Lincoln Elementary School

SCHOOL FAMILY INVOLVEMENT AGREEMENT 2020-2021

Lincoln Elementary School, and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA, agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the Colorado Department of Education’s high standards.

Lincoln Elementary School will:

☐ Involve families in the planning, review, and improvement of Lincoln Elementary Family-School Compact, in an organized, ongoing, and timely way. A meeting was held with the School Accountability Committee and with the Parent-Teacher Association on October 1, 2020.

☐ Involve families in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

☐ Hold an annual meeting or update session to inform families of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of families to be involved in Title I, Part A programs. An update was held virtually via Google Meets on October 1, 2020 and in a video recording in our weekly newsletter on September 25, 2020; October 2, 2020; October 9, 2020; October 16, 2020; October 23, 2020; and October 31, 2020.

☐ Provide information to parents in an understandable and uniform format and to the extent practicable, in a language that families can understand.

☐ Provide information to families in a timely manner about Title I, Part A programs that include a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet. Academic information can be shared with families as requested and at family-teacher conferences held in October 2020 and February 2021 and our family engagement nights throughout the year.

☐ Provide to each family an individual student report about the performance of their child on the State assessment in math, writing, and reading for students in grades 3, 4, and 5.
☐ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows. The staff will use the Colorado Department of Education Academic Standards and district curriculum materials to guide their instructional decisions. Teachers will participate in professional development training to enhance instructional skills. Teachers will frequently review and evaluate students’ academic progress through the use of assessment tools designated by the Thompson School District. Teachers will also use their professional judgment to refine and align instructional practices with Colorado Department of Education Academic Standards.

☐ Hold family-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Family-teacher conferences are held two times a year: October of 2020 and February of 2021. Exceptional Student Services follows federal guidelines on annual and triennial meetings to update parents on the progress of their child, as well.

☐ Provide families with frequent reports on their children’s progress. Progress reports are completed four times (once each quarter) during the school year. Families can also talk with teachers about their child’s progress throughout the school year. Informal conferences are held to update parents as requested. The school also sends home state assessment reports generated by the Colorado Department of Education for 3rd, 4th, and 5th graders.

☐ Provide families reasonable access to staff. Families can speak with teachers before or after school, leave voicemail at school, email staff (email addresses available on the school website), and call school to set up appointments to meet with teachers, the counselor, or the principal. The principal is frequently available for drop in meetings and visits by families depending upon the daily calendar of meetings and activities. Class Dojo is used frequently for two-way communication on a class or individual level.

☐ Provide families opportunities to volunteer and participate in their child’s class, and to observe classroom activities. Families assist in classrooms and participate in before, during, and after school activities. The PTO Volunteer Coordinator facilitates communications with volunteers, calls families to help at school on various projects, and responds to staff requests for additional help. Each year, Lincoln staff show our appreciation to our volunteers with a breakfast celebration. The celebration honoring volunteers is held in April. Due to the 2020 COVID pandemic, Lincoln staff will look for different ways to reach out and build partnerships with families and volunteers including but not limited to at-home and virtual opportunities.
Lincoln Elementary Family-School Compact

As a Title 1 school, Lincoln Elementary is proud to deliver outstanding learning experiences and programs funded by the Federal Title 1 Grant. This compact outlines the partnership of shared learning between the school and families to improve the academic progress of all students at Lincoln Elementary School.

School Commitment

Teachers and Staff at Lincoln Elementary will support students and families by:

● Providing high-quality instruction and materials for learning.
● Providing focused academic support and after-school learning opportunities for all students in literacy and mathematics.
● Welcoming and encouraging family involvement.
● Monitoring and providing families with reports on their child’s progress throughout the year and in a variety of academic areas.
● Providing training and support to families to carry out at-home learning activities.
● Maintaining timely communication with families through newsletters, daily planners, family-teacher conferences, email, telephone and personal contact opportunities.
● Sharing and celebrating specific information about instruction and learning.

Family Commitment

We will support our student’s learning by:

● Ensuring our student is healthy, well-rested, and ready to learn each day.
● Ensuring our student gets to school safely and on time each day.
● Providing a supportive environment that prioritizes learning and encourages personal responsibility for learning.
● Being involved in our child’s education and our school community.
● Maintaining communication with our child’s school and teachers through daily planners, family-teacher conferences, email, telephone and personal contact.
● Encouraging our students to read every day.
● Encouraging and modeling SPOT behavior (Safe, Positive, On-Task, Team Player).
Student Commitment

I will work to improve my learning by:

- Coming to school every day ready to do my best.
- Following our SPOT rules (Safe, Positive, On-Task, Team Player).
- Asking for help when I need it.
- Reading every day outside of school time.
- Applying my learning outside of school.
- Giving my family all notices from my school.