PINEY POINT ELEMENTARY SCHOOL

2026–2027 Parent & Family Engagement (PFE) Policy

Houston Independent School District | Title I, Part A

Principal: Hernita Johnson
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Where Learning Meets Preparation to Learn, Lead, and Thrive

What Is the Parent & Family Engagement (PFE) Program?

Piney Point Elementary School recognizes that parents and families are essential partners in student achievement. The Parent and Family Engagement (PFE) Program promotes meaningful collaboration among families, teachers, administrators, and community members to improve academic achievement, attendance, behavior, and student success.

In accordance with the Every Student Succeeds Act (ESSA), Section 1116, Piney Point Elementary will provide families with opportunities to participate in educational planning, understand academic expectations, and support learning at home.

The program supports the campus's 2026–2027 Comprehensive Needs Assessment (CNA) and Campus Action Plan priorities, including strengthening Tier I instruction, improving reading and mathematics achievement, supporting students with disabilities, and accelerating English language development.

Funding

Piney Point Elementary receives federal Title I, Part A funding to support schoolwide improvement efforts and help students meet challenging state academic standards.

Title I resources may support supplemental instructional materials, academic interventions, professional development, and allowable parent and family engagement activities.

Parents will be informed about the purpose of Title I funding and provided opportunities to offer input regarding family engagement needs and priorities.

The district's required reservation of Title I funds for parent and family engagement, when applicable, will be administered in accordance with federal and district requirements.

Review

Piney Point Elementary will review and revise its Parent and Family Engagement Policy annually with meaningful input from parents, guardians, and campus stakeholders.

The review process will include consideration of:

- Campus Comprehensive Needs Assessment findings.
- Student achievement and academic growth data.
- Parent participation and engagement feedback.
- Barriers preventing families from participating in school activities.
- Recommendations for improving communication and academic support.

Parents will have opportunities to provide feedback through meetings, surveys, and other communication methods. The campus will use evaluation findings to strengthen future family engagement practices.

Family Meetings

Piney Point Elementary will provide opportunities for parents and guardians to attend meetings throughout the school year.

Meetings and activities may include:

- Annual Title I Parent Meeting.
- Parent–Teacher Conferences.
- Open House.
- Family Literacy Night.
- Mathematics and Science Night.
- MTSS and academic intervention meetings.
- Special education and Section 504 meetings, as appropriate.
- Campus planning and parent engagement meetings.

The campus will communicate meeting dates, times, and participation opportunities in advance. Flexible meeting arrangements will be considered to accommodate family needs.

How to Be Involved

Parents and guardians are encouraged to participate actively in their children's education and campus improvement efforts.

Families can become involved by:

- Attending parent conferences and campus events.
- Participating in Title I and campus planning discussions.
- Providing input through surveys and feedback opportunities.
- Reviewing student academic progress.
- Volunteering during approved campus activities.
- Supporting homework, reading, and mathematics practice at home.
- Maintaining regular communication with teachers and campus staff.

Parent participation and feedback will be valued as part of the school's continuous improvement process.

Family Trainings/Activities

Piney Point Elementary will offer family learning opportunities aligned with identified campus academic needs.

Literacy and Reading: Activities will focus on foundational literacy, phonics, reading fluency, vocabulary, and comprehension.

Mathematics: Families will receive strategies for supporting number sense, mathematical fluency, computation, and problem-solving.

Academic Assessments: Parents will receive information about STAAR, NWEA MAP, DIBELS, TELPAS, and other applicable assessments.

Student Support: Family learning opportunities may address MTSS interventions, special education services, Section 504 accommodations, attendance, positive behavior, and social-emotional development.

Technology and Learning Resources: Families may receive guidance on accessing and using instructional resources and digital learning platforms available through the campus.

Training topics will be reviewed based on student performance data and family feedback.

Curriculum

Piney Point Elementary implements the Houston Independent School District's adopted curriculum, aligned with the Texas Essential Knowledge and Skills (TEKS).

Instruction emphasizes rigorous, grade-level learning experiences designed to develop foundational knowledge, critical thinking, problem-solving, and academic independence.

The campus will provide information to families regarding:

- Grade-level learning expectations.
- Reading, mathematics, science, and other content-area instruction.
- Instructional objectives and academic success criteria.
- Differentiated instruction and academic intervention.
- Supports for emergent bilingual students.
- Accommodations and services for eligible students with disabilities.

Parents are encouraged to communicate with teachers regarding curriculum expectations and instructional support.

Forms of Academic Assessments

Piney Point Elementary uses multiple measures to monitor student achievement, identify learning needs, and guide instructional decisions.

Assessments may include:

- STAAR: State of Texas Assessments of Academic Readiness.
- NWEA MAP: Measures of Academic Progress administered at designated assessment windows.
- DIBELS: Early literacy screening and progress monitoring.
- TELPAS: Texas English Language Proficiency Assessment System.
- Demonstrations of Learning (DOLs): Classroom assessments used to determine mastery of lesson objectives.
- Classroom Assessments: Teacher-created assessments, assignments, and other evidence of student learning.
- Intervention Progress Monitoring: Assessments used to evaluate student response to targeted academic support.

Assessment results will be used to identify student strengths, learning gaps, intervention needs, and instructional adjustments.

Expected Achievement Levels on Academic Assessments

Piney Point Elementary expects all students to demonstrate measurable academic growth and progress toward meeting or exceeding grade-level standards.

Families will receive information about applicable assessment performance levels, including:

STAAR Performance Levels

- Did Not Meet Grade Level.
- Approaches Grade Level.
- Meets Grade Level.
- Masters Grade Level.

The campus will work toward increasing the percentage of students achieving Meets Grade Level and Masters Grade Level performance, particularly in reading and mathematics.

NWEA MAP: Students are expected to demonstrate academic growth toward established achievement and growth goals.

DIBELS: Students are expected to progress toward grade-level literacy benchmarks.

TELPAS: Emergent bilingual students are expected to demonstrate progress in English language proficiency.

Classroom Assessments: Students are expected to demonstrate mastery of grade-level learning objectives and receive additional support when needed.

Individual academic goals and intervention plans will be established as appropriate based on student needs.

Ways to Request Regular Meetings

Parents and guardians have the right to request regular meetings with teachers and school personnel to discuss their child's academic progress, attendance, behavior, and educational needs.

Meetings may be requested through:

- Email communication with the classroom teacher.
- Telephone communication with campus staff.
- Written requests for a parent conference.
- Contact with the Title I Coordinator or campus administration.

- Requests for MTSS, intervention, or other student-support meetings.

Piney Point Elementary will make reasonable efforts to schedule meetings at mutually convenient times and provide opportunities for ongoing parent participation in educational decision-making.

School–Parent Compact

Piney Point Elementary will jointly develop and annually review a School–Parent Compact with parents and guardians.

The compact outlines the shared responsibilities of the school, families, and students in promoting academic achievement.

The compact will be distributed to families and made available through campus communication channels.

The School's Responsibilities

Piney Point Elementary teachers and staff will:

- Provide high-quality, standards-aligned instruction in a safe and supportive learning environment.
- Communicate academic expectations and learning objectives clearly.
- Monitor student achievement and provide timely feedback.
- Implement appropriate academic interventions and instructional scaffolds.
- Maintain consistent classroom routines and behavioral expectations.
- Communicate academic, attendance, and behavioral concerns with families.
- Provide opportunities for meaningful parent involvement.
- Offer resources and strategies to support learning at home.

The Guardian's Responsibilities

Parents and guardians will be encouraged to:

- Ensure students attend school regularly and arrive on time.
- Establish routines for homework, reading, studying, and adequate rest.
- Monitor academic progress and review school communications.
- Attend parent conferences and participate in school activities whenever possible.

- Communicate concerns that may affect their child's learning.
- Reinforce school expectations and encourage positive behavior.
- Support their child's academic goals and intervention activities.

The Student's Responsibilities

Students will be encouraged to:

- Attend school daily, on time, and prepared to learn.
- Follow classroom and campus expectations.
- Participate actively in instructional activities.
- Complete assignments and assessments to the best of their ability.
- Use available instructional supports and learning resources.
- Demonstrate respect and responsibility.
- Seek assistance when needed.
- Work consistently toward individual academic goals.

On-Going Communication

Piney Point Elementary is committed to maintaining consistent, meaningful, and two-way communication between home and school.

Communication will include:

- Email notifications and campus announcements.
- The campus Title I webpage.
- Progress reports and report cards.
- Parent–Teacher Conferences.
- Assessment and academic progress updates.
- Telephone calls and written notices.
- MTSS, intervention, and student-support meetings.
- Family engagement events and learning opportunities.

Communications will be provided in understandable language and accessible formats, with translation and interpretation assistance available to the extent practicable.

Primary PFE Policy Distribution Methods:

☒ Email Communication (Parent Square App)

☒ Campus Website

Campus Title I Website:
https://pineypoint.houstonisd.org/about-us/title-i

Policy Review and Adoption

This policy is reviewed annually with parents and campus stakeholders and revised as necessary to reflect student needs, family input, and campus improvement priorities.

Parent Review Date: 9.24.2026

Policy Adoption Date: 9.25.2026

Principal: Hernita Johnson

Title I Coordinator: Glenda Holden

School Year: 2026–2027

Piney Point Elementary School — Students + Families + Staff = Success