

Parent and Family Engagement Plan

Lincoln Heights Elementary School

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

Ratified: January 16, 2017
Revised and shared: November 6, 2023

School Mission Statement

Is to provide a safe, supportive, and academically challenging environment where students develop a love of learning, a belief in their potential, and grow to become responsible citizens.

Communication with Parents and Families	
<p>A. 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. <i>(List actions)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent and Family Engagement Plan will be reviewed annually at a fall PTG meeting and recorded in the agenda. <input type="checkbox"/> Parent and Family Engagement Plan will be referenced in Lincoln Heights Jag Journal and then placed on the school website. <input type="checkbox"/> Copies will be available in the office and on the web site.
<p>B. How we will inform parents of our school’s participation in Title I and explain the requirements and components, and the right of the parents to be involved. <i>(Describe when and where the annual meeting will be held)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Title I information and invitation to participate will be communicated to families each fall via the Lincoln Heights Jag Journal. <input type="checkbox"/> Title I information will be presented to families jump start conferences. <input type="checkbox"/> The Title I Parent Policy tri-folds will be available in the school office. <input type="checkbox"/> The Title I Parent and Family Engagement Plan and School Parent Compact will be shared annually at a fall PTG meeting. <input type="checkbox"/> The School Parent Compact will be shared with parents in the newsletter and on our web site. Additional copies will be available in the office.
<p>C. 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. <i>(Describe how flexibility is provided)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Parent conferences are held twice a year. A variety of times are offered before, during, and after school. Interpreters are provided for non-English speaking families. <input type="checkbox"/> Additional school meetings will be held as needed. Families are invited to reach out to principal, and other related staff, to request individual meetings if needed.
<p>D. 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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parents are invited to provide input on SIP goals at fall PTG meeting. <input type="checkbox"/> Parents are invited to provide feedback via email or personal contact with principal and staff.

<p><i>(List actions)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Suggestions for school improvement will be directed to appropriate building decision-making teams.
<p>E. How we will provide parents—</p> <ol style="list-style-type: none"> 1. Timely information about Title 1 programs. 2. 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. 3. 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. <p><i>(List actions)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> A printed tri-fold hand-out explaining Title I, Part A is available in the office and shared with families upon request. <input type="checkbox"/> Family events and parent-teacher-student conferences in August and January will provide opportunities for communicating and partnering. Information on academic expectations and student progress will be shared at that time. <input type="checkbox"/> Report cards outlining academic expectations and student progress will be provided to families two times a year (December and June). <input type="checkbox"/> Parents are encouraged to contact staff to schedule individual meetings regarding their child’s progress.
<p>F. How we will 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.</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> School-Parent Compact will be reviewed annually at jump start conferences. <input type="checkbox"/> School-Parent Compact will be shared in the Lincoln Heights Jag Journal and then placed on the school website. <input type="checkbox"/> School-Parent Compact will be shared during September PTG meeting. Copies will be made available in the office <input type="checkbox"/> 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 (December and June). They will receive a formal update on their child’s progress during January conferences. <input type="checkbox"/> 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. <input type="checkbox"/> The Robocall system will be utilized to communicate with all families regarding events by phone through a recorded message. <input type="checkbox"/> Families are invited to volunteer in classrooms and/or schedule a time to visit classrooms. <input type="checkbox"/> Parents may request meetings via email, phone, virtual or in person. Appropriate staff will respond and attend requested parent meetings. <input type="checkbox"/> When attending conferences, parents are encouraged to actively participate in decisions regarding interventions on behalf of their children. <input type="checkbox"/> Staff provide families with regular communication such as bi-weekly newsletters. Students have a weekly communication folder that goes between home and school Mondays. Students in grades 3-5 have an AVID planner that goes between home and school each day. <input type="checkbox"/> A Digital Backpack is used for school newsletters, fliers, and other school, district, and community information.

	<ul style="list-style-type: none"> <input type="checkbox"/> 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.
<p>G. How we will assist parents in understanding challenging state standards and how to monitor their child's progress in partnership with the school</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Lincoln Heights Annual Report Card will be sent home to all families detailing information about our school, our progress toward academic standards and information about Title I, Part A. <input type="checkbox"/> Parents are invited to two regular conferences (August and January) to discuss expected achievement and the student progress towards learning goals. Other conferences may happen as needed. Parents are encouraged to contact the teacher when there are concerns. <input type="checkbox"/> The principal contributes articles to the weekly school newsletter and has an open-door policy for parents requesting to meet. <input type="checkbox"/> Students in grades 3-5 will receive annual OSPI report on spring SBA scores.
<p>H. How we will provide materials and training to help parents work with their children in partnership with the school</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parents are invited to participate in a variety of family engagement events throughout the year that provide materials and skills needed to support children in continued academic success (i.e. Math Nights, "One Book, One School", Literacy Events)

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

Daily Opportunities

Home Communication	In grades 3-5, students bring home AVID planners to share nightly with their families. Families are expected to sign the planner each night.
Family Involvement Calendar	A calendar of events is included in the school newsletter and shared with families bi-weekly through the digital backpack.
Volunteering	Provides opportunities for volunteers to work on school wide projects that will support teachers and students.
Web Site	Provides information regarding school events, other important information, and staff contact information.
Parent Handbook	Lincoln Heights utilizes Positive Behavior Intervention Support (PBIS) school-wide. The parent handbook provides information about PBIS, rules/expectations, student recognition, and interventions/consequences. It is sent home each fall.

Weekly/Ongoing Opportunities

Monday Folders	Folders come home every Monday with communication from school. The folder is also a place where parents can send information back to their teacher or the office on Tuesdays.
Jag Journal	Provides pertinent school information, ideas on how to help children learn, and an upcoming events calendar. It is sent home weekly through PeachJar App. (Digital Backpack) Extra copies are available in office upon request.
In-Person Communications	Staff meet with parents during start of year Open House, Fall and winter conferences, and as needed. They connect with individual families outside before and after the school day.
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
Robocall Phone System	Provides information to families via recorded phone message or text message.
Parent Teacher Group Meetings	Quarterly meetings for families to get together and support each other, their students, and our school. Childcare is provided.

Fall Opportunities

Jump Start Conferences Grades 1-5	Provides families the opportunity to visit classrooms before school to meet the teacher, visit the classroom, drop off school supplies, and learn about the classroom and what it means to be a Title 1 school. Opportunity for families to meet with teacher and learn about expected student academic and behavior progress and goals.
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WA Kids Conferences for Grade K	Opportunity for teachers and parents to meet and discuss in-coming kindergartners. Teachers are able to gather data related to kindergarten readiness.
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Winter Opportunities

Winter Conferences	Opportunity for families to meet with teacher and learn about student progress and goals
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Summer Opportunities

Kindergarten Readiness Day	Opportunity for families and students to come in and spend a morning "like a kindergartener." Students rotate with their families to different classrooms and engage in kinder activities.
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