

2024-2025 TIPA Parent and Family Engagement Plan

School: Webster Elementary Title I Contact: Leslie Mancini

1. Enter your school's mission statement.

At Webster Elementary, we work together with our community, students, and families to create a safe, friendly, and positive learning environment. We encourage continuous improvement in our students' academic and personal growth. We strive to build strong, respectful leaders who are preparing for a BRIGHT future.

2. Provide a summary of activities provided during the previous school year that were designed to build capacity of parents to help their children [Section 1118(e)(1-2)]. Include participation data on the TIPA Annual meeting.

WES strives to offer parent events throughout the year, at alternating times, days of the week, and different months/seasons. Parent Conference nights in October will have afternoon and evening times available to allow parents to set up a flexible time to meet. Webster Elementary has Spanish-speaking staff available for translation. The use of the agenda/planners and communication folders also allows teachers and parents to communicate regularly. Lastly, the school-wide Remind and classroom Remind allows for one-on-one contact throughout the school day and year.

3. Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

WES families have been hindered from participating in parental involvement activities due to work schedules, sports practices, and limited English proficiency. WES has implemented steps such as scheduling events on different days of the week and well as different times. WES has been mindful of different sports schedules and tries to schedule around them, WES has Spanish-speaking staff at all events to translate for our Spanish-speaking parents. WES has also scheduled several virtual events and allowed students to take home their devices.

4. Involvement of Parents: Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of TIPA programs including in the decisions regarding how funds for parental involvement will be used. [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

WES collaborates with parents and families to ensure success for every student. Parents and families have the opportunity to attend or serve as active members of our School Advisory Council and Title I Committee. The SAC will also serve as our Title I Committee, which will meet at least four times yearly. These dates are published and shared with parents and families throughout the school through the Title I family Newsletters, monthly calendar, and school website. WES also utilizes multiple forms of social media to give additional opportunities for parent outreach. At the first SAC/Title I Committee, parents will have the chance to review, give input, and approve the Title I Part A: Parent & Family Engagement Plan and Budget, along with the School Improvement Plan and WES School-wide Title I plan. Once approved, all plans will be submitted to the district office for publishing on the district Title I Part A webpage, along with our school website. This committee will continue to meet quarterly, where Title I parent involvement will be a regularly discussed agenda item.

5. Coordination & Integration: Describe how the school will coordinate and integrate parent involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers programs, public preschool, Title, Part C, Title II, Title III, Title IV and Title IV [Section 1118(e)(4)].

Students of the age of four years old may begin the VPK program at WES. In this program, they will learn foundational skills such as letter and sound recognition, number sense, and daily life skills. Social skills are also an integral piece of daily instruction. VPK teachers share with parents regularly what skills are practiced through weekly work and report cards. VPK also participates in all school events such as Meet the Teacher and Title I Open House. WES has systems in place to support families in transition. Upon completion of the Nighttime Residency Form, guidance works closely with data entry to ensure that all forms are completed. The guidance office works closely with the district liaison for referral of families in transition. The groups work collaboratively to put the families in contact with resources and support during their transition time. The school works as an administrative team to send all calendar events out to parents in a number of ways. The monthly newsletter is printed and shared digitally. The WES Spotlight Newsletter includes key dates for parents. In addition, the school and district calendars are updated regularly. WES administrators and teachers utilize the Parent Square app to share digital flyers advertising upcoming events. An official Facebook account is managed by the Reading Coach to share digital flyers, promotional videos, and families in virtual events such as Virtual AR Nights. WES will utilize part of the PFEP budget to purchase a subscription to The Parent Institute Newsletters. These are available in English and Spanish. The newsletters

promote improving school success; fostering home/school partnerships; making learning fun; enhancing parenting skills; building character traits; and strengthening family life. The newsletter is sent home in paper copy and posted on the school's Facebook page. WES is an AVID school. The AVID Domain of Culture is rooted in the partnership of students and families. Furthermore, AVID focuses on skills to help students and parents set and monitor goals to prosper in future academics and make informed decisions in regard to education.

6. Annual Parent Meeting: Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's TIPA program, the nature of the TIPA programs (school-wide or targeted assistance, Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Learning Compacts will be signed by parents, teachers, and students. The Title 1 contact will collect the Learning Compacts and compile the percentage returned with a goal of 100%. WES will participate in Parent Advisory Meetings (PAC) twice a year. Parents will work with the district to plan to improve parent involvement and ideas for future activities. During the Title 1 Open House parents will receive notification of WES being a Title I school, important reminders for being a successful student, and share ways to improve academic success. Parents and students are encouraged to visit classrooms to further the relationship between parents and teachers. Title 1 news will be sent home monthly through newsletters, the newsletter will be shared digitally on the school's Facebook page. The SAC advisory/Title 1 committee will meet four times per year to share items of interest in regard to the Title 1 Parent & Family Engagement plan, budget, School-wide plan (SIP), and ask for input, and approval from committee members. The school leadership team and grade level chairs will meet and determine a plan for engaging students and families, as well as ideas to present at the PFEP budget.

7. Annual Parent Meeting: What is the date of your annual TIPA meeting?

September 23,2024

8. Annual Parent Meeting: Attach evidence of your annual TIPA meeting including sign-in sheets, agendas, fliers, etc.

Files Attached

9. Flexible Parent Meetings: Describe how the school will offer a flexible number of meetings, such as meetings in the morning, or evening, and may provide with

TIPA funds, transportation, child care, or home visits, as such services related to parent involvement [Section 1118(c)(2)].

WES has implemented steps such as scheduling events on different days of the week and well as different times. WES has been mindful of different sports schedules and tries to schedule around them.

10. Building Capacity: Describe how the school will implement activities that will build the capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)].

Accelerated Reader Family Nights-- Our media specialist is planning family nights to increase reading comprehension and fluency. These are monthly events alternating between in-person and virtual.

Science Night-- Our teachers, administration, and families complete Science activities that promote problem-solving and critical thinking.

Parent University Night--Our staff will come together with a company to offer parent friendly resources to better assist their student in their academic learning.

11. Building Capacity: Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)].

School Advisory Council--The community collaborates with Webster Elementary to help students learn more effectively, meeting times a year. The council discusses concerns of WES. PTO, Parent Teacher Organization--The WES PTO meets quarterly to discuss barriers and collaborate to combat issues.

Parent Advisory Council--The PAC meets twice per year for parents and teachers to brainstorm ideas to assist one another in planning creative partnerships between the school and the community.

12. Attach evidence of the materials and training provided to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)].

Files Attached

13. Provide a summary of professional learning activities provided by the school during the previous school year to educate staff on the value and utility of

contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

School Faculty Meetings/Training --10 meetings and all staff participation
Teacher & Administration Meetings--44 meetings and 47 staff
Grade Level Chair Meetings--17 meetings and 11 staff
Profession Learning Committees--44 meetings and all teaching staff

14. Staff Training: Describe the learning activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)]. *

15. Building Capacity: Include information on how the school will provide other reasonable support for parent involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Meet the Teacher Orientation: 737 Parents meet their child's teacher, visit, and learn the layout of the campus.

Open House/Title 1 meeting: 219 Parents learned about Title 1 and went to the classrooms to see what the students were working on.

Accelerated Reader Nights (virtual & in-person): 646 Student/parent reading and testing.

16. Staff Training: Attach evidence for question 13, 14, 15. (Agenda, materials and sign in sheets.)

Files Attached

17. Other Activities: Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118(e)(4)].

Summer school Program (Dependent upon receipt of grant funding): Leadership & GLC collaborate to determine a plan for afterschool Students are invited to apply based on selected criteria Parents are able to apply for their children to attend the summer school camp Based on interest and space, students are selected to attend.

Anti-Bullying Presentations: Invite parents to learn the law against bullying. Perform a skit to show examples and non-examples of bullying. Present information on bullying and its effects on students.

Character Education/Student of the Month: Teachers work on character-building traits.

Webster Parent University: Read at Home Plan Organizational and Goal-Setting Strategies Newsletters sent home in Spanish to ELL families

18. Communication: How will the school provide parents of participating children the following: timely information about TIPA programs [Section 1118(c)(4)(A)]; description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]; 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 [Section 1118(c)(4)(C)]; if the school wide program under Section 1114(b)(2) is not satisfactory to parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the school district [Section 1118(c)(5)]. (check all that apply)

- Newsletters/Fliers/TIPA Handouts
- School Website/Social Media Announcements
- Remind or E-mail Correspondence
- Parent Teacher Conferences
- Distribution of District Parent Guide and Bill of Rights
- Report Cards/Midterms Reflecting Academic Progress
- IEP/504 Annual Meetings
- Distribution of Individualized State/District Assessment Data Reports
- Title I Annual Meeting
- Quarterly SAC Meetings
- Family/Student/Teacher Learning Compacts
- In-home conferences via MS Teams
- Other: *(Describe)*

19. Accessibility: Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

The population of Webster Elementary includes parents and students who are LEP, Limited English Proficient. Several Spanish-speaking staff members will be used as translators as needed. The Parent Institute Newsletters are presented in both English and Spanish. Twice a semester, Hispanic Parent Conferences are held to encourage all Spanish speakers to learn promotion criteria and educational concerns of their children.

WES has systems in place to support families in transition. Upon completion of the Nighttime Residency Form, guidance works closely with data entry to ensure that all forms are completed. The guidance office works closely with the district liaison for referral of families in transition. The groups work collaboratively to put the families in contact with resources and support during their transition time.

20. Discretionary Activities: Check all discretionary school-level parental involvement policy components the school plans to implement this school year.

- Training parents to enhance the involvement of other parents.
- Maximizing parent involvement and participation by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organization, in parent involvement activities.

21. Collaboration: Please describe how you develop appropriate roles for community-based organizations and businesses, including faith-based organization, in parent involvement activities.

Webster Elementary is in partnership with First Baptist Church of Webster. They have volunteered for our AR nights and feed our families.

22. Drawing Conclusions from Parent Meetings and Climate Surveys: What does input gathered from parents tell us about instruction, communication, and parent involvement in your school's Title I program?

The majority of parents responded favorably during parent meetings and on the climate surveys. The most frequent response was favorable relationships with teachers, parents, and students. The parents felt welcome on campus.

23. Drawing Conclusions from Parent Meetings and Climate Surveys: How can your school improve services in the areas of instruction, communication, and parent involvement based on parent input?

Webster Elementary is always striving to be the best and improve. We implement best practices and take recommendations under advisement.

Principal Signature  Date of Approval: 11/5/24