



2024-25 Monroe Elementary Title I Family Engagement Plan



<p>Title I Family Engagement Budget: According to ESSA federal guidelines, schools that receive Title I funds must spend a minimum of 1% of their total Title I budget on family engagement efforts that support the School Improvement Efforts of the Title I Schoolwide building with family input and approval. Anoka-Hennepin recommends spending at least *1.3% of the Title I budget on family events and materials.</p>	<p>*\$3,791.02</p>
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This Title I Family Engagement Plan has been developed jointly and agreed upon on this date(s) and as evidenced by an agenda and/or [meeting minutes](#): 4/2/24

The following family members/caregivers/community members approved how at least 1% of the Title I budget will be used as outlined in this plan. (Names and roles have been typed):
 Niki Matt, Brenda Smith, JT Scott, Heather Swanson, Sharrise Whitfield, Jessica Danson, Jui Gadade, Tiffany Nguyen, Iman Omer

The following staff members reviewed and approved how at least 1% of the Title I budget will be used as outlined in this plan. (Names and roles have been typed in by the Title I Building Lead): Amy Oliver (Principal), Jinna Collins-Jwacu (Title I Building Lead), Michelle Dapper (4th grade teacher), Wendy Brown (Volunteer Services Coordinator)

Approving Principal: Amy Oliver	Date of Approval: 6/18/2024
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Approving District Administration: Annette M. Ziegler	Date of Approval: 5/31/24
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Activity	Which grade/group of students will be invited?	Anticipated Month of Activity	Who will be involved in planning & implementation?	How will this activity increase student achievement by equipping families/caregivers? <i>Describe the link to the MN State Standards or another school improvement strategy</i>	Evidence	Estimated cost from Title I budget.
Event when Title I Annual Meeting information is shared at an all school event:	All	September/October	PAC, Jinna Collins-Jwacu and Amy Oliver	On each night of conferences, Supplemental Staff will present the Title I Meet and Greet PowerPoint about what Title I looks like at Monroe.	<input type="checkbox"/>	Food: \$150
Math Night	All	November 2024	PAC, Amy Oliver, Lindsay Durand, Jinna	Standard: number and operations Each grade level will host one or two rooms with games focused on	<input type="checkbox"/>	Food: \$650 pizza, \$35 juice Materials: \$350 on Wipeboards Other:



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			Collins-Jwacu, Monroe's leadership team	number sense. Families play these games and learn from grade level teams the math behind the games.		
Reading Night	All	end of January 2025	PAC, Amy Oliver, Lindsay Durand, Jinna Collins-Jwacu, Monroe's leadership team	Standard: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools. Each grade level will host one or two classrooms with activities focused on vocabulary as it relates to their grade level standards.	<input type="checkbox"/>	Food: \$200 Materials: book giveaway and activity supplies \$1125 Presenter: \$500 Other:
Gear Up for Kindergarten	Incoming kindergarten students	beginning of April	PAC, Amy Oliver, Lindsay Durand, Lisa Silmsler, Jinna Collins-Jwacu, kindergarten teacher	To encourage families to support their incoming kindergarteners' school readiness.	<input type="checkbox"/>	Materials: magnetic letters: \$350 Math game: \$350
Compact Printing					<input type="checkbox"/>	
Total Amount Budgeted: <i>*Spending above and beyond this amount requires principal and director approval only.</i>					<input type="checkbox"/>	*\$3,710

Our school is committed to the goal of providing quality education for every child. To this end, we want to establish partnerships with the community and with families/caregivers, whose support for their children and for the school is critical to their children's success.

If you have questions or would like to provide input about the use of Title I dollars at our school, please contact the principal.



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Our school will provide the following opportunities for families/caregivers to learn about and to be engaged in the Title I Schoolwide program:

- An event where families can learn about the Schoolwide Program will be held in the fall.
- A School Parent Advisory Committee will meet to involve families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under section 1112, schoolwide under section 1114 and the process of the school review and improvement under section 1116.
- The Title I Family Engagement Plan, Family-School Compact (including an overview of the Title I Schoolwide Plan) are reviewed annually and revised by the Parent Advisory Committee with staff and posted on the school's website.

Our school will provide the following opportunities to work together to help your child/student achieve:

- Conferences will be held two times a year and report cards will be available three times a year.
- The Family-School Compact, including each student's academic achievements and school supports, will be discussed at fall and winter conferences.
- A description and explanation of the district's curriculum and assessments and an explanation of how to understand the student report card are available on the Anoka-Hennepin website and will be printed by request.
- Results of the Minnesota Comprehensive Assessment (MCA), Measures of Academic Progress (MAP) Assessments, and other grade-appropriate assessments will be provided at conferences and/or made available on A-H Connect.
- Families will be given reasonable access to staff via phone, email, and in-person.
- Families will be encouraged to volunteer and participate at the school.

Our school and the district will do the following to support a partnership among the school, families, and community to improve student learning:

- Provide assistance to the families to understand such topics as the state's academic standards and the student's progress toward meeting them.
- Provide materials and training to help families work with their child(ren) to improve achievement.
- Educate teachers and staff in the value and utility of contributions of families, and how to work with families as equal partners.
- To the extent feasible and appropriate, coordinate and integrate family programs and activities with area early childhood programs and families.

Accessibility

In carrying out the family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of families of children with limited English proficiency, families of children with disabilities, and families of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such families can understand.