

Stephen Foster Elementary School Title I, Part A Parent & Family Engagement Plan

I, Lisa Peterson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will conduct outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in all of its Title I, Part A programs consistent with Section 1116 of the Every Students Succeeds Act (ESSA). Such programs activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]
- The school will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part will develop a Home-School Compact that outlines how parents, the entire staff, and 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 to help children achieve the State's high standards. [ESSA Section 1116(d)]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]
- The school will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities. [ESSA Section 1116(3)]
- The school will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and is expected that to carry out programs, activities, and procedures in accordance with this definition.
- The school will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).


Signature of Principal or Designee

8/12/2019
Date Signed

Parent & Family Engagement Mission Statement

Response: To provide our students with a community oriented educational environment that stimulates and motivates them. We will all work together to provide a strong educational setting for children to grow and learn.

Involvement of Parents & Families

The school will involve parents in the planning, review, and improvement of Title I programs including parental involvement and in the decisions regarding how funds for parental involvement will be used by:

- All parents & families are invited to participate with the School Advisory Council (SAC)
- SAC and all parent meetings are advertised in the school newsletter, on the marquee, in the school calendar, electronically (email, Bloomz, Dojo, and/or Remind), FoneHome, and teacher newsletters.
- Parent & family activities are conducted monthly. Input is collected at the end of each activity.
- Parents & families are asked to provide input through Title 1 activities, Climate Surveys, and PTA Family Activities (no membership required).

Coordination and Integration

The school will coordinate and integrate the following Parent & Family Engagement programs and activities with other Federal Programs, to the extent feasible and appropriate, in an effort to teach parents how to help their children at home.

Count	Program	Coordination
1	ESOL Parent Leadership Meetings	Two group meetings per year and individually scheduled meetings as requested/needed.
2	Headstart & VPK Families	Conduct Kindergarten Roundup and provide materials for parents to use at home to help transition children to kindergarten.
3	McKinney-Vento	Provide support and resources for homeless families.

Annual Parent Meeting

The school will conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), and the rights of parents through the following activities.

Count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	School will hold the Annual Parent Meeting in September	Principal, Title I Lead Teacher Title 1 Team	September	Parent Input Evaluations, sign-in sheets, agendas, PowerPoint handout, and minutes from meetings.
2	Development of agenda for Annual Parent Meeting.	Principal, Title I Lead Teacher	August- September	Completed Agenda
3	Develop/plan materials (presentation, school/district handouts) for Annual Parent Meeting.	Principal, Title I Lead Teacher	August- September	Copies of presentation and all handouts
4	Send notices in school newsletter, send invitations via backpacks, alert parents of meeting.	Principal, Title I Lead Teacher	August- September	Photograph of marquee, copy of newsletters and invitations

Flexible Parent Meetings

The school will offer flexible opportunities for parents and families to participate in organized and ongoing workshops and meetings by:

- Multiple session of workshops to accommodate family schedules.
- Notify parents of workshops through a variety of communication methods (FoneHome, marquee, text (Bloomz, Dojo, Remind), school newsletter.
- Vary the time of day workshops are conducted based on ongoing input and attendance records.
- Have hard copies of materials/PowerPoints available in the Title 1 Parent Resource Room.

Building Capacity – Parent/Family Workshops

The school will implement the following activities as a means to build the capacity for strong parental and family engagement and to support a partnership among the school, families, and the community to improve student academic achievement.

Count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Leader in Me Orientation	Lisa Peterson, Kim Ball, Lighthouse Team, Parent Learning Action Team	Improved behavior & motivation, increased academic gains.	September 2019, ongoing for new families.	Agenda, sign ins, completed surveys, use of student planner, and integration of skills.
2	Leader in Me	Lisa Peterson, Kim Ball, BRT, Guidance Dept., Parent Learning Action Team	Improved behavior & motivation, increased academic gains.	Quarterly Events	Agenda, sign ins, completed surveys, use of student planner, and integration of skills.
3	Individual Parent Conferences	Foster Faculty	Improved behavior & motivation, increased academic gains.	Varies – as scheduled by parents and teachers. Year long.	Agenda, sign ins, completed surveys, use of student planner, and integration of skills.
4	Coffee with the Principal	Lisa Peterson	Provide a chance for families to interact, in small groups, with the principal to improve behavior & motivation, increased academic gains.	October 2019 and April 2020	Agenda, sign ins, completed surveys, integration of skills, and increased test scores / improved behavior and motivation.
4	Be Proactive	Title 1 staff, classroom teachers, and volunteers	Review Title 1 provided planner, passwords for computer programs, how to give/find homework help.	September 2019	Agenda, sign ins, completed surveys, use of student planner, and integration of skills.
5	Dads Bring your kids to School – Seek first to Understand, Then to Be Understood.	Lisa Peterson	Improved behavior & motivation, increased academic gains.	September 2019	Agenda, sign ins, completed surveys, integration of skills, use of student planner, and increased test scores.
6	Begin with the end in mind.	Title 1 staff, classroom teachers, and volunteers	Improved behavior & motivation, increased academic gains.	November 2019	Agenda, sign ins, completed surveys, integration of skills, use of student planner, and increased test scores.
7	STEM Night	STEM teacher, Classroom teachers	Improved behavior & motivation, increased academic gains.	December 2019	Agenda, sign ins, completed surveys, integration of skills, and increased test scores.

8	Student Leadership Day / Parent Conferences	Classroom Teachers	Improved behavior & motivation, increased academic gains.	January 2020	Agenda, sign ins, completed surveys, integration of skills, and increased test scores.
9	Put First Things First	Title 1 staff, classroom teachers, and volunteers	Improved behavior & motivation, increased academic gains.	February 2020	Agenda, sign ins, completed surveys, integration of skills, and increased test scores.
10	Think Win-Win!	Title 1 staff, classroom teachers, and volunteers	Improved behavior & motivation, increased academic gains.	March 2020	Agenda, sign ins, completed surveys, integration of skills, and increased test scores.
11	Foster Frolics! Sharpen the Saw	Title 1 staff, classroom teachers, and volunteers	Improved behavior & motivation, increased academic gains.	April 2020	Agenda, sign ins, completed surveys, integration of skills, and increased test scores.
12	Synergize! It's Leadership Day	Title 1 staff, classroom teachers, and volunteers	Improved behavior & motivation, increased academic gains.	May 2020	Completed surveys, integration of skills, and increased test scores.

Staff Training

The school will provide the following professional development activities to educate the teachers and school staff in how to reach out to, communicate with, and work with parents and families as equal partners and in how to implement and coordinate family programs, and build relationships between families and the school.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Review of District and School-level Parent & Family Engagement Plans	Title I Lead Teacher	A positive student impact will result from the staff's ability to effectively work with families.	August 2019	Training agendas and sign-in sheets Training evaluations Parent Surveys
Review of Home-School Compact and School Improvement Plan, Title 1 Budgets, and services.	Title I Lead Teacher and Principal	A positive student impact will result from the staff's ability to effectively communicate the academic expectation to families.	August 2019	Training agendas and sign-in sheets Training evaluations Parent Surveys
Training on the Title 1 proved planner, tour the Family resource Area, and review the Title 1 documentation requirements.	Title I Lead Teacher and Principal	A positive student impact will result from the staff's ability to effectively communicate the academic expectation to families.	August 2019	Training agendas and sign-in sheets Training evaluations Parent Surveys
Equity in Education	Lisa Peterson, Kim Ball, Leadership Team	Develop an understanding of equity in the classroom which will result in the staff's ability to effectively communicate with families.	August 2020	Increased parental involvement in child's education and closing the equity gap.
PLC – The Leader in Me	Leadership Team	Improve the ability of faculty/staff to work effectively with parents by providing best practices for parent involvement and communication strategies.	Sept. 2019 – May 2020	Increased parental involvement in child's education and closing the achievement gap.
Modified presentation of the four Modules of Parent Involvement to include inclusive practices, bridging gaps, and improving relationships.	Title 1 Lead Teacher	A positive student impact will result from the staff's ability to effectively communicate the academic expectation to families.	Sept. 2019 – May 2020	Increase parent and family involvement, close the achievement gap, and address disproportionate discipline.

Other Activities

The school will conduct activities, make resources available to parents and families and provide encouragement and support to families so that they can more fully participate in the education of their children by:

- Maintaining a Parent & Family Resource Area consisting of information related to the school and Title I Program as well as academic resources available for home use.
- Making the Parents Make a Difference newsletter available through the school website, The Parent & Family Resource Notebook, and hard copies in English or Spanish upon request.
- Offering monthly activities to engage parents and families to show them ways to help their children close the achievement gap.
- Coffee with the Principal in October and February to focus on school climate and culture as well as establish bonds with families.

Communication

The school will provide parents of participating children with:

Timely information about the Title I program and activities by;

- Conducting the Annual Meeting.
- Holding monthly activities at varying times of the day to involve parents & families in their child's education.

Descriptions and explanations of the academic curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through;

- Information shared at the Annual Meeting.
- Timely information about Title 1 Parent & Family Engagement programs/workshops.

Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;

- Scheduled individual meetings to discuss progress and concerns once per nine weeks. Additional individual meetings as determined by either the family or the school.
- Regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- Monthly Title 1 Parent & Family Engagement programs/workshops.

A means to document parent comments/concerns regarding the school wide program plan when it is not satisfactory to the parents of participating children. The school will include documentation of parent comments/concerns with the plan that will be made available to the local education agency by;

- Evidence of parental input, including evidence of dissatisfaction, will be submitted to the Title I office as part of the regular Parent & Family Engagement Plan review process.
- Information shared at the Annual Meeting regarding the Title 1 Complaint Policy which will be reviewed as needed with individual parents.

Accessibility

The school will provide full opportunities for participation in parent & family engagement activities for all participants (including parents with limited English proficiency, disabilities, migratory, and homeless children) by:

- Utilizing quarterly Skyward reports as a means to identify families who may need accommodations in order to actively participate in school activities.
- Provide language interpreters for parent workshops as needed/practical.
- Provide school documents in Spanish or other languages as needed/practicable.