



<p><b>Title I Family Engagement Budget:</b> 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 <b>at least</b> *1.3% of the Title I budget on family events and materials.</p>	<p><b>*\$4,290.93</b></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.: Spring PAC Meeting on 4/8/24

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 in by the Title I Building Lead):  
[Parent; Heidi and John Sorensen, Parents; Cyndy Guille, Parent; Sarah Wegleitner, Parent; Brandi McMurray, Parent;](#)

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):  
[Mark Hanson, Principal, Wendy Wallace, Grade Kindergarten GLTL, Sandra Slavik Grade 1 GLTL, Emily Boehm Grade 2 GLTL, Justin Larson Grade 3 GLTL, Alissa Voegle Grade 4 GLTL, Sarah Eide Grade 5 GLTL, Lynette Tewalt SpEd Lead, Mike Kochendofer Social Worker, Sarah Duffy Assistant Principal, Stephanie Salek Specialist, Amber Johnson MS, John Bauer LS and Title I Lead  
Dijana Sivoie, Volunteer Coordinator/Staff and Parent, Amber Hauser, Teacher Liaison; Kelly Marcotte,](#)

Approving Principal: Mark Hansen	Date of Approval: 4/19/24
Approving District Administration: Annette M. Ziegler	Date of Approval: 5/14/24

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>	<a href="#">Evidence</a>	Estimated cost from Title I budget.
<b>Fall Informational Meeting when Title I information will be shared (required):</b>	Jefferson Families, students, staff	October	GLTL, Title I Lead, Principal, AP, Classroom Teachers	The purpose of our annual meeting/curriculum night is to inform parents how Title I can help their child meet MN State Standards in math and or reading, through interventions given by ML and SpEd teachers,	<input type="checkbox"/>	Food: \$500. Materials: compacts, slide deck Presenters: Title Lead, Classroom teachers, Principal



				<p>Classroom teachers, Supplemental teachers, Math Specialist, Literacy Specialist, and Math and Literacy Intervention teachers.</p> <p>Through our presentation and Q &amp; A time, we help families understand the purpose of Title, how it fits into our SW plan and how it can help their child.</p>		
<b>Math Event (required)</b>	Schoolwide K-5	November	GLTL, Title I Lead, Principal, AP, Classroom teachers	<p>Theme: Game Night</p> <p>This family engagement night is to connect with families on how they can help their child with activities that tie to our curriculum and standards. Families will learn new activities they can do with their child at home that correlate well with Minnesota Math Standards.</p> <p><b>Minnesota Math Standards:</b></p> <p><b>1.1.2.1</b> Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.</p> <p><b>2.1.2.1</b> Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p><b>3.1.2.1</b> Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p>	<input type="checkbox"/>	<p>Food: \$700. Materials: \$1000. Presenter: NA</p>



				<p>4.1.1.1 Demonstrate fluency with multiplication and division facts.</p> <p>5.1.1.1 Divide multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms. Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal.</p>	
<p><b>Reading Event (required)</b></p>	<p>Schoolwide K-5</p>	<p>February</p>		<p>Theme: Camping: Camp-Read-A-Lot</p> <p>The purpose of our activities during the Reading Family Engagement Event is to provide families reading support at home that they can do with their child. Stations have a standard connection, and an activity to go along with the standard, as well as information to help their child at home with ELA.</p> <p><b>Minnesota Reading Standards:</b></p> <p><b>0.1.10.10</b> Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p><b>1.1.10.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.</p> <p><b>2.1.10.10</b> By the end of the year, select, read and comprehend</p>	<p>Food: \$700. Materials: \$500. Presenter: \$500.</p>



				<p>literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>3.1.10.10</b> By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>a. Self-select texts for personal enjoyment, interest, and academic tasks.</p> <p><b>4.1.10.10</b> By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.</p> <p>a. Self-select texts for personal enjoyment, interest, and academic tasks.</p> <p><b>5.1.10.10</b> By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently and independently.</p>		
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				a. Self -select texts for personal enjoyment, interest, and academic tasks.		
Other: <b>Fall Picnic</b>	All Jefferson families and staff are invited	September	GLTL, staff, PAC	The purpose of our Fall Family Picnic is for staff and families to connect at the beginning of school and to build those positive relationships.	<input type="checkbox"/>	\$500.
<b>Compact Printing</b>					<input type="checkbox"/>	\$400. (391.80 est.)
<b>Total Amount Budgeted:</b> <i>*Spending above and beyond this amount requires principal and director approval only.</i>						*\$4800.

**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.

**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:**



## Jefferson Elementary Title I Family Engagement Plan 2024-2025



- 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.