**Parent and Family Engagement Plan**

**Longfellow Elementary School**

**A School-wide Title I, Part A Educational Community\***

Date: August 2020

**School Mission Statement**

Our mission is to provide a content-rich, rigorous, safe, and supportive learning environment where all students are held to high expectations to become critical thinkers and responsible citizens.

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| **Communication with Parents and Families** | |
| 1. How we will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and make available the Parent and Family Engagement policy/procedures to the local community.   *(List actions)* | The Parent and Family Engagement Plan is reviewed annually at a fall PTG meeting and recorded in the minutes.  The Parent, Teacher and Student Compact are distributed personally to parents by their child’s teacher during Open House and are available throughout the year in the lobby. |
| 1. How we will inform parents of our school’s participation in Title 1 and explain the requirements and components, and the right of the parents to be involved.   *(Describe when and where the annual meeting will be held)* | Title I information and invitation to participate will be communicated to families each fall via the Longfellow Parent Handbook.  Title I information will be presented to families at Open House by the Principal.  The Title I parent and Family Engagement Plan and School Parent Compact at Open House and available in the lobby.  The Parent, Teacher and Student Compact is distributed to parents during fall Open House. Additional copies will be available in the office. |
| 1. How we will offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.   *(Describe how flexibility is provided)* | Parent meetings will take place at regularly scheduled monthly PTG meetings. The principal will provide information, gather input, and answer questions during the principal’s report. Free childcare is provided to families at PTG meetings.  Families are invited to reach out to principal, and other related staff, to request individual meetings if needed. |
| 1. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school improvement plan, and the process of the school review and improvement under Section 1116.   *(List actions)* | Representatives from the school’s PTG organization participate in writing and reviewing the school’s SIP with representatives of the school’s staff and administration. Changes in the plan are presented at staff meetings, PTG meetings, and are posted on the website. A date in the corner of the SIP notes when the plan last went through a revision.  The SIP, or School Improvement Plan, is reviewed annually by a committee including representatives from the parent community and school staff. Additions or deletions to the plan are made based on student academic data, the school climate survey, a survey of parents sent home every spring, student interests, and school discipline data.  The SIP is written with the 4 components of Title I Programs in mind. Strategies are correlated with Title 1 components and our Comprehensive Needs Assessment and annotated in the SIP plan.  Other grants, funding sources, or special programs are also included in the school SIP plan. All components of plans other than the Title I Program are coded next to each Action Steps included in the plan.  The SIP is available on the school’s website. |
| 1. How we will provide parents— 2. Timely information about Title 1 programs. 3. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. 4. 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, and respond to any such suggestions as soon as practically possible.   *(List actions)* | All students are assessed in reading, writing, and math throughout the year. Parents are given a report card of progress in December and June.  Parents are encouraged to keep in close contact with the school if they have concerns about their child’s progress. They may contact the teacher by phone, in person, or by email to arrange a more frequent communication system.  Our School offers multiple family literacy and math nights to engage families as partners in educating their children. |
| 1. How we will shall jointly develop with parents for all children, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.    1. How will the compact be shared with families?    2. How we will provide frequent reports to parents on their child’s progress.    3. How we will provide parents with reasonable access to staff and opportunities to participate as partners in the education of their child.    4. Provide for regular two-way meaningful communication between families and school staff and to the extent practical, in a language the family can understand | Parent, Teacher and Student Compact will be reviewed annually at a fall PTG meeting and recorded in minutes.  Parent, Teacher, and Student Compact will be placed on the school website.    Parent, Teacher, and Student Compact will be shared during fall Open House or October conferences. Copies will be made available in the office.  Parents will receive ongoing updates on their child’s progress from teachers throughout the year. Updates will be provided informally on an ongoing individual basis. Families will receive formal progress reports each semester. They will receive a formal update on their child’s progress during twice yearly conferences.  Staff provide families with contact information. Families are encouraged to connect with teachers via email, phone, or in person. Staff members will return phone calls and emails as soon as possible, preferably within 24 hours.  The Blackboard Messenger system will be utilized to communicate with all families regarding events by phone through a recorded message.    Families are invited to volunteer in classrooms and/or schedule a time to visit classrooms.  Parents may request meetings via email, phone, or in person. Appropriate staff will respond and attend requested parent meetings.  When attending conferences, parents are encouraged to actively participate in decisions regarding interventions on behalf of their children.  The school utilizes district interpreters as needed to provide language translations during conferences and for written communications. Staff are encouraged to access interpreters and/or the Language Line as needed to communicate with families throughout the year. |
| 1. How we will assist parents in understanding challenging state standards and how to monitor their child’s progress in partnership with the school | In addition to report cards, students’ Washington State Smarter Balanced test scores are sent home each fall. This measure of student achievement is reported for reading, writing, and math. Students in 5th grade complete the Washington Assessment of Student Learning in science.  School newsletters are sent home from the office each month with general school-wide news. At least once a month each classroom sends room specific news. Teachers include their contact information on each edition. |
| 1. How we will provide materials and training to help parents work with their children in partnership with the school | Parents are invited to school to conference directly with their child’s teacher about academic and social progress twice during the year. Discussions and materials for how parents can support their child at home are given during this time. Additional meetings can be scheduled on an as-needed basis to keep communication open and available for families.  In addition, parents are invited to participate in a variety of family engagement events throughout the year that provide materials and skills needed to support student academic progress. |

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| **Title I**  **Parent Involvement/Communication Opportunities Throughout the Year** |

**Daily Opportunities**

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| Home Communication | Monday Folders are sent home each Monday in grades K-6 and AVID binders are sent home daily in grades 3-6 with school communications and homework. AVID binders and planners will be used in grades 3-6. Students are expected to share planner nightly and families are expected to sign planner each night. |
| Family Involvement  Calendar | Yearlong calendar is sent home in Beginning of the Year Packet. Important calendar dates are posted on Longfellow’s website. |
| Volunteering | Opportunities for volunteers are provided to work on school wide projects that will support teachers and students. We also have Volunteers read with students. |
| Longfellow website | Provides information regarding school events, important information, and classroom updates. |

**Weekly/Ongoing Opportunities**

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| Staff Newsletters and  Websites | Provide information specific for each staff member’s classroom and/or program. |
| In-Person Communications | Staff meet with parents during fall Open House, October and March conferences, and as needed. They connect with individual families outside the school day, before and after school. |
| Phone Calls, Written Notes and Email | Teachers communicate with families as needed via notes, calls home, or electronic means such as email. |
| Reader Board | Provides families and community with information about upcoming events. |
| Blackboard Messenger System | Provides information to families via recorded phone message. |

**Fall Opportunities**

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| Fall Open House | Provides families the opportunity to visit classrooms to meet the teacher, visit the classroom, drop off school supplies, and tour the school, meeting all specialists. |
| WA Kids Conferences | Opportunity for teachers and parents to meet and discuss in-coming kindergartners needs. Teachers are able to gather data related to kindergarten readiness. |
| October Conferences | Opportunity for families to meet with teacher and learn about student academic and behavior progress and goals. |

**Winter Opportunities**

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| AVID Night | Opportunity for families to play standards-based games together and then take materials home for additional practice. |  |
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**Spring Opportunities**

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| Spring Conferences | Opportunity for families to meet with teacher and learn about student academic and behavior progress progress and goals. |
| Science Night | Opportunity for families and students to participate in many science activities and learn from local scientists. |