

Title I Family Engagement Plan

2023-24

LVCS PURPOSE STATEMENT: To cultivate excellence in every student.

LVCS MISSION STATEMENT: To create a community where students, staff and families work together to cultivate the academic, social, emotional and ethical growth of each student.

The LVCS Title I Family Engagement Plan is based on the principle of shared accountability and is reflective of our school's Purpose and Mission statements. Our goal is to develop a collaborative partnership between the school and families with a focus on improved teaching and student learning. Encouraging parent involvement, establishing clear and consistent forms of communication, and providing a forum for parental input are all central to the goal of enhancing the capacity of parents for using effective practices to improve their own children's academic achievement. Regarding the impact and importance of the role parents play in helping schools improve, former Secretary of Education Dr. Rod Paige (instrumental in spearheading the 2001 NCLB Act) stated in an article in USA Today (April 8, 2002), that "schools can't improve without the help of parents."

SCHOOL-LEVEL PARENTAL INVOLVEMENT: To accomplish our goals of keeping parents informed, encouraging parent participation, and providing opportunities for input, a series of activities and resources are provided throughout the school year. Parents are encouraged and expected to attend as many of these activities or use as many of these resources/this information as possible. Some of these activities and resources include:

- Fall email to parents describing the Title I Program
- Kindergarten Parent Survey
- Schoolwide Title I survey for planning events
- Invitation letters sent home to students' families informing them of Title I interventions at school
- Fall "Open House" introducing parents to the various programs of the school
- Monthly school-wide benchmark assessments in reading and math using STAR
- Title I Screening for K-1st grade students (Phonemic Awareness/Dyslexia)
- Additional oral reading assessments for students not meeting benchmark levels

- Parent - Student-Teacher Compact meeting and update
- Bi-Monthly (every other month) Parent Teacher Organization (PTO) meetings (suspended since Covid)
- Parent-Teacher Conferences (Virtual and in-person)
- Volunteer opportunities including field trips
- Nightly reading (at least 20 minutes per day of listening to or reading with your child) Teachers may provide daily reading logs to promote the expectation of daily reading and parents working with their children.
- Resources (such as articles, templates, books and bookmarkers with helpful reading tips/strategies) offered at Title I events
- Progress reports
- Exit letters and certificates celebrating academic growth in reading and/or math
- Title I sponsored activities that provide training and resources for parents to work on literacy skills with their children: Back to School BBQ, Scavenger Hunt, Kindergarten Meet and Greet, Science & Geography Night, Carnival, Book Give-Aways, etc.

LVCS TITLE I SELECTION PROCESS

Assessments and data used include the following:

Kindergarten screening (Kinder)

STAR Early Literacy assessments (K-1st)

STAR Reading assessments (1st-8th)

STAR Math assessment (1st-8th)

Phonemic Awareness Dyslexia screeners (K-1st)

State Tests through the Oregon Statewide Assessment System (3rd-8th)

Easy CBM (6th-8th)

Oral reading assessments such as DRA, IRI, CVC, Dolch Sight Words (1st-5th)

Pre/Post tests

Classroom data and assessments

Informal teacher observations and recommendations (K-8th)

Monthly Data Team meetings and discussions concerning academic needs

Feedback from guardian(s), student(s), and staff after conferencing