**Philip Elementary School**

**Parent & Family Engagement Plan**

**2022-2023**

Philip Elementary School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this policy outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve this school and the State’s high standards.

**Philip Elementary School Responsibilities for Reading, Writing and Math**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to increase reading comprehension in fiction and non-fiction and to increase understanding of procedures to solve story problems.

*In Reading*, Philip Elementary School will do the following:

* MAP Reading Fluency (K-3)
* Utilize Parent Resource Network
* Mid-term Reports and Progress Reports (where applicable) to parents every 9 weeks throughout the year or as needed
* Basal Series, Leveled Readers, and Trade Books
* Flexible grouping-movement and instruction driven by test data
* Established baseline using baseline data derived from NWEA MAP Growth assessment (K-2) and Lexile (reading level) baseline from NWEA MAP Growth assessment (3-6)
* After school tutoring when necessary
* Lexia Reading Core5 (K-4)
* Spelling City (1-3)
* Starfall (K-2)
* Reading Recovery Program for First Grade Intervention

*In Writing,* Philip Elementary School will do the following:

* Students will be given opportunities to practice the art of composition in core subjects
* Students will provide writing samples based upon specific prompts to be evaluated using basal curriculum guidelines

*In Math,* Philip Elementary School will do the following:

* Utilize Parent Resource Network
* Mid-term Reports and Progress Reports (where applicable) to parents every 9 weeks throughout the year or as needed
* Into Math Series which offer computer- based homework practice when appropriate
* Guided Math Groups
* NWEA MAP Growth
* Data from routine assessments is used to chart progress and drive instruction
* After-school tutoring if necessary

1. Hold parent-teacher conferences in the fall and spring. The compact will be discussed as it relates to the individual child’s achievement at the fall conference.
2. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

* The district will provide Report Cards every nine weeks
* Progress Reports will be provided when necessary
* Parents have access to the Parent Portal feature through Infinite Campus which is accessed through the district’s website

1. Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows:

* Staff can be reached any time from 7:30-8:00 a.m., 3:30-4:10 p.m., or during a planning period
* Parents may leave messages with the Elementary Secretary or through the use of email
* Teachers will be available to meet with parents upon request in person or by phone whenever necessary

1. Provide parents opportunities to volunteer and participate in various school activities as follows:

* Communication through students’ planners
* Class Parties
* Student Concerts (winter and spring)
* Homecoming Activities
* Sporting Events
* Science Day/Ag Day (an alternating plan for a given year)
* Muffins With Moms/Doughnuts With Dads (students share a book and breakfast with a parent or volunteer)
* Track & Field Day (subject to change each year)
* Scottie Fest (an evening for K-12 games and barbecue with community)

1. Involve parents in the planning, review, and improvement of the school’s parent & family plan and school/parent compact in an organized, ongoing, and timely way.

* Parent Committee meet every other year to:
* review, revise, and evaluate Title I policies and procedures which includes the parent family engagement policy and school/parent compact
* help in planning parent engagement activities

1. Involve parents in the joint development of the Title I School Wide program plan,

in an organized, ongoing, and timely way and when appropriate.

1. Offer an open house to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
2. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents understand.
3. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, and the forms of academic assessment used to measure children’s progress.
4. On the request of parents, provide opportunities for parents to offer suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
5. Provide to each parent an individual student report about the performance of his or her child on the state assessment in math, reading and science in the fall.
6. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Regulations (67 Federal Regulation 71710, December 2, 2002).
7. Inform parents about standards, state and local assessments.
8. Provide professional development to teaching staff and school administration on how to reach out, work, and communicate with parents as partners.
9. Coordinate with Head Start and Preschools about programs for the Preschooler Transition Process.