

Woodlands Elementary

Parent and Family Engagement Plan 2021/2022

Parent involvement in developing and reviewing the plan

- The Title I/LAP program is a significant part of our School Improvement Plan (SIP). Planning for the Title I/LAP program and the SIP takes place each year within our shared decision making team. The team includes teachers, paraeducators, and the principal. The team conducts an annual review in the fall of the SIP with the Schoolwide Title I/LAP Plan. All parents are welcome to review the plan at any time during the year. It is posted online for ease of access. If parents have concerns about the Title I/LAP program, they are encouraged to talk with the principal. Title I/LAP Complaint Procedures are outlined in Chapter 392-168 of the Washington Administrative Code. This can be found at <http://apps.leg.wa.gov/wac/default.aspx?cite=392-168>

Sharing Title I information with parents

- The Building Parent and Family Engagement Plan is available on the school website.
- Parents will receive a link to the Schoolwide Title I School/Parent Compact and have an opportunity to give input on school, parent, and student strategies. Parents will have an opportunity to share hopes and aspirations for their child, their sense of what their children need, and suggestions about ways teachers and other staff members can help.

Providing parents with information throughout the year

- Parents are informed when a student is invited to participate in a school intervention. This is done in writing and shared with parents. Parents are informed of the intervention model for the building, the intervention schedule for their student, and how and when student progress will be monitored. The classroom teacher will share progress with parents, as needed, based on ongoing assessments.
- Information about curriculum, assessments, and programs is provided throughout the year through newsletters, letters, and online conferences and meetings.
- We actively seek and implement alternative means of communication to reach out to parents and community members. This could include providing interpreters for limited English speaking and deaf and hard-of-hearing parents as needed.

Effective parent involvement to improve achievement

- Parents are welcome to request meetings, provide suggestions, and participate in their child's education throughout the year. There are many ways to do this including conferences with the classroom teacher, Student Success Team meetings, and discussions with the Title I Coordinator. Staff members are willing to work with parents to assist in the success of the student. We welcome suggestions and requests.

- Our Student Success Team is set up to meet as needed to develop a plan for individual student support. Students can be referred by any staff member as well as by parents who have concerns about their child's achievement in school. This is a team effort involving the parent, Student Support Specialist (Title I Coordinator), School Psychologist, classroom teacher, resource room teacher, and any other staff with whom the child works. As a team we discuss strengths, concerns, and strategies. Interventions may be put in place to better assist the teacher, child and parent.
- As part of our Title I plan, 1% of the total Title I budget is dedicated to parent engagement. We use these funds in the following ways:
 - Additional hours for Title I paraeducators and teachers to plan and to attend high quality family engagement events in support of student learning
 - Purchase supplies for events and at home family-learning activities

Welcoming School Climate

- Ensure a welcoming environment so parents and families are greeted with respect upon visiting the school and at all points of contact thereafter.
- Focus on family strengths and common goals when working with parents and students in areas of concern related to academics, discipline, and attendance.
- Recruit, maintain, and use a resource list of community contacts who can communicate effectively with parents from diverse cultural, ethnic, and language groups.