

Evergreen Elementary
Parent/Family Involvement Plan 2022-23

Evergreen Elementary

Parent and Family Engagement Policy/Plan and Procedures

Evergreen Elementary is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Evergreen Elementary and home work together to promote high achievement by our children. Neither home nor Evergreen Elementary can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

Evergreen Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Evergreen Elementary intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN REQUIRED COMPONENTS

- A. Evergreen Elementary will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.

Parent Advisory Committee will meet in the Fall of 2022. PAC will be surveyed to determine availability and needs for childcare and interpretation. Meeting and resources will be scheduled based on these needs. Multiple meeting times may be offered to include as many families as possible.

- B. Convene an annual meeting, at a convenient time, **to which all parents of participating children** shall be invited and encouraged to attend, to inform parents of

their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

We distributed the Evergreen compact to all families by mail and/or at conferences - providing notification about student, teacher/school and parent responsibilities. Parents were asked if they wanted to join our advocacy parent team. This list was developed and those parents were contacted to help provide feedback for our Title/LAP programs.

We are offering two separate times for parents to stop in and offer their input about the program on May 25th, 2023.

1. 10 am zoom

2. 6:00 pm in person at our Family Showcase Night

C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.

D. Provide parents of participating children—Timely information about programs under this part. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

E. If the program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.

From parent recommendations/feedback and the Title/LAP team planning for next year here is what we developed with parents-

- ***Open House held on August 29th, parents have their first opportunity to meet with classroom teachers and Title I staff to get information about curriculum and assessments.***
- ***Parents will be given the opportunity to sign up for parent-teacher conferences at a day or evening time that works best for them with interpreters in their home language. Conferences will be available in the Fall and Spring. Conferences will be held in person or on Zoom dependent on individual family needs.***
- ***Comprehensive report cards are sent at the end of each trimester.***
- ***Creating opportunities for two-way communication regarding student progress with families on a regular basis and monitoring the effectiveness of the communication. Communication will be initiated through phone, E-mail, Remind, Whatsup, and letters sent home.***
- ***Continue celebrating student successes with students. This year we are celebrating attendance and reading engagement.***
- ***The team will brainstorm ways to teach families things to work on at home with their children and games that families can play that will help their reading skills.***
- ***We have implemented a check out program for the books we have prepared for our families.***
- ***Presentations will be offered in the families home language when possible to English speaking, Spanish speaking, Q'anjob'al, and Mam families.***

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

-Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement.

-Provide frequent reports to parents on their child's progress.

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- 1. Parent teacher conferences in fall and spring.**
- 2. Teachers contacting parents on their students' progress. This year it is based around attendance and literacy engagement and growth.**
- 3. Two way communication is offered through the help of translators for written documents and interpreters for spoken assistance. We had many interpreters at our building this year.**
- 4. Compact will be reviewed with PAC.**
- 5. All staff email addresses are posted on the school website and given out at fall conferences.**
- 6. Parent email addresses are collected by teachers at the beginning of each year to enable timely communication. Additionally, Remind, WhatApp, and Talking Points are communication methods utilized as preferred by families.**
- 7. Student folders go home daily to promote communication between school and home.**
- 8. Comprehensive report cards are sent at the end of each trimester.**

BUILDING CAPACITY FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement:

1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
 - a. SBA results are mailed to parents' in mid-September.***
 - b. SBA results are reviewed with parents at fall conferences and questions answered as needed.***
 - c. Student Learning Plans are developed with parents during spring conferences for 3rd grade students who are considered likely to score level 1 on the SBA for reading.***
 - d. Share standards and assessment data with families at conferences. Provide resources for students needing extra support.***

2. Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).
 - a. Daily instruction following the components of Balanced Literacy with push in support in classrooms by staff specializing in reading instruction.***
 - b. Weekly ideas in the school bulletin board on how to support students in reading.***
 - c. Monthly newsletters from grade levels providing ways to support students in literacy at home with their current instruction.***
 - d. November Fall: Fall Conferences (K-4) Families will receive information about the Title 1 program, curriculum, assessment, and grade level proficiency goals. Families will receive information on literacy book bags and have the opportunity to check out a book bag.***
 - e. January: Literacy night provides activities and materials for use at home.***
 - f. February: STEAM night with a focus on how literacy is supported in STEAM.***
 - g. March: Books and Bingo Night***
 - h. May: Student Showcase Night, all students' will showcase a literacy project.***
 - i. June: Families will learn about extended learning opportunities (SSD Summer School, community resources, and at home activities) that may provide enriching experiences to their children.***

- j. Materials- provided classroom libraries with books available to take home daily.*
3. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parents and their communities to increase academic achievement.
 - a. District Professional Development centered around the Strategic Plan will be provided beginning in August and continuing through the school year. This will include cultivating a culture of literacy, engaging families and community in shared literacy experiences, and creating welcoming environments.**
 - b. Title 1 staff and Literacy Leadershipo Committee members will provide ongoing support in the implementation of Balanced Literacy and parent/community partnerships.**
 4. Next year teachers have expressed they want to bring back math and ELA nights to engage parents in their students' learning and partnership. This is one major element staff missed this school year.
 - a. Kindergarten teachers work closely with Head Start, local daycare providers and preschools to make a smooth transition to school.**
 - b. All library materials, including Love and Logic parenting resources, are available for parents to check out.**
 - c. Evergreen Title 1 teachers collaborate with other Title 1 teachers in the district, as well as the Family Resource Center.**
 - d. We will reach out to community partners (Timberland Library, YMCA, Shelton Parks & Rec, South Sound Parent to Parent, Ready for K!, ...)**
 5. Professional development was offered to staff about how to use an interpreter correctly and what to keep in mind when communicating with a parent.
 - a. Events may be included on the district-wide calendar, school website, and/or Facebook page throughout the year.**
 - b. Monthly newsletter and calendar are sent home with events listed, described in English and Spanish.**
 - c. Principal sends weekly robocalls in English and Spanish.**
 - d. Flyers are sent home in English and Spanish.**

- e. **Teachers communicate regularly through newsletters, email, text, and phone calls in English and Spanish.**
 - f. **The Family Liason coordinates communication with non-English speaking families.**
6. Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.
- a. ***We have a school-wide Literacy Night with opportunities for families to participate in up to seven different literacy activities that they can also do at home to support their students' learning.***
 - b. ***We have a Books and Bingo Night.***
 - c. ***We have a Student Showcase Night***
7. 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.
- a. ***We use the language survey when parents enroll their students to assess their needs. We send out robocalls in their preferred language as well as written and spoken preferences.***

The following are allowable activities:

1. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - a. ***Title/LAP teachers, administrator and parents.***
2. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
3. May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
4. May train parents to enhance the involvement of other parents.
5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with

parents who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation.

i. School staff offer in person and/or zoom meetings to our parents at times/locations that work best for them. These meetings provide a team (parent and staff) focus on the individual student's needs.

6. May adopt and implement model approaches to improving Parent and Family Engagement.

7. May establish a district parent advisory council to provide advice on all matters related to Parent and Family Engagement in programs supported under this section.

8. May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities. (List actions)

a. We recommend exploring the option of a district PAC.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed 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. (List actions)

PART IV-ADOPTION – This Evergreen Elementary Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent and Family Engagement Policy/Procedures were developed/revised by Evergreen Elementary on 01/01/2023 and will be in effect for the period of Evergreen Elementary. The school will distribute these Parent and Family Engagement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 01/19/2023.

Signature of Title I Authorized Representative

1/17/23
Date

| Name and Signature of Parents, Students, and Staff Involved in the PFE Policy Process: | |
|---|------------------------|
| Name | Signature |
| <i>Parent-Marta Carillo Student-Christian Mendoza</i> | no signature, via zoom |
| <i>Parent- Santa Ramirez Mendoza Student-Maria Pablo Ramirez</i> | |
| <i>Parents- Victor and Marisol Students-Victor and Victoria Barrera Miranda</i> | |
| <i>Parent- Herlinda Ramirez Student- Miko Ramirez Pablo</i> | |
| <i>Parent-Eulalia Pedro Student- Yulissa Miguel Pedro</i> | |
| <i>Parent-Marcella Pablo Carillo Student- Carla Pablo Carillo</i> | |
| <i>Parent- Rosario Rodriguez Students- Kevin Amaya, Jocelyn Amaya</i> | |
| <i>Parent-Foustina Mendoza Student- Oliver Perez</i> | |
| <i>Parent- Kelly Woltmon Student- Gabby Angel</i> | |
| <i>Parent- Lustille Castillo and Angel Archer Student- Elsie Herman</i> | |
| <i>Parent- Santa Ramirez Mendoza Student- Floridalma Pablo Ramirez</i> | |
| <i>Maria Pantoja- Paulino Student- Daniel Blanco Pantoja</i> | |
| <i>Parent-Antonio Gaspar Zacarias Student has the same name</i> | |
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