

Willow Woods Parent Involvement Plan

In accordance with The No Child Left Behind Act of 2001

Parents, staff, and the building administrator have developed this Parent Involvement Plan in accordance with NCLB Section 1118 activities which are accomplished at **Willow Woods** in the ways listed in each section.

NCLB Section	Ways in Which Willow Woods Staff Accomplish these Activities
1118 (c) (1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved	Meetings held twice a year which include information for parents: <ul style="list-style-type: none"> • Fall Parent Information meeting in September. • Spring Parent Information meeting in May.
1118 (c) (2) Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement	Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged: <ul style="list-style-type: none"> • Fall meeting was held in conjunction with PTCO meeting, which followed. Child care was offered. • Spring meeting will be offered during the day and in the evening.
1118 (c) (3) Involve parents in an ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and schoolwide Plan	Parents are involved in the development of the school improvement plan and Title I Program development in the following ways: <ul style="list-style-type: none"> • Fall and Spring Title I informational meetings • School Achievement data updates at PTCO meetings • End of the year parent surveys of the Title I program to find out what was successful and what should be improved
1118 (c) (4) (A) Provide parents of Title I children timely information	Parents are provided information regarding the school programs in the following ways: <ul style="list-style-type: none"> • Monthly newsletters • School website and Title I teacher website • Letters home from classroom/Title I teachers • Fall and Spring Informational meetings
1118 (c) (4) (B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet	Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways: <ul style="list-style-type: none"> • Fall Title I/Priority School informational meeting • Fall and spring Parent/Teacher conferences • Parent Portal for grades 3-5 • Progress reports, district report cards, state assessment results • Monthly/Bi-Monthly parent coffee hours to explain support activities to help with student achievement • Monthly school newsletters and weekly teacher newsletters
1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible	Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways: <ul style="list-style-type: none"> • Monthly coffee hours with parents • Informal meetings with parents • Teacher email • Parent representatives on focus group that meets with the SIP team • Fall and spring perception surveys
1118 (c) (5) Ensure that if the schoolwide program plan is not satisfactory to parents of	If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by: <ul style="list-style-type: none"> • Following Chain of Command protocol- first contact classroom teacher, meet

participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency	<p>with teacher and principal, and finally if conflict is not resolved address concern with district administration</p> <ul style="list-style-type: none"> • Fall and spring parent perception surveys • Title I program surveys
1118 (d) (1) Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement	The Parent/School Compact was developed with parent focus group in the Spring and sent home with students in the fall information packet. It was explained to the parent focus group at initial meeting and resent with families to review and sign.
1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement	The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.
1118 (d) (2) (B) Provide frequent reports to parents on their child's progress	<p>Student progress is reported to parents in several different ways at a variety of time throughout the school year including:</p> <ul style="list-style-type: none"> • Progress reports • Notes in agendas • Parent portal • Individual behavior plans
1118 (d) (2) (C) Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities	<p>School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:</p> <ul style="list-style-type: none"> • Fall Open House • Title I informational meetings • Agendas • Teacher emails • Translators and Language Line • Classroom helpers
1118 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress	<p>School staff annually shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, and how to monitor their child's progress.</p> <ul style="list-style-type: none"> • District website video • Open House • IOWA scores given to parents at conferences • Parent letters from district offered at conferences to help understand the content on report card • DRA score guideline discussed at conferences
1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement	<p>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:</p> <ul style="list-style-type: none"> • Classroom newsletters • School wide online programs- RAZ kids reading and Dreambox math with parental support during monthly Coffee Hour meetings and Spring curriculum night • Links to curriculum enrichment online programs on school website
1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with	<p>On-going professional development for staff on effective ways to increase parent involvement occurs annually.</p> <ul style="list-style-type: none"> • Culturally Responsive Classrooms learning opportunities • Joyce Epstein's philosophy in "School Family Community Partnerships" discussed at staff meetings and PLCs

<p>parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school</p>	
<p>1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children</p>	<p>Coordination with other programs for parent involvement includes:</p> <ul style="list-style-type: none"> • Fall parent meeting was followed by initial PTCO meeting • Kindergarten Round –Up • Parent volunteers in the classroom and through school • PTCO afterschool events
<p>1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand</p>	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> • Translated surveys • Translated newsletters • Language Line • Translator on Thursdays • Translated information shared at Coffee Hours
<p>1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request</p>	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> • Meet the Teacher Open House where the District Student Code of Conduct is discussed in the District Handbook and passed out to parents • Monthly coffee hour with Title I/EL staff and administrator • Translator and EL/Title I aides • Open communication with administrator • Special Ed support team
<p>1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children</p>	<p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none"> • Flexible conference sign up times • IEP meetings • Wheelchair accessible • Homeless families have transportation upon request • Translators for conferences