**Granville Elementary Parent Involvement Plan 2019-2020**

Granville Elementary School takes pride in its high level of parent participation. All parents are invited by teachers and the district to participate in school activities and to assist in the classroom. The goals of our parent involvement activities are increased parent participation in the program, increased parent involvement at home, and increased parental awareness of educational practices and issues. The ultimate goal of parent involvement is increased student achievement.

**Part I – Policy Components**

Granville Elementary will jointly develop, evaluate and revise this Parent Involvement Plan with parents and make the plan available to parents of students in the program as well as the local community.

1.Parents are involved in planning and evaluating the Title I Program through:

* attending the initial Meet the Reading Teacher Night and their Classroom Curriculum Night learning ways in which they can practice with their child and volunteer in the school setting.
* Inviting parents to be involved in our Title I meetings to review the Parent Compact and Parent Involvement Plan along with goal setting for the Title I program.
* Planning the PTO meetings with Title I reading teachers to address parent requests and questions with literacy education.
* Completing a formal evaluation for Title I programming in the spring regarding their child’s services and changes they might like implemented.

2. The Parent Involvement Policy will be distributed to all parents of children participating in Title I. It will also be made available to the community on the school website.

3. An annual meeting will be held for all the parents of students in the Title I program to inform them of the Title I requirements as well as their rights to be involved in the education of their children. Meet the Reading Teacher Night

4. Activities to communicate curriculum in use, assessment results, and student growth include, but are not limited to:

* Parents are invited to grade level curriculum night and Meet the Reading Teacher night in the fall. At these meetings the following topics are discussed and shared:
* Curriculum taught within the regular education classroom and Title I classroom
* Explanation of the assessment schedule and how the results with be shared with parents
* Expectations of both the school and the parents regarding helping all children reach benchmark levels
* Weekly parent newsletters and ways in which parent/teachers can communicate regarding the need for homework help and guidance. i.e email and telephone numbers
* Websites to access for student help, school information, and links for student/parent use.

* Parent/teacher conferences in the fall and spring. Teachers provide assessment summaries, both formal and narrative formats, that show the student’s scores and achievement on assessments administered throughout the year, along with the expected proficiency levels.
* Conferences are also held on an as needed basis with a minimum of two per year.
* Report cards are sent home quarterly and the copies of all grade level report cards are available in the school office.

**Part II – Shared Responsibilities for High Student Academic Achievement**

1. When a child qualifies for Title I Reading Services, the parent is notified by telephone and through a permission form that their child has the opportunity for programming.
2. Both parents and the child are invited to the Title I Reading room to learn about our shared responsibilities with the Parent Compact and the Title I Reading handbook. At this meeting, assessment and data gathering information is shared with the parents and a plan of action is discussed together. The parents learn about the expectations of the Title I Reading Program and are given materials and ways to practice with their child.
3. Student assessments and progress monitoring information is shared with parents at all conferences and more often if requested by parents.
4. Newsletters are sent home weekly with children in Title I Reading.
5. Parents are encouraged to observe and be active in the literacy learning of their child.
6. At the Meet the Reading Teacher Night in the early fall, parents are provided with the training and materials to help them practice with their child at home.
7. Any child who qualifies for help throughout the school year, is also invited with their parents to meet with the Title I Reading teacher and learn of our shared responsibilities in Title I Reading. They are also provided with training/materials.
8. If a child demonstrates they are struggling with expected benchmarks, we meet as a building Response to Intervention (RTI) Team to help all teachers develop a specific plan of intervention and accommodation for the child. We will reconvene in four to six weeks to share our progress monitoring data and again develop a plan of action for the child. Parents are invited to RTI meetings to be a part of their child’s growth and provide important information as we develop a plan.
9. Children are provided with weekly homework books and materials to be read at home with their parents. Parents monitor the reading and return their log weekly. Children receive extra practice time with their parents using these materials provided by the Title I Reading teacher.