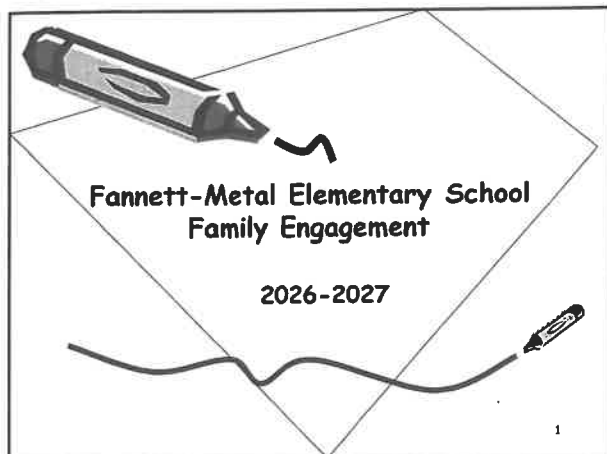
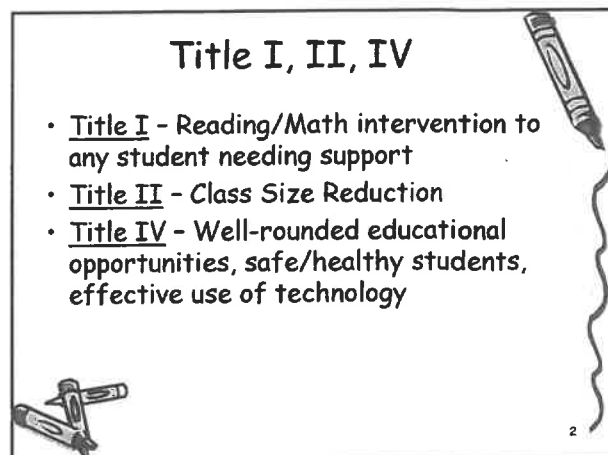
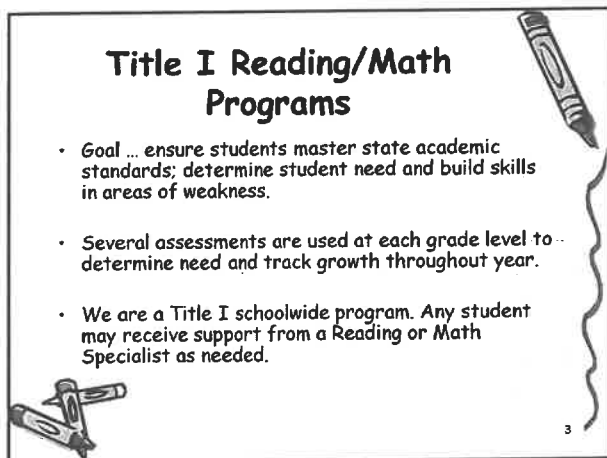




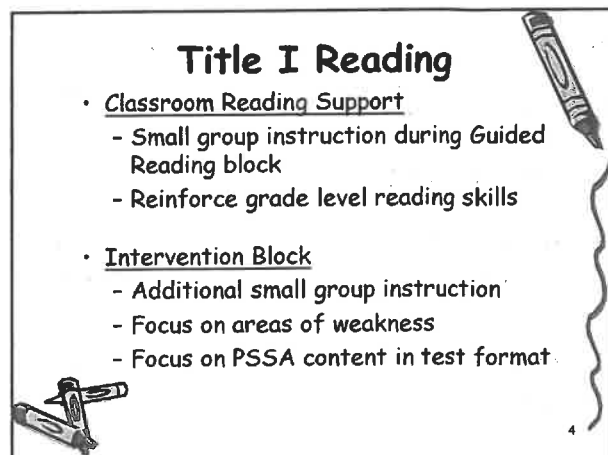
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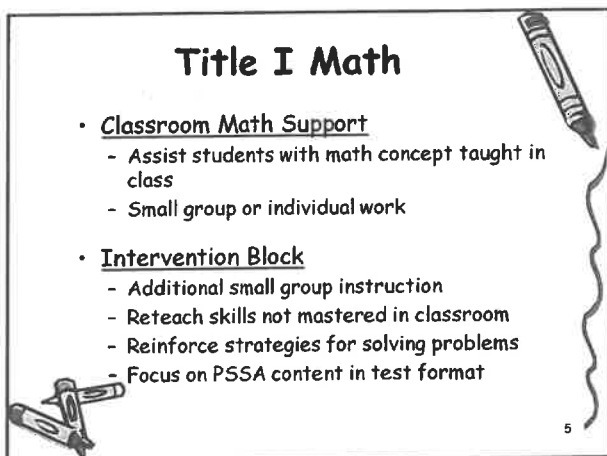
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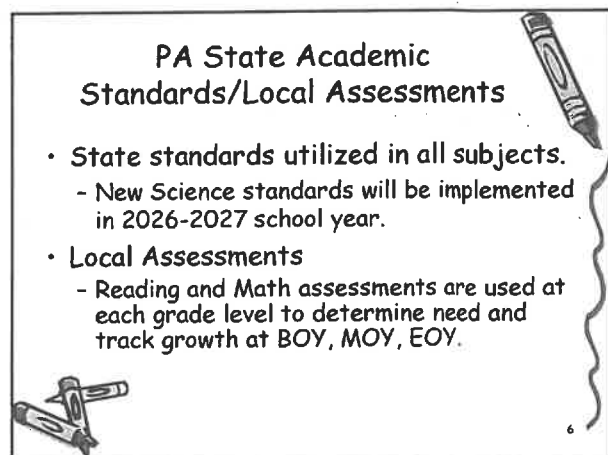
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5



6

Future Ready PA Index

- Performance Data Based on Academic Standards
 - % Proficient or Advanced on ELA, Math, and Science PSSA
 - % Showing Academic Growth in ELA, Math, and Science PSSA
 - Promotion Rate & Attendance Rate

7

Strategies for Improvement

- Provide small group/independent support/interventions as needed.
- Align Science resources to new PA standards for 2026-27 implementation.
- Utilize incentives for student achievement.
- Offer family engagement activities throughout year.

8

Parent and Family Input

- Title I, II, IV programming and activities
 - Gather input and suggestions from parents and families (see handouts).
 - Parent and Family Engagement Policy
 - Home/School Compact
 - PFE Input Form

9

Please contact Mrs. Shoemaker if you have questions or need more information. Thank you for your input and support!

10

Title I School Parent and Family Engagement (PFE) Plan

Fannett-Metal Elementary School

Date reviewed: September 15, 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 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.

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)).

How will the school involve parents and family members in the development of the parent and family engagement policy?

- **Our Title I beginning-of-the-year family meeting information will be shared electronically through the district website and in written form sent home with students. Families will be able to offer input regarding the Parent and Family Engagement Plan via email or via written response submitted to the office.**

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)).

How will the school meet with parents and family members annually?

- **Title I information will be communicated electronically to families through the school's website and will be sent home with students.**
- **This information will include what the Title I program is and explain the services and resources available to all students.**

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)).

What meetings will be held at the school?

- **Various meetings will be held throughout the year, including:**
 - **The annual Title I Parent and Family Engagement Meeting will be held in September or October each year.**
 - **Parent-Teacher Conferences are held on an as needed basis in person or virtually.**
 - **Additional events for Title I students and families are offered throughout the year, at least one per semester.**

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)). 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)).

How will the school inform parents and family members about the Title I program?

- **Information about the Title I program and Title I services and resources will be sent home with students and available on the district website.**

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?

- **PFE events will focus on the curriculum and state standard expectations, providing parents/families with suggestions of how they can support their children at home in meeting these expectations.**
- **Teachers will provide additional information to parents in regard to standards, curriculum, and assessments during parent teacher conferences/contacts in the Fall.**
- **Title I staff newsletters will be posted on the district website or through ClassDojo students providing practical ideas to help students develop their literacy, language, and math skills at home.**

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)).

How will the school accommodate meeting requests?

- **Parents and families can contact the principal, faculty, and staff via email or by calling the school.**
- **School personnel will respond in a timely manner to parents/families who contact them.**
- **The principal, teacher, and/or instructional specialists will do their best to accommodate meeting times that will be best for the parents and families of the students.**
- **Meetings will stay solutions focused.**

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?

- **A meeting will be held at the end of the school year in order to review/revise/develop the Schoolwide Plan. Parents/families are invited to give their input to the Schoolwide Plan when it is developed.**

The policy states that a school-parent compact will be jointly developed with parents and family members. 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 decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1));
- 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?

- **The revised compact will be shared with all parents on the district website and sent home with students; parents will have the opportunity to provide additional suggestions.**
- **The compact will be shared with faculty at the beginning of the school year and staff will be invited to offer suggestions and make changes to the compact.**

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)). The policy states how the school will provide materials and training to help parents 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)).

How will the school provide training materials to parents and family members?

- **Teachers, instructional specialists, and administrators will collaborate to examine data and determine what strategies/skills students need.**
- **Teachers and/or instructional specialists will share strategies/skills with parents/families about ways they can support their children at home.**
- **Materials and supports necessary will be provided through PFE funds.**

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)).

How will the school train staff on how to work with parents as equal partners?

- **We will annually review materials to strengthen home-to-school connection.**
- **The materials may be reviewed in a faculty meeting and discussed more thoroughly in PLCs.**

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 to include public preschool programs?

- **We will seek the input of pre-k teachers as to what is needed to help prepare students for the kindergarten transition.**

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.

- **Invitations, newsletters, documents, and other correspondence is translated by submitting them to the elementary secretary via email.**
- **An interpreter will be present at all PFE events.**
- **Before translation, staff will review documents to ensure that, when translated, the information provided still assists the parents and families.**

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)).

How will the school include parents and family members of English Learners or family members with disabilities?

- **All families will be provided with the same invitations, trainings, documents, and other materials.**
- **Every family is valuable and will therefore receive high quality interactions and programming from the staff and Title I department.**
- **The Federal Programs coordinator and district administration will communicate with the faculty to ensure that the families will receive the best programming possible.**

Fannett-Metal Elementary School Home/School Involvement Compact

The Fannett-Metal School District is committed to providing a quality educational experience for every student and invites students and parents to join with the Fannett-Metal staff in pledging to accept responsibilities that will enable students to become productive and responsible citizens.

Student

I know that my school work is important. I know that my parent(s) and teachers want to help, but I am the one responsible for my own success. Therefore, I agree to work hard and do my best to:

1. Listen to my teacher and do my work to the best of my ability.
2. Do my homework and bring it to school every day.
3. Be respectful to my parents, teachers, and friends and obey school rules.
4. Have a good feeling about school and take care of school property.
5. Share important papers and information with parents.



Student Signature _____ Date _____

Parent/Guardian

I realize that my child's education is very important and that working as a partner with the school will help my child's achievement and attitude. I agree to join with the school by carrying out the following responsibilities to the best of my ability:

1. Send my child to school each day, on time, well fed, and rested.
2. Create an atmosphere that supports learning by reading to my child often, reviewing daily assignments completed at school, and encouraging the completion of homework.
3. Encourage my child to respect school personnel, his/her classmates, and school property.
4. Participate in decisions relating to the education of my child by attending parent conferences and school functions.
5. Make every effort to attend at least one parent information session about how to help my child at home.



Parent Signature _____ Date _____

Teacher

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Treat each child with dignity while addressing his/her individual needs.
2. Provide a safe and healthy learning environment.
3. Assure every child access to quality learning experiences appropriate to his/her developmental level.
4. Communicate with parents concerning student progress and decisions relating to the education of their child(ren).
5. Provide opportunities for parents to attend informative sessions concerning specific ways to help their child(ren) at home.



Teacher Signature _____ Date _____

FANNETT-METAL ELEMENTARY SCHOOL
14823 Path Valley Road
Willow Hill, PA 17271

Title I School Parent and Family Engagement Input Form
2026-2027

Communication will be provided for all parents of children served in the Title I program in the following ways:

- Fall Back-to-School Night
- Monthly Newsletters
- District/Teacher Webpages
- Progress Reports
- School Parent and Family Engagement Written Plan
- Parent/Teacher Conferences
- Parent Workshop Night
- Family Fun Night
- Parent Survey (end of year)
- Additional meetings as needed

Input from parents of Title I students is always important. The following comments/suggestions were given by parents for this year's PFE Policy or Home/School Compact:

Workshops/conferences for teachers and parents in Title I schools are encouraged. The following topics were suggested by parents for this year's plan:

Date

Parent Printed Name

Parent Signature