



ESEA Section 1116 Parent and Family Engagement covers the requirements for parent and family programs, activities, and procedures as a Targeted Assistance Title school. Each Title 1 school develops a school level parent involvement plan to share and follow throughout the school year. The plan is intended to set clear expectations for families, students, and staff regarding our school's work in building a successful student experience.

**2026-2027 Information:**

- Parent involvement and feedback opportunities to support the development of a successful plan for utilizing Title funding at South Canyon Elementary:
  - Parent-Teacher meetings monthly with an active PTA community, Principal presentations to the parent community during monthly meetings and active two-way communication with PTA leadership.
  - School to home communications regarding Title guidelines, rules, and/or procedures through weekly emails as needed; parent compact and survey sent through emails.
  - Parent representative meeting with principal semesterly.
- School compact created and distributed to families;
  - Copy available to families during open house
  - Available to parents in the office and copies sent home virtually the week of August 24, 2026
  - Staff copies available in Google
- Capacity building for parents and staff
  - PTA meetings allow for information to families monthly
  - Staff PD with McKinney-Vinto during two staff meetings focus on students with food security issues and ACES.
- Allocation of Title funding
  - Two Title staff members; teacher and para with a focus on academic work and SEL support. The students receiving support from Title staff meet the guidelines set by Title Targeted Assistance procedures.

## South Canyon Parent & Family Engagement Plan (Title 1 Target Assistance FACE)

- After-school tutoring for students is designated under the Title Targeted Assistance. Six-to-eight-week sessions for an hour after school dismisses.
- Title staff will receive professional development from a contracted service, Compass to support their work around highly effective strategies for students at risk of failing.
- Two Family Engagement Nights funded by Title 1 funds, Compass is contracted to organize and facilitate the nights. Flyer and details in the Google folder. Additional funding for staff members to work at the event. A light snack will be provided to families while attending the event.
- Family engagement;
  - Cultural Night in October and Math Night in January both nights are designed to be fun, build relationships between school and families, and provide learning opportunities for the students and their families. This year as a Targeted Title school these two events will be funded and organized with Title funds.
  - PTA family engagement activities throughout the year, not title funded but well attended by the community, Ornament Night, BINGO, Culvers Night, Turkey Trot, Elks Movie, and Book Fair.
- Curriculum utilized at South Canyon is driven by the district guidelines; Reveal Math, Savvas ELA, Mystery Science, 95% Groups for intervention. The staff at South Canyon follow the district curriculum as directed and utilize the district pacing guides as well as South Dakota State Standards. Administration monitors the use guidelines through Professional Learning Community and the district evaluation process.
- Communication with families occurs through multiple avenues;
  - Parent-Teacher conferences twice a year
  - IEP and RTI meetings as needed per the student
  - Weekly newsletters in the school email and Class Dojo
  - Friday Folders
  - Peach Jar
  - PTA meetings
  - Specific to the students identified as needing academic and SEL support as identified by the Target Assistance, the Title teacher provides letters home to parents, progress monitoring reports, and direct messaging to a parent regarding services for their student.
- Academic goals SIP; Plan on a Page



### SIP Goals for SC (2026-2027)

#### ELA and Math Growth Goal:

- **1-Year Goal ELA:** ELA Building Goal: Fluency
- **1-2 ELA Building SIP Goal:** 85% of the 1st and 2nd grade students will complete a cold read on grade level within one minute at a proficient level by May 1, 2027. (3 Cold Reads & the passages are pre-determined by leadership all 1-2 grades do the same passages, Fall, Winter, Spring)
- **3-5 ELA Building SIP Goal:** 85% of the 3rd-5th grade students will complete a cold read with a 95% accuracy (130 words per one minute) to be proficient by May 1, 2027.
- **KG ELA Building SIP Goal:** 90% of Kindergarten students will be proficient in letter sounds, using the district assessment by May 1, 2027.
  
- **1-Year Goal Math:** MATH Building Goal: PLC
- **1 Math Building SIP Goal:** 85% of students will be able to fluently add and subtract within 10, using a grade level created assessment by May 1, 2027. Based on the standard: 1.MF.3, 1.MF.4
- **2 Math Building SIP Goal:** 80% of students will be able to recall from memory their math facts through 20 using a grade level created assessment based on the standard 2.MF.3 & 4 by May 1, 2027.
- **3-5 Math Building SIP Goal:** 80% of students will be able to recall from memory multiplication facts (0-12 facts) based on the standard MF.1 and MF.2.
- **KG Math Building SIP Goal:** 80% of students will be able to fluently add and subtract within 5 (MF.1 and MF.2) by May 1, 2027.
  
- **Non-Academic Growth Goal:** Building SIP Attendance Goal: Our school attendance will increase by 2% from the 2025-26 school year. The goal to attain will be 95.7% by May 2027 using the data reports from Skyward.

#### **Math Goal Strategies**

##### **Action 1: What are we changing or improving?**

If teachers and support staff build a shared understanding of the Reveal curriculum and collaboratively implement explicit, systematic, and differentiated Tier 1 ELA instruction with fidelity, while consistently using PLC data cycles and targeted progress monitoring to respond to individual student needs and skill gaps, **then** instruction will become more clear, consistent, and responsive across classrooms, **and** students will demonstrate measurable growth in fluency, number fluency, and overall math achievement as evidenced by increased proficiency on essential standards and improved outcomes on Acadience, MAP, and SBAC assessments.

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| <b>ELA Goal Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Action 1: What are we changing or improving?</b><br><br>If teachers and support staff build a shared understanding of the myView curriculum and collaboratively implement explicit, systematic, and differentiated Tier 1 ELA instruction with fidelity, while consistently using PLC data cycles and targeted progress monitoring to respond to individual student needs and skill gaps, <b>then</b> instruction will become more clear, consistent, and responsive across classrooms, <b>and</b> students will demonstrate measurable growth in fluency, comprehension, and overall ELA achievement as evidenced by increased proficiency on essential standards and improved outcomes on Acadience, MAP, and SBAC assessments.                                  |
| <b>Non-Academic Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Action 1: What are we changing or improving?</b><br>If teachers and staff intentionally build positive relationships, create inclusive classroom environments, and provide regular opportunities for student voice and connection, then students will demonstrate an increased sense of belonging at school, gain skills in respect for each other as measured by improved responses on the district student survey question. <ul style="list-style-type: none"><li>• Monthly Assemblies support PBIS work and attendance celebrations</li><li>• Morning Meeting; Brain Smart Starts</li><li>• Respect Lessons in Classrooms</li><li>• PBIS Semester Sweeps</li><li>• Attendance; monthly challenges with classrooms and individual students, incentives</li></ul> |