Strategies to Increase Parental Involvement

Ivalee Elementary School

Etowah County Board of Education

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Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.
Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

All parents are invited to attend the annual Title I Parent meeting which includes specifics concerning funding, instructional objectives, and methods used in our program. Parents are made aware of the Schoolwide Title I program. This includes attention to the School/Parent Compact, which is reviewed at the first parent conference of the school year. The School/Parent Compacts are readily available in the classrooms for any future reference. Any questions will be answered regarding the Title I program, funding, and or rights of the parents involved. Future questions can be answered by the parents/members of the CIP and, if needed, the LEA.

The 2015-16 1% set-aside for Parental Involvement, totaling $853.00 will be spent to purchase take-home planners, school-parent correspondence, Kindergarten Orientation packets, supplies for conducting parent workshops, hosting Family Nights during the year, and other items voted on by the committee that are directly related to the Parental Involvement plans.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1. Most PTO meetings occur on Monday or Tuesday nights, four times per year. Each PTO night, teachers are available to speak with parents briefly or schedule a parent/teacher conference. Announcements of CIP meetings and decisions are shared at the PTO meetings. Teachers communicate student progress weekly, mid-term (4-weeks) and report cards (9-weeks), as well as, arranging conferences concerning a student's progress. Parents will be accommodated anytime they express a need to discuss the Parental Involvement Plan, Title I/CIP Plan, materials, methods, or student behavior/grades. A copy of the Parent Involvement Plan will go home to parents in the 1st nine week's report cards.

2. The parents who are asked and are willing to volunteer their time in the planning, review, and improvement of the Title I Program. Typically, two parents serve regularly on the committee. Although the specific parent is named as a committee member, parents are always welcomed at the CIP decision-making sessions.

3. The primary use of the parental involvement funds are dedicated to home/school planners, Kindergarten registration packs, materials for parent workshops.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

1. At the beginning of each school year, the Etowah County Board of Education shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request, and the agency will provide the parents on request and in a timely manner.
information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: a. Whether
the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
b. Whether the teacher is teaching under emergency or other or other provisional status through which state qualification or licensing criteria
have been waived; c. The baccalaureate degree major of the teacher and other graduate certification or degree held by the teacher, and the
field of discipline of the certification or degree; d. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

2. Parents shall submit such a request in writing to the local school. The school will then forward the request to the central office, which will
provide a response to the parents, send a copy to the school, and retain a copy. The response will be provided in a timely manner.

Ivalee School provides timely information to parents/guardians about programs, curriculum assessments and achievement achieve in a
uniform format, and to the extent possible, in a language they can understand in the following ways; K-2 communication charts, envelops for weekly papers, school newsletter, school calendar, telephone calls, invitations, school marquee,
emails letter memos to parents, school website and local media. Parents asked to call the school or an appointment with the principal and/or
classroom teachers to discuss grades, report cards, attendance, tardies or behavior issues. Suggestions for improving their child's education
may be made anytime verbally or in a writing to the principal or teachers.

Ivalee School currently has no entirely non-English speaking parents. Documents are provided, to the extent practicable, in Spanish, and
can be provided in other languages, as needed. Information on student assessments is given to parents at Parent-Teacher Conferences,
Open House and periodically throughout the school year. Intervention by the guidance counselor, when needed, is used to assist parents
whose children are experiencing academic difficulties.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for
participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Ivalee School will involve parents, teachers, administrators, and students in developing the School-Parent Compact that outlines the sharing
of responsibilities and among the school, parents, teachers, principal, and students concerning that the improvement of academic
achievement on the state's standardized assessments. The compact outlines the school's responsibility to provide high quality curriculum
and instruction in a supportive and effective learning environment. The compact describes the responsibility of the parent for supporting their
child's learning and participating in decisions relating to the education of their child. the student is held accountable for being prepared for
class and doing his/her best. The compact addresses the importance of ongoing communication between teachers and parents through
conferences, notes, progress reports, and report cards, The compact will be reviewed annually by the Title I/CIP Committee (both school and
LEA).

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

In a timely manner, Ivalee School calls inits CIP committee to review, evaluate, and revise the CIP. Two parents represent all the parent of
the school. After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, he/she has the right to submit the
concerns in writing about the CIP to Ivalee School or the LEA. A timely response will be made to parents either in writing or by phone call
within ten days.

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6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Assessment results (as stated in the report) are used to guide lesson plans, instruction, and intervention. All teachers will provide progress updates by sending students' weekly papers, mid-term reports (every four weeks), report cards (every nine weeks), as well as, arranging conferences concerning a student's progress. By using the before stated reports and other state and local assessments, teacher and parents will share information to create a plan for student to improve their achievement.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

School faculty will conduct parenting sessions during the year. Teachers will provide parent information sessions tailored around the topics most relevant to the grade level (i.e. beginning readers/writers, math facts practice, internet safety, etc.). Any parent who desires more information will be accommodated by arranging a conference and if needed, provided with resources and materials. parents will be informed of summer enrichment and remediation programs in our area.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Each August teachers and school personnel are reminded of the positive methods of supporting the Parent-School relationship. Teachers maintain a parent communication folder specifically designed to document positive correspondence, as well as summarize efforts to meet a students' academic or social need through consistent communication. Parents are invited to volunteer in various capacities within the school.
Teachers collaborate about the successful methods used. For example, weekly lesson information, announcements of classroom activities, timely response via phone/email and the support available from the guidance counselor and principal are practiced regularly.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)

The guidance counselor will provide counseling services, if needed, to assist the students and/or parents with specific needs or concerns. After determining the student's needs, the school available on-site and/or system-wide services/programs will be utilized to meet the student's educational needs and the parent's involvement/enrichment needs. The Problem Solving Team (PST), school nurse, social worker, or Instructional Partner are examples of personnel that can be included in addressing the student's needs. When appropriate, community service agencies will be contacted for assistance. Those agencies may include the Child Advocacy Center, the Department of Human Resources, the Salvation Army, churches, day care centers, tutoring services, area law enforcement agencies, community housing programs, and health care providers. Parents will be informed of special projects, programs, and field trips available that support and extend the existing academic curriculum. Parental Involvement funds may be used to facilitate parent participation in these same activities.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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

Communication with parents consists of newsletters, Title I materials, phone calls, conferences, website, homework folders, weekly papers, and text messages (REMIND). When needed, all documents are made available in their native language with the advantage of altivistababelfish.com. Ivalee School presently has the School/Parent Compact in English and Spanish. Through the LEA, Ivalee School provides an interpreter for a parent, if needed, when meetings are called, including Sign Language.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

With the use of AdvancED survey feedback and parent/teacher correspondence and conferences, teacher can respond to parents' requests.
for information from the school as well as ways to be more involved in the school. Ivalee School will provide any reasonable support for parental involvement activities as deemed necessary for the good of all.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Ivalee School, to the extent practicable, provides opportunities for the full participation of parents with limited English proficiency and parents with disabilities in all school activities. All buildings are handicap-accessible. Homebound parents will be accommodated through phone calls and home visits, as needed. When necessary, all documents are made available to ELL parents in their native language. Ivalee School presently has the School/Parent Compact in English and Spanish. Through the LEA, Ivalee School provides an interpreter for a parent, if needed, when meetings are called, including Sign Language.