**WYOMINA PARK ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan**

**Mission Statement** *(Optional)*

Describe how the parent and family engagement plan is a shared responsibility.

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| Schools and parents must partner together with the community to improve student achievement, so input is sought from a variety of shareholders to gain buy in into initiatives. |

Describe how the parent and family engagement will assist in providing high quality instruction for all learners.

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| Our plan will develop skills in parents that will assist them in supporting learning at home, understanding the standards, helping students prepare for state assessments, as well as provide parenting support, and help them to feel welcome at The Park! |

**Engagement of Parents**

Describe how the school will engage the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

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| We will begin by inviting everyone to JUMPSTART before school even starts, where they can enjoy activities, free food, and receive a free haircut, school supplies and other things. Orientation will provide an opportunity to meet teachers and locate classrooms, while our Title 1 Parent Meeting will explain what Title 1 is and does, what the funding is used for and our goals. Parents will be encouraged to join SAC and have a voice in the review and improvement of plans and planned expenditures. The parent survey will gather information to help improve this year and plan for next year. |

**Coordination and Integration with Other Federal Programs**

Describe (*in the table below*) how the school will coordinate with other federal programs and integrate parent and family engagement activities that teach parents how to help their child(ren) at home.

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| Title I Part A | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |
| Title I Part C (Migrant) | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |
| Title I Part D (Neglected & Delinquent) | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |
| Title II | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |
| Title III - ESOL | ESOL paras will attend PEFP events, and flyers and materials will be provided in Spanish. |
| Title IV Part A | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |
| Title IV Part B (21st CCLC) | N/A |
| Title IX Part C - Homeless | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |
| Home Instruction for Parents of Preschool Youngsters (HIPPY) | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |
| Individuals with Disabilities Education Act (IDEA) | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |
| Voluntary Pre-Kindergarten Program | All of our PFEP activities are designed to reach and benefit all families, as they are held at different times of day, and provide for childcare and food as appropriate. |

**Annual Parent Meeting** *(Stand Alone)*

Provide a description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program.

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| We will schedule the meeting in advance of our Open House meeting, which draws in the most parents. Spanish interpreters will be present to assist, and we will have a Spanish version of the powerpoint we use to share information. |

Provide a description of the nature of the Title I program that is shared with parents (school wide or targeted assistance).

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| We will share a powerpoint that explains the funding source and purpose. We will share the school data and goals of our SIP and PFEP and tell how the funds support an increase in student achievement. |

Provide a description of how the meeting will cover yearly progress, school choice, and the rights of parents.

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| Parent rights are covered on one slide of the powerpoint, as are school choice and yearly progress. |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

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| We have three events scheduled in the morning, monthly parent meetings schedule in the afternoons, and several evening events throughout the year. SAC meeting times will be determined by the elected members to be held at a time that best suits the group. |

Describe how will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.

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| Our afternoon and evening events will have childcare provided through Title 1 funds, and events will also offer some type of food, a snack or meal, depending on time of day. |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement.

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| We will implement activities that make parents feel comfortable in a school setting through fun, and then provide information as well as activities to do with students, which will assist parents in assisting their students at home. |

Describe how the school will implement activities that will build relationships with the community to improve student achievement.

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| Everyone will be invited to JUMPSTART in August, and since it is held off campus, may make parents feel more comfortable in attending. We will also hold several events this year at local restaurants, which are fundraisers, but also get community business involves=d with the school and provide a place where families are comfortable. |

Describe how the school will provide materials and trainings to assist parents/families to work with their child(ren).

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| We will be implementing Strong Fathers, Strong Families, and providing attendees with resources for Math and Science activities, and explaining standards. We will also provide FSA Practice information for families with students in grades 3-5. Teachers will send home weekly newsletters with suggested activities, current skills, and lists of website and resources for students and their parents. |

Describe how the school will provide other reasonable support for parent/family engagement activities.

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| Again, childcare, food, and a variety of meeting times will allow parents and families with the support needed to engage in their child’s education. The regular visits of the Title 1 Van will also provide opportunities for parents to check out materials. Teacher can also use the materials request form in conferences when they review the compact to see what parents need and help them to make the request. |

**Staff Development**

Provide a description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in the value and utility of contributions of parents/families.

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Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents/families as equal partners.

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Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school.

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**Other Activities**

Describe other activities (ex: parent resource center) the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren).

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| We are looking to revamp our parent resource Center to have it more accessible for parent use, and possibly have a CAS available to assist parents in selecting the correct resources for a student based on available data. |

**Communication**

Describe how the school will provide timely information about the Title I programs.

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| Our school calendar has the events already in print, and a copy will go home with each child the first week of school, as well as with new students as they register. We use PeachJar flyers on our website to remind parents of upcoming events and invite them to attend. We use our Twitter account, as well as regular flyers, and Skylert messages to involve parents in our planned engagement activities. |

Describe how the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain.

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| Our Title 1 powerpoint will have a summary of the district and state assessments, as well as a table to show the achievement levels needed to earn a proficient rating and avoid 3rd grade retention. We will also show parents how to access the standards taught in each grade level. |

Describe how, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).

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| Parents may schedule a conference with the teacher at any time, and we may have specific early release dates set aside for this. Also, parents who have a student with an IEP or 504 plan meet with the teacher and counselor as needed to update and adjust those plans. Parent input is solicited at all of these meetings. |

Describe how the school will submit parents/families comments if the school wide plan is not satisfactory to them.

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**Accessibility**

Provide a description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.

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| Our facilities are accessible to all, and having meetings at a variety of times of day, as well as providing food and childcare as appropriate should allow all families to be involved. We are also trying to use ways to allow virtual or electronic participation by those who are unable to be physically resent, but need more training on this. |

Provide a description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

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| We use our website, PeachJar flyers to parent emails, Skylert messages, as well as printed materials to share information about programs and meetings. ESOL paras assist in the translation or such documents and messages. |

**Discretionary Activities** *(Optional)*

Describe any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.).

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| All of our Strong Fathers, Strong Families events will be paid for through Title 1 funds. |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year.

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| Childcare was not written onto the budget, we chose to do a limited number of activities and do them well, rather than do many activities poorly. We did not provide food at every event, not were we aware of the options for virtual participation. |

Provide description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

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| We have added childcare, food, and more assistance for ESOL families. |