

Catalina Foothills School District

READ STRONG / TITLE I PROGRAM SCHOOL FAMILY ENGAGEMENT PLAN

Supplement to CFSD Parental Involvement in Education Policy

Canyon View Elementary School

Sunrise Drive Elementary School

Ventana Vista Elementary School



Together,
we give our children
roots to grow and wings to fly

Overview

The Catalina Foothills School District (CFSD) has an ongoing commitment to Title I parents. Parental involvement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Successful family engagement includes the following:

- Parents/legal guardians play an integral role in assisting with their child’s learning.
- Parents/legal guardians are encouraged to be actively involved in their child’s education.
- Parents/legal guardians are full partners in their child’s education and are included, as appropriate, in decision-making to assist in the education of their child.

Districts can only receive Title I, Part A funds if it conducts outreach to all parents and family members, and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). The schools must ensure that information related to school and parent/legal guardian programs, meetings, and other activities are sent to the parents/legal guardians of Title I students in a format and in a language that parents can understand.

School Parent and Family Engagement Plan

To support the growth of students’ academic achievement, the School Parent and Family Engagement Plan establishes the district’s expectations for meaningful family engagement. The plan describes how the Title I schools will encourage and support parent/family engagement, and build the capacity in its schools to implement family engagement strategies and activities designed to accomplish academic achievement goals. Parents are also encouraged to participate in Family Faculty Organization (FFO) meetings and activities, Site Council, and other school-based meetings and events. The principals, in consultation with parents/legal guardians, teachers, Title I/Read Strong Reading Specialists, and district administrators develop a plan for the involvement of Title 1 parents/families in their schools. The programs, activities, and procedures are planned and implemented with meaningful consultation with parents/legal guardians of participating children.

Plan Revision

Each Title I school invites parents/legal guardians of participating children to attend the annual Title/Read Strong fall and spring parent meetings and to complete Title I/Read Strong surveys. Through guided facilitation, parents/legal guardians are invited to provide suggestions and ideas to improve parent and family engagement and the School-Home compact. The Parent and Family Engagement Plan, School-Home Compact, and parental involvement policies are distributed during annual Title I/Read Strong meetings. The district provides assistance and support to all Title I schools to ensure family engagement

requirements are satisfied and that family engagement strategies and activities are implemented.

Annual Meetings

The annual fall meeting is typically held in September and the annual spring meeting is held in April/May of each school year. A flyer is created to advertise the annual meetings and parents/legal guardians are sent an invitation through email. The dates/times and locations for these meetings are also publicized in school newsletters and on school calendars. Copies of materials sent through email are made available for those families who may have limited or no Internet access.

The annual fall meeting includes, but is not limited to the following agenda items:

- Overview of Title I and its purpose
- Review of the Title I parent involvement policies, activities, and plan
- Rights of parents to be involved
- Information about CFSD's approach to reading instruction and assessments
- Information about Title I/Read Strong Program and requirements of Title I Targeted Assistance programs
 - Tier 3 Intervention Model for Title I (95% Group intervention resources)
- Title I School Integrated Action Plan (SIAP)
- Academic assessments to measure student progress with proficiency levels (DIBELS 8, Phonics/Phonemic Awareness screener, classroom assessments)
- Move on When Reading (MOWR)
- Title I/Read Strong Parent Involvement Survey to refine parent/teacher/school partnerships and program activities
- Review of School-Home Compact
- Resources and suggestions parents/legal guardians can use to help students at home

The annual spring meeting includes, but is not limited to the following agenda items:

- Overview of the year's Title I/Read Strong Program
- Move on When Reading (MOWR)
- Review of the Title I parent involvement policies, activities, and plan
- Title I School Integrated Action Plan (SIAP)
- Title I parental involvement policies
- Title I/Read Strong End-of-Year Survey
- Review of School-Home Compact
- Summer Resources
- Student Certificates

At the annual fall meeting, parents/legal guardians are given information about the core curriculum (*Wonders 2023*) and the Tier 3 reading intervention program (95% Group). They

also receive the results of universal screeners used at the beginning of- and throughout the school year (DIBELS 8) and phonics/phonemic awareness screener. Parents/legal guardians will also learn strategies they can use to support their child at home in increasing their phonemic awareness, phonics skills, and fluency.

Accessibility

In carrying out parent and family engagement requirements and activities, the Title I/Read Strong Reading Specialists coordinate schedules among parents and staff to reasonably accommodate individual parental involvement needs and conferences, including providing information in a language parents can understand. Some of this can be coordinated with the ELD Coordinator and Director of Special Services (e.g., necessary print, oral, visual or other adaptations). Parents learn how to interpret the results and what constitutes eligibility for the Title I/Read Strong program.

School-Home Compacts

CFSD's Title I schools develop, in collaboration with parents, a school-home compact that outlines how parents/legal guardians, school staff, and students will share the responsibility for improved student academic achievement. The school-home compact also describes the means by which the school, parents, and students will build and develop a partnership to help students achieve the state's academic standards. The school-home compact also describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, the ways in which each parent will be responsible for supporting their children's learning, and addresses the importance of communication between teachers and parents on an ongoing basis.

All Title I schools are required to have school-home compacts. The principal and the Title I/Read Strong Reading Specialists ensure the compact is reviewed annually and revised, as needed. Compacts are distributed to all parties involved for signatures each fall and copies are kept at the schools.

Communication

The Title I/Read Strong Reading Specialists use a variety of communication strategies to provide additional information to parents/legal guardians and to increase parental involvement. Progress in the Title I/Read Strong program will be communicated to individual students each trimester using a specialized report that will accompany each participating student's report card. In addition, the Title I/Read Strong Reading Specialists will schedule conferences with parents or participate jointly in conferences with students' classroom teachers.