

Inskip Elementary Family Engagement Plan 2019-2020

Inskip Elementary believes that school is a partnership between teachers, students, parents, and community. Research indicates that parental engagement is a critical factor in a child's ability to learn and be successful. With our status as a Community School, there has been a steady increase of parent/family/community involvement at Inskip Elementary. We continue to strive to improve in areas identified by stakeholders.

Tennessee Standards for Family-School Partnerships are:

- Standard 1- Welcoming all families into the school community
- Standard 2- Communicating effectively
- Standard 3- Supporting student success
- Standard 4- Speaking up for every child
- Standard 5- Sharing Power
- Standard 6- Collaborating with community

This policy addresses the federal and state requirements and supports the goals in the school improvement plan, as well as Senate bill N. 293, which requires schools to comply with the six standards above.

TN Standard 1 – Welcoming all families into the school community.
Federal Standard - Shared Responsibilities for High Academic Achievement (d)
Building Capacity for Involvement (e)
Accessibility (f)

Inskip has completed the following steps:

- A sign board in the corridor to the main office is updated frequently to display current information for parents.
- We utilize our sign outside of the school to better communicate information on school events for parents and community members.
- Principal sends out monthly newsletter communicating events, needs and parent information.
- Class Dojo is a tool that is utilized to share celebrations, news, upcoming events, etc. with all families signed up.
- Hallways are clearly marked for easy navigation.
- Safety inspections are regularly completed by our SRO and administration to ensure the school and playgrounds are welcoming and safe.

- On going activities are planned to engage parents throughout the year. These activities focus on teaching parents how to help their children be successful learners.

The family engagement events that meet the criteria for Standard I include:

- Inskip is in its fourth year as a newly identified University Assisted Community Schools Site. This entails a variety of programs offered after school and during the summer for our students and their families.
 - Circus arts provide fun activities where students learn problem solving, teamwork, and building self- confidence while learning how to perform circus arts.
 - After- school/ summer academic tutoring provides students with small group instruction in reading and math to allow them to catch up to grade level peers.
 - Visual Art classes allow students the opportunity to work with various media to express themselves and their interest. This is a partnership with art education students and their instructor at the University of Tennessee. Students work with photography, Claymation, and other media. The summer visual art courses end with a culminating art show where students present what they created to the community.
 - The school, in partnership with community and stakeholders, will work during the 2019- 2020 school year to expand this program with its new funding as a 21st Century Site.
- We have access to Spanish interpreters to communicate with our Spanish-speaking families. (Section 1118 (f) (e) (14))
- Back to School Bash – August 1st - All parents and children are asked to visit at school and meet their teacher. (Section 1118 (2) (A))
- We offered free haircuts for all students at our Back to School Bash on August 1st.
- Inskip Showcase (March 2020) is an event to help parents learn strategies to help their child in literacy/ reading as well as learn more about S.T.E.M. Teachers work with parents to model best practices in reading instruction and math instruction and provide materials that parent and child can use at home to reinforce concepts. (Section 1118 (e) (2))
- Parent Conference Nights are held in October and March to communicate with parents regarding student academic and behavior progress and student/teacher/parent compacts. Teachers are asked to make contact with every parent, even if they can't come on the conference night itself. (Section 1118 (e) (2)) (Section 1118 (2) (A))
- We hold a Veterans' Day program in November with 2 of our grade levels performing (3rd and 4th) and a December Winter Program for K and 1st grades.
- We also hold an Inskip Talent Show each spring, which is heavily attended by parents, to showcase student talents in a variety of areas.

- May brings honors assemblies, and Kindergarten and 5th grade special ceremonies to which parents are invited as we recognize their annual student achievement.

TN Standard 2 – Communicating Effectively
Federal Standard – Share Responsibilities for High Academic Achievement (d)
Policy Involvement (4) (A-D)
Building Capacity for Involvement (e)

- All important information is sent home in both English and Spanish. This includes newsletters and event notices. (Section 1118 (c) (4) (e) (5))
- Student handbooks are sent home the first 4 ½ weeks of school, which contain all school policies and procedures. (Section 1118 (c) (4) (A))
- Information meetings about data, changes in curriculum, and forms of academic assessments with proficiency level expectations are presented in conjunction with School Wide School Meetings, Parent Conferences, and Family Engagement Events. (Section 1118 (c) (4) (B) (e) (1))
- Title I handbooks and parent compacts, and this family engagement plan are sent home in the first week of school in English and in Spanish. The Title I handbook includes suggestions on how parents may support their children’s learning regarding homework, volunteering in the school, participation in the District Advisory Council, etc. (Section 1118 (d) (1) (e) (5))
- The school maintains a web site with up to date school information as well as Title 1 Information.
- A daily folder with homework, agendas, behavior grade, and comments/notes from the teacher is sent home for a parent’s signature. These folders are used for communicating general information and the behavior of the student on a daily basis. (Section 1118 (2) (B))
- Teachers are expected to return all phone calls and emails to parents within 24 hours. (Section 1118 (2) (C))
- The School Messenger phone system is used to communicate information to the parent.
- The marquee is kept current to provide information about upcoming events.
- Parents will be given frequent student progress reports through daily folders, mid-term reports and report cards, as well as access to grades online though Parent Portal.
- Parent teacher conferences will be held on two days designated for the entire school or as requested by parents, during the conference the compact will be discussed. (Section 1118 (c) (4) (C)) (Section 1118 (2) (A))
- The administrators maintain an open-door policy for teachers and students to discuss concerns or questions, parents have access to administrators during school hours via phone, 24 hour access via email, or in person visits if they have an appointment. Administration strives to be visible and accessible to parents and all stakeholders. (Section 1118 (c) (5))

- School has social media accounts to keep parents and community up to date on school happenings.

TN Standard 3 – Supporting Student Success

Federal Standard - Shared Responsibilities for High Student Academic Achievement (d)

Building Capacity for Involvement (e)

- Opportunities to observe, volunteer, and participate in classrooms are communicated on an ongoing basis. (Section 1118 (d) (2) (C). Parents were given a survey for them to check events to volunteer for and to give us an idea of how they can be involved.
- Teachers use PBIS incentives, programs, and strategies to recognize good behavior, academic accomplishments, and other awards. These students are recognized on the morning and afternoon announcements and recognition of such is posted in the main front hallway bulletin board. Students are also recognized at our weekly Friday morning assembly.
- An instructional coach and Master Teacher work with teachers through Individual Learning Cycles and Professional Development to increase teacher knowledge and improve student achievement. These positions are critical to teacher development and student success.
- S-team meetings are held as a process to support students struggling with academics or attendance. This process may lead to formal referrals for academic testing or the inclusion of other services.
- An intervention program, known as RTI², is available for students scoring below the 25% for reading and math is implemented to support skill development for students. These interventions are teacher directed and reinforced through computers.
- PIT Team meetings are held twice monthly to determine needs of students that are not covered by IEP or the s-team process. This might include needs such as food, clothing, lack of utilities, death in a family, or families in crisis.
- A backpack program is done for students who need food for the weekend. At this time approximately 50 students are a part of this program. Several community organizations support this program: Second Harvest, Children’s Hospital, Grace Baptist Church are major supporters.
- Assemblies are held to recognize perfect attendance, first honors, and second honor students at the end of each 9 weeks. These are known as “Celebrations of Learning.”
- Local churches, community members and organizations, and teachers work together to cover approximately 210 Angel Tree children at Christmas time with new clothes and a toy request.
- We have a part time Helen Ross McNabb worker, full time Behavior Teacher, part time guidance counselor who work together to meet mental health needs of our

students. Our Helen Ross McNabb employee serves as the case manager for approximately 30 students.

Standard 4 – Speaking Up For Every Child

- University Assisted Community Schools (UACS) After School Program— Approximately 75 students last year took part in the after school portion of our community school.
- An intervention program for students scoring below the 25% percentile is implemented to support skill development. These interventions are mostly teacher directed.
- PIT (professional intervention team) team meeting is held twice monthly to determine needs of students that are not covered by IEP or the s-team process. This might include needs such as food, clothing, lack of utilities, death in a family, emotional or social issues or families crisis such as parents with disabilities, parents of migratory children, etc. (Section 1118 (f)).
- S-team meetings are held as a process to support students struggling with academics, attendance, or other issues impacting academic performance. This process may lead to formal referrals for academic testing or the inclusion of other services. Prior to such referrals the S-team process documents interventions made by the school to support the struggling student.
- Helen Ross McNabb (a local mental health and support agency) has a staff member on site at Inskip 3 days per week. She has approximately 30 students on her caseload. She monitors those students closely, intervenes when necessary, provides transportation to counseling or medication appointments, serves as a liaison between the home and the school, participates in S-team, PIT team and IEP team meetings as appropriate, and provides support to staff and all students during crisis situations.
- The school district provides a nurse practitioner on site for a ½ day per week.
- Students were provided with the opportunity for a free dental screening during the fall semester of 2018. Referrals were made as necessary for students with dental problems. In addition, all students who had parent permission were given sealants to help prevent cavities.
- The school social worker works with community organizations, volunteers, and other available services to provide food, clothes, shoes, and other needs for students as necessary.

TN Standard 5 – Sharing Power

Federal Standard – School Parental Involvement Policy (b)

Policy Involvement (c)

Shared Responsibilities for High Student

Academic Achievement (d)

Building Capacity for Involvement (e)

- A “Back to School Bash” is held prior to the first day of school to allow parents and students to meet their teachers, to welcome families back from summer, and get acquainted with the school building. There is an Open House/ Parent Information Night event within the first month of school for families to receive pertinent information about school policies and procedures, as well as about Title I Programming/ resources, after school programming available, (at school and in the community), the parental involvement policy, to review the rights of parents to be involved, and to receive information on other services and events. (Section 1118 (1) (b) (c) (1))
- A student handbook is distributed to all students and parents in the fall. Administration does a walk through of this resource for parents. Accommodations are made for different language needs as needed.
- Title I handbooks are sent home during the first weeks of school along with the parent compact, that has been jointly developed with parents, to be signed. (Section 1118 (d))
- School Messenger, the school web site, Class Dojo and parent meetings/events are used to present information to stakeholders.
- Community partners are invited to attend and participate in the Partners In Education meetings.
- District Advisory meetings--information about meeting times/locations is shared with the parents who have agreed to be our representatives. These meetings are designed to support parents in more fully participating in the education of their children. (Section 1118 (e) (4))
- Information is shared with local newspapers and business newsletters for publication to provide positive information about school activities.
- Two parent conference nights are held yearly. Teachers also meet with parents as the need arises to meet student needs. Parents of special education students attend meetings at least yearly (and sometime more often) to assess their child’s individual program.
- The TSIP plan/STAR Plan/E-Plan is developed jointly and shared with the leadership team, the staff, and parents. (Section 1118 (c) (3))
- Inskip Elementary FCE plan is developed, updated and reviewed annually jointly with parents, staff and community stakeholders. (Section 1118 (1) (b) (c) (1) (3))
- Community groups mentioned above are given information about school activities, plans, accomplishments, and needs. In addition, we meet monthly with the Community Schools Steering Committee to determine school and community needs and plan ways to meet these needs.
- The administration oversees all teacher evaluation and programs. Lead teachers share in the evaluation of teachers and the follow up of teacher implementation of strategies in the classroom.
- Instructional Coach is responsible for implementing PLC meetings weekly and provide both group and individual support to teachers as needed.

TN Standard 6 – Collaborating With Community

Federal Standard – Building Capacity for Involvement (e)

- We have a P.T.O. that meets monthly to address upcoming events, budget needs, school and community needs.
- Inskip has strong ties with community partners that support the school through a variety of ways – monetarily, volunteering, and through specific programs such as those listed below.
- Knoxville Dream Center- The members of the Knoxville Dream Center have adopted Inskip as one of its schools they provide Title I Support to. They provide anything from student needs such as food, clothing, and school supplies, to providing volunteer labor to work on school grounds, assist with field day, or work parent fundraiser events.
- Inskip Baptist Church- The members of Inskip Baptist provide free food, back to school clothing, toiletries, and school supplies to parents and students of Inskip. The pastor of the church volunteers in our kindergarten classrooms once a week.
- Bookwalter United Methodist Church- Bookwalter UMC partners with Inskip Baptist Church to donate free school supplies to students and parents of Inskip at Back to School nights beginning of school year.
- Second Harvest provides food backpacks for our students who go hungry on the weekends.
- University of Tennessee—interns and student teachers are provided to our school through UTK Teacher Preparation programs. Support is also provided through UT through the University Assisted Community Schools program.

The Inskip Parent Plan was amended & adopted in August 2019.