

Pine Level Elementary School Family Engagement Plan 2024-2025

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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 Title I requirements, including the 1% set-aside, and the right of parents to be involved.

Pine Level Elementary will conduct a Title I meeting in two sessions, morning, and evening, to accommodate parents' schedules. These sessions may be done virtually if needed. Topics to be discussed will include: What it means to be a Title I school, 1% set-aside, aCIP, PLES Family Engagement Plan, LEA (Local Education Agency) Parent & Family Engagement Plan and Title Plan, School-Parent Compact, highly effective teacher status, how to request the qualifications of teachers, Family Resource Center, and how to be involved in the Title I program at PLES. Family input is encouraged on how the 1% set-aside is to be spent and the end of the year evaluation to determine program effectiveness.

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.

The Annual Title 1 Parent/Family Meeting is offered in two sessions to accommodate parents' schedules. Other meetings for parents are held in multiple sessions throughout the year. Three Parent Orientation Meetings will be held. Pre-K parents will meet prior to the beginning of the school year. Parents of upcoming kindergarteners, first graders, and second graders meet in separate sessions in the spring. Parents are informed of school programs and assessments and encouraged to give feedback regarding 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 planned to assist them in being an active part in their children's education and are encouraged to participate in various family engagement events throughout the year. Parents are informed of how funds from the 1% set-aside are used to provide them with resources to better assist their children at home. These resources are kept in the Family Resource Center (FRC). The FRC is open during school hours and during school sponsored evening events for parents to check out resources for home use. Funds are also used for mailings, readiness packets, and monthly calendars. Parents serve on the Title I Advisory Committee and represent the parent body by giving input, making decisions on how to spend designated funds and in program evaluation. Meetings may be held virtually if needed.

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.

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, the aCIP and the target goals that will be a focus throughout the year. This meeting may also be done virtually if needed. Parents are kept informed of curriculum, assessments and other pertinent information via the monthly school newsletters, teacher correspondence, and weekly ParentSquare notification by principal, and websites. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. The district EL (English Learner) Supervisor assists PLES in translating documents for any parent who is unable to read English.

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).

The School-Parent Compact is reviewed and/or revised as needed. All stakeholders share the responsibility of student achievement at PLES. Input from stakeholders (needs assessments, program evaluation, committee representation, 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 by volunteering, tutoring, serving on committees, and supporting various endeavors and

programs. The School-Parent Compact is a part of an ongoing partnership with parents, school personnel, and students. It is discussed and signed by teachers, parents, and students at the opening of school and kept on file by teachers as a reminder of the commitment of all stakeholders. The School-Parent Compact designates the requirements of all stakeholders so that there is a shared responsibility for improved student academic achievement.

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

Parent input is gathered during the development of the PLES Continuous Improvement Plan (aCIP). Once the plan is developed and approved, parents are encouraged to review the aCIP housed in the Family Resource Center (FRC), the media center, the school office, and on the website. Notification 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 dissatisfied with the plan, they may contact the principal or any member of the planning committee to express their concerns. Parents may also contact the Federal Programs Administrator at the Central Office with their questions or concerns.

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 in parent 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 training for parents of participating children in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local assessments, the requirements of Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children.

(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement.

A Family Resource Center (FRC) is located in the heart of the PLES Media Center and offers a wealth of materials for parents to use in working with their students. The resources are available for parents to check out during the school day and during school sponsored evening events. A computer and printer are also available for parents to use. School counselors hold volunteer training days to equip parents to serve students and teachers during the academic day and beyond. Renaissance Home Connect allows parents to access literacy information online. Pearson Success allows parents to access math textbooks and ancillary 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, mid-term progress reports and end of grading period reports. They are encouraged to use these items to communicate with teachers regarding student progress and to participate with teachers to improve achievement. Home reports of spring assessments are disseminated at the beginning of the school year and teachers schedule conferences with parents to discuss student progress. Parents receive information regarding assessments, curriculum, and programs at parent meetings and through monthly school newsletters. At various times during the year, parents are provided information regarding assessment results, the LEA Elementary Programs Guide (containing College and Career Ready Standards), Title I information, the aCIP and how it relates to student achievement, state and local programs/initiatives, and ways in which they can be more directly involved with their child's education. A Title I Parent Meeting is held (in two sessions) in the fall to inform parents and discuss the requirements of this federal program (the aCIP, parental involvement, status of teachers, Parents' Right to Know and other items pertinent to Title I). The meeting may be held virtually if needed. Opportunities in which parents/family members may participate include Fall Fun Day, Parent Picnic, Field Days, Open House, Literacy Day, Numeracy Day, and additional family events.

(3) Shall educate teachers, pupil services 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 role of parents in the educational process is continuously addressed with school personnel. PLES strives to partner with parents in every area of their children's' education. Emphasis on the need for close school-home communication is included in faculty meetings, grade level meetings, in-services, etc. Teachers maintain a Parent Contact Log to document school-home connections. Parent and family engagement is a continuous area of focus at PLES.

(4) 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.

PLES coordinates multiple federal programs (such as Title I and Title III) with parental engagement to ensure that all parents are quipped to participate in their students' education. Our school's EL facilitator and the district EL supervisor assists the families of our EL students in understanding and actively engaging 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 pamphlets, books, and research-based articles within their offices. These resources address parenting issues and provide information on how parents can assist their children's social and academic concerns.

(5) 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.

Parents are notified about meetings, programs and various activities through monthly school newsletters, informational flyers, 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) Shall provide such other reasonable support for parental involvement activities as parents may request.

PLES strives to involve parents in every aspect of school life. Faculty and staff members work with parents regarding their requests to be involved with their children's education. Parental input is valued and used to modify program offerings as well as procedures (if appropriate). Input is gathered through surveys, program evaluations, and informal suggestions.

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))

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 EL supervisor assist in providing information (reports, notices, etc.) to parents in a language they understand. Handicap parking places are positioned close to the front entrance and sidewalks have sloped sections that allow for wheelchair accessibility. Restrooms are equipped with handicap stalls, allowing extra space for maneuvering. Currently there are no migrant students at PLES.