

**University Elementary School  
Central Valley School District  
Title I Parent/Family Engagement Plan for 2019-20**

Central Valley School District Vision Statement: *Inspiring and empowering learners to be contributing citizens in our changing world.*

School Mission Statement: *We believe positive relationships, focused expectations, and unique programming allows each student to achieve their highest level of personal growth.*

**University Elementary** is committed to the goal of providing quality education for every child in our district. Parents/guardians play an important role as children's first teachers. Students benefit when we work in partnership with parents/guardians and with the community.

We recognize that some students may need the extra assistance available through the Title I program to reach grade level reading benchmarks. Our goal is a school/home partnership that will help all students to succeed.

**Part I – University Elementary Parent/Family Engagement Plan Required Components**

- A. University Elementary will jointly develop/revise with parents/guardians the school Parent/Family Engagement Plan, distribute it to parents/guardians of participating children, and make available the Parent/Family Engagement Plan/procedures to the local community.

- *Our parents/guardians of our Title I-served, classroom teachers and our school principal are invited to attend the annual Title I Parent/Family Engagement Plan review meeting in the fall to jointly revise the Title I Parent/Family Engagement Plan. Additional meetings will be scheduled, as needed.*
- *If any parent/guardian or staff member who wishes to participate in this process and is unable to attend, a draft of the Title I Parent/Family Engagement Plan will be sent home for review. If needed, a phone conference will be arranged.*
- *Upon approved completion of the Title I Parent/Family Engagement Plan, it will be presented and reviewed with parents/guardians at the annual Title I Parent Orientation Meeting.*
- *A final copy will be available in the Title I notebook located in the main office for parents/guardians and our school website for the local community to view.*

- B. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend. The goal is to inform parents/guardians of their school's participation under Title I, explain the requirements of Title I, and the right of the parents/guardians to be involved.

- *In the fall, an annual Title I Parent Orientation Meeting is provided for Title I families. Additional meetings are scheduled, as needed.*
- *The purpose of these meetings is to share information about the Title I Program.*
- *Learning activities and informational handouts about the Title I Program and reading at home are provided.*

## Title I Parent/Family Engagement Plan

C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with Title I funds, transportation, childcare, or translation to encourage parent/family engagement.

- *Title I Parent/Family Engagement meeting(s) and/or events are offered throughout the year at varied times and dates: morning, afternoon, or evening. If any parent/guardian is unable to attend these meetings or events, information will be sent home. If needed, a phone conference will be arranged.*
- *Translation is used, as needed, at Title I family events, at WAKids (Washington Kindergarten Inventory of Developing Skills) information meetings in the fall, and for parents/guardians at student conferences.*

D. Involve parents/guardians in an organized, ongoing, and timely way, in the planning, review and improvement of the Title I Targeted Assistance Plan under Section 1112, and the review process of the School Improvement Plan under Section 1116.

- *Parents/guardians of Title I students are invited to participate in our annual review and revision Title I meeting(s) for our Targeted Assistance Plan, Parent/Family Engagement Plan, and Parent Compact.*
- *All parents/guardians of Title I-served students are invited to our annual Title I Parent Orientation meeting where these documents are shared. Copies of these documents are also sent home to all parents/guardians of Title I students.*
- *All parents/guardians are also invited to participate in the annual review and revision of our School Improvement Plan. Please contact our School Principal.*

E. Provide parents/guardians of participating children with information about our assessments, classroom instruction, and intervention programs.

- *FastBridge Reading Screener is being implemented for grades 2-5*
- *Fountas & Pinnell Benchmark Reading Assessment Systems (F & P) are administered to students in grades 2-5 three times a year if they are identified "high risk" or "some risk" on the FastBridge Screener. First grade students are screened with the F & P Benchmark Assessment three times a year. Kindergarten teachers use Teaching Strategies GOLD all year to assess the whole child. This information is used together to help determine eligibility.*
- *The Title I Reading Intervention Teacher also administers assessments throughout the year to gain further information and to monitor progress about targeted students' reading skills. For example, LLI Reading Records, CORE Phonics Survey, F & P phonics assessments, and other diagnostic reading assessments.*
- *Students will be progress monitored and information pertaining to students' strengths and growth areas are shared with parents/guardians at Parent-Teacher Conferences. Parents/guardians may always request more frequent updates about their child's progress.*

a. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the benchmark-levels students are expected to meet.

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- *Title I reading instruction is provided in a small group of students, 1:3, for 20 to 30 minutes daily, 4-5 times per week. The size of each group and instruction is based on students' needs.*
- *Instruction may be provided as either an in-class or pull-out model depending upon what is best for the students.*
- *Instruction is in addition to the classroom instruction and supplements the classroom core curriculum.*
- *Instructional learning targets and expectations are based upon the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.*
- *Reading strategies are taught, modeled, and practiced.*
- *Formative assessment is a continuous process using running records and observations.*

- b. If requested by parents/guardians, opportunities for regular meetings to make suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as possible.

- *Title I Reading Intervention Teachers are highly qualified and trained professionals who provide accelerated, high-quality intervention using evidenced-based strategies, methods and materials.*
- *Parents/guardians are welcome to give suggestions and to participate in decisions relating to the education of their children at any time throughout the year by calling, emailing, or scheduling a meeting.*
- *Email, notes, and calls home will be made regarding your child's progress, learning and/or program information, as needed.*
- *University Elementary Student Study Team (SST) process encourages parents/guardians to be involved in their child's learning.*
- *Parents/guardians are encouraged to read to/with their children at home. Student black and white copies of books read in Title I reading groups are sent home daily/weekly for students to read to parents. A reading log is included in the book bags sent home for parents to sign and there is space for comments/questions to/from the Title I Reading Teacher.*

### Part II – Required Shared Responsibilities for High Student Academic Achievement

As a component of the school level Parental/Family Engagement Plan, each school shall jointly develop with parents/guardians for all children served under Title I, a **school-parent compact** that outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement.

- *Parents/guardians of Title I-served students are invited to review, revise (if necessary) and approve the Title I Targeted Assistance Plan, the Parent/Family Engagement Plan, and the Parent Compact from the previous year.*
- *Additional meetings at varied times and dates will be scheduled when necessary.*
- *Classroom teachers and the principal will also review and provide suggestions to the Title I Targeted Assistance Plan, the Parent/Family Engagement Plan, and the Parent Compact.*
- *The updated Title I Targeted Assistance Plan, the Parent/Family Engagement Plan, and the Parent Compact will be provided to parents/guardians and placed in the main office.*

- *The Title I Parent Compact shall be discussed at initial Title I Orientation Meeting, or as soon as possible after the services begin.*
- *Progress Reports will be shared with parents/guardians at the Parent/Teacher conferences in November and March. In June, a final progress report is sent home with summer reading information and/or a learning packet.*
- *Parents/guardians are welcome to request more frequent communication about their child's progress via notes, emails, or telephone calls.*
- *University Elementary shares responsibilities for high student academic achievement by having District strategic goals and by targeting high achievement for all students.*

### Building Capacity Requirements for Engagement

To ensure effective involvement of parents/guardians and to support a partnership between our school, our parents/guardians, and our community to improve student academic achievement, each school and district under Title I:

- a. Shall assist the parents/guardians of children served by the school, as appropriate, in understanding such topics as the state's academic content standards and student academic achievement benchmarks.

*For example,*

- *CVSD Elementary Collaborative Classroom Curricula in English Language Arts (ELA), Math, Science,*
- *Smarter Balanced Assessment results by grade level and by content (ELA and Math),*
- *Suggestions for monitoring student progress and improving student academic achievement through:  
School and District websites, the University Update (the school's weekly newsletter)*

- b. Shall provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as reading strategies, tips for reading with their child, and library connections to home.

*For example:*

- *Title I Take Home Books from the Fountas and Pinnell Leveled Literacy Program and other materials*
- *Parent/Family Engagement activities such as reading together, using iPads, or library connections*
- *Explanations of reading behaviors for all reading levels*
- *Reading Connections sent home monthly (literacy newsletter)*
- *Tips for reading at home with their child*

- c. Shall educate teachers, principals, and other staff, with the assistance of parents/guardians, in the value of contributions of parents/guardians, and how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs and build ties between parents/guardians and the school.

*CVSD and our school strives to include parents/guardians and community through a myriad of meaningful opportunities, for example:*

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- *School Board Meetings*
- *CVSD website and The Focus*
- *CVSD Parent Advisory Council*
- *Special Education Parent Advisory Council*
- *District Title I Annual Meeting and School Title I Parent Meetings*
- *School events and activities*
- *Building PTO*
- *Community Volunteer Program (available within all schools)*

- d. Shall to the extent feasible and appropriate, coordinate and integrate Parent/Family Engagement programs and activities with other federal, state, and local programs to encourage and support parents/guardians in more fully participating in the education of their children.

### CVSD District and School-specific Collaborations:

- Child Find: free screenings to identify children and youth ages 0-12 with delays or disabilities who may need early intervention or special education services.
- CVSD Early Childhood Education & Assistance Program (ECEAP): free, comprehensive Preschool for low-income children ages 3 and 4.
- CVSD Early Learning Center Childcare for infants, toddlers, and preschool children.
- Spokane Valley HEART: identifies children and families who are homeless and arranges continuous access to neighborhood schools in addition to referrals to community resources.
- The Spokane Valley (Partners) Community Center provides access and referrals to family and community programs, social services resource, and a Food and Clothing Bank.
- PACE (Partners Advancing Character Education) – raises awareness of the importance of good character and inspire self-improvement as a foundation.
- Community in Schools (mentoring program)
- Spokane Valley Partners- Food for Thought (weekend backpacks with meals/snacks)
- Volunteer opportunities at schools

- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language parents/guardians can understand.

- *Our school and district strives to provide communication in English and the languages spoken by our parents/guardians. The CVSD website is available in 90 languages: [www.cvsd.org](http://www.cvsd.org).*
- *All school staff have access to LanguageLine, an online service to provide immediate translations.*
- *At many Title I Parent/Family Engagement meetings and activities, we provide translation in the languages of the families enrolled at our school.*
- *The yearly Title I Parent Survey is translated into the most frequently used languages of our families, usually Russian, Spanish, Vietnamese, and Marshallese.*

- f. Shall provide such other reasonable support for Parental/Family Engagement activities under Title I as parents/guardians may request.

- *If a parent/guardian needed translation for American Sign Language, or braille, Title I could provide these resources.*
- *Parents/guardians are given the opportunity to request additional Parent/Family Engagement events.*
- *Funds are available for transportation and/or childcare as needed.*

g. May involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

*CVSD welcomes parents/guardians in the development of training for teacher, principals and other educators through the School Board Meetings, CVSD Parent Advisory Council, Instructional Materials Committee, and the Strategic Planning Process as well as additional committees at the school building level.*

h. May pay *reasonable and necessary expenses* associated with local Parent/Family Engagement activities, including transportation and childcare costs, to enable parents/guardians to participate in school related meetings and training sessions.

i. May train parents/guardians to enhance the involvement of other parents/guardians.

j. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents/guardians who are unable to attend such conferences at school, in order to maximize parental/family engagement and participation.

- *All Title I schools provide literacy support and resources to parents/guardians throughout the school year.*
- *Title I Parent/Family Engagement meetings or events are offered throughout the year at varied times and dates: morning, afternoon or evening.*
- *Funds are available for transportation, childcare or home visits, as needed for Title I parent/guardians.*

k. May adopt and implement model approaches to improve Parent/Family Engagement.

l. May establish a district parent advisory council to provide advice on all matters related to Parental/Family Engagement in programs supported under this section.

- *CVSD has an active district Parent Advisory Council composed of parents/guardians from each school.*
- *Each school has an active PTA/PTO, or PTSA. All parent/guardians are welcome to participate.*

m. May develop partnerships with community-based organizations and businesses to benefit Parent/Family Engagement activities.

- *CVSD and individual schools have active Business Partnerships that vary as to the location of the school and the focus of the business partnership.*
- *Title I schools have partnerships with the Spokane County Library, and some Parent/Family Engagement activities take place at the library.*

## Title I Parent/Family Engagement Plan

### Part III – Accessibility Requirements

In carrying out the Parent/Family Engagement requirements districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents/guardians with children with limited English proficiency, parents/guardians with children with disabilities, and parents/guardians of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians can understand.

*Central Valley School District complies with all federal and state Title I rules and regulations. Title I applies to targeted children enrolled at Title I-designated schools residing within the district boundaries, including children who attend private schools, highly mobile children, migrant children, and homeless children. [20 U.S.C. 1412(a)(3)].*

### Part IV – Adoption

This **University Elementary TITLE I PARENT / FAMILY ENGAGEMENT PLAN** have been developed/revised jointly with, and agreed upon with, parents/guardians of children participating in our Title I program, as evidenced by meeting minutes and dated sign-in sheets.

Our **TITLE I PARENT / FAMILY ENGAGEMENT PLAN** were developed and revised by University Elementary on October 15 and will be in effect for the period of 2019 through 2020. Our school will distribute these **TITLE I PARENTAL/FAMILY ENGAGEMENT PLAN & PROCEDURES** to all parents/guardians of participating children and make it available in the school main office and on our website within 30 days of approval.

The parents/guardians involved with the development of this document are:

<u>Name of Parent/Guardian</u>	<u>Signature and Date</u>
Yuka Michael	<i>Yuka Michael</i> 12/5/19
Kelsey Voss	<i>Kelsey Voss</i> 12/3/19

The classroom teachers or support staff involved with the development of this document are:

<u>Name of Educator</u>	<u>Signature and Date</u>
Vickie Dawson, Title I Teacher	<i>Vickie Dawson</i> 11/27/19
Patti Smith, LAP Teacher	<i>Patti Smith</i>
Carrie Harding, 1 <sup>st</sup> Grade Teacher	<i>Carrie Harding</i> 12/5/19

Signature of School Principal Melanie Kilgore	<i>Melanie Kilgore</i>	Date	12/2/19
Signature of Title I Director of Special Programs Bill Ash	<i>Bill Ash</i>	Date	11/27/2019

