volunteers, tutors, serving on committees, and supporting various efforts and programs. The PLES Parent Compact is part of an ongoing partnership with parents, school staff, and students. It is discussed and signed by teachers, parents and students at the opening of the school and is kept on file by teachers as a reminder of the commitment of all stakeholders. The PLES Parent Compact designates the requirements of all stakeholders so that there is a shared responsibility to improve student academic achievement.

Describe the procedures for allowing parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parent input is collected during the development of the PLES Continuous Improvement Plan (aCIP). Once the plan is developed and approved, parents are encouraged to review the aCIP located in the Family Resource Center (FRC), media center, school office, and website. Notice about the plan and its review is distributed through school newsletters and parent meetings. Parents are informed that if they have questions or concerns or if they are not satisfied with the plan, they can contact the principal or any member of the planning committee to express their concerns. Parents may also contact the Federal Program Administrator at the Central Office with questions or concerns.

Describe how the school will build capacity for parent involvement, including how parents will be encouraged to become equal partners in their child's education. (See ESSA Section 1116, Requirements for Capacity Development in Parent and Family Engagement. To ensure effective parent involvement and support a partnership between school, parents, and the community to improve student academic achievement, our school:

- (1) It will provide training to parents of participating children in understanding topics such as the state's academic content standards and state student achievement standards, state and local assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve their child's achievement.
- (2) It will provide materials and training to help parents work with their children to improve their child's performance.

The Family Resource Center (FRC) is located in the heart of the PLES Media Center and offers a wealth of materials for parents to use when working with their students. Resources are available for parents to refer to during the school day and during school-sponsored evening events. A computer and printer are also available for parental use. School counselors conduct volunteer training days to equip parents to serve students and teachers during academic days and beyond. Renaissance Home Connect allows parents to access literacy information online. Pearson Success allows parents to access math textbooks and auxiliary resources online. Additional academic resources are provided online through links on the PLES and ACBOE websites. Parents are continuously informed about student progress through weekly folders, PowerSchool, midterm progress reports, and end-of-term grading reports. They are encouraged to use these items to communicate with teachers about student progress and to engage with teachers to improve academic achievement. In-home reports of spring assessments are released at the beginning of the school year, and teachers schedule conferences with parents to discuss student progress. Parents receive information about assessments, curriculum, and programs at parent meetings and through monthly school newsletters. At various times during the year, parents receive information about assessment results, the LEA Elementary Program Guide (which contains College and Career Readiness Standards), Title I information, the aCIP and how it relates to student achievement, state and local programs/initiatives, and ways they can be more directly involved in their child's education. A Title I Parent Meeting (in two sessions) is held in the fall to inform parents and discuss the requirements of this federal program (the aCIP, parent involvement, teacher status, parental right to know, and other elements pertinent to Title I). The meeting can be held virtually if necessary. Opportunities that parent/family members can participate in include Fall Fun Day, Parent Picnic, Picnics, Picnics, Open House, Literacy Day, Numeracy Day, and other family events.

- (3) You will need to educate teachers, student services staff, and other school staff, with the help of parents, about the value and usefulness of parent contributions, and how to approach, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build parent-school bonds.

The role of parents in the educational process is continually addressed to school staff. PLES strives to partner with parents in all areas of their child's education. Emphasis on the need for close communication between school and home is included in faculty meetings, grade-level meetings, services, etc. Teachers keep a contact log with parents to document connections between school and home. Parent and family involvement is an ongoing focus at PLES.

- (4) It 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 to participate more fully in their children's education.

PLES coordinates multiple federal programs (such as Title I and Title III) with parent involvement to ensure that all parents are equipped to participate in their students' education. Our school's EL facilitator and district EL supervisor help families of our EL students understand and actively participate in school programs, etc. to improve student achievement. Parent training/conferences are ongoing throughout the school year. The Family Resource Center (FRC) provides valuable materials for home use. Counselors maintain resource areas containing brochures, books, and research-based articles within their offices. These resources address parenting topics and provide information on how parents can help with their children's social and academic concerns.

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

Parents are notified about meetings, programs, and various activities through monthly school newsletters, informational brochures, the school marquee, the school website, Instagram, Facebook, Parent Square, and individual teacher websites. The school's EL facilitator ensures that families of EL students receive pertinent information in a language they understand.

(6) Provide any other reasonable support for parent involvement activities that parents may request.

PLES strives to involve parents in all aspects of school life. Teachers and staff members work with parents regarding their requests to be involved in their child's education. Parental input is assessed and used to modify program offerings as well as procedures (if applicable). Input is collected through surveys, program evaluations, and informal suggestions.

Describe how the school will ensure the involvement 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 migrant children), including providing school information and reports required under section 1111 in a format and, as far as possible, in a language that these parents understand. (See ESSA, Article 1117 f))

All parents are encouraged to participate in the educational process, including parents with limited English proficiency and parents with disabilities. The school's EL facilitator and the district's EL supervisor help provide information (reports, notices, etc.) to parents in a language they understand. Handicapped parking spots are located near the main entrance, and sidewalks have sloping sections that allow for wheelchair accessibility. The bathrooms are equipped with handicapped stations, allowing additional space to maneuver. There are currently no migrant students at Pine Level Elementary School.