

Greenville Elementary School
Parent and Family Engagement
2024-2025

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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c) (1))	The district parent involvement designee will seek parent input by advertising annual planning, budgeting, and evaluation of the LEA Parent Involvement Plan. After completion of the plan, the final copy will be distributed to all parents at the beginning of the school year. Greenville Elementary School will conduct a parent meeting at the beginning of each school year to inform parents of the school's participation in Title I. The meeting will be advertised by written invitation and through social media. During the meeting, the principal will share a PowerPoint presentation that explains in detail the Title I requirements, the rights of involved parents and how the 1% set-aside money is utilized. Below is a summary of the PowerPoint presentation that will be utilized: Overview of Title I School-wide Program, Parental Involvement, Parental Involvement Calendar (1% set-aside) Parent Participation: committees, conferences, volunteers, Parent Surveys/Needs Assessment, Parents Right to Know, Evaluation of Plans Parents will be encouraged to ask questions at the conclusion of the presentation.
2a. Describe 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.	The district parent involvement designee has been trained by a State Dept. of Ed. (SDE) parent involvement specialist in order to be able to provide each school with technical assistance, budgetary information, and legal guidelines to follow in order to promote effective parental involvement in each school. Each principal has been trained and provided contact information for the Alabama Parent Involvement Resource Center for more parental involvement resources. The district parent involvement designee has planned professional development opportunities for building capacity in Butler County Schools for effective parental involvement.
2b. Describe 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).	Greenville Elementary School's parent involvement designee and principal will ensure that parents participate in decision making activities for programs by giving all parents the opportunity to be involved in advisory committees, which govern school programs and committees. Those parents will be invited to participate in meetings conducted by various school-wide committees that involve decision-making for GES. Each committee represented, will plan and coordinate activities and make funding decisions to provide a more comprehensive group of parent activities that will support all GES students. Parent surveys will be conducted at the end of each school year to evaluate made decisions and to identify improvements to the

	Title I Program.
2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).	Greenville Elementary welcomes parents' input and support of school activities, functions and everyday operations. Parents will be given opportunities to communicate with their child's teacher, principal, or other school staff members by scheduling formal conferences, discussing concerns via telephone or email, and sending notes through the use of weekly grade folders. In an attempt to involve all parents, workshops and meetings will be scheduled at various times during the week and may be done virtually through Zoom or Google Meet.
3. 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. (Sec. 1116(c)(4)(A)(B)(C))	In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Greenville Elementary School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migrant 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 practicable, in a language parents understand. All parents will be given opportunities to participate in various planned meetings, such as PTA meetings and scheduled parent/teacher meetings, throughout the school year to formulate suggestions and participate in decision making that will best benefit their child/children. Parent conferences, daily grades, weekly newsletters, telephone contact, texts from Remind, and emails are just a few open communication forms that will be used to strengthen the parent/ school partnership. Communication (in their native language) of progress will be sent home mid-quarter by classroom teachers and is available 24/7 on INow. Incentive programs, such as Class Dojo, will be used to highlight student successes. Newsletters, flyers, and progress reports can be translated through TransAct in a language that parents can understand.
4. 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). (Sec. 1116(d))	The School-Parent-Student Compact was jointly developed by a team of school and parent stakeholders to ensure everyone is working toward the common goal of helping students achieve proficiency on Alabama's academic content standards. The compact is updated annually. It is discussed and explained during the Title I Annual Meeting held during the first semester of school; it is distributed at the beginning of each school year for signatures that bind the agreements; one copy is retained by the Title I chairperson, one copy is for the teachers to use in working with parents and students and the final copy is given to the parents. Teachers provide a parent/ teacher meeting to thoroughly review all contents in the compact. The School-Parent-Student Compact states: Greenville Elementary School will provide high- quality curriculum and instruction in a supportive and effective learning environment that enables the participating children

	to meet the State's student and academic achievement standards as follows: By ensuring that the teachers teach from the county's pacing guide which is developed from the state's course of study; By encouraging parent involvement; By providing a safe and clean environment for learning; By participating in meaningful professional development hold parent- teacher conferences as related to the individual child's achievement provide parents with frequent reports on their child's progress; provide parents reasonable access to staff; provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities The parent of guardian will support their child in the following ways: monitor attendance, make sure that homework is complete, monitor amount of television the child watches, volunteer in the child's classroom, participate, as appropriate, in decisions relating to the child's education, stay informed about the child's education and communicating with the school by promptly reading all notices from the school or the school district either received by the child or by mail and responding, as appropriate, serve, to the extent possible, on advisory groups, such as Title I advisory committees and parental involvement committees The student will share the responsibilities to improve academic achievement and achieve the State's high standards. Specifically by completing the following: doing homework every day and ask for help when needed; read at least 20 minutes every day outside of school time; give to the parents or the adult who is responsible for his/her welfare all notices and information received from the school every day.
5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))	The district parental involvement designee will be responsible for assembling a district-wide Parental Involvement Committee in the spring to evaluate the yearly district Parent Involvement Plan. Principals will be involved to ensure that representation from each school participates in the system-wide committee. The evaluation will include a system-wide survey, AL Dept. of Ed. updates and parent involvement specialist guidance, and other relevant parent, school, and budgetary data. Parents will provide suggestions in writing the evaluation of the goals, strategies, and activities. The parents will be encouraged to write the evaluation but the ultimate responsibility lies with the district parental involvement designee. For the Greenville Elementary School ACIP, letters are sent home to parents explaining the purpose of the ACIP and the locations in which they can obtain or view a copy. Parents are encouraged to read, make suggestions of dissatisfaction, and comment on the ACIP. Parent reps on the committee are encouraged to express any concerns during scheduled meetings. The annual Title I meeting also gives parents an opportunity to voice opinions. A summary of the completed ACIP will be given to all parents with contact information for questions or concerns and placed on the school's website. All stakeholders are welcome to have

	input .
6a. 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 and parental 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: Shall 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, as appropriate, to foster parental involvement.	Greenville Elementary School's Annual Meetings are held during the first semester of each school year. At this time, parents are given an overview of the Schoolwide Program to include but not limited to: School-Home Compacts, Greenville Elementary School Parental Involvement Policy, Parent's Right-to-Know Policy, and the use of Title I Parental Involvement monies. During the Annual Open House Meeting, parents visit their child's classroom where the teacher discusses the grade level's curriculum and tests that their child will be taking during the year and provide other information requested by the parents. Each nine weeks, our school will hold an Open House at the time that Progress Reports are issued to discuss students' progress with their parents. PTA meetings are also utilized for teachers to communicate with parents about their child's academic progress. The Parent Workshop Survey that is sent home at the beginning of the year, allows parents to choose topics that would be most helpful providing tools to increase their child's success. Workshops or training is selected and held throughout the year from the survey as suggested by the greatest need. Games, subject manipulatives, and skill enforcers are available to improve all student's achievements. Computers, with internet and network access, are available for parents to use as needed when arrangements are made within the school day or outside of school hours. Teachers invite parents to participate within the classroom. The administration also invites parents and other stakeholders to participate in the school as much as possible. Parent resources are available at the parents inquiry.
6b. 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 and parental 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: Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of	Greenville Elementary School provides various activities throughout the school year, such as Open House, special academic programs, community and family enrichment classes, orientation and transition meetings and programs, early warning and truancy meetings, informational sessions on topics such as using STI Home and Accelerated Reader, and the Annual Title I Parent Meeting. GES strives to include parents in the education of their children. Faculty members are encouraged to promote parental involvement in the classroom. Teachers offer suggestions at faculty meetings to ensure a positive and active parent/teacher relationship. The administration at Greenville Elementary School acts as a constant reminding factor to include parents and keep them informed. Teachers are required to maintain documentation of parental contacts. Teachers, office personnel, and other school staff are present at PTO meetings and participate in open forum discussions with parents and community members about school issues and concerns. The administration is visible within the school during parent attendance reminding parents to stay involved. The faculty at GES extends the concern and connection with students/parents by involving themselves in activities

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.	students are involved in outside of the classroom. The faculty will continue to build strong relationships with all stakeholders informing them of events and activities and ways in which they can be involved.
6c. 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 and parental 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: 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.	Greenville Elementary stakeholders will continue to communicate their belief that parents are partners in the educational process. Through events such as parent meetings/workshops and semi-annual honors programs parents are provided an opportunity to give the gift of time and participate in recognizing their child's achievement while classrooms are rewarded for their parents' involvement. Greenville Elementary's PTA is continually providing Strategies to Increase Parental Involvement opportunities for parents to become involved in activities throughout the year. Parental Involvement Surveys are sent home each year and parent input is used to help guide the selection of topics for parent workshops held during the school year. The School-Parent-Student Compact reminds all stakeholders that as partners, we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement.
6d. 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 and parental and family engagement). To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to	The Butler County School System and Greenville Elementary School make appropriate accommodations for all parents of English Language Learners to provide general information about the ESL Program and the system's policies and procedure. When needed, presentations, as well as other materials and forms, will be translated into the families primary language. In the event an ELL student enrolls at GES, appropriate measures will be taken to ensure proper assistance is provided to the family in the family's primary language during the registration process; translations will be provided during meetings and conferences; facilitates communication between the parents and the school when parents have questions or concerns about school-related issues.

improve student academic achievement, our school: 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.	
6e. 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 and parental 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: Shall provide such other reasonable support for parental involvement activities as parents may request.	Greenville Elementary School makes every effort to meet the needs of our parents. Conferences are scheduled at the parent's convenience and the option of a phone conference is offered to parents who may have difficulty meeting with teachers during the school day. Parent meetings and workshops are provided on topics that provide parents needed information for student and parent success. The School Cast Automatic Phone Message System, Remind, Class Dojo, GES website, Facebook page, weekly newsletters, and the school marquee are used to remind parents of upcoming activities and deadlines.
7. 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))	The Butler County School System will provide all parents with the same opportunities for involvement in their child's school. When students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the English Language Learners Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed.