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|  |  |  | | GaPMP Kickoff Conference | | | | |  |  |  |  |
|  |  | |  | Poster Session | | |  | |  |  |  |  |
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| Parent Mentor Name: | JaneGrillo | |  |  |  | Email: | [jane.grilllo@white.k12.ga.us](mailto:jane.grilllo@white.k12.ga.us) | |  |  |  |  |
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| Name of Initiative: | Warrior Wonders | |  |  |  | School District: | | |  | White |  |  |
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|  |  | | Describe briefly your family engagement initiative | | | | | | | |  |  |
| Reason I started  Parent Survey data routinely showed areas of least satisfaction in trainings provided for parents. Lower graduation rates for SWDs. Based on SSIP Action Plan and School Comprehensive Improvement Plan, a parent group was formed called the Warrior Wonders. |  | |  |  |  |  |  |  | |  |  |  |
| initiative: |  | |  |  |  |  |  |  | |  |  |  |
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| Process I followed:  First meeting, group reviewed pertinent data (parent satisfaction survey, school climate, grad rates, test scores, etc.) We set meeting dates and created an newsletter to foster regular communication with families districtwide (while addressing perceived lack of information sharing). As a group we supported parent engagement activities at large school events (ie Special Olympics). We also created individual family goals for each of the Warrior Wonders using the ASPIRE toolkit with goal tracking sheets as the data collection tool. Fun activities to build relationships between Warrior Wonders members were included in our engagement activities. |  | |  |  |  |  |  |  | |  |  |  |
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| Partners I engaged:  SPED director, Special Olympics committee, principals, teachers, GLRS, parents |  | |  |  |  |  |  |  | |  |  |  |
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| Finding the right parents to participate was integral. Parent Mentor goal was to find teachers who were parents, parents who worked in the community outside of school and parents who were stay at home parents. Scheduling was also important because having peoples’ in person participation was essential to building important relationships within the group and then, teaching parents how to build on that in their schools. |  | |  |  |  |  |  |  | |  |  |  |
| Obstacles I faced: |  | |  |  |  |  |  |  | |  |  |  |
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| Solutions I implemented:  By scheduling multiple meetings members of the group could pick and choose when they could participate, and expressed satisfaction with variety of opportunities to interact. Setting up smaller work groups on specific projects helped parents build those relationships within the group, set goals and have buy in to the work of the group. |  | |  |  |  |  |  |  | |  |  |  |
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| Success I saw:  Warrior Wonders expanded their reach out to schools helping other parents feel including and involved by creating a quarterly newsletter,  being a presence at school events  and  creating opportunities to teach parents at their child’s respective schools about why their involvement is important. ASPIRE toolkits helped families feel more prepared at IEP meetings evidenced by families reporting higher levels of satisfaction at IEP meetings and, more confidence in their participation.  After determining that social skills was an important practice at home,  Warrior Wonders created plans for practicing and tracking social skills goals and used their energy and experience to make those opportunities happen. |  | |  |  |  |  |  |  | |  |  |  |
| What did families learn? |  | |  |  |  |  |  |  | |  |  |  |
| What did families do? |  | |  |  |  |  |  |  | |  |  |  |
| How did initiative impact |  | |  |  |  |  |  |  | |  |  |  |
| the students? |  | |  |  |  |  |  |  | |  |  |  |