

Strodes Mills Elementary School
Title I School Parent and Family Engagement Plan
Date reviewed: September 2026

Directions: This template can be used when meeting with parents and family members annually to discuss the parent and family engagement policy at the school level. It is important to maintain agendas and sign in sheets for compliance. Listed below are each of the parent and family engagement requirements under Section 1116 of the Every Student Succeeds Act. Please use the guiding questions that are highlighted in yellow to indicate what is done at your school to meet each of the requirements. This does not need board approval.

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- developed jointly with and agreed upon by parents and family members of Title I children;
- written in an understandable format and provided in a language parents can understand;
- distributed to all parents and family members of Title I children;
- made available to the local community; and
- updated annually to meet the changing needs of parents, family members and the school.
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The policy describes how parents and family members will be involved in the planning, review and improvement of the school's Parent and Family Engagement Policy (ESSA, Section 1116(b)(1)).

Strodes Mills Elementary School will hold an Annual Title I Schoolwide Planning meeting in September or October in conjunction with the monthly Home School Association meeting held at the building. All K-3 parents will be invited to attend the meeting via a School Parent Square message and a backpacked paper invitation. At the meeting parents will have the opportunity to provide feedback for planning, reviewing and improvement of the schools' Parent and Family Engagement Plan. Strodes Mills Elementary's Parent Engagement Coordinator and Building Principal will facilitate the solicitation of feedback and make the recommended revision to the plan on an annual basis.

A Parent Engagement Coordinator at each Title 1 building has been established to promote ongoing and frequent high quality parental engagement activities. The Parent Engagement Coordinator will hold an informational meeting at the beginning of the year to determine parental needs and concerns. The Parental Engagement Coordinator will also conduct an annual survey at the beginning of each school year to solicit feedback for strengthening our parental engagement activities and school wide plan. Parental Engagement funds will be used to support effective reading, math and PBIS activities that can be used in the home to reinforce instruction provided at school.

The policy states that the school will convene an annual meeting, at a convenient time...

- **which all parents and family members of participating children shall be invited, and encouraged to attend;**
- **to inform parents of their schools' participation as a Title I school; and**
- **to explain the requirements, and the rights for parents to be involved (ESSA, Section 1116(c)(1)).**

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The policy states that the school will offer a flexible number of meetings, in the morning and/or the evening (ESSA, Section 1116(c)(2)).

Strodes Mills Elementary will offer a flexible number of meetings for parents held at various times throughout the school year and school day. These events/meeting include, but are not limited to, Open House, parent conferences, new student orientation, Book Bingo, One Book One School, Camp on the Way to Kindergarten parent day and other parent driven engagement activities.

The policy states that the school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program (ESSA, Section 1116(c)(3)).

Strodes Mills Elementary School will hold an Annual Title I Schoolwide Planning meeting in September or October in conjunction with the monthly Home School Association meeting held at the building. All K-3 parents will be invited to attend the meeting via a School Parent Square message and a backpacked paper invitation. At the meeting parents will have the opportunity to provide feedback for planning, reviewing and improvement of the schools' Parent and Family Engagement Plan. Strodes Mills Elementary's Parent Engagement Coordinator and Building Principal will facilitate the solicitation of feedback and make the recommended revisions to the plan on an annual basis. The building principal along with the assistance of the Federal Programs Coordinator will prepare a detailed agenda that informs parents of their school's participation in Title I. We will inform parents and families about the requirements of the schoolwide program and their right to be involved. Additional information will be available during events, trainings, and activities held at various times throughout the school year. These events include, but are not limited to, Open House, parent conferences, Camp on the Way to Kindergarten parent day, Book Bingo, One Book One School and other parent driven engagement activities.

The policy describes how the school will provide parents of participating children with timely information about the Title I program (ESSA, Section 1116(c)(4)(A)).

We will provide parents and families of students who are struggling in the areas of math and reading with MTSS progress reports. We will invite parents and families to schedule Problem Solving team conferences to discuss their child's progress, review state and local assessment data and plan strategies to complement their child's instruction.

The policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards (ESSA, Section 1116(c)(4)(B)).

- **How will the school explain the curriculum, State standards, and assessments?**

The Mifflin County School District offers a comprehensive program to assist and monitor students' progress towards meeting the challenging State academic standards. Teachers, principals, parents, families, Chief Academic Officer, and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level goals in reading and mathematics. Classroom, Title 1, special education teachers and building principal will meet as a grade level team at the beginning of the year to discuss grade level data. These group data meetings will be used to identify and support students struggling in English Language Arts and Mathematics. Students will be identified based on the level of instructional need. Students will receive differentiated instruction in the core, Tier I instruction. Students identified with Tier II and Tier III needs will be given additional time for instruction and placed in flexible learning groups. These groups will be organized based on student learning needs. Students found to have a greater need will be referred to the building's problem-solving team (PST) process. Throughout the year, the data will be used to realign teaching resources and adjust schedules as needed. Highly qualified teachers, reading specialists, and special education teachers will provide instructional support among the Tiers.

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The policy states that the school will provide, 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 respond to any such suggestions as soon as practicably possible (ESSA, Section 1116(c)(4)(C)).

Title I funds will be used to provide parents with the opportunity to participate as members of a parent engagement committee, Local Advisory Committee, attend SPAC trainings, and meetings so they can be partners in their child's education. Our staff will be responsible for providing parents with relevant information regarding school curriculum, academic assessments, the school's progress, and their child's growth. Parent Square, monthly newsletters, website postings, flyers, and invitations will also help to communicate information to families.

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The policy states how the school will involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA (ESSA, Section 1116(5)). Applies only to Title I schools operating a Schoolwide Program.

- **If applicable, how will the school meet with parents and family members to develop and discuss the Schoolwide Plan?**

Strodes Mills Elementary School will hold an Annual Title I Schoolwide Planning meeting in September or October in conjunction with the monthly Home School Association meeting held at the building. All K-3 parents will be invited to attend the meeting via a School Parent Square message and a backpacked

paper invitation. At the meeting parents will have the opportunity to provide feedback for planning, reviewing and improvement of the schools' Parent and Family Engagement Plan. Strodes Mills Strodes Mills Elementary's Parent Engagement Coordinator and Building Principal will facilitate the solicitation of feedback and make the recommended revisions to the plan on an annual basis. The building principal along with the assistance of the Federal Programs Coordinator will prepare a detailed agenda that informs parents of their school's participation in Title I. We will inform parents and families about the requirements of the schoolwide program and their right to be involved.

The policy states that a school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards. The compact shall –

- **describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decision relating to the education of their children and positive use of extracurricular time (*ESSA, Section (d)(1)*); and**
 - **address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—**
 - **parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;**
 - **frequent reports to parents on their children's progress;**
 - **reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (*ESSA, Section 1116(d)(2)(A-D)*).**
- **How will the school involve parents and family members in the development of the school-parent compact?**

Title I parental engagement 1% set aside funds help to support the supplemental position of Strodes Mills Elementary School's Parent Engagement Coordinator. The Parent Involvement Coordinator and building principal will share the Title 1 Parental Engagement Compact, Title 1 Parental Engagement building plan and Title 1 Schoolwide plan with parents at an annual Back to School Meeting in September/October. The Parent Involvement Coordinator and building principal will send home and/or post online Title 1 Parental Engagement Compact and Title 1 Parental Engagement building policy. The Parent Involvement Coordinator will create and send home building specific beginning of year parental engagement survey. Results of the parental engagement survey will help to plan out building specific parental engagement events after consulting with building principal. The Parent Involvement Coordinator will use the parental engagement survey to plan out title 1 parental engagement allocated budget on an annual basis after consultation with building principal. The Home-School Compact developed will outline how the entire school staff, parents, and students share in the responsibility for improving student achievement. The compact and plan will be developed in a joint effort between parents and staff to ensure the best possible educational experience for all students at Strodes Mills Elementary School.

The policy states how the school will provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children (*ESSA, Section 1116(6)(e)(1)*).

- **What assistance will be provided to parents and family members to understand the academic standards, State and local academic assessments, and how to monitor their child's progress?**

We will provide parents and families of students who are struggling in the areas of math and reading with MTSS progress reports. We will invite parents and families to schedule Problem Solving team conferences to discuss their child's progress, review state and local assessment data and plan strategies to complement their child's instruction.

The policy states how the school will 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 including education about the harms of copyright piracy, as appropriate, to foster parent involvement (*ESSA, Section 1116(6)(e)(1)*).

Strodes Mills Elementary School staff will annually provide parents the opportunity to receive parent materials from the Title I Parent Resource Center. All K-3 parents may request a single copy of up to 10 different titles from the resource center free of charge. The Federal Programs Coordinator and Federal Programs Secretary will prepare a detailed cover letter and order form for Strodes Mills Elementary School to help ensure this resource training material is available to parents on an annual basis. Strodes Mills Elementary's Parental Engagement Coordinator and building principal will send all order forms to the Federal Programs office so they can be sent to Midwestern Intermediate Unit IV to fulfil the order free of charge and postage.

The policy states how the school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school (*ESSA, Section 1116(6)(e)(3)*).

Strodes Mills Elementary School staff will annually watch at least one State Parent Advisory Council SPAC skits to learn how to better communicate with and work with parents as equal partners. The building principal will schedule this during a monthly faculty meeting in the fall of each school year. The building principal and parental engagement coordinator will facilitate a reflection/discussion with faculty after reviewing the SPAC skit.

The policy states how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children (*ESSA, Section 1116(6)(e)(4)*).

- **How will the school coordinate with other federal, State and local programs include public preschool programs?**

Ongoing collaboration and partnership with Summit Early Learning.

Annual Special Education Transition Meetings.

Camp on Your Way to K (All incoming kindergarten students are offered four days in the summer to learn important skills to help them be successful in kindergarten, meet the kindergarten teachers, ride the school bus, make friends and learn PBIS expectations)

Back to School/Kindergarten Orientation (Held approximately one week prior to start of school year for parents and incoming kindergarten students to meet their assigned kindergarten teacher and to visit their classroom)

Memorandum of Understanding between the Mifflin County School District, Summit Early Learning and other early childhood programs in Mifflin County has been developed for the purpose of coordinating mutually beneficial activities to provide better serve for children and families birth to 3rd grade.

The policy states how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand (*ESSA, Section 1116(6)(e)(5)*).

- **How will the school ensure information is in a language parents can understand? This should include how documents are translated.**

The Mifflin County School District provides school and new student orientations, back to school nights, and open houses that allow parents the opportunity to communicate with teachers and school administrators. Correspondence between parents and school personnel can be accomplished by e-mail, Parent Square, telephone, face to face, Zoom, and/or written communication. Google Translate is available for use by EL teachers, EL Coordinator, Federal Programs Secretary and building secretarial staff to translate documents. Language Line will be available to help bridge the language barrier and create more effective parental engagement. The Mifflin County EL Coordinator is also given release time to provide for interpreting and translating needs in the district.

The policy states how the school, to the extent practicable, will provide opportunities for the informed 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) (*ESSA, Section 1116(7)(f)*).

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