

Title I Family Engagement Plan

2025-26

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/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" and annual Parent - Student-Teacher meeting to discuss the school compact and learn more about Title I services
- 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-Teacher Conferences (Virtual and in-person)
- Volunteer opportunities, including field trips and classroom support
- Nightly reading—at least 20 minutes per day of listening to or reading with your child. Some teachers may provide reading logs to promote the expectation of reading at home and encourage parents to support their children' education at home.
- Resources (such as articles, templates, books and bookmarkers with helpful reading tips/strategies) offered at Title I events
- Regular 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 and/or math skills with their children: Back to School event, Scavenger Hunt, Kindergarten Meet and Greet, Science & Geography Night, Carnival, Book Give-Aways, Summer Literacy Challenge, etc.

LVCS TITLE I SELECTION PROCESS

Assessments and data used include the following:

Kindergarten screening with alphabet identification, sounds, #0-20 (Kinder)

STAR CBM phonemic awareness and dyslexia screeners (K-1st)

STAR Early Literacy assessments (K-1st)

STAR Reading assessments (1st-8th)

STAR Math assessment (K-8th)

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

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

Pre/Post tests in all academic areas (K-8th)

Classroom data and assessments (K-8th)

Informal teacher observations and recommendations (K-8th)

Monthly Data Team meetings and discussions concerning academic needs (k-8th)

Feedback from guardian(s), student(s), and staff after conferencing (K-8th)