

PineCrest Elementary Parent & Family Engagement Plan 2023-24

Parent and Family Engagement in developing and reviewing school plans

Our School Improvement Plan (SIP) guides our instruction to help ensure student success. Planning an annual review of the SIP involves a staff team. All caregivers are welcome to review the plan at any time during the year. Our SIP is available on our PineCrest website. If caregivers have concerns about Title interventions, they are encouraged to talk with the Principal, Student Support Specialist or Reading Specialist.

On October 4, 2023, PineCrest participated in the District sponsored Family Engagement Night. We had 4 families attend. We intentionally chose families to represent different demographics: a family of color; a single parent family; a family with children identified with significant special needs and one of our multilingual families (with an interpreter present). Through various structured activities, families helped us to review our plan and through this discussion, informed some changes that we made and gave us some feedback that we could share with staff. Included in this feedback is that families want all bullying to stop and hope that students might be helped to begin to identify implicit bias. They would also like to see a family night geared toward our multilingual families to help them with navigating through various systems that we don't realize might be complex for those who do not speak English. Families also greatly appreciate when we use interpreters and that we have free breakfast and lunch for all students this year.

Providing families and parents with information throughout the year

PineCrest Principal Kelli Andrews sends out a detailed Family Bulletin. Staff are informed about what will be in the bulletin prior to the principal sending it to families. The bulletin includes community resources, helpful strategies for navigating learning, and encouragement to reach out for any support that is needed.

PineCrest also has the highest number of Multilingual Learners in our district. We are working intentionally to ensure that all of our families receive our messages. We utilize the translated versions of information that the district provides. We are also concerned that some families do not have email access and even though we are sending translated information, they may not be receiving it. We are using Language Link to leave verbal messages for some families we have identified with having this challenge. We plan to systematically identify and ensure all families are receiving messages in the most accessible ways.

Caregivers are informed during fall conferences in October, when their child qualifies for intervention services. Both the Student Support Specialist and the Reading Specialist are available to answer questions regarding interventions. Caregivers are also informed when their student has made growth, resulting in them being exited from intervention. Caregivers are also encouraged to share insight about their child and how he/she best learns. Staff and caregivers both have valuable information to share to help each child succeed.

Effective family and parent engagement to improve achievement:

PineCrest actively seeks to find and implement ways to partner with our families to support student learning. Our newly revised MTSS Team is set up to provide layers of support for students, families and staff. A Teacher Support Request Form was created along with a flowchart that clearly defines the process for tiered support. This is a team effort involving the caregiver, learning specialist, reading specialist, school psychologist, principal, school counselor, classroom 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 child, caregiver, and teachers.

Utilizing what we learned during closure and partial closure regarding barriers for our learners, significant effort has been made to make contact and engage students through multiple means, including home visits and alternate methods of communication.

Supportive School Climate

At PineCrest we ensure all communications are welcoming so that a caregiver feels respected at all points of contact. An important focus at our school is building relationships with caregivers, students and our community. We strive to make sure that families know we value them as an important part of our school and we are working to build that relationship.

As we work with families, we focus on their strengths and common goals in areas of concern related to academics, discipline, and attendance.

Last March PineCrest initiated a WatchDOGS program. Our original hope was to have 10 volunteer Dads before the end of the year. We ended up having close to 50. This fall we had our Kick-Off on September 28. We had about 60 dads there and our calendar is rapidly filling up. Dads, students and staff report overwhelmingly positive impact regarding this program.

PineCrest recruits, maintains, and uses a resource list of community contacts who can assist caregivers from diverse cultural, ethnic, and language groups.

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 as much as we can.