

Clara Barton Elementary School

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Title I Parent and Family Engagement Policy for Clara Barton Elementary

Statement of Purpose

Clara Barton Elementary School is committed to providing a high-quality education for every student. Student achievement is strengthened when the school and families work together as partners. In accordance with Title I, Part A, Section 1116 of Every Student Succeeds Act (ESSA), Clara Barton Elementary will engage parents and family members in meaningful, two-way communication about student learning and school activities and will involve them in the planning, review, and improvement of the Title I

program. **Components of the Policy**

CLARA BARTON ELEMENTARY SCHOOL

Clara Barton Elementary School will:

A. Provide curriculum and instruction in a supportive and effective learning environment that enables students to meet Pennsylvania Academic Standards and make progress toward grade-level expectations.

1. Reading Program

Clara Barton Elementary School will provide the following:

- Pennsylvania Academic Standards will be followed.
- Staff members are appropriately certified and supported to provide effective elementary instruction, including reading instruction.
- Title I paraprofessionals meet all applicable district, state, and federal requirements.
- Certified Reading Specialists provide supplemental instruction and support for students in grades K-3.
- Phonics and Phonological Awareness Screeners for Intervention (PSI and PASI) will be administered throughout the school year to gather data and identify student needs.
- PSI (Phonics Screener for Intervention) results will be used to identify phonics skill deficits and create targeted intervention groups.
- PASI (Phonological Awareness Screener for Intervention) results will be used to identify phonological awareness needs and guide instructional planning.
- Acadience Reading assessments may be administered three times per year to assess student growth in grades K-3.
- Acadience Reading ALO assessments may be utilized to provide additional data regarding student reading achievement and instructional needs.
- Acadience Diagnostic scores may be shared with parents three times per year to communicate student growth.

- Acadience Growth Monitoring assessments may be administered throughout the year to monitor student progress.
- Reading Specialists, classroom teachers, instructional coaches, and administrators will analyze Acadience, ALO, PSI, and PASI data to identify students at risk for reading difficulties.
- Data meetings involving Reading Specialists, instructional coaches, teachers, Title I staff, and administrators will be conducted regularly to make data-driven instructional decisions and establish student learning goals.
- Reading Specialists and instructional coaches will collaborate with classroom teachers to identify areas requiring targeted instructional support.
- Students in grades K-3 may utilize Acadience instructional lessons specifically designed for their learning needs based on diagnostic assessment results.
- ECRI (Enhanced Core Reading Instruction) and ECRI Intensification strategies may be implemented to provide evidence-based reading instruction and intervention.
- The Wonders Reading Program serves as the core research-based reading curriculum.
- Research-based supplemental materials from Wonders Reading are available for student support and intervention.
- Wonders Dashboard will be utilized to monitor student performance, instructional implementation, and intervention effectiveness.
- Wonders lessons and resources may be accessed at home to provide additional instructional support.
- Classrooms will utilize the Heggerty program to provide consistent daily phonemic awareness instruction.
- Heggerty Instructional Videos may be used to reinforce phonemic awareness skills and support student learning.
- Professional development opportunities are provided for all staff members throughout the district.
- Staff participate in faculty meetings and grade-level meetings during common planning periods.
- Progress reports will be sent home midway through each nine-week grading period (four times annually).
- Report cards will be sent home at the conclusion of each grading period (four times annually).
- Teachers maintain regular communication with families through phone calls, emails, and other communication methods.
- The Title I Reading Specialist will work closely with Title I paraprofessionals, classroom teachers, instructional coaches, and administrators.
- The Title I Reading Specialist will collaborate with counselors, speech therapists, and other support personnel to best meet student needs.
- Conferences with the Title I Reading Specialist are available upon parent request.

B. The West Mifflin Area School District website includes a Title I section containing all required Title I documents and resources.

2. Mathematics Program

Clara Barton Elementary School will provide the following:

- Pennsylvania Academic Standards for Mathematics will be followed.
- All staff members teaching mathematics are appropriately certified in elementary education.
- HMH Into Math serves as the district's core mathematics program for grades K-3.
- HMH Diagnostic Assessments may be administered three times annually to assess student growth and achievement.
- HMH Diagnostic results may be shared with parents three times annually to communicate student growth.
- HMH Growth Monitoring Assessments may be administered throughout the school year to monitor student progress.
- Students in grades K-3 may utilize HMH instructional lessons designed to meet their individual learning needs based on assessment results.
- HMH Waggle, an adaptive digital mathematics platform, may be utilized to provide personalized learning pathways, targeted intervention, and enrichment opportunities in K-3.
 - Spring Math, Acadience Math, Acadience Math ALO, and Number Corner assessments and instructional resources may be used for intervention and progress monitoring.
- Acadience Math ALO assessments may be utilized to gather additional data regarding student mathematics achievement and intervention needs.
- Students in grades K-3 are provided with laptops to support instruction and learning.
- The Title I Teacher, instructional coaches, Title I paraprofessionals, classroom teachers, and administrators work collaboratively to support student achievement.
- Conferences with the Title I Teacher are available upon parent request.
- Professional development opportunities are provided to support effective mathematics instruction.
- Faculty meetings and grade-level meetings are held regularly to support collaboration and instructional planning.
- Progress reports will be sent home midway through each nine-week grading period (four times annually).
- Report cards will be sent home at the conclusion of each grading period (four times annually).
- Teachers maintain regular communication with families through phone calls, emails, and other communication methods.
- The West Mifflin Area School District website includes a Title I section containing all required Title I documents and resources.

Parent and Family Engagement

Clara Barton Elementary School will:

- Hold an annual Title I Parent and Family Meeting to inform parents and family members of the school's participation in Title I, explain the requirements of Title I, Part A, and describe the rights of parents and family members to be involved.
- Schedule meetings at convenient times and provide additional opportunities for participation whenever possible.
- Involve parents and family members in the annual review and revision of both the District and School Parent and Family Engagement Policies.
- Provide opportunities for parents and family members to review the schoolwide Title I Plan and offer suggestions for improvement.

- Communicate information regarding Title I programs, meetings, and activities in an understandable and uniform format and, to the extent practicable, in a language families can understand.
- Provide opportunities for parents and family members to ask questions, provide input, and participate in planning, reviewing, and improving the Title I program.
- Provide timely information regarding student academic progress and achievement.
- Hold Parent-Teacher Conferences annually in October.
- Conduct Student Assistance Program (SAP) meetings when applicable.
- Schedule informal conferences as needed.
- Maintain strong home-school partnerships through phone calls, emails, newsletters, and other forms of communication.
- Send progress reports midway through each nine-week grading period.
- Send report cards at the conclusion of each grading period.
- Provide parents of incoming kindergarten students the opportunity to have their child assessed prior to the beginning of the school year.
- Utilize PowerSchool to provide parents with ongoing access to grades, assignments, attendance, and student progress.
- Provide parents and family members reasonable access to staff, opportunities to volunteer and participate in school activities, and opportunities to observe classroom activities in accordance with school procedures.

Family Engagement Opportunities

Clara Barton Elementary School will provide opportunities for engagement through:

- Building-level meetings
- Open House events
- Parent-Teacher Conferences
- Parent and Family Engagement Workshops
- Email and phone communication
- Family engagement activities and school events

Clara Barton Elementary School will:

- Provide parents and family members information about the Title I Schoolwide Plan and related school improvement efforts upon request and during annual engagement activities.
- Provide parents of students in grades K-3 with information regarding Acadience Reading, Acadience Reading ALO, Acadience Math, Acadience Math ALO, PSI, PASI, HMH Diagnostics, and other assessments used to monitor student growth and achievement.
- Provide information regarding digital learning resources, including Wonders Dashboard and HMH Waggle, that families may access to support learning at home.

Building Capacity for Parent and Family Engagement

Clara Barton Elementary School's Parent and Family Engagement Policy will build the school's and families' capacity for strong parent and family engagement. Parent and family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities.

This includes ensuring that:

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and advisory committees.

Clara Barton Elementary staff and District Title I staff will work jointly to ensure effective involvement of parents and family members.

Annual Review and Evaluation

Clara Barton Elementary School will conduct an annual review of the Parent and Family Engagement Policy, School-Parent Compact, and related engagement practices with input from parents and family members through activities such as:

- Needs Assessment Surveys
- Parent and Family Advisory Meetings
- End-of-Year Parent and Family Engagement Workshops
- Schoolwide Plan Review Meetings
- Evaluation of barriers to participation and family engagement needs

School staff and parents will continuously work together to improve student achievement and help all children reach their fullest potential.

The Clara Barton Elementary School Parent and Family Engagement Policy will be reviewed annually and revised as needed based on parent and family member input and ongoing evaluation of the effectiveness of parent and family engagement activities.

Reviewed and Updated: June 2026