



Woodlands Elementary

Central Kitsap School District

Parent and Family Engagement Plan 2023-2024

Woodlands Elementary strives to uphold our district's vision of creating a vibrant and inclusive learning community where all students find their passion and achieve their dreams. We are committed to providing a high-quality K-5 education to ensure all students graduate college and career ready. Woodlands knows the importance of collaborating with parents and families to build a strong partnership to help all students succeed - we believe that #TogetherWeThrive. Here are some of the ways in which we meet this goal:

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, the principal, and parent representation.
- 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 the CKSD 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.
- Information about Title I programs will be shared at family events throughout the year, such as conferences, ELA Night, etc.

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.

- During Fall parent-teacher conferences, teachers share learning goals, explain how student progress is assessed and monitored, and the level of achievement expected from their students.
- Communication of students' progress is formally shared with parents at the end of each trimester. Parents are welcome to request additional meetings with teachers throughout the school year as needed.
- 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.
- Information about school events shared on Social media (Facebook) and ClassDojo

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. We will hold evening events to showcase and celebrate student achievement in:
 - Reading/ELA
 - Mathematics
 - Science/STEM
 - Purchase supplies and/or food for events and at home family-learning activities

Strategies to Increase Parental/Community Involvement

- PTA Meetings + Events
- School wide Title 1 School-Parent Compact
- Social Media

- ClassDojo
- Family Nights
- Assemblies
- Reader Board
- School Newsletter
- School Website
- Ready for K! program
- WatchDog Program
- Community Partnerships

Welcoming and Supportive 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.
- Examples of student work are displayed in the hallways and classrooms.
- Families in need have been identified and multiple forms of support have been provided including Backpacks 4 Kids, additional food resources, holiday support and other resources to reduce barriers and to provide essential support.
- Increase school-family partnerships through the WatchDOGS program. We have over 50 dads, stepdads, and grandpas volunteer in classrooms, the lunchroom and on the playground to provide positive male role models for our students and support student engagement in learning.
- 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.