

Satsop School District Schoolwide Plan 2017-2018



Always a Work In Progress

PARTICIPATING TEAM MEMBERS

Marsha Hendrick, Supt./Principal and Classroom teacher-4th, 5th, and 6th grades

Janet Rosenbach, Classroom teacher-2nd and 3rd grades

Debbie Batten, Classroom teacher-K and 1st grades

Debbie Scott, Business Manager

Mary Wolfe, Paraprofessional and Title I Coordinator

Tiffany Osgood, Parent and Classroom teacher K-1st grades

Nicole Olsen, Parent

Katherine Browning, Parent

The team met and reviewed our plan from the previous year. Adjustments and additions were made. The current plan for this year has been updated to reflect those changes.

VISION STATEMENT

Satsop School District's vision is to create a positive and caring learning environment that fosters a desire for lifelong learning and develops creative thinkers and problem solvers. It is our belief that all students will be successful and in order to achieve this, there must be a successful partnership between parents, students, staff, and community.

MISSION STATEMENT

Satsop School District's mission is to provide a safe and positive environment that provides academic success for students through quality teaching and curriculum resources, and to provide each student with the skills and knowledge needed to achieve success in school and in life. It is also our mission to give the students tools to utilize current and emerging technology to live successfully in the future as positive, contributing members of society.

We believe

- Everyone is unique, has value, and can improve.
- Each student can learn and demonstrate achievement.
- Students learn best in a safe environment.
- Student learning is the shared responsibility of the parents, students, school staff, and community.
- Education includes academic, social, emotional, physical and character development.
- Learning is not confined to the classroom. We learn through enrichment activities including the arts, technology, field trips, and projects.
- Achievement builds self-esteem and promotes self-confidence.
- Effective teachers are essential to student achievement.
- Each staff member and volunteer is responsible for and capable of making a valuable contribution to our schools.
- Staff collaboration improves teaching and learning.
- Life-long learning is essential and requires purposeful change.
- Education provides the tools for life-long learning which enhances the quality of life.

In addition we believe in the Nine Characteristics of High Performing Schools and realize that in order to effect change, we need to constantly address these characteristics.

1. Clear and Shared Vision and Purpose

Everybody knows where they are going and why. That vision is shared-everybody is involved. The vision is developed from common beliefs and values, creating a consistency of purpose.

2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes on many forms. Principals often play this role, but so do teachers and other

staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

5. Curriculum, Instruction and Assessment Aligned with the Standards

Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

6. Frequent Monitoring of Teaching and Learning

Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

7. Focused Professional Development

Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

8. Supportive Learning Environment

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Level of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

INTRODUCTION

The Satsop School District serves approximately seventy students in kindergarten through sixth grades. Our school was one hundred years old in 2002 and is “a little red school house” complete with a bell in the belfry which is rung to begin the day and to end recess. Buildings on site include our gymnasium, built in the 1930’s and a work shed.

The teaching staff consists of two full time teachers, one of which also serves as Superintendent/Principal, two teachers that job share Kindergarten and 1st grade and a part-time Special Education teacher, and a. Our Title I and LAP monies are used largely to fund four paraprofessionals.

We are a rural district, serving a diversified group of students. For the current 2017-2018 school year, approximately 49% of our student population is receiving free or reduced lunches. In addition, approximately 46% of our students are from out of district. We have 28 boys and 40 girls. Our ethnicity breakdown is 3% African American, 3% Asian, 16% Hispanic, and 78% Caucasian. (See Appendix 1-4 for 3 year comparisons of data)

Our families are actively involved in our school. Each classroom has a weekly, if not nightly parent/school communication. This might be required signature on homework or nightly reading and a weekly “Boomerang” envelope that is sent home with that week’s work that requires a parent/guardian signature.

Conferences are well attended. We normally have 100% participation. Teachers are available to meet before school and evenings to accommodate family schedules.

COMPONENT ONE-NEEDS ASSESSMENT

One means of gaining information was a SCHOOL PROFILE. We looked at statistics that dealt with student characteristics, the organization of our school, curriculum and instruction, family and community involvement, and student achievement.

Surveys were given to the school population, parents, and staff. The staff completed a needs survey for TITLE II. Parents were given a survey asking for opinions on strengths and weaknesses of our school.

A survey/needs assessment was conducted with parents in the Spring.

Outcomes:

- Mrs. Wolfe will be available to work with children until 4:00.
- We will continue to hold some evening events during the school year. These will include Open House, Scholastic Book fair, Fellers’ Night Out and evening conferences.
- Technology will be updated to include chrome books and more Ipads.

Parents were generally pleased with the school.

Concerns included

- While the majority of those answering the survey, knew we are a Title I schoolwide school, the majority didn’t know what it meant.

- When a child gets behind “resources” at school are not enough to get them back up to pace
- Aren’t as many friends to choose from

Weaknesses included

- Parents don’t follow the rules in the driveway
- We depend on out of district transportation
- No foreign languages taught
- Only goes to 6th grade
- Staffing on the playground
- Need another half-time teaching for 4th, 5th, 6th, grade reading/math

Positive comments included

- Small class size and total size of school
- Great communication between school and parents
- Student/teacher ratio
- Hard for kids to fall through the cracks
- More challenging curriculum
- Family atmosphere
- Parent participation if desired
- Great teachers who seem to care so much about the kids and the school
- Not as many children enrolled
- Know many families-gives insight to student’s individual needs
- Positive reinforcement
- Teach responsibility
- Amazing staff of qualified, kind and caring professionals and paraprofessionals
- Impressed with the team and the spirit of cooperation
- Staff shows respect to the students
- Love of learning demonstrated by teachers and staff
- Fun traditions
- Positive discipline. Parents are pleased with *LOVE and LOGIC*.
- Staff has great attitude and they treat the kids with respect and always have a smile
- Atmosphere is always pleasant, not uptight
- Teachers are caring, easy to talk to and go above and beyond to help the kids
- Everyone works together
- Warm comfortable family feeling
- Teachers go out of their way to help you and your child out
- Field trips and other learning opportunities
- Emphasis on nightly reading

STAFF SURVEY

When our teachers took the needs assessment survey, one area that was identified as a "greatest" need, was in the subject of integrating technology into core curriculum. Since

identifying this as a need, we have increased the number of Ipads and Chrome Books available for use by the students.

Teachers looked in depth at our math program analyzing and looking for ways to improve our scores. Overall we were satisfied with the program. We feel the low grades for some students, NOT ALL, can be attributed to their poor work habits.

Another area was in the area of science. Grades 4 and 6 are receiving training on the new kits from Carolina *Building Blocks of Science* and the other grades will be trained as the ESD rolls them out.

Another aspect of our needs assessment included looking at our demographics, analyzing our state assessment scores from the previous spring, and curriculum needs. Our SBA results show reading and math to generally be a strength with lower scores in writing and science.

Because of the size of our school, our class size tends to be under 9 students. We, as a district, look at how each child is doing and make adjustments to meet their academic needs. We use our test results in our district to look at individual student's growth over time and to help ensure that each student is meeting educational goals.

Our students perform well on the classroom assessments.

Other Sources of Student Achievement Information:

Our second grade students are given an individually administrated Reading test. This test is used to identify students who need extra support and instruction in reading. For those students, an individual plan is developed by teachers and parents and is disseminated at the fall parent/teacher conference. The plan is later reviewed as needed. Our LAP program is designed to assist these students to meet the standard.

Curriculum assessments are also given on a regular basis and are analyzed to adjust and monitor instruction.

All students in grades Kindergarten through 6th grades will be assessed three times a year using the DIBELS screening tool. In addition, our reading series *WONDERS* has fluency assessments. We also use *STAR READING* to assess reading progress. Our math curriculum, *Math Connections*, has an extensive assessment component.

COMPONENT TWO-SCHOOLWIDE REFORM STRATEGIES

It is the belief of our district and staff that each child needs to receive comprehensive education.

TRANSITION PLAN FOR PRESCHOOL AND BETWEEN GRADE LEVELS

We currently do not have a preschool program in our district. However, there is a Head Start program in a neighboring community. We advertise for these programs and screenings through fliers and newsletters. We do provide home visits for those children who qualify with special needs and provide speech services and OT to qualifying preschoolers in

our district. In the spring, as part of their transition, students from these programs are invited to come and spend some time here.

The use of WaKIDS and the assessments at the beginning of the year gives a good snapshot of our new kindergartners.

Because of the size of our school, each child knows and is familiar with every teacher and paraprofessional. For the most part, they spend two years in each classroom. All students have recess and lunch together, and they know each other.

Helping the transition between grades is the fact that all grades use the same curriculum for math, reading, and language arts.

When our sixth graders are ready to move on to Middle School, they visit and tour the school. They are shown a slide show of the classes and sports that are available to them. All aspects of life at the Middle School are discussed. In addition, when ASB speeches and elections are held for the upcoming year, our students are invited to attend.

CURRICULUM

Our curriculum is continuous and cohesive across the grades levels. All grades use the same basic curriculum and series as in math and reading. Each teacher chooses to enrich and accelerate as needed.

We teach ELA, math, science, social studies, and the arts. Because of the size and multigrade makeup of our classes, it is easier to provide opportunities for those students to work ahead or to receive intensive instruction for those struggling or to work at their own pace.

COMPONENT THREE-ACTIVITIES TO ENSURE MASTERY

It is our belief that each child is unique, has value and can learn and achieve success. After assessing our students and after receipt of SBA results, we analyze where individual students might benefit from additional assistance. The majority of our Title I monies is used for paraprofessionals in the classroom, which lowers the adult: student ratio. Both the paraprofessional and classroom teacher are available to help the student meet the standard and to overcome difficulties. We also have parent volunteers who assist as needed.

Strategies used to increase student success include one on one support with a para, parent volunteer, peer tutor, and more individualized time with the teacher. We also have students in alternative curriculums that are more focused and more individualized to their needs.

GOALS AND ACTION PLAN FOR IMPROVING ACADEMICS

Goal 1:

By Spring 2018, 80% of Satsop students in grades 3-6 will meet the standard for ELA/Literacy, with this percentage increasing each year by 5 %.

Goal 2:

By Spring 2018, 80% of Satsop students in grades 3-6 will meet the standard for math, with this percentage increasing each year by 5 %.

Goal 3:

By Spring 2018, 60% of Satsop students in grade 5 will meet the standard for science, with this percentage increasing each year by 5 %

ELA/Literacy

Activities

- Focus on more non-fiction in read-alouds
- Provide focused skill instruction and strategies on the reading process in all grades
- Provide at least 20 minutes daily for silent sustained reading
- Provide performance-based assessments and practice in test taking strategies
- Use of released state assessment questions to provide practice for SBA
- Routinely monitor and assess level of progress for individual students. This ongoing evaluation will direct instruction
- Use of technology to improve reading
- Provide daily opportunities for students to write
- Increase writing expectations
- Focus on desired standards for writing and develop writing assignments in all areas
- Use anchor papers to help students understand the standards and expectations

Math

Activities

- Provide focused instruction and regular practice in all areas of math
- Provide focused instruction and regular practice on math problem solving steps and strategies
- Provide performance based assessments and practice in test taking strategies
- Use of released questions to provide practice for SBA
- Routinely monitor and assess level of progress for individual students. This ongoing evaluation will direct instruction
- Provide materials for use at home
- Use of technology to improve math scores
- Staff will attend curriculum users group at ESD

Science

Activities

- Continue use Foss Science kits and Carolina Building Blocks as implemented through ESD science kit cooperative.
- Provide opportunities for students to write about science
- Acquire Accelerated Reader science books
- Focus on science careers
- Use of released state assessment questions to provide practice for MSP

PROFESSIONAL DEVELOPMENT PLAN

It is our belief that in order for ALL students to be successful, our district must employ highly qualified teachers and paraprofessionals. Our staff is an experienced one. Four of our five teachers have Master's Degrees. Experience for teaching staff ranges from 7 years to 44 years. The district has four paraprofessionals that work in the classroom. Experience ranges from 5 to 32 years. .. In addition, all paraprofessionals meet the requirements for "highly qualified."

It is our belief that as instructors, we must constantly be updating our skills and strategies in all areas so that ALL students are successful. We will continue to coordinate what, how, and when we teach students to maximize learning.

INSTRUCTION BY HIGHLY QUALIFIED STAFF

All staff currently employed meets the criteria for “highly qualified”. See appendix Five. All paraprofessional staff meets the criteria for “highly qualified” by either passing the ETS test or meet the AA requirement. See appendix Five.

ATTRACT HIGH QUALITY, HIGHLY QUALIFIED TEACHERS

Our staff is not mobile. Of the four classroom teachers, longevity range from seven years’ experience to over forty four years of experience. The district has four paraprofessionals that work in the classroom. Experience ranges from 1 to 32 years.

When we advertise and interview for open positions, certificated as well as for support staff, only those that are “highly qualified” will be considered for the position.

TRAINING:

Staff, both certified and paraprofessionals, are encouraged and allowed to take inservice classes that will advance their skills and are aligned with our objectives and goals. Such training will be ongoing.

Professional development will coordinate with our strategic plan and goals and enable our students to meet the high standard set by our state’s education reform efforts.

ACTION:

- Neighboring districts invite staff to inservices they hold
- Teams will have the opportunity to attend ESD Paraprofessional Training
- Staff will attend classes on topics such as assessment, reading, science, math, writing, technology and other pertinent trainings
- Staff will attend Foss Kits and Caroling Building Blocks of Science trainings at ESD and sub-regional trainings.
- Staff will attend other conferences
- Paraprofessionals are encouraged to attend any professional conferences and training that enhance their skills
- Our paraprofessionals are included in all applicable inservice that the certified staff receives.
- Staff may attend state technology conference

MONITORING AND ADJUSTMENT OF PLAN

We will continue to work together to coordinate what, how, and when we teach students to maximize learning. Because this plan is a working document, constant collection and analyzing of data is taking place. Adjustments are constantly being made in instruction so that each student is successful and to ensure that EVERY STUDENTS SUCCEEDS.

STRATEGIES TO INCREASE FAMILY ENGAGEMENT

COMMUNICATION AND PARTNERSHIP WITH PARENTS:

Our communication with our parents is one of our strong points at Satsop School. Most weeks our parents receive a weekly newsletter concerning school life, and in addition

to this letter, often they receive a classroom newsletter. If there are special events, they are notified both in the weekly newsletter and with additional notices. We make every effort to keep the parents and the community up to date on our activities.

Parents are able to visit their student's classroom at their convenience. The faculty is very accessible for parents, either by phone, email, or in person.

Each teacher sends home nightly homework folders that are to be signed by parents. In addition, we send a weekly packet of completed work home.

There are also several "Family" events throughout the year.

Each month, parents receive an issue of *Home and School Connection*, a publication that addresses parenting issues and gives suggestions on how parents can help their child succeed in school

Parent conferences are well attended with a participation rate of 100% last year.

Parent/Student/Teacher compacts are signed each year. The compacts are discussed at the fall conference. On our compact is listed the responsibilities of the student, family, and teacher.

Our discipline program is based on *LOVE and LOGIC*. We have a selection of books and videos available for parents to check out. This list is included in a newsletter and on display in the hallway during parent/teacher conferences.

See Appendix six for our Title I Parent Involvement Policy and a letter that is sent to our parents

COMPONENT FOUR-COORDINATION and INTEGRATION

Sources of funding include Title I and LAP monies as well as Basic Education. These funds are used primarily for salaries and benefits, instructional materials, parent and family involvement, and professional development.

MONITORING AND ADJUSTMENT OF PLAN

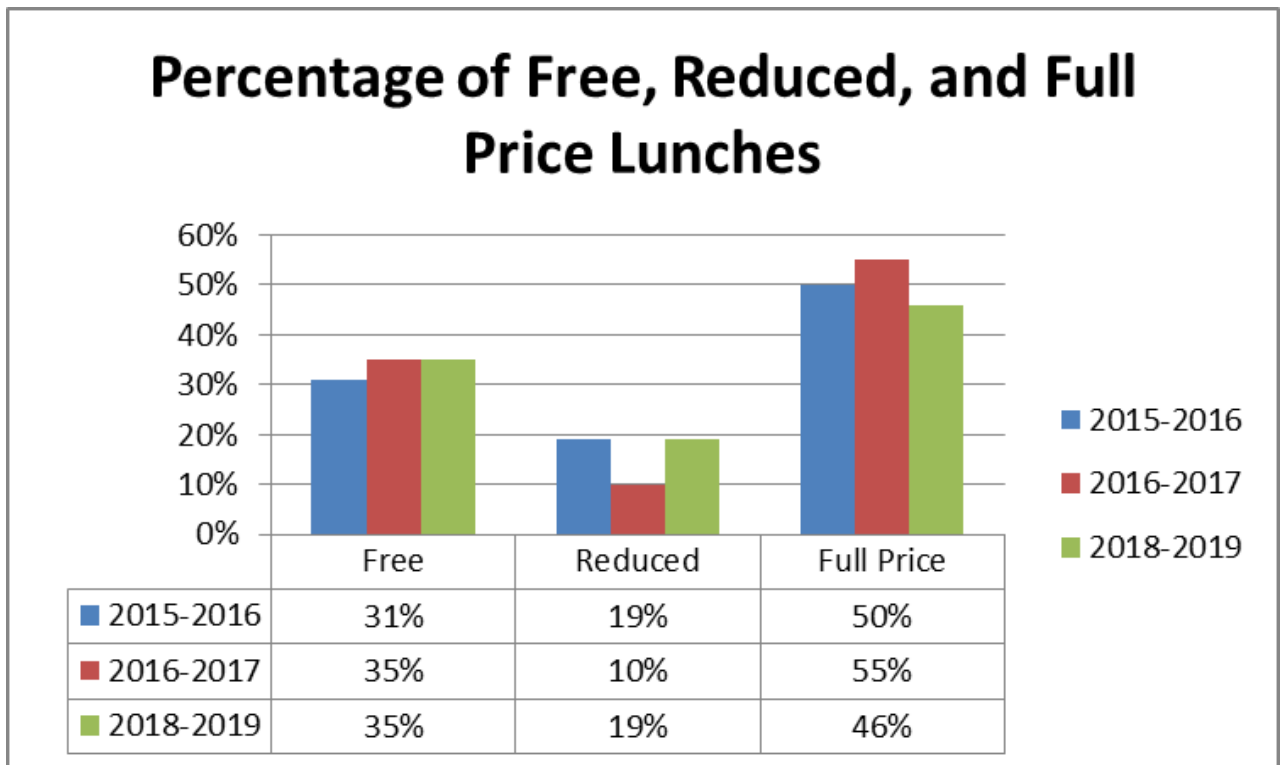
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Appendix One
PERCENTAGE OF FREE, REDUCED, AND FULL PRICE LUNCHES

PROLOGUE

The Satsop School District participates in the National School Lunch Program. A major goal is to provide nutritious meals every school day. Data is collected in October of each year.

DATA DISPLAY

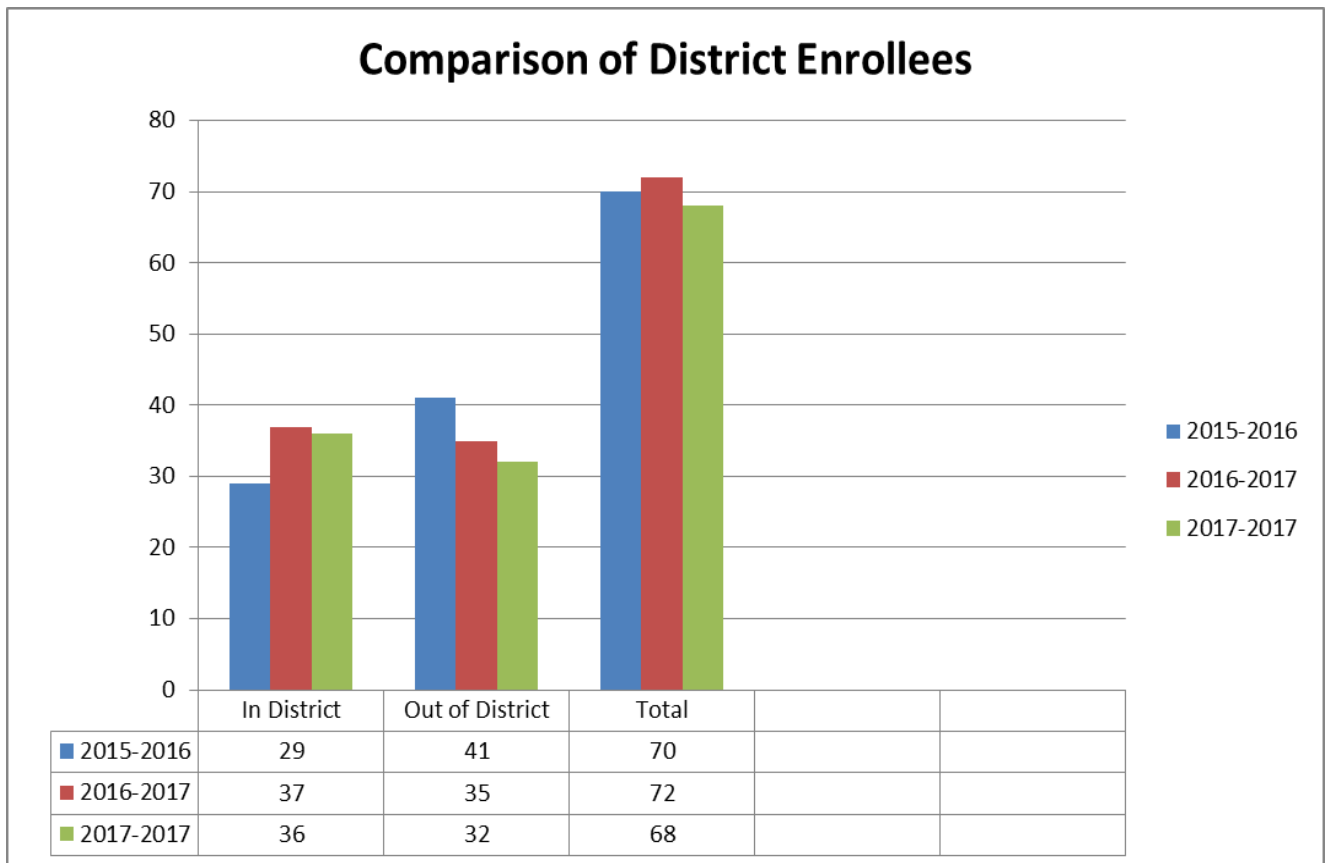


Appendix Two
COMPARISON OF DISTRICT ENROLLES

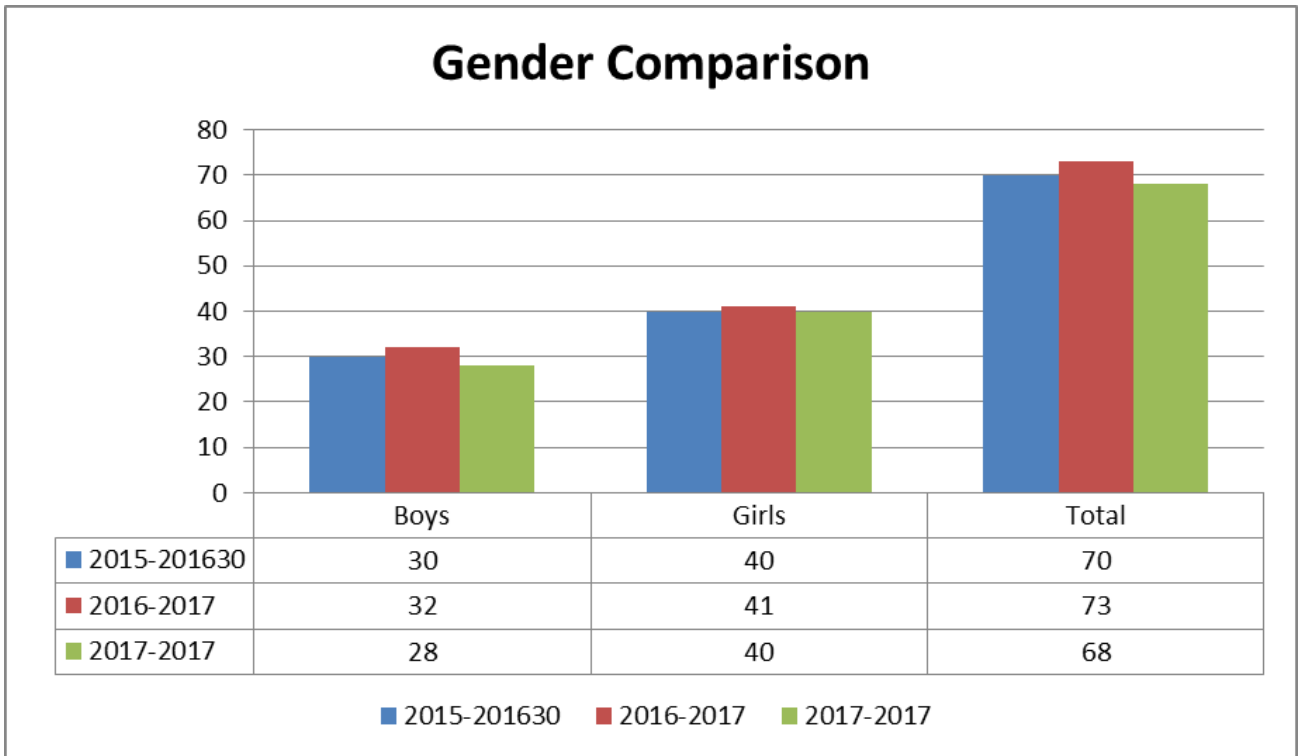
PROLOGUE

The Satsop School District population is made up of both resident and out of district students. The district has students enrolled from the Elma, Montesano, and Oakville district, as well as other neighboring districts in some years. The data below represents the number of resident and out of district enrollees.

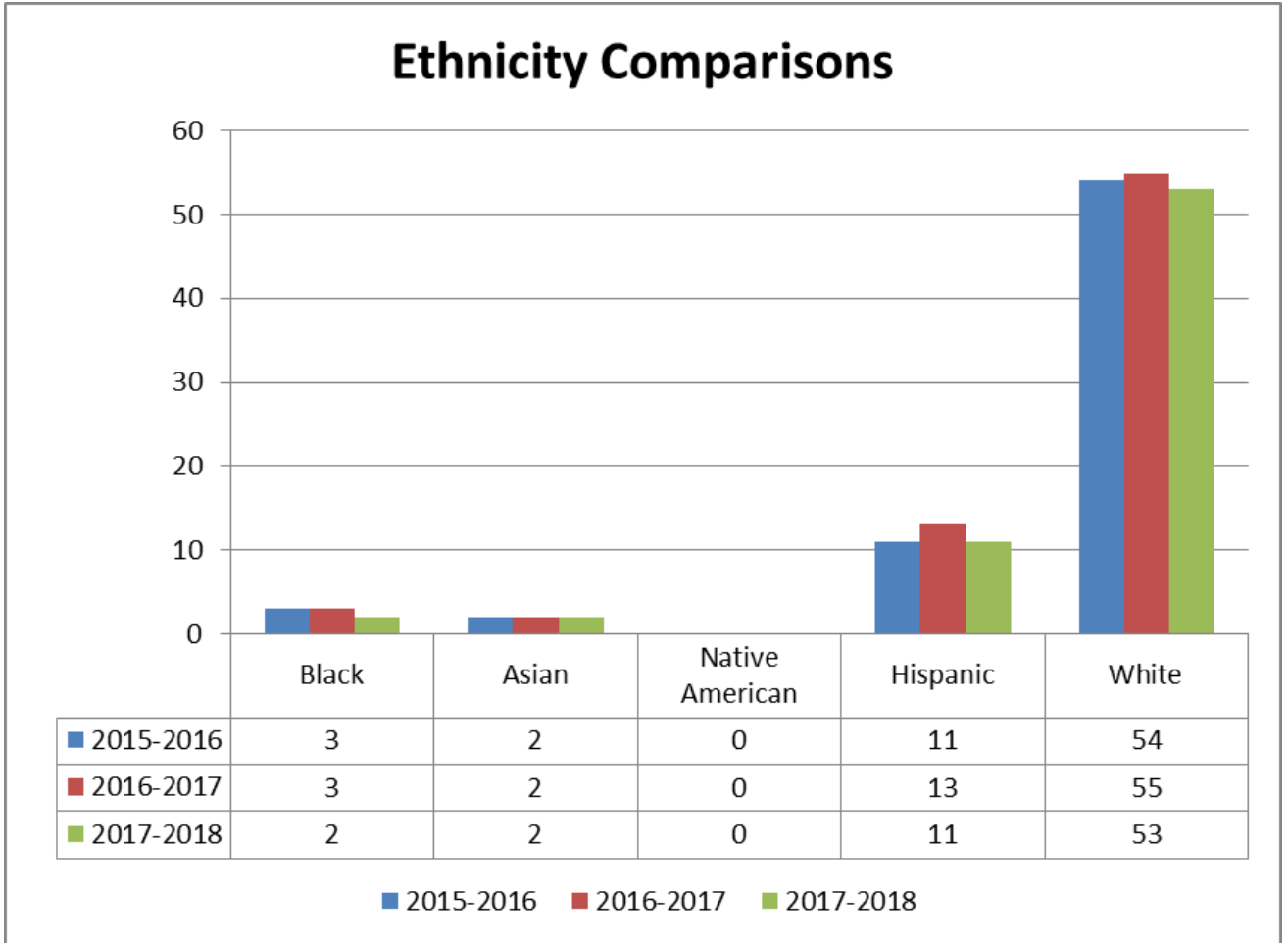
DATA DISPLAY



Appendix Three



Appendix Four



Appendix 5

SATSOP SCHOOL - Highly Qualified Staff

Updated
9/3/17

Certified	Degree		Date of Degree	Certificate #	Date of Cert.
Hendrick, Marsha	M.A. Lesley Univ.	Standard Elementary and Secondary Teacher Continuous Educational Service Plus Seven Years	09/01/95	195880J	08/09/77
Batten, Debbie	M.A. Lesley Univ.	K-12 Reading K-8 Elementary Education	09/20/95	311559R	01/08/92 07/22/96 06/30/07
Parks, Sally	C-Parapro Assessment		4/29/2004		
Wolfe, Mary	C-Parapro Assessment		4/29/2004		
Scott, Debra	A.A. South Puget Sound C.C.		05/30/04		
Rosenbach, Janet	B.A. Western WA University	Continuing Elementary and Secondary Teacher Continuous Educational Service Plus Seven Years	6/12/1981	245800H	7/9/1986
Gatlin, Janet	MA, U of Portland	Continuing Elementary and Secondary Teacher P-3 Early Childhood K-12 Special Education K-8 Elementary Education			
Osgood, Tiffany	MA, Grand Canyon	Elementary Ed. Ed. Administration	07/05/05	428028E	07/05/05
Hann, Teresa	ATA South Puget Sound CC		12/31/1987		
Davis, Dina	C-Parapro Assessment		03/31/2005		
Katherine Browning	C-Parapro Assessment		10/18/2017		

Appendix six

Policy: 4130
Section: 4000 - Community Relations

Title I Parental Involvement

- A. The board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The board views the education of students as a cooperative effort among school, parents and community. The board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:
1. Play an integral role in assisting their child's learning;
 2. Are encouraged to be actively involved in their child's education at school; and
 3. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- B. The board of directors adopts as part of this policy the following guidance for parent involvement. The district will:
1. Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
 2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.
 3. Build the school's and parent's capacity for strong parental involvement;
 4. Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, or state-run preschools;
 5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and
 6. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent.

Procedure Title I Parental Involvement

Federal Requirements

The superintendent or designee will ensure that the district's Title I Parent Involvement policy, plan and programs comply with the requirements of federal law.

- A. The district will take the following actions to involve parents in the joint development of its district wide parental involvement plan:
 - 1. An annual meeting of parents of participating Title I students will be held to explain the goals and purposes of the Title I program. The meeting is held in the spring, all parents, staff and community are invited. A notice is sent home with students, posted in the local newspaper, in the Satsop post office and on the school entry doors. The superintendent and the title I para-educator are responsible for planning the annual meeting;
 - 2. Parents will be given the opportunity to participate in the development, operation and evaluation of the program. Two meetings are held, one in the afternoon and another in the evening to accommodate parent schedules. The meeting is advertised several weeks in advance (see number 1); and
 - 3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.

- B. The district will take the following actions to involve parents in the process of school review and improvement:
 - 1. Parents will be given the opportunity to review the school improvement plan at the spring meeting or anytime they request; and
 - 2. Parents will be encouraged to participate in the building self-review at the spring meeting.

- C. The district will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities:
 - 1. Identify barriers to greater participation by parents in parental involvement activities;
 - 2. Use findings of the evaluation to design strategies for more effective parental involvement; and
 - 3. Revise, when necessary, the district and school parent involvement policies.

- D. The district will coordinate and integrate parental involvement strategies with similar strategies under the following other programs, such as:
 - 1. Head Start;
 - 2. Even Start;

3. Learning Assistance Program;
4. Special Education; and
5. State-operated preschool programs.

The district will facilitate removing barriers to parental involvement by activities such as:

- a. Conducting joint parent meetings with other programs;
 - b. Holding meetings at various times of the day and evening;
 - c. Arranging for in home conferences; and
 - d. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and child care costs.
- E. The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy.
- F. The district will build the schools' and parent's capacity for strong parental involvement through the following:
1. The school district will, with the assistance of its Title I, Part A schools, provide information to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - a. The State's essential academic learning requirements;
 - b. The State and local academic assessments including alternate assessments;
 - c. How to monitor their child's progress; and
 - d. How to work with educators. Information is presented in weekly newsletters, parent-teacher conferences, student programs and community meetings.
 2. The school district will provide materials and training to help parents work with their children to improve their children's academic achievement, by:
 - a. Giving guidance as to how parents can assist at home in the education of their child;
 - b. Holding parent meetings at various times of the day and evening to provide parents;
 - c. Providing opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;
 - d. Submitting parent comments about the program to the district; and
 - e. Providing parents with opportunities to meet with the classroom and Title I, Part A teachers to discuss their children's progress.
- G. School district personnel including teachers, principals and other staff, will reach out to communicate with, and engage parents as equal partners. The district will provide:

1. Reasons supporting their child's selection for the program;
 2. A description and explanation of the school's curriculum;
 3. Information in the academic assessment used to measure student progress; and
 4. Information on the proficiency levels students are expected to meet.
- H. The school district will take action to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
1. Distribution of the Title I Family Involvement policy on an annual basis on the district website, www.satsopschool.org and in the student handbook; and
 2. Distribution of the Title I Family Involvement policy in multiple languages or formats to the extent needed and practicable.

Adoption Date: **February 20, 2017**

SATSOP ELEMENTARY SCHOOL

Building Parent Involvement Plan

Satsop Elementary School has jointly developed with parents, teachers and staff this written building parent involvement plan. This plan establishes the expectations for parent and community involvement with Satsop Elementary School, a Title I Schoolwide School.

Annually, in the fall at our OPEN HOUSE, Satsop Elementary will convene a meeting to which parents are invited. At this meeting, the principal, and staff inform the parents of the school's participation in Title I, explain the requirements of Title I, and the right of parents to be involved in the school.

Satsop Elementary holds a number of meetings for parents at flexible times for the parents' convenience. These include parent conferences and other meetings. Meetings have been conducted where parents are involved in an organized, ongoing, and timely way in the planning, review, and improvement of the programs for parent and community involvement.

Satsop Elementary will provide parents timely information about programs and services through the handbook, the weekly newsletter, phone communication, and events.

Satsop Elementary provides parents a description and explanation of the curriculum in use at the school, forms of academic assessment used to measure progress, and proficiency levels students are expected to meet. This is done through parent conferences, homework folders, weekly newsletters, etc...

Satsop Elementary provides a regular time for parents to meet with teachers to formulate suggestions, to participate in decisions relating to the education of their children, and to respond to any suggestions as soon as possible. This is done through parent conferences and by having teachers available for parent conferences if needed.

Satsop Elementary has jointly developed with parents a parent, student, teacher compact. This is a written compact that outlines how parents, school staff, and students share the responsibility for improving student academic achievement and that school and parents will partner to help students achieve our high standards. The compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the EARLs. The parent, student, teacher compact describes the ways in which the parent(s) will be responsible for supporting student learning and participating in decisions relating to the education of their student(s). The

parent, student, teacher compact addresses the importance of communication between the teachers and parents on an ongoing basis through parent-teacher conferences and quarterly progress reports to parents.

Satsop Elementary gives parents reasonable access to staff, opportunities to volunteer, participate, and observe in their child's class.

This written Building Parent Involvement Plan shall be distributed to all parents of students at Satsop Elementary in an understandable format and in a language parents can understand. This plan has been periodically updated to meet the changing needs of parents and the school. If the plan is not satisfactory to parents, comments may be submitted in writing to the school that will be responded to and staff at Satsop Elementary will actively work to resolve these concerns.

Satsop Elementary staff makes themselves available to assist parents in understanding such topics as the State's Essential Academic Learning Requirements, state and local assessments, how to monitor a child's progress, and how they can work with the school staff to improve achievement of their children and the requirements of parent involvement.

Satsop sends parents information relating to school and parent programs, meetings, and activities in the language parents can understand. The school provides full opportunities for the participation of parents with limited English proficiency, disabilities, and migrant children.

This Building Parent Involvement Plan is an effort to cover the range of responsibilities and services Satsop Elementary provides to the parents of its students and to the community.

Dear Parents,

Because Satsop Elementary values parents of our students, we warmly welcome you to our school.

We value what you do to provide a safe, nurturing home for your child, and we strive to provide an equally positive environment at school. It is important for all of us to work together to help your child succeed. Following is a list of some of the many opportunities available to you:

Provide support from home:

Encourage your child to read 20 minutes a day at home

Give us feedback/help:

Volunteer to help in your child's classroom or do work at home for the class

Complete the Parent Survey in the spring. This gives us valuable information

Volunteer to help us review and revise the Parent/Teacher/Student Compact

Volunteer to help us review our Title 1 School wide Plan, School Improvement Plan and our Parent Involvement Plan

Inform yourself:

Read the student handbook

Read the weekly newsletters

Sign the nightly homework folders

Sign the weekly boomerangs

Read the monthly Home and School Connection

Attend events:

Attend our annual open house

Attend Math Night

Attend conferences in November and/or March

Attend the winter and spring music programs

Attend the Title 1 Parent Conference in the spring

You have the following rights:

You have the right to ask about the professional qualifications of your child's teacher.

You have the right to know whether your child is provided services by Para educators and if so, their qualifications.

You have the right to information on your child's level of achievement on the Washington Assessment of Student Learning (WASAL)

You have a right to receive information in an easily understandable format.

You have a right to information about the state's procedures for complaints that the state, local school district, educational service district, or other sub grantee has violated one or more requirements of federal statutes or state regulations that apply to Title 1, Part A.

