

Wrapping School, Home, and Community Engagement Activities Around Student Achievement Outcomes



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Family and community engagement

is best defined as active participation by a family and/or a community member in a student’s educational journey. Our schools need the engagement of both their parents and their surrounding communities to manage the complexities facing students in today’s ever changing world. Family and community engagement – actively involved in increasing student success – is interrelated in the world of today’s schools. Some engagement is universal, in that it works for the entire school, but some support is selective to assist specific students and/or their families. It would be difficult to find one educator, researcher, or school reformer who would argue that family and community engagement does not positively impact student achievement. In fact, the research is clear: when schools, families, and communities support each other, students of all backgrounds and various abilities achieve at higher levels. Why, then, is it often difficult to find school or district level data to support the idea that family and community engagement positively affect school achievement?

The days of family and community engagement being known as random acts of kindness are gone. This is not to say that impromptu or “random” activities should cease to exist, as they still are an integral part of building the family, school, and community partnership. In this age of accountability, however, it is critical that schools use data to show that family engagement efforts have a positive impact on overall school improvement and, most importantly, student achievement. In an effort to support schools and districts in this effort, the Georgia Department of Education and Bright from the Start: Georgia Department of Early Care and Learning partnered to create **360-Degrees of Family Engagement**. Based on sound family engagement research, comprehensive planning, and collaborative teaming, the 360-Degrees of Family Engagement process will help all Georgia schools and districts embed family and community engagement activities into their school improvement processes, while at the same time capturing family engagement data as they work to increase achievement and success for all students.

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Chapter 1: Understanding 360

1.1: What is 360?

360-Degrees of Family Engagement is a comprehensive process that allows schools or school districts to link family engagement to school improvement; acknowledge the various needs of families that impact engagement; personalize family engagement plans; and build meaningful partnerships with families and their communities.

360-Degrees of Family Engagement *embeds* family engagement into school improvement goals by:

- Encouraging collaboration across departments;
- Acknowledging various needs of families;
- Utilizing research and data; and
- Breaking down school or district goals into measurable activities that matter.

At the core of the 360-Degrees of Family Engagement process is a family engagement plan that serves as a clear link between the Title I Parent Involvement Policy and the school improvement plan. The Title I Parent Involvement Policy becomes the executive summary for an in-depth family engagement plan that is embedded into the overall school improvement plan.

1.2: Why 360?

By using the 360-Degrees of Family Engagement process, schools will take the focus off of merely completing the Title I Parent Involvement Checklist and will turn their attention to ensuring deeply embedded and systematic change. For example, a school holds its annual Title I Parent Involvement meeting and five parents attend. On paper, the school is compliant as long as all its documentation and paperwork is in order. Does this activity, however, demonstrate meaningful involvement by families that will result in increased student achievement? By using the 360-Degrees of Family Engagement process, schools or districts can break down goals into measurable, meaningful activities by focusing on a big-picture policy rather than traditional departmentalized parent involvement policies. Schools can incorporate Title I parent involvement compliance mandates into their school improvement plans. Thus, working smarter and moving beyond the status quo of compliance to effective plans that get results.

THE PURPOSE OF 360-DEGREES OF FAMILY ENGAGEMENT IS TWOFOLD:

- 1) To offer the most recent research, tools and strategies for successfully wrapping school, home and community engagement activities around student achievement outcomes, and
- 2) To demonstrate how to consistently target measurable outcomes by relying on guidance from the National PTA Standards on Family-School Partnerships.

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The 360-Degrees of Family Engagement process is not additional work; it coordinates what everyone is doing. It provides a common theme and purpose for the school and family by focusing family engagement activities on the goals defined in the school improvement plan. For example, if the school improvement plan is focused on increasing the attendance rate or improving math scores, family engagement activities are too. A more cohesive match between school improvement and family engagement is made when everyone's efforts are focused on activities that directly affect student achievement goals. Using this process will provide concrete data to demonstrate a link between family engagement and school improvement. Although family engagement activities will not be the sole factor in school improvement, relevant data will demonstrate the extent to which the family engagement activities impacted overall student achievement and success.

1.3: Who is Involved in 360?

Given the myriad responsibilities schools have, it is easy to “drop” family engagement when no one is looking. The 360-Degrees of Family Engagement process provides schools an opportunity to reach a full circle of accountability and sustainability by pulling together partners from Pre-K to post-secondary. In order to accomplish this, a team approach is vital. Teams may be established through sub-teams from existing school committees or may be part of the larger school or district leadership team. Regardless, it is crucial that the 360 Team consist of:

1. **Title I Parent Involvement Coordinator (or designee)**
Liaison between home & school who builds family capacity to increase student achievement
2. **Special Education Parent Mentor (or designee), and**
Parent hired to partner with a local school system in family engagement initiatives related to special education supports and services
3. **Pre-K or Early Care and Education designee (at the elementary school or district level teams)**
Provides school readiness and support services to families

Additional 360 Team members, such as a social worker, school counselor, parent, community representative, administrator, teacher, or a technology or transportation staff member can be helpful, as well. If the 360 Team is a sub-committee of the larger school or district improvement team, it is critical that the leader of the sub-committee, typically the Title I Parent Involvement Coordinator, also serve as part of the school or district leadership team.

The core team members from Title I, Special Education, and Early Care and Education are vital to the 360 Team as it is likely that they serve some of the same students and families. Georgia has approximately one million Title I students, 180,000 students receiving special education supports or services, 84,000

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Pre-K students, and more than 28,000 students served by Head Start and Early Head Start. Including these team members will allow for conversations that lead to better uses of resources and the discovery of new ideas across the full realm of a child's education. Families are engaged early, allowing them to stay connected, and family engagement in schools becomes a way of life.

Schools or districts might wonder why collaboration with Early Care and Education programs is fundamental. All school districts have Georgia Pre-K and Head Start programs in their communities, and many systems partner with these programs to provide services within their school buildings. Whether Georgia Pre-K or Head Start is located within the school building or not, partnerships with these programs are essential for establishing a foundation of future student success. Research shows that readiness skills gained in early learning environments may be better sustained when families are engaged, early on, in their local schools prior to transition to kindergarten. Transition activities for prospective kindergarteners and their parents are important, but even earlier work to engage families of preschoolers can begin to build contacts that will be sustained once the family enters kindergarten and beyond.

A final advantage of using the 360-Degrees of Family Engagement process is that 360 Team members are able to *lead, observe, and influence* in every level of their influence zone. A team in the middle can often have more influence than those at the top. This involves:

- Calling over players from across fields and disciplines;

- Proactively managing conflicting perceptions and eliminating barriers so all staff, parents, and community members feel welcomed; and
- Basing all family engagement work on data.



Remember, when using the 360-Degrees of Family Engagement process, 360 Team members are accessing school and district leadership, fellow partners, and willing participants outside of the school building or district. It is a 360-degree level of impact that moves everyone down the same path for all students.

While best used at the school level, the 360-Degrees of Family Engagement process can also be used at the district level when there is staff dedicated to coordinating family engagement work for all of the schools in the district. The same critical partners from Title I, Special Education, and Early Care and Education should be a part of the 360 Team at the district level.

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1.4: The 360-Degrees of Family Engagement Crosswalk

A unique aspect of the 360-Degrees of Family Engagement process that begins early on is what is referred to as the 360 Crosswalk, connecting and bringing about a fundamental understanding of researched-based family engagement levels, factors, standards and principles. The Crosswalk is used to help schools and districts begin to understand how widely families' needs can vary and how environment, in many definitions of the term, influences the families' engagement and participation in their school and community.

Schools and districts use this Crosswalk to consider ***Maslow's Hierarchy of Needs, Head Start's Parent, Family, and Community Framework, National Strengthening Families Protective Factors, and National PTA Standards for Family - School Partnerships*** in formulating their 360-Degrees of Family Engagement Plan.

For a detailed synopsis of each of these theories or approaches, see the ***"360-Degrees of Family Engagement Framework"*** on pages 9-12.

Particular circumstances that may affect a family's ability to become involved and engaged in their school and community are noted within the Crosswalk. It is important to remember that just as family circumstances vary, the way that families respond to stressors will vary, as well. The Crosswalk assists educators in understanding ***where families are*** in the school engagement equation, but caution should also be exercised to

ensure that family circumstances are considered on an individual basis, as well. Research shows that schools that engage families "where they are" rather than where schools "think they should be" are more successful in gaining family participation from groups that are traditionally considered reluctant to engage.

360 Teams can use the Crosswalk to learn how family engagement fits into the larger picture of student achievement and to understand the benefit of coordinating all family engagement work from Pre-K to postsecondary. They can think about the unique circumstances of targeted families and use the research on the chart to gain a better understanding of possible factors affecting the families' willingness and capability to be engaged in their children's education. To access the ***"360-Degree of Family Engagement Crosswalk"*** refer to pages 13-16.

Family circumstances and motivation levels directly impact the degree of engagement a family may have in their child's education. When using the Crosswalk, each motivation level can be matched with guidance from Head Start's framework on ensuring healthy families. This guidance assists 360 Teams in understanding what families need in order to be ready to focus on engaging with their community and school. In the next column, the National Family-School Partnership Standard(s) provide a framework of effective engagement strategies that meet families where they are.

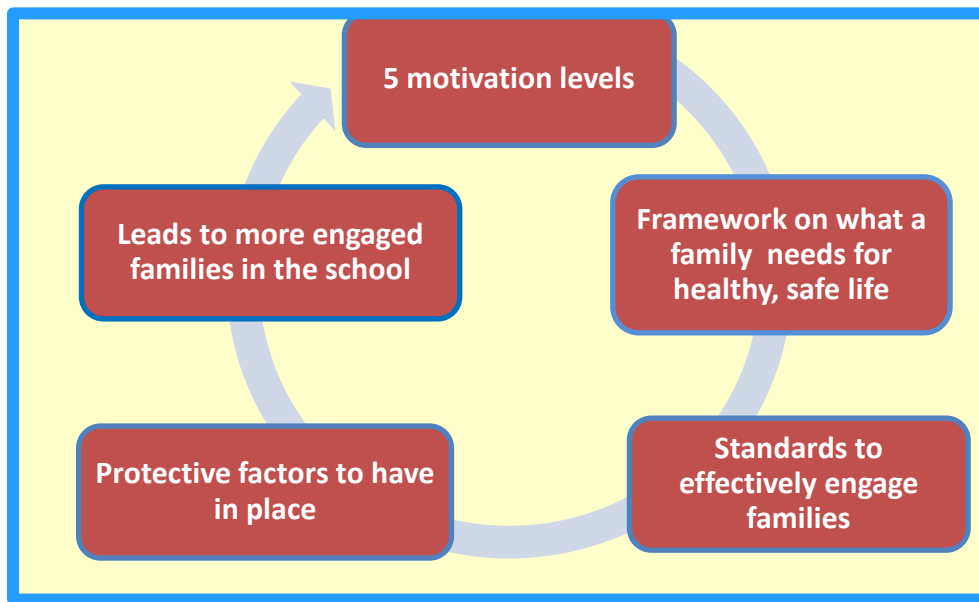
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Using this information, schools and districts can, lastly, ensure that the National Strengthening Families protective factors are in place for the effective engagement strategies to work.

Most importantly, the Crosswalk will ensure that school and district family engagement plans reflect effective activities and actions that meet the individual needs of families.

How The Cycle Works to Engage All Families!

In order to understand a family's readiness for school engagement, look at what the family needs to be healthy and engaged at each motivation level. How can schools support the family so that they are ready to engage? The research factors and standards will help 360 Teams decide how to approach families and also determine what needs to be in place so they can move toward higher levels of participation.



The Crosswalk provides evidenced-based tools to embed into your plan so you are reaching families effectively.

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The 360-Degrees of Family Engagement Framework Maslow's Hierarchy of Needs

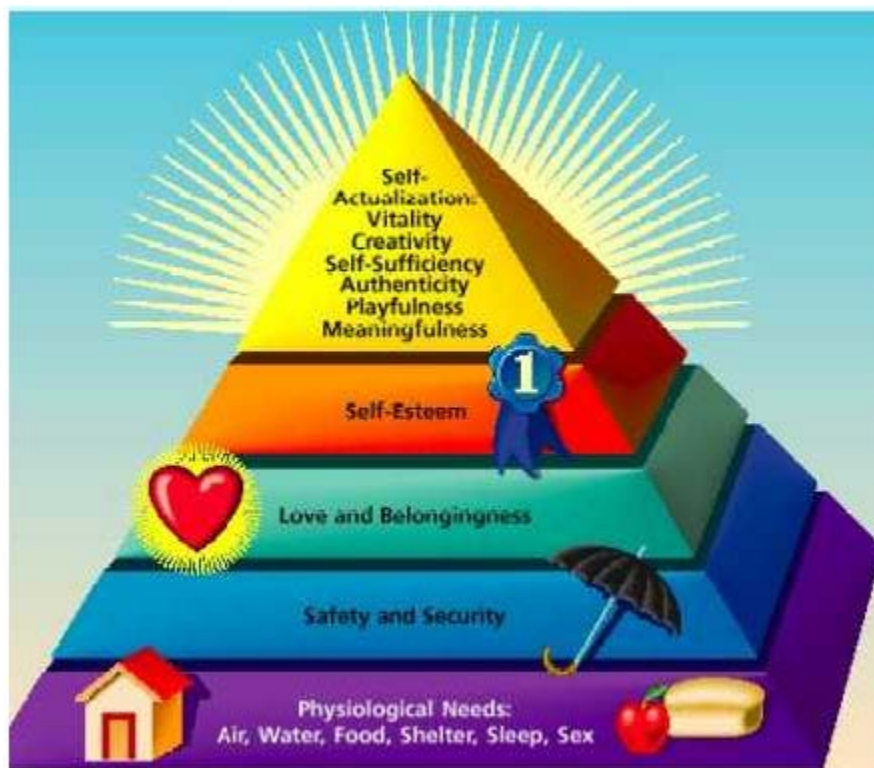
Level 1: Physiological – food, sleep, stimulation, activity

Level 2: Safety – security, protection from harm

Level 3: Love and Belongingness – love, friendship, comradeship

Level 4: Self-Esteem – self-respect, personal worth, autonomy

Level 5: Self-Actualization – full potential



References:

Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved 1/11/10 from, <http://www.edpsycinteractive.org/topics/regsys/maslow.html>

Learning Center at QuangKhai & PhuongThao (2009). Maslow's hierarchy of needs. Retrieved 1/11/10 from <http://quangkhai.net/learningcenter/2009/05/maslows-hierarchy-of-needs>

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Head Start Parent and Family Engagement Outcomes

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

Reference:

US Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2011). The Head Start Parent, Family and Community Engagement Framework. Retrieved 5/21/12 from www.nhsa.org

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Parent Teacher Association (PTA) National Standards for Family-School Partnerships

Standard 1: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY: Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: COMMUNICATING EFFECTIVELY: Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: SUPPORTING STUDENT SUCCESS: Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: SPEAKING UP FOR EVERY CHILD: Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: SHARING POWER: Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: COLLABORATING WITH THE COMMUNITY: Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



Reference:

National PTA. (2008). National Standards for Family-School Partnerships. Retrieved 1/11/10 from http://www.pta.org/national_standards.asp

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National Strengthening Families Protective Factors

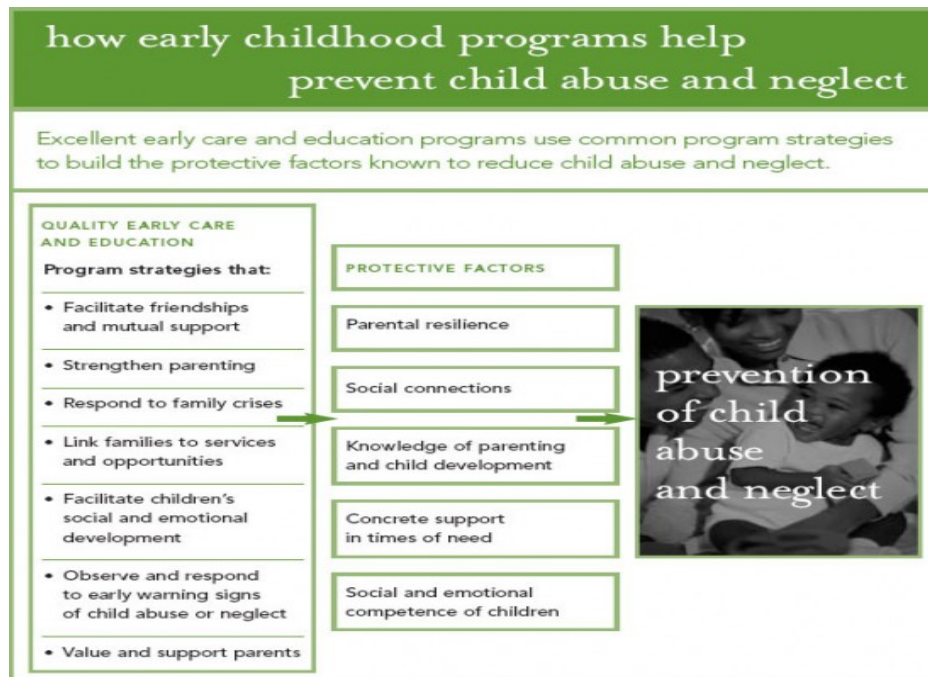
Factor 1: PARENTAL RESILIENCE (Parents Can “Bounce Back”): The ability to cope and bounce back from all types of challenges

Factor 2: SOCIAL CONNECTIONS (Parents Have Friends): Friends, family members, neighbors, and other members of community who provide emotional support and concrete assistance to parents

Factor 3: KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT (Parents Know How Children Grow and Learn): Accurate information about raising children & appropriate expectations for their behavior

Factor 4: CONCRETE SUPPORT IN TIMES OF NEED (Parents Know Where They Can Turn for Help): Knowledge of basic resources to ensure health and wellbeing, as well as financial security to cover day-to-day expenses and unexpected costs

Factor 5: CHILDREN’S SOCIAL AND EMOTIONAL DEVELOPMENT (Children Learn to Talk About and Handle Their Feelings): A child’s ability to interact positively with others and communicate his or her emotions effectively



Reference:

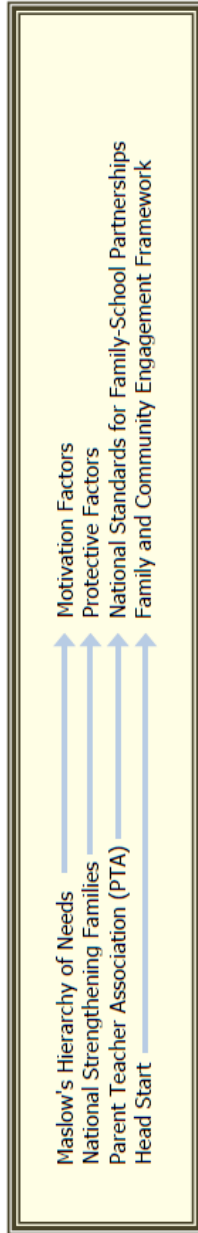
Center for the Study of Social Policy. (2008). Strengthening Families. Retrieved 1/11/10 from <http://www.strengtheningfamilies.net/index.php/about>

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360-Degrees of Family Engagement Crosswalk

Crosswalk of Guiding Principles to Effectively Engage Families in Education:



Family Strategy: Activate the National Standards for Family-School Partnerships by *embedding* sustainable family, school, and community engagement activities in the school improvement process to increase student achievement.

This strategy should be influenced by the evidence-based guidance delivered in the **360-Degrees of Family Engagement Crosswalk**. Using this tool as a conversation starter, discuss where families in the school or district are, as well as their willingness and capabilities to be engaged in their children's education.

How to use this CHART to engage	Begin with understanding a family's motivation level to create meaningful engagement.		Then focus on what families need to allow meaningful engagement at each level.	Use the Family-School Standards to engage families at each level.	Respond to needs early with school supports for protective factors at each level.		Take one level at a time and match the motivation type, the framework element, the standard, and the protective factor in each column to better engage families in education.
Look at Each LEVEL	ABRAHAM MASLOW'S Hierarchy of Needs	<i>Examples of Psychological needs at each level</i>	HEAD START Family and Community Engagement Framework	PTA National Standards for Family – School Partnerships	STRENGTHENING FAMILIES Protective Factors	<i>Examples of issues that may affect a family's level of engagement</i>	

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360-Degrees of Family Engagement Crosswalk

Levels	Maslow's Levels	Examples	Head Start	PTA	Strengthening Families	Examples
LEVEL ONE	Physiological Food; sleep; stimulation; activity	<i>Human Survival; Housing; Hunger; Clothing; Sleep</i>	<u>Family Well-Being</u> Parents and families are safe, healthy, and have increased financial security.	Standard 3: <u>Supporting Student Success</u> Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.	Factor 1: <u>Parental Resilience (Parents Can "Bounce Back")</u> : The ability to cope and bounce back from all types of challenges Factor 4: <u>Concrete Support in Times of Need (Parents Know Where They Can Turn for Help)</u> : Knowledge of basic resources to ensure health & well-being, as well as financial security to cover day-to-day expenses & unexpected costs	<i>Families experiencing unstable living situations, reduced financial resources, language barriers or other stressors</i>
LEVEL TWO	Safety Security; protection from harm	<i>Medical insurance; Job stability; Financial reserves; Safe community</i>	<u>Positive Parent-Child Relationships</u> Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their children's learning and development. <u>Families as Lifelong Learners</u> Parents and families observe, guide, promote, and participate in the everyday learning of their	Standard 2 <u>Communicating Effectively</u> : Families and school staff engage in regular, effective communication about student learning.	Factor 3: <u>Knowledge of Parenting & Child Development (Parents Know How Children Grow and Learn)</u> : Accurate information about raising children & appropriate expectations for their behavior. Factor 5: <u>Children's Social and Emotional Development (Children Learn to Talk About and Handle Their Feelings)</u> : A child's ability to interact positively	<i>Families who view school negatively, families with language barriers, families concerned about child's future due to achievement or ability levels</i>

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360-Degrees of Family Engagement Crosswalk

			<p>children at home, school, and in their communities.</p> <p><u>Family Engagement in Transitions</u> Parents and families support and advocate for their children's learning and development as they transition to new learning environments at all school levels.</p>		<p>with others and communicate his or her emotions effectively</p>	
<p>LEVEL THREE</p> <p>Love and Belongingness Love; friendship; comradeship</p>	<p><i>Family;</i> <i>Friendship;</i> <i>Escape;</i> <i>Loneliness;</i> <i>Sense of belonging;</i> <i>Work in groups</i></p>	<p><u>Family Connections to Peers and Community</u> Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p>	<p><u>Standard 1</u> <u>Welcoming all families into the school community:</u> Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p> <p><u>Standard 6</u> <u>Collaborating with the community:</u> Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p>	<p>Factor 2: Social Connections (Parents Have Friends): Friends, family members, neighbors, and other members of community who provide emotional support and concrete assistance to parents</p>	<p><i>Families may participate in group activities in religious, community, school or other settings.</i></p>	

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360-Degrees of Family Engagement Crosswalk

<p>Level Four</p>	<p>Self-Esteem Self respect; personal worth; autonomy</p>	<p>Self-respect; Confidence; Achievement; Recognition; Attention</p>	<p>Families as Advocates and Leaders: Parents participate in leadership & decision-making or in community organizing to improve children's learning experiences. Families as Learners: Parents advance learning interests through education, training, and other experiences that support their parenting, careers, and life goals.</p>	<p>Standard 4: <u>Speaking up for Every Child</u> Families are empowered to be advocates for their own and other children to ensure that students are treated fairly & have access to learning opportunities that will support their success.</p>	<p>All Protective Factors Mastered</p>	<p>Families may participate as leaders in religious, community or school groups.</p>
<p>Level Five</p>	<p>Self-Actualization Full potential</p>	<p>Fulfilling one's potentials; Morality; Creativity; Problem solving; Lack of prejudice; Understands strengths & weaknesses</p>	<p>All Framework Mastered</p>	<p>Standard 5: <u>Sharing Power</u> Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.</p>	<p>All Protective Factors Mastered</p>	<p>Many families may reach this level, but participation in family engagement activities is based on individual circumstances.</p>



Chapter 2: The 360-Degrees Planning Process

Having used the 360-Degrees of Family Engagement Crosswalk, it is now time to develop the 360-Degrees of Family Engagement Plan to execute sustainable family policy and programs to impact student achievement. For those familiar with the school improvement plan process, completing a plan using the 360-Degrees of Family Engagement process should come fairly easily. The main difference is that rather than having a measurable goal written about family engagement and placing all of the corresponding activities in one isolated area, 360 Teams will embed family engagement activities into all of the measurable school improvement goals, making family engagement a priority in all school improvement work. As mentioned earlier, this will help 360 Teams shift their parent involvement policy into measurable, meaningful goals, rather than focusing on more traditional activities and attendance goals that are disconnected from student achievement.

Let's now look closely at each key component of the **360-Degrees of Family Engagement Plan**.

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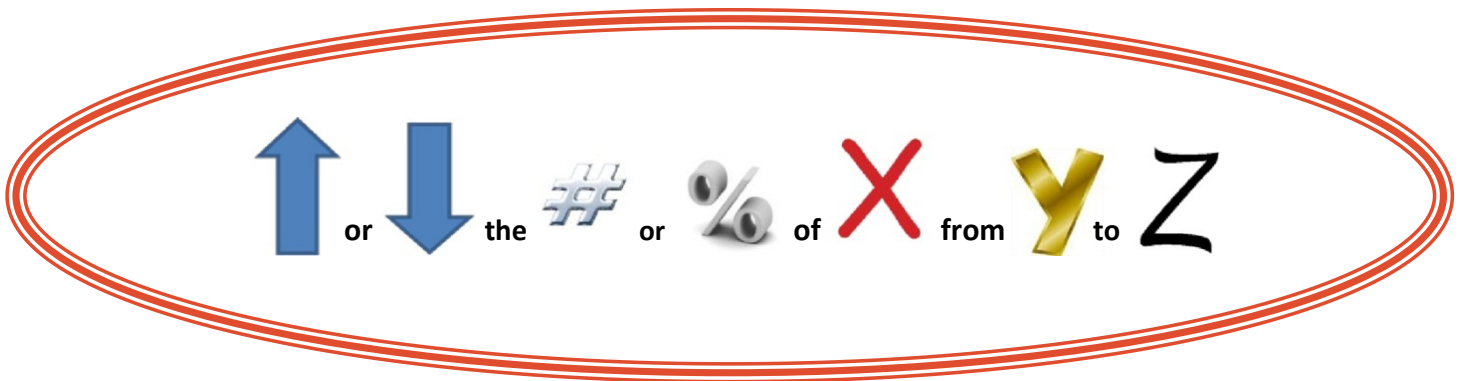
2.1: Measurable Goal

The measurable goal from your school or district improvement plan should be used as the same goal for your 360-Degrees of Family Engagement Plan. Thus, the 360-Degrees of Family Engagement Plan is student focused and measures the impact of family engagement on student achievement goals. Since the measurable goal has already been identified, it will just need to be transferred to the 360-Degrees of Family Engagement Plan form. Ideally, each measurable goal from the school or district improvement plan will also be addressed in the 360-Degrees of Family Engagement Plan, but if that is not possible, it is recommended that the 360 Team choose a minimum of three goals as the focus of the plan.

A goal is defined as a specific statement of intended outcome. Therefore, when writing measurable goals it is important that they be **SMART**:

- Specific
- Measurable
- Attainable
- Relevant
- Time-Bound

This means the goal can be measured each year; is recognized as important by the entire school community; and has a baseline from which to measure. Measurable goals should be written using a similar **formula**:



For example, a measurable goal for a middle school on the school improvement plan may read:

Measurable Goal

Increase the number of middle school students meeting or exceeding performance standards on the CRCT in mathematics from 84.5% at the end of 2012 to 86% at the end of 2013

Chapter 2: The 360-Degrees Planning Process

2.2: Strategy

A strategy is defined as a broad internal plan of action that will aid in achieving the measurable goal. One designated strategy, designed to guide all the family engagement work, is provided on the 360-Degrees of Family Engagement Plan. Therefore, using the measurable goal from above, the broad internal plan of action would be:

Measurable Goal	Increase the number of middle school students meeting or exceeding performance standards on the CRCT in mathematics from 84.5% at the end of 2012 to 86% at the end of 2013
Strategy	Activate the National Standards for Family-School Partnerships by <i>embedding</i> sustainable family, school, and community engagement activities in the school improvement process to increase student achievement

The National Standards for Family-School Partnerships, seen earlier on the 360-Degrees of Family Engagement Crosswalk, were adopted in November 2010 by the Georgia State Board of Education as **Georgia's Family Engagement Standards**. Not only do the research-based National Standards for Family-School Partnerships provide a framework to promote and support families at their current motivation level, but at their core they describe what parents, schools, and communities can do together to support student success.

2.3: Initiative

An initiative is defined as a program, project, or process that assists in implementing a particular strategy. In the 360-Degrees of Family Engagement Plan, the initiative outlines the work that will be done in **family engagement** to achieve the measurable goal. It is important to note that initiatives should be focused, but not so detailed that they describe an actual activity. For example, an initiative may read:

Measurable Goal	Increase the number of middle school students meeting or exceeding performance standards on the CRCT in mathematics from 84.5% at the end of 2012 to 86% at the end of 2013
Strategy	Activate the National Standards for Family-School Partnerships by <i>embedding</i> sustainable family, school, and community engagement activities in the school improvement process to increase student achievement
Initiative	Facilitate the partnership between educators, families and the community to support students in reaching higher math results by increasing academic and social supports through increased opportunities for practice and remediation, as well as two way communication opportunities

Chapter 2: The 360-Degrees Planning Process

2.4: Action Steps

The action steps are what 360 Teams use to develop targeted and focused activities designed to carry out a designated initiative. Action steps are fluid and can be updated along the way with additional activities or edited as changes occur. It is important to note that the action steps are not a catalogue of everything that a school or district is doing to support family engagement, but should reflect activities that are collaborative, easily measured, and that show the impact of family engagement in reaching the measurable goal. When developing action steps, it can become easy to start listing everything the school or district is doing regarding family engagement and, as a result, the 360 Team may become overwhelmed with the amount of work and measuring that must take place to track progress. It is suggested, therefore, that 360 Teams include only a few collaborative family engagement efforts on the 360-Degrees of Family Engagement Plan and attach a list of other activities that are still important, but that will not necessarily be measured in the Title I Parent Involvement Policy. While the overall 360-Degrees of Family Engagement Plan is focused on student achievement and success, the action steps are focused on activities that can be offered to ensure that families develop the vital behaviors needed to help their children succeed.

360 Teams should consider carefully whether to write the action steps prior to the initiative, or after. It is suggested that the initiative be written prior to beginning the action steps, but if this slows the process, the teams should feel free to move on

and revisit their initiative at the end of the process. In some cases, writing the action steps prior to the initiative will make it easier to pinpoint what broad program, project, or process coordinates and connects all of your activities. However, there are benefits to writing the initiative first, as it may be easier to focus on effective family engagement activities to implement as part of the action steps to achieve the measurable goal.

The various items which make up the action steps are:

1. **Activity and Actions Steps:** What activity will the team do to support the initiative and what steps will complete the activity? Listed activities should be innovative and address various motivation levels. The next section will address some tools to assist in developing new and creative ways to carry out family engagement at the school and district level.
2. **Standards(s) and School Keys Strand:** What activity is supported in the National Standards for Family-School Partnerships and School Keys Strand? By referring back to the research-based work, activities are targeted and work is linked back to the 360-Degrees of Family Engagement strategy, as well as to school or district improvement plans.

Chapter 2: The 360-Degrees Planning Process

3. **Responsibilities:** Who will do the work? As with any large plan, many people are involved in carrying out the work. Listing participants up front will help create ownership and also set an early expectation for participation to ensure the work gets done.
4. **Resources:** What is already available and what is still needed to carry out the activity? By thinking about this, 360 Teams may be surprised to learn that many of the resources needed for activities are easily accessible or within reach. It will also delineate resources needed in order to ensure the success of the activity.
5. **Timeline:** What will get done by when? Creating a timeline that holds the 360 Team accountable for the overall activity and the action steps that need to be completed will ensure that the 360 Team stays on track and the work is completed.
6. **Family Initiative Benchmarks:** What vital behaviors do families need in order to

successfully carry out the activity? Just as we define goals for student learning, specific benchmarks for families need to be established. These benchmarks should be learned behaviors, knowledge, awareness, and/or attitudes that will support the achievement of the student-centered measurable goal, as well as help determine the success of the family-centered activity.

7. **Goal Results:** What results show the impact of family engagement in reaching the measurable goal? These results measure if the family initiative benchmark was achieved and provide support to show if family engagement contributed to student achievement as defined by the measurable goal. Qualitative and quantitative data from multiple sources and perspectives should be analyzed.

For assistance with completing the action plan, see section **2.6: Action Plan Tools and Tips** starting on page 24.

2.5: Outcome

The outcome on the 360-Degrees of Family Engagement Plan examines the effectiveness of each initiative as it relates to meeting measurable goals. As mentioned earlier, it is important to realize that the outcome is the result of the work of many – students, teachers, administrators, families, and community members. There is no one factor that leads to gains in student achievement, but the plan outcome, in conjunction with the results from the action steps goal will help show logical correlation between effective family engagement activities and positive student achievement. These results will be demonstrated over time with careful planning, implementation, and adequate family engagement data.

To see how all the pieces of the 360-Degrees of Family Engagement Plan fit together, refer to pages 54-79 for **examples of completed school and district level 360-Degrees of Family Engagement Plans** from the beginning of the school year to the end of the school year. A **“360-Degrees of Family Engagement Plan Template”** also is provided on the following pages to help organize the plan components.

Chapter 2: The 360-Degrees Planning Process



360 – Degrees of Family Engagement Plan: School/District Name and Date

Measurable Goal:

Strategy:

Initiative:

Activate the National Standards for Family School Partnerships by embedding sustainable family, school, and community engagement activities in the school improvement process to increase student achievement

Outcome: SY12: SY13 Target: SY13 Actual: Met:	Key: Universal Activity: All Students and Families Selective Activity: Families Who Want to Know or Learn More Intensive Activity: Targeted Students and Families
---	---

Activity & Action Steps <i>What is it & what needs to be done? Activity level?</i>	Standard(s) & School Keys Strand <i>Which ones?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>A. Available B. Needed</i>	Timeline <i>By when?</i>	Family Initiative Benchmarks <i>What are the Vital Behaviors?</i>	Goal Results <i>What results show impact of family engagement in reaching the goal?</i>
Launch year-long universal, selective, and intensive activities to meet the initiative and contribute to the school meeting the measurable goal <u>Activity</u> Steps in Universal Activity a. b. c.						

Chapter 2: The 360-Degrees Planning Process



Activity Steps in Selective Activity a. b. c.	
Activity Steps in Intensive Activity a. b. c.	

Chapter 2: The 360-Degrees Planning Process

2.6: Action Step's Tools and Tips

Schools and districts cannot do it alone! Family and community involvement is vital. The 360-Degrees of Family Engagement process helps 360 Teams take a complete look at the family and community dynamics in order to do a better job of bringing others into the solution circle. As 360 Teams move into planning activities to round out their 360-Degrees of Family Engagement Plans, it is crucial that the vast community audience is addressed. 360 Teams can use the following tools, used by Georgia's professional family engagement specialists, to get the process started.

Mapping

What makes the community around a school unique? Why do people live in a particular town? What are the business realities? Are there options for students after high school right in the community? Mapping school and community resources will give 360 Teams the needed focus to plot the path for changing student outcomes. Cultural mapping embraces a broader definition of resources that not only include the tangible assets, but also represent those critical intangible resources such as cultural traditions, stories of the area, and identified leaders among various groups. To learn more about the mapping process, see *"How to locally MAP the statewide 360-Degree Family Engagement achievement focus"* on pages 30-34.

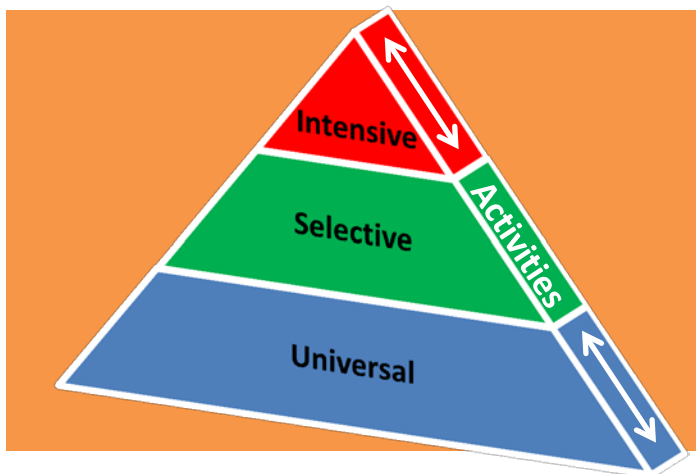
Communication Scaffolding

Two-way, barrier-free, and transparent communication between homes, schools, and communities provides the foundation for successful family engagement. The biggest obstacle confronting communication is the "illusion" that it is actually taking place. Scaffolding communication means building a multi-tiered approach that assesses the type of medium you are using, how often you send out info and to what audience, and what modes of communication are preferred by targeted families. A single tier system, such as utilizing blanket press releases, will not reach some of the families who need the information the most. See page 36 for *"E.T. Phone Home,"* a communication handout that helps teachers and school personnel more effectively reach families.

Universal, Selective, and Intensive Activities

Just as schools are accustomed to targeting students who are at-risk for not graduating by providing extra supports, it is also important to apply this same principle to the families of these children. While these families are often some of the most difficult to reach, when provided with the right information and given appropriate strategies to assist, they are one of the 360 Team's best resources. Therefore, in order to ensure that the 360 Team is reaching all parents in the best way possible, it is important that the action steps include universal, selective, and intensive activities.

Chapter 2: The 360-Degrees Planning Process



*Graphic and content adapted from Osher, T., & Huff, B. (August 2006). Spotlight: Strategies to engage families. National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk. Retrieved from <http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200608a.asp>

The sample school and district 360-Degrees of Family Engagement Plans include examples of activities at all levels, and 360 Teams are encouraged to keep these levels in mind as they plan to ensure all families are reached.

Vital Behaviors

As part of the action steps, 360 Teams will identify family initiative benchmarks. These benchmarks should be thought of as vital behaviors. Vital behaviors are the smallest set of actions that will lead to the results you want. These are the key change efforts. When identifying vital behaviors, 360 Teams should focus on the specific actions that are truly essential to achieving the goal. These are the *must do* actions versus the *should do* or *could do* actions.

Universal activities are those programs and supports that are provided and communicated to all students and families. Examples of school level universal activities are parent newsletters and programs and policies developed to create welcoming environments and open communication throughout the school.

Selective activities are those that affect two levels of parents – those who are interested in being involved in their children’s education but need additional guidance and support to do so, and those who are already engaged in their children’s education and want to do more. Examples of school level selective activities may be conducting parent leadership classes to build confidence and skill sets, actively seeking out parents to serve on decision-making committees, and scheduling one-on-one time to mentor families who want to learn more.

Intensive activities are those that focus on meeting individual needs when families have more substantial challenges that keep them from getting involved. Examples of school level intensive activities may be scheduling home visits, working with a select group of students and their families to increase grades or test scores, or providing community supports and outside resources to assist families when needed.

Chapter 2: The 360-Degrees Planning Process

When identifying vital behaviors for families, remember:

- Behaviors are actions, not results or qualities.
- If you cannot “do it”, it is not a behavior.
- Just because it is a behavior does not make it vital.
- Look for the smallest amount of behaviors that will lead to the desired change.

360 Teams can look at page 37 for “*What are the Core Vital Behaviors for Parents in the Education Process?*” to help as they work to identify family initiative benchmarks for their 360-Degrees of Family Engagement Plan.

Qualitative and Quantitative Data

It is important to collect both qualitative and quantitative data when identifying family engagement benchmarks. Using qualitative and quantitative results provides reliable numerical measurements backed up by detailed, process-related information.

Qualitative Data provide information that is descriptive and relates more to a process than an outcome. It provides an in-depth description of virtually any information that can be captured that is not numerical in nature.

Examples of qualitative data include responses and observations from school staff, teachers, parents, students, focus groups, town hall meetings, principal chats, personal conversations, activity reports, open-ended surveys or evaluation questions, and notes or emails.

Quantitative Data provide numerical information that is based on statistical methods, such as experiments and questions.

Examples of quantitative data include numerical evidence through student grades and assessment scores, attendance records, percentage break down of parent responses on surveys, discipline records, number of parents who participate, and percentages of parents who achieve a vital behavior.

When determining what quantitative and qualitative data to use to evaluate the results of action steps, care should be taken to ensure that the plan adequately addresses each family initiative benchmark, as well as documents the impact of family engagement in reaching the overall measurable goal. This process should include a mechanism to collect data, as well as someone assigned to do so and should be established prior to the start of the school year to ensure that no opportunity to collect data is missed.

Chapter 2: The 360-Degrees Planning Process

The following questions may be helpful to consider as the 360 Team identifies the data measures that will be tracked over the school year.

- Are these data readily available?
- Is there a data system already developed to track the data?
- How will these data be tracked?
- Who will be responsible for providing data?
- Will time permit the completion of this data tracking?
- Who will collect and analyze these data?

Data collection can take a significant amount of time and resources, but it is fundamental to the 360-Degrees of Family Engagement process. Therefore, if needed, 360 Teams should start small and set collection expectations that can be accomplished. Keep expectations reasonable, but at the same time, don't play it safe. The 360-Degrees of Family Engagement Plan is designed to get 360 Teams thinking about new and innovative ways of tracking the impact of family engagement efforts, so data collection should not be limited to the traditional measures of parent surveys and parent attendance – family engagement is so much more!

Emerging Practices

The benefit of a team approach is learning from a variety of stakeholders, especially when the 360 Team is culturally diverse. Remember the old saying “Think outside of the box?” Well, now “think outside the traditional school box.” Districts must move away from traditional methods of engagement. For example, one school district sent school announcements out to families on pizza boxes and another ran “kitchen table conversations” to discuss transition issues. The following are other innovative and meaningful activities from Georgia schools and districts to help 360 Teams begin thinking outside the traditional school box. All of these activities could be easily measured to show the impact of family engagement in reaching student achievement goals.

- ***In north Georgia, one middle school targeted a group of 8th grade students identified by teachers as at-risk of not making a smooth transition to 9th grade and beyond.*** These students were struggling to complete their individualized graduation plans. The family engagement team developed a plan to bring these students, along with their teachers, families, and selected community members together after school and in the evening to help them create their own student-centered paths for the future. These paths helped the students map their lives, hopes, dreams, and interests, with the end result being the foundation needed for them to have confidence in completing their bridge plan to high school and beyond. Furthermore, not only were the students excited about their future and academically driven to achieve their goals, but the experience helped their families realize what they could do to support their children during this critical process and over the next four years. These students will be tracked throughout high school to measure their progress.

Chapter 2: The 360-Degrees Planning Process

- ***In metro Atlanta, one school district created a Parent Leadership Academy to help parent leaders become the best advocates possible for their children's education.*** The academy taught parents the skills needed to function in meaningful leadership roles and represent the “parent voice” that would ultimately shape the direction of their children’s academic pathway. Parent participants gained valuable knowledge about the education process and grew in to leaders capable of supporting and guiding their school and community through the various decision-making efforts that would lead to academic success for their children. A side benefit was that the parents developed skills beyond being advocates; they also experienced personal growth. The parents’ sense of confidence grew so significantly over the course of their first year in the academy that they advocated for two additional levels of the program because they wanted to learn more. Upon completion of the academy, which is now a recurring event in the district, participants graduate and serve as ambassadors for other parents.
- ***In south Georgia, one school district partnered with their Family Connection Collaborative to transform the parent café model into a school café that would give families, teachers, students, and community members a constructive method to address hot topics and gain a better understanding of school plans and policies, such as the Comprehensive LEA Improvement Plan (CLIP).*** The school café also gave families an opportunity to provide meaningful input, ask questions, and receive the needed informational training to help them become more effective leaders. Thereafter, plans were made to continue facilitating school cafés throughout the year with the goal of using their parent leaders as hosts and facilitators.
- ***In metro Atlanta, one school's family engagement team developed a “prescription pad” for teachers.*** This prescription pad was designed to serve as a referral for “care/treatment” as it identified a student’s need for improvement in the areas of Math, Science, Social Studies and/or Language Arts. When a student was identified as needing such a referral, his or her family would receive the prescription along with a warm invitation to get the prescription “filled” at the Parent Resource Center. The prescription filling process was family-focused and resulted in families receiving the needed resources and materials to help their children in the areas identified. The items, including technology equipment, could be checked out for up to two weeks thus enabling families to be an active part of their children’s academic learning.

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- ***In middle Georgia, one school district's family engagement team sought and achieved collaboration to provide on-going opportunities for students and families to prepare for the CRCT testing, both at home and in an evening setting at school.*** To begin, they decided to facilitate a series of CRCT nights for families whose students were identified as “promise students.” This small group of students was identified for data collection and tracking purposes. The collaborative partners included the school’s administrative staff, counselors, parent involvement coordinator, and safe school staff. Each evening session lasted just 20-30 minutes, which prevented families from feeling overwhelmed. Families were given “homework” along with clear instructions on how to check on their children’s progress weekly. At each meeting, families were given an opportunity to debrief about the progress they were making with their children.
- ***In metro Atlanta, one district's Special Education Parent Mentor identified families with children who had been diagnosed with lifelong developmental disabilities that could possibly prohibit them from transitioning successfully to adulthood.*** A family engagement team was formed and provided these families with personalized training each month on topics such as how to navigate the school system, how to receive appropriate waivers, and how to apply for and obtain social security. Later that year when the annual Special Education Transition Fair was held, these families attended the fair feeling more empowered and informed. They came equipped with questions for which they needed answers and knew with which vendors and community stakeholders they needed to speak to ensure their children got the services they needed to successfully transition to their next stage in life.
- ***In northwest Georgia, one district's family engagement team sponsored meetings to engage their system's Georgia Pre-K program teachers and paraprofessionals in thinking about and planning for family engagement.*** The team held four sessions and provided information and resources about research-based activities and strategies for increasing family engagement. Each teaching team identified families who were not fully engaged in their classrooms and formulated plans to support participation and engagement by these families. The plans were put into action, tweaked, and evaluated over the year.

Chapter 2: The 360-Degrees Planning Process

How to locally MAP the statewide
360-Degree of Family Engagement achievement focus!

Set Your GPS on Your
Desired Destination! The
Destination is Your **GOAL**.



Next, Plug in How You Are
Going to Reach Your Goal.
This Would be Your
OBJECTIVE.

Next Consider What Must
Happen or Be Included to
Experience the Best Results.
This is Your **STRATEGY**.

Okay! Check the Maps to
Develop Your **Evidenced-
Based Guidelines...**

Now, Plan Your Overall Trip
and Determine How You Will
Reach the Goal. This Is Your
INITIATIVE.

And, Set the Course. These
are Your **ACTION STEPS**.

School Name: _____



YOUR GPS TO MAP
YOUR RESOURCES TO
IMPROVE FAMILY
ENGAGEMENT AND
INCREASE
ACHIEVEMENT

**Mapping Begins With Your Plan! The MAPPING Process,
However, Is Critical In Understanding Your Resources -
Both In and Out of the School.**

Chapter 2: The 360-Degrees Planning Process

Overview

Reaching accountability in family engagement means measuring targeted student outcomes after leading an effective family engagement **initiative**, primarily based on your 360-Degrees of Family Engagement strategy. The 360 Team's initiatives are the umbrella over the sustainable **activities** that are placed in the **action steps**.

Attendance numbers at trainings, at an array of workshops, or at an active parent center do not tell the achievement story. These show family involvement, but do they show the link to achievement? Georgia is seeing great success when family engagement professionals partner within their school, community, regional and state resources to focus on student success as the outcome.

So Turn on the GPS to Achievement and do some MAPPING!

Instructions

Using the mapping tool provided, start mapping the 360 Team's resources in the **circles of influence**: school, families and communities, neighborhoods, cities, regional and state agencies, private businesses, recreational and sporting facilities, faith-based institutions.....

The 360 Team should use the following suggested actions as a guide:

1. Look at your school improvement team. Who is missing?
Remember: *Look in every direction when creating your achievement team! You are a 360-Degrees leader, which means going up, around, across and down to find resources, supporters and leaders.*
2. Identify family engagement partners (PICs, parent mentors, and representatives from your district's Pre-K program), then look at the school hierarchy (local district program directors, principals, superintendents), followed by school partners (educators in general and special education, counselors, psychiatrists). Finally, look at those who are all around you (front office staff, paraprofessionals, cafeteria staff, school officers, sports coaches, Boosters, PTA/PTO ...).
3. What about your families? Where do they fit? Are you reaching the parents of the students you are targeting for improvement? Are you using the Crosswalk of Parent Programs to reach *all* your families?
4. Look at the community, the regional links, and the state partners who can assist in getting things done.

Chapter 2: The 360-Degrees Planning Process

Remember

Before MAPPING to identify the traditional and nontraditional collaboration that is waiting for your students, don't forget to:

- ✓ Work in teams!
- ✓ Start with the many resources right in your school and school system. *Get out of the silos!*
- ✓ Identify the primary sectors that represent the people and groups in the community.
- ✓ Examine the level of involvement of people and groups in your work.
- ✓ Discuss direction for building relationships and engagement/involvement.

Now Start MAPPING!

The goal is to identify what is working and to find new ways to collaborate with current and new partners.

Exercise I

List your knowledge of any of the following resources in your community. Think about existing partnerships and also look for new resources by examining directories or phone books and searching the Internet. Think outside of the box, and do not forget your regional and state partners. For now, do not worry if they are the "right" partner; just list as many potential partners as possible.

Artists and cultural institutions

Social service agencies

Senior citizen organizations and community individuals

Libraries and bookstores

Higher education institutions

Churches and faith-based organizations

Chapter 2: The 360-Degrees Planning Process

Childcare providers

Fraternal organizations and clubs

Law enforcement agencies

Media and publication agencies

Locally-owned and large businesses

Health providers and services

Food services and restaurants

Banking and credit institutions

Citizen and community – based organizations

Entertainment groups and offices

Government and military agencies

Environmental and recreational agencies

Chapter 2: The 360-Degrees Planning Process

Exercise II

Using the identified circles of influence and support listed in exercise one, begin to place them within the circle on the next page. This will provide a visual representation of the resources and the 360 Team may find many different ways their MAP helps in defining action steps and the 360 Team's initiative! Depending on how many resources you have identified, you may also want to draw your own diagram on chart paper to ensure everything fits. After you complete the diagram, do you see anything missing? If so, keep searching until you are confident you have located all of your potential partners.

Circle Key

Aqua Circle: Students (This is your outcome, but they also are a resource!)

Red Circle: Local non-profit, civic, community, and faith-based organizations

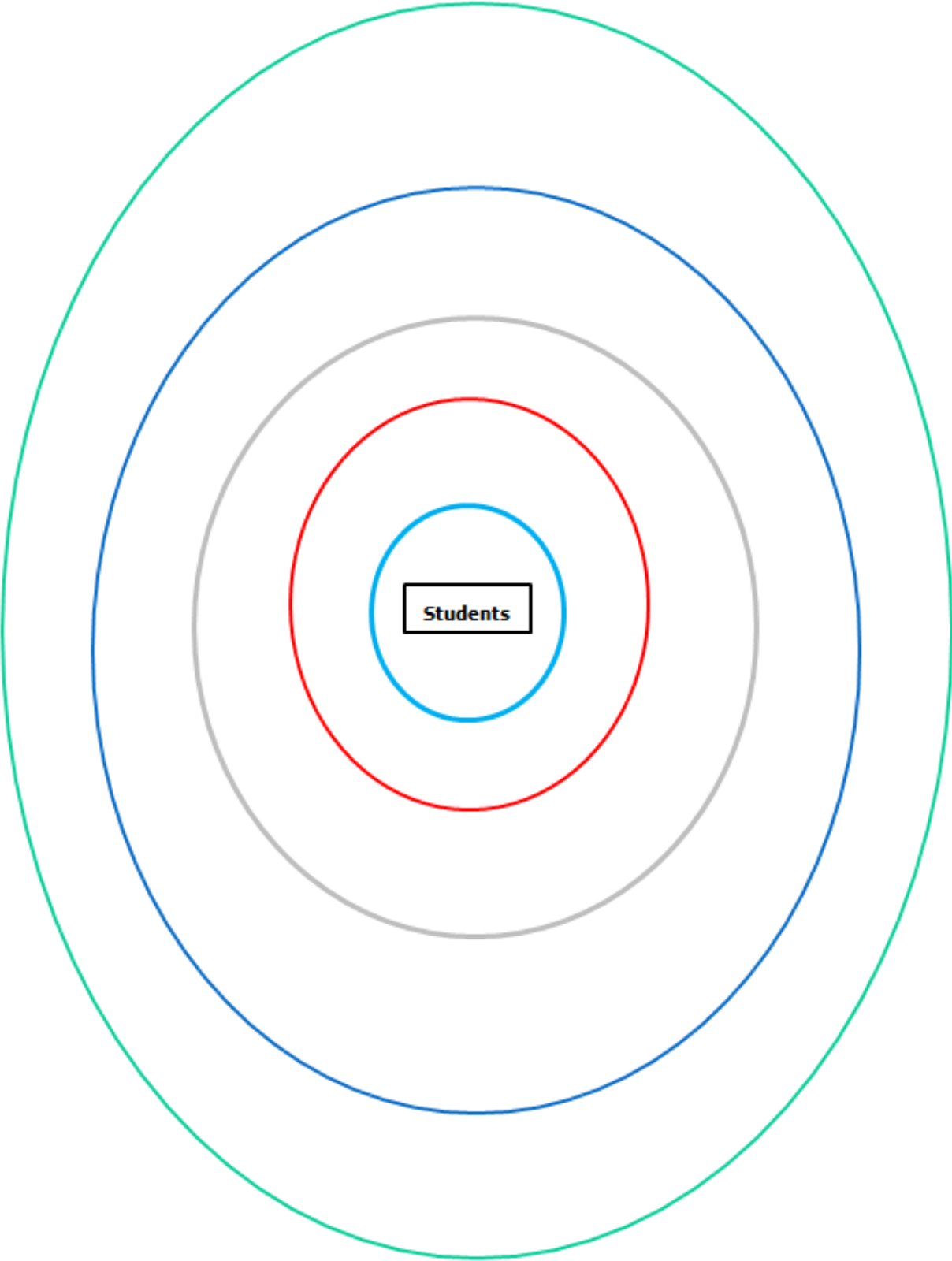
Grey Circle: Local businesses and for-profits

Blue Circle: Local government and public organizations

Green Circle: Regional and state organizations

Exercise I was adapted from: New Mexico Highlands University. (2007). *Working Together: School-Family-Community Partnerships, a Toolkit for New Mexico School Communities*. Page 496. Albuquerque: New Mexico Public Education Department. Available from http://www.cesdp.nmhu.edu/toolkit/pdfs/pd_mod6.pdf

Chapter 2: The 360-Degrees Planning Process



Chapter 2: The 360-Degrees Planning Process

"E.T., PHONE HOME!"

**Families, We Want To Hear From You And
We Want You To Hear From Us!**

Even though most families and educators *are not trying to reach another planet*, it can be an *astronomical* job to communicate back and forth on a regular basis!



Families play a critical role in students' education and success!

**Let Us Know Some Ways
ABC Elementary School Can "Phone Home!"**

Please answer the following questions before you leave Open House tonight, and drop your answer sheet in the box in the lobby.

Do you need school communications in another language: What language? _____	Yes	No
Do you need communications to be verbal instead of written?	Yes	No
Do you have an email address? May we contact you via email? If yes, please provide email address: _____	Yes Yes	No No
Do you have internet access at home?	Yes	No
If not in the home, do you have access to the Internet elsewhere?	Yes	No
Do you know about our website where homework assignments are posted? If not, would you like to learn more information about it?	Yes Yes	No No
Would you be interested in free adult evening technology courses?	Yes	No
Would you be interested in receiving regular text messages?	Yes	No
Do you use Facebook on a regular basis? Would you go to a school Facebook page on a regular basis?	Yes Yes	No No

Parent Name _____

Student Name _____ **Grade** _____

* E.T.: The Extra-Terrestrial Movie, 1982

Best phone number to reach you _____ **Best times** _____

Chapter 2: The 360-Degrees Planning Process

What are Core Vital Behaviors for Parents in the Education Process?

Pre-school, Elementary and Middle School

Parents routinely help their children learn at home using materials provided by the school to target one area of need.

High School

Parents routinely help their students plan for college, further education, or for a career after high school.

General Checklist for Developing Vital Behaviors:

- ___1. Identify one targeted area of need related to your school's measurable goal (for example, pre-school readiness, academics, behavior, or transition to the next level).
- ___2. Collaborate with school personnel to find/develop activities and materials parents can use with their children at home to meet the targeted need.
- ___3. Provide parents with training in how to do the activities using the materials and check to see if they understand ("Check for understanding" data).
- ___4. Provide parents with practice using the materials and follow-up with descriptive feedback on how they did.
- ___5. Provide opportunities for parents to discuss their experiences in working with their children. (What went well? What were the barriers? How to work around the barriers? How to improve next time?)
- ___6. Check to see if the parents used the materials with their children regularly throughout the year. ("Check for doing" benchmark data)
- ___7. Report the percentage of parents who actually did the suggested activities with their children each time you collected benchmark data. (at least three times a year)

Chapter 3: Evaluating 360

Once the 360-Degrees of Family Engagement Plan has been established, it is essential to track implementation of the activities, as well as measure changes in families' vital behaviors. Regularly examining the progress made will provide evidence, throughout the year, on whether the school is on target to meet the measurable goal. Through this process, the 360 Team may find that activities are progressing effectively, or that some may need to be redirected or replaced to better meet the family initiative benchmarks or goal results. It is important to note that while the 360-Degrees of Family Engagement Plan is created for the school year, it is a fluid, active document that should be adapted, as needed, to ensure that students and their families receive the most effective interventions and supports leading to academic achievement.

What to Find in this Chapter...

3.1	Using Data	39
3.2	Summarizing the Results	40
	➤ <i>360-Degrees of Family Engagement Annual Year-End Report</i>	41
	➤ <i>Critical Questions for Progress or Slippage</i>	47
3.3	Setting the Stage for Continuous Improvement	48
	➤ <i>360-Degrees of Family Engagement Planning Process</i>	49

Chapter 3: Evaluating 360

3.1: Using Data

According to Westmoreland, Lopez, and Rosenberg (2009)¹, two types of data will help in measuring the family initiative benchmarks: measures of effort and measures of effect. *Measures of effort* refer to what activities were conducted and how they were implemented. It also measures whether the intentions for the activity were executed as the 360 Team planned. Examples of measures of effort are the number of participants who attend an event, the number of hits to the school's family engagement webpage, the number of academic parent tip sheets given out at Open House, or the percentage of participants who reported on a survey that they found a family workshop useful. *Measures of effect* refer to the impact that resulted from families achieving identified family initiative benchmarks. In basic terms, it measures whether the activity was effective in changing family vital behaviors. Examples of measures of effect are the number of targeted students who pass state tests after their families participate in an in-depth program about the connection between state assessments and their children's graduation from high school, or the percentage of parents who can explain their children's test scores to the teacher at the spring parent-teacher conferences. In assessing data, examine both the measures of effort and effect to determine if the activity is successful.

As the various activities on the 360-Degrees of Family Engagement Plan are completed and goal results compiled, it is important to debrief not only as the 360 Team, but also with any other contributing partners. Doing this throughout the year will not only assist with plan adaptations as mentioned earlier, but also will allow for accurate recall and thorough dialogue of critical questions in the evaluation of the activities.

CRITICAL QUESTIONS TO CONSIDER AS THE 360 TEAM EVALUATES THE GOAL RESULTS ARE:

- How did the targeted goal results compare to the actual goal results?
- What factors contributed to the success or lack of success in meeting the targeted goal results?
- What vital family behaviors were learned?
- Did the team see a connection between measures of effort and measures of effect in the activity? If so, how?
- What activity efforts were the most successful in communicating with the target family population?
- Did collaborative teaming efforts help in implementing the activity? If so, what would you do again? If not, what would you do differently?

CONTINUED ON NEXT PAGE

¹ Westmoreland, Helen, Lopez, M. Elana, Rosenberg, Heidi, *How to Develop a Logic Model for District-wide Family Engagement Strategies*, retrieved 11/9/2009, <http://www.hfrp.org/publications-resources/browse-our-publications/how-to-develop-a-logic-model-for-districtwide-family-engagement-strategies>

Chapter 3: Evaluating 360

CRITICAL QUESTIONS TO CONSIDER AS THE 360 TEAM EVALUATES THE GOAL RESULTS ARE (CONTINUED):

- Have you seen increased vital behaviors in families' abilities to support student learning? If so, what from the activity do you think contributed to this?
- Have you seen an increase in parent capacity due to contributing factors for the activity?
- Does the goal result provide enough data evidence to show a logical correlation to the success or lack of success in meeting the overall student measurable goal?
- Based on your data results, would you implement the same activity next year? If not, what might you revise?

3.2: Summarizing the Results

At the end of each school year, once the outcome data are received, the 360 Team will want to spend time assessing and summarizing the results. Careful reflection at this point will assist in understanding the impact the family engagement activities had on meeting the measurable student achievement goals. In addition, it will also provide the opportunity for data to drive the decision-making process as the 360 Team begins to revise the 360-Degrees of Family Engagement Plan for the next school year. Take time to share struggles, gains, areas of improvement and accomplishments, as well as communicate the results as a way to extend a call to action to the larger school community. Being transparent with families, community members, and school and district personnel will create a feeling of ownership and responsibility for all.

A “*360-Degrees of Family Engagement Annual Year-End Report*” template is provided on pages 41-46 to capture the summary results. The report is broken into four sections:

1. **360 Plan Information**
2. **Data Summary**
3. **Process and Progress**
4. **Moving Forward**

Each section logically builds upon the previous, providing guiding questions to assist schools and districts in interpreting their data. Schools or districts may have various contributing factors that could have influenced even the best of plans. Understanding the trends in the data, as well as paying attention to whether there are other factors that need to be measured or information that needs to be gathered may be essential before the 360 Team can determine why something did or did not work. Refer to the “*Critical Questions for Progress or Slippage*” on page 47 to assist in completing the Moving Forward section of the Annual Year-End Report.

Chapter 3: Evaluating 360

360 – Degrees of Family Engagement Annual Year-End Report

360 Team School or District Name:		Completion Date:	
Collaborative Partners Represented:	Title I:		
	Special Education:		
	Pre-K:		
	Others:		
360 Focus (<i>Please Circle One</i>):		360 School Year:	
School	District		
Parent Attendance Rate at Annual Title I Meeting:		Parent Attendance Rate at Annual IEP Meeting:	
Parent Attendance at Pre-K Orientation (or similar measure):			

360 Strategy: Activate the *National Standards for Family School Partnerships* by embedding sustainable family, school, and community engagement activities into the school improvement process to increase student achievement

On the following pages, add additional charts if there are more than three measurable goals in your 360 plan. This will ensure that all work for each measurable goal is identified.

Chapter 3: Evaluating 360

Data Summary

Measurable Goal:	
Initiative:	
Outcome:	<i>What was it and was it met?</i>
Activities <i>List only activities that were successful or provided substantial improvement to meeting the outcome.</i>	
Family Initiative Benchmarks <i>What vital behaviors resulted from the successful activities?</i>	
Goal Results <i>Evidence of the activities' effectiveness.</i> <i>Be detailed and specific.</i> <i>Remember to include measures of effort and effect.</i>	Quantitative: Qualitative:

Chapter 3: Evaluating 360

Data Summary

Measurable Goal:	
Initiative:	
Outcome:	<i>What was it and was it met?</i>
Activities <i>List only activities that were successful or provided substantial improvement to meeting the outcome.</i>	
Family Initiative Benchmarks <i>What vital behaviors resulted from the successful activities?</i>	
Goal Results <i>Evidence of the activities' effectiveness.</i> <i>Be detailed and specific.</i> <i>Remember to include measures of effort and effect.</i>	<i>Quantitative:</i> <i>Qualitative:</i>

Chapter 3: Evaluating 360

Data Summary

Measurable Goal:	
Initiative:	
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Activities <i>List only activities that were successful or provided substantial improvement to meeting the outcome.</i>	
Family Initiative Benchmarks <i>What vital behaviors resulted from the successful activities?</i>	
Goal Results <i>Evidence of the activities' effectiveness.</i> <i>Be detailed and specific.</i> <i>Remember to include measures of effort and effect.</i>	<i>Quantitative:</i> <i>Qualitative:</i>

Chapter 3: Evaluating 360

Process and Progress

Activity Successes and Challenges	<p><i>What obstacles did your team experience in implementing your successful activities?</i></p> <p><i>How did you overcome these obstacles?</i></p> <p><i>What challenges did you have in the activities that were less successful?</i></p> <p><i>Why do you think you experienced these challenges and what will you do differently next school year?</i></p>
Collaborative Efforts Targeted to Results	<p><i>What were your successes with your collaborative partnerships?</i></p> <p><i>What were your areas of improvement? What were your challenges?</i></p> <p><i>What did you learn to improve your collaborative efforts regarding family engagement for next school year?</i></p>
Building of Family Leaders	<p><i>How did you build family capacity?</i></p>
Data	<p><i>Were your measurable goal outcomes met? If so, summarize which ones and describe the impact your goal results had on reaching your overall outcomes tied to student achievement. Is there a correlation?</i></p> <p><i>If not, what factors do you think contributed to not meeting your outcomes?</i></p>

Chapter 3: Evaluating 360

Moving Forward

Identifying Measurable Goals for Next School Year	<i>What do you anticipate your School Leadership Team will identify as measurable goals for next year? Will they be the same focus areas or are there some new areas of improvement?</i>
Progress or Slippage	<i>In examining the outcomes or goal results you did not meet, did you still make progress or did you have slippage? How will you address this next year?</i>
Family and Community Engagement for Next School Year	<i>What will you add to your plan for next school year to ensure that the family and community engagement work accomplished this year continues to develop and strengthen?</i>
Family Engagement Tied to Student Achievement and Success	<i>Summarize the impact your 360 –Degrees of Family Engagement Plan had on wrapping school, home and community engagement around student achievement outcomes. What will you do to continue this work?</i>

Chapter 3: Evaluating 360

360-Degrees of Family Engagement Critical Questions for Progress or Slippage

Your 360 Team set goals to impact overall student outcomes. Look to see if you showed some progress but did not reach the expected result/outcome or if you showed slippage. Understanding the trends in your data will help you revise next year's plan.

Background Information

1. Describe what is happening now in your school or local district relative to the work you are trying to accomplish as a School Leadership or 360 Team. Are there, or have there been, any:
 - a. Changes in legislation or policy?
 - b. Leadership changes?
 - c. Compliance agreements/case law?
 - d. Changes in procedures, definitions, or procedures?
 - e. Disputes?
 - f. Parent advocacy to bring policy change?
 - g. Philosophical disagreements?
 - h. Stakeholder involvement?
 - i. Collaboration with other agencies, programs, etc.?
 - j. Press issues?
2. Look at your goal results or outcomes. If there have been any changes, why do you think they occurred?
 - a. If you have had improvement or slippage, can you explain why?

Data Collection

1. Do you need to be measuring other factors next year that will play into your targeted goal results or outcomes?
Do you need to revisit your targets?
2. What conclusions can be drawn from this data analysis?
 - a. What are the areas of strength?
 - b. What additional information is needed in order to better understand our results?
 - c. What areas seem to be the areas of concern?

Do you need to:

- a. Conduct efforts to strengthen parent-community relations?
- b. Extend marketing/public relations efforts?
- c. Re-allocate/re-structure resources and staffing?
- d. Other (specify)

Chapter 3: Evaluating 360

3.3: Setting the Stage for Continuous Improvement

Continuous improvement is an on-going process that acknowledges the accomplishments made by using small-step improvements rather than expecting to solve a problem by implementing one large improvement. It takes practice, analysis, adjustment, and time. The 360 Team must be ready to ensure careful evaluation so only the most effective activities continue from year to year. Nothing will ever be an absolute failure, but some activities will demonstrate more effectiveness than others. The important part is that the 360 Team learn from its experiences and be willing to start the process over again each school year.

Refer to pages 49-52 for *“360-Degree of Family Engagement Planning Process for Continuous Improvement”* to view a step-by-step guide to assist the 360 Teams, as well as school or district leadership teams, in facilitating the continuous improvement process and in developing a comprehensive and focused 360-Degrees of Family Engagement Plan.

Chapter 3: Evaluating 360

360-Degrees of Family Engagement Planning Process for Continuous Improvement

The following guidelines and steps are recommended to assist the 360-Degrees of Family Engagement Teams, as well as school or district leadership teams, in facilitating the continuous improvement process and in developing a comprehensive and focused 360-Degrees of Family Engagement Plan. Probing questions are to be used throughout the process to aid in collaborative analysis to plan strategic actions in family and community engagement.

Step 1: Develop the 360-Degrees of Family Engagement Team

- Who is Involved?
 - The chair of the 360 Team is a family engagement professional who sits on the school or district leadership team.
 - The 360 Team is a sub-committee of the school or district leadership team.
 - The 360 Team consists of the following members:
 - Title I Parent Involvement Coordinator
 - Special Education Parent Mentor
 - Pre-K or Early Care and Education Designee
 - Additional members, as needed, such as a parent, social worker, school counselor, community representative, administrator, teacher, technology, or transportation staff member

Step 2: Analyze Data to Decide Measurable Goals

- What are the data telling us about our school or district's academic achievement?
- What are the data not telling us?
 - Student Outcomes
 - Who are our students?
 - What are our students' academic strengths and areas of need?
 - What trends do we see in our student population?
 - What factors outside the school may help us understand our students?
 - Family Outcomes
 - Who are our families?
 - Where have families assisted us with their students' achievement?
 - What trends do we see in our family population?
 - What factors outside the school may help us understand our families?
 - Measurable Goals
 - What goals have the school or district leadership team identified?
 - Which three or more goals should have embedded family and community engagement practices?

Chapter 3: Evaluating 360

Step 3: Understand Family and Community Capabilities

- Where are families in school engagement?
 - Crosswalk of Parent Programs
 - Maslow's Hierarchy of Needs
 - Head Start Family and Community Engagement Framework
 - National PTA Standards for Family-School Partnerships
 - National Strengthening Families Protective Factors

Step 4: Establish an Initiative

- What is the program, project, or process?
 - What will be done in family engagement to achieve the measurable goal?

Step 5: Identify Activities and Action Steps

- What collaborative activities will you be doing to support the initiative?
 - What research-based activities and actions are easily measured and will show the impact of family engagement in reaching the measurable goal?
 - Do we have a mix of universal, selective, and intensive activities?
 - Are the activities supported in the National Standard(s) for Family – School Partnerships and School Keys strand?
 - Does any professional learning need to be conducted for school staff to support this?
- What action steps will be taken to complete the activity?
 - When will we do the activity?
 - What resources will we need to implement?
 - Do we need to conduct a mapping?
 - How much will the activity cost?
 - Who will be responsible for implementing the activity?
 - Who will be responsible for monitoring the implementation of the activity?

Step 6: Determine Family Initiative Benchmarks and Goal Results

- What vital behaviors should be learned by the families?
 - What specific behaviors are truly essential for families to learn in order to achieve the identified goal results?
- What measures will support assessing the impact of family engagement on student achievement?
 - What are the measures of effort and the measures of effect that will assist us in measuring our benchmarks?
 - What qualitative and quantitative data will support the overall student-centered outcomes?

Step 7: Complete the 360-Degrees of Family Engagement Plan template

Chapter 3: Evaluating 360

Step 8: Implement your 360-Degrees of Family Engagement Plan

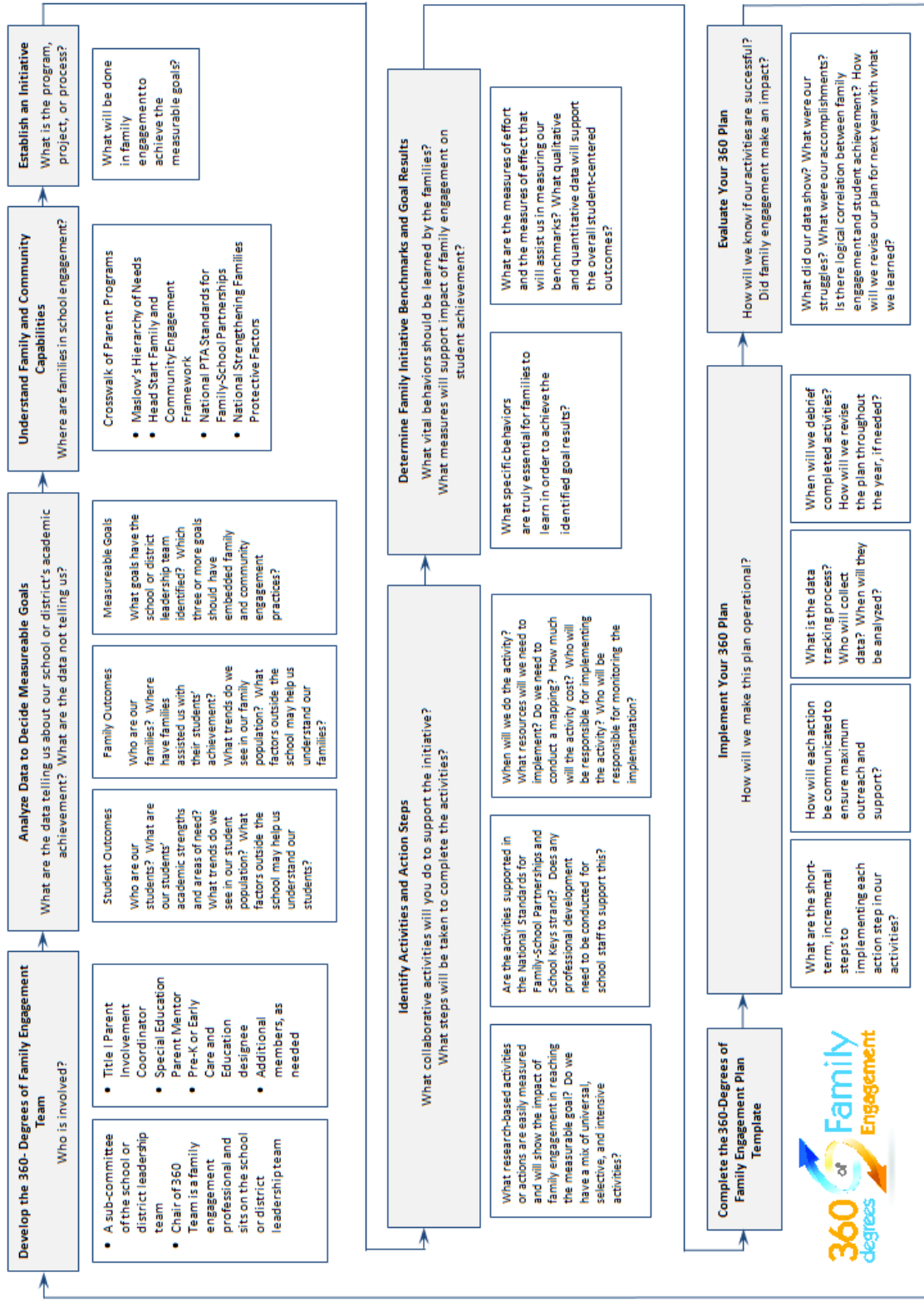
- How will we make this plan operational?
 - What are the short-term, incremental steps to implementing each action step in our activities?
 - How will each action be communicated to ensure maximum outreach and support?
 - What is the data tracking process?
 - Who will collect the data?
 - When will the data be analyzed?
 - When will we debrief on completed activities?
 - How will we revise the plan throughout the year, if needed?

Step 9: Evaluate your 360-Degrees of Family Engagement Plan

- How will we know if our activities are successful?
 - What did our data show?
 - What were our struggles?
 - What were our accomplishments?
- Did family engagement make an impact?
 - Is there a logical correlation between family engagement and student achievement?
 - How will we revise our plan for next year with what we learned?

Chapter 3: Evaluating 360

360-Degrees of Family Engagement Planning Process



Chapter 4: Ready to Be 360

Now that you are equipped with everything you need to know about wrapping school, home, and community engagement activities around student achievement outcomes, are you ready to be 360? As mentioned earlier, family engagement in and of itself never will be the sole cause of increased student achievement; however, data that demonstrate that family engagement is a contributing factor will help you to show that students and the school are stronger with it. Two Georgia school districts, *Barrow County Schools* and *Camden County Schools*, have been using the 360-Degrees of Family Engagement process for the last couple of years and their results support exactly this conclusion. Here is what their 360-Degrees of Family Engagement Teams had to say about their experiences:

Where family engagement had often in the past been viewed as a peripheral portion of the education process, by tying family engagement to student achievement outcomes the activities took on greater meaning to the teachers, as well as to parents. No longer is it viewed primarily as a feel good type of activity or another burden to partners, but it is now seen as a way to help students be successful, academically.

Our district views parent involvement as a necessity for reaching its improvement goals, and the 360 plan formalizes that belief by helping all staff map out a detailed plan linked to research with measurable goals that matter. Our old goals used to be to have three parent nights per year. I can count them – one, two three, but who cares?

By having family engagement activities tied to students' achievement goals, we were able to achieve greater commitment from all stakeholders. It helped them see the importance of the impact family engagement was having on their schools.

Title I is not the lone ranger anymore. It has made us stop working in isolation so we can maximize our resources to really target and benefit families. We also have been able to really think about what our parents need and how we can use all these resources to meet their needs.

Remember that 360-Degrees of Family Engagement is a process that embeds parent engagement into school improvement goals by collaborating with internal and external partners, acknowledging the needs of families, and infusing research and data in an effort to break down school or district goals into measurable family engagement activities that matter. Achievement and improvement goals, for too long now, have not included family engagement measures of impact, and 360-Degrees of Family Engagement can help you change that fact.

Chapter 4: Ready to Be 360



Beginning of School Year
School Plan Example

360 – Degrees of Family Engagement Plan: ABC Middle School 2012-2013 An example of a Middle School Family Engagement Plan Embedded into the School Improvement Plan

Measurable Goal: Increase the number of middle school students meeting and exceeding in mathematics on the CRCT from 84.5% at the end of 2012 to 86% at the end of 2013.

Strategy: Activate the National Standards for Family School Partnerships by *embedding* sustainable family, school, and community engagement activities in the school improvement process to increase student achievement.

Initiative: Facilitate the partnership between educators, families and the community to support students in reaching higher math results by increasing academic and student supports outside of school. This is accomplished through increased opportunities for practice and remediation by increasing effective two-way communication opportunities between educators, families and the community.



Outcome: SY12: 84.5% SY13 Target: 86% SY13 Actual: Met:	Key: Universal Activity: All Students and Families Selective Activity: Families Who Want to Know or Learn More Intensive Activity: Targeted Students and Families
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Activity & Action Steps <i>What is it & What needs to be done? Activity level?</i>	Standard(s) & School Keys Strand <i>Which ones?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>A. Available B. Needed</i>	Timeline <i>By when?</i>	Family Initiative Benchmarks <i>What are the Vital Behaviors?</i>	Goal Results <i>What results show impact of family engagement in reaching the goal?</i>
Activity Launch a campaign with a targeted group of students to increase math remediation at home and improve parent awareness and understanding of how state assessments influence their children's graduation from high school.	2 and 3 (Family – School Partnership Standards) 1 (Student, Family, and Community Involvement and Support)	Principal, Title I PIC, Math Teachers, Counselors, Parent Mentor, and Parent and Community leaders	A. Test Scores, Expert knowledge to develop practice quizzes, understanding of the best communication mechanism to reach families personally, math	9/12 to 5/13	Parents of targeted students will understand the connection between CRCT success and graduation from high school.	75% or more of the targeted middle school students will pass the CRCT for the 2012-2013 school year and 12 other identified students will improve their scores from the previous year by 20%.

Chapter 4: Ready to Be 360





Beginning of School Year School Plan Example

<p>Steps in Intensive Activity</p> <ol style="list-style-type: none"> Plan first with the principal and reach agreement on plan before starting. Identify, with teachers, the students who fell 10 to 20 points below meeting target on CRCT. Align targeted student results with their attendance and discipline records. Map students who fall in each category or more than one grouping to determine needs. (see MAP Attachment) Work with teachers to have math practice quizzes prepared every two weeks Contact parents through phone calls to personally invite them to a group parent conference to explain how they can help their children succeed in math this year. Hold a group parent conference in conjunction with teachers to explain students' math CRCT scores and how the math practice quiz initiative will work throughout the year. Video tape the meeting and post on YouTube. (Follow up personally with those parents who do not attend 			<p>reach families personally, math parent logs</p> <p>B. Data drill on targeted students, math practice quizzes, location in community to hold convenient meeting for parents, and community sponsors for incentives.</p> <p>Ask PTA/PTO leaders for assistance with meeting.</p> <p>Local newspaper to publicize quiz questions</p>	<p>Sept 2012</p> <p>Sept 2012</p> <p>Ongoing</p> <p>Sept 2012</p> <p>Oct 2013</p>	<p>Applicable parents will learn the importance of students attending school every day and seek assistance when needed.</p> <p>Parents will communicate clear expectations to their children about completing the math practice quiz each week with the tools provided by the teacher.</p> <p>Parents will discuss math standards learned weekly with their children and sign off on the math log.</p>	<p>80% of parents will sign up to assist with regular math remediation at home.</p> <p>Targeted students' attendance rate will increase from 63% to 84% during the 2012-2013 school year</p> <p>85% of parents invited to the conference will attend.</p> <p>100% of participating parents will explain the test scores to the teacher at their spring conference</p> <p>80% will report the tools provided by the teachers assisted them in practice and remediation sessions with their child on the math homework.</p>
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Chapter 4: Ready to Be 360



Beginning of School Year School Plan Example

<p>and offer to send a video of the meeting or to meet one on one).</p> <p>f. Explain to parents of targeted group with low student attendance the consequences to student learning, and find out if the parent needs assistance to make this happen.</p> <p>g. Work with a community partner to provide incentives for students who increase attendance. Also, offer awards to parent/student teams that complete at home assignments.</p> <p>h. Have parents ask three questions prepared by teachers each week on the math standards learned with their children and record in math log. Have students complete voluntary math practice quiz for teacher review and return to parents with scoring. (Provide answers for parents and also provide opportunities to learn math standards in YouTube videos and/or on a video that can be used at home or at a library. Ask high school National Honor Society students to make the videos)</p>				<p>Oct 2013</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parents will demonstrate one to three skills in helping their children succeed in math.</p>	<p>65% of the parents in the subgroup will report, through a pre and post survey, that the math teachers' increased communication between home and school resulted in their children practicing math at home at least three week nights per week.</p> <p>90% of the targeted students' parents will report participating in the weekly math logs and bi-weekly practice quizzes.</p> <p>95% of the targeted students will increase quiz scores by at least 10% after four weeks of the initiative.</p> <p>At the Math Celebration, 65% of those parents in attendance will actively participate in the six tables of math remediation games showing a clear knowledge in leading practice sessions.</p>
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Chapter 4: Ready to Be 360





Beginning of School Year School Plan Example

<p>i. Follow-up with parents whose students still need more support based on math scores over time.</p> <p>j. Hold a Math Celebration with math games and prizes for families after the CRCTs. Invite community speakers to tell stories of how they use math in everyday life</p>	<p>2 and 6 (Family – School Partnership Standards) 1 and 3 (Student, Family, and Community Involvement and Support)</p>	<p>Principal, Title I PIC, Math Teachers, Coaches, Music Teacher, Counselors, Parent Mentor, Parent leaders (if applicable), and Community Business leaders</p>	<p>A. School calendar of events, technology, monthly parent newsletters, expert knowledge to develop math problems B. Math signage, Math in business speakers, businesses to promote math on signage and kiosks.</p>	<p>Jan 2013 April 2013</p>	<p>Parents will learn new ways to use math with their student thru the activity.</p>	<p>80% of families in the school will report, through survey results, that they completed the math problem in the newsletter with their children each time a newsletter was sent home. 80% of families will report that they learned something new about math over the school year and how it is applied in today's world. 75% of families will report that they saw the school's math materials in businesses across the community.</p>
<p>Activity: <i>The importance of math in today's world becomes the focus of every activity and promotion in the school from gym class to after school events.</i> Steps in Universal Activity</p> <p>a. Math problem is published in the monthly parent newsletter. Steps are given on how to solve the problem.</p> <p>b. Math problems are tied into other school activities such as sports and music nights with fun number problems for everyone to try.</p> <p>c. Math is promoted in signage throughout school and community.</p> <p>d. Speakers are invited to Skype into the school for five minute lessons on how they use math in business.</p>				<p>9/12 to 5/13 Ongoing Ongoing Ongoing</p>		

Chapter 4: Ready to Be 360



**Beginning of School Year
School Plan Example**

<p>e. Local businesses are asked to promote math on signage and kiosks.</p>			<p>Ongoing</p>	<p>25 speakers will Skype into select middle school classes for five minute lessons throughout the school year.</p> <p>50% of the parents whose children heard the Skype lesson will share that their children were able to teach the lesson to them.</p> <p>75% of families will show, through a pre and post survey, that they learned new ways to use math with their children throughout the year.</p> <p>50 posters regarding math will be placed in businesses, community centers and libraries.</p> <p>10 churches will put a school math update and math problem in their church bulletins at least three times in the year.</p>
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Chapter 4: Ready to Be 360

Beginning of School Year School Plan Example



<p>Activity: <i>Leadership training is conducted for parents interested in assisting other parents with children's homework and mentoring other families.</i></p> <p>Steps in Selective Activity</p> <ol style="list-style-type: none"> Ask for volunteers in the school district who would want to help parents learn math skills. Set up a series of workshops on various math lessons to train parents to tutor and mentor other families and their children on math homework. Hold two math nights during the second semester where the parent leaders are paired with other families and students to teach skills that they can use at home to reinforce classroom math work. At the end of the year, hold a special recognition ceremony for the volunteer parent tutors and the students and families who participated in the program. Ask families who participated in the program to sign up to serve as tutors next year for other students and their families. 	<p>3 and 4 (Family – School Partnership Standards) 1 (Student, Family, and Community Involvement and Support)</p>	<p>Title I PIC, counselors, parent mentor, community leaders, parents</p>	<p>A. Math teachers to develop workshops, tutoring facility, B. Parents, workshop lessons curriculum to train parents to tutor</p>	<p>10/12 to 5/13 Oct. 2012 Nov. - Dec. 2012 Jan 2013 March 2013 May 2013</p>	<p>Parents at the school will be trained as math tutors. Parents will participate in the remedial math series with their child and show an improvement in skills through scored parent tests.</p>	<p>80% of the students participating in the remedial math series will increase their CRCT scores over the previous year's scores. 10 parents will be trained as math tutors. 20 parents will participate in the math series with their children. 80% of the parents participating will score an 85 or above on their parent tests to show an understanding of math skills. 5 parents will sign up to serve as tutors for next year to help other students and their families.</p>
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Chapter 4: Ready to Be 360



End of School Year
School Plan Example

360 – Degrees of Family Engagement Plan: ABC Middle School 2012-2013 An example of a Middle School Family Engagement Plan Embedded into the School Improvement Plan

Measurable Goal: Increase the number of middle school students meeting and exceeding in mathematics on the CRCT from 84.5% at the end of 2012 to 86% at the end of 2013.

Strategy: Activate the National Standards for Family School Partnerships by *embedding* sustainable family, school, and community engagement activities in the school improvement process to increase student achievement.

Initiative: Facilitate the partnership between educators, families and the community to support students in reaching higher math results by increasing academic and student supports outside of school. This is accomplished through increased opportunities for practice and remediation by increasing effective two-way communication opportunities between educators, families and the community.

Outcome: SY12: 84.5% SY13 Target: 86% SY13 Actual: 85.7% Met: NO	Key: Universal Activity: All Students and Families Selective Activity: Families Who Want to Know or Learn More Intensive Activity: Targeted Students and Families
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Activity & Action Steps <i>What is it & What needs to be done? Activity level?</i>	Standard(s) & School Keys Strand <i>Which ones?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>A. Available B. Needed</i>	Timeline <i>By when?</i>	Family Initiative Benchmarks <i>What are the Vital Behaviors?</i>	Goal Results <i>What results show impact of family engagement in reaching the goal?</i>
Activity <i>Launch a campaign with a targeted group of students to increase math remediation at home and improve parent awareness and understanding of how state assessments influence their children's graduation from high school.</i>	2 and 3 (Family – School Partnership Standards) 1 (Student, Family, and Community Involvement and Support)	Principal, Title I PIC, Math Teachers, Counselors, Parent Mentor, and Parent and Community leaders	A. Test Scores, Expert knowledge to develop practice quizzes, understanding of the best communication mechanism to reach families	9/12 to 5/13	Parents of targeted students will understand the connection between CRCT success and graduation from high school.	68.5% of the targeted middle school students passed the CRCT for the 2012-2013 school year and 8 other identified students improved their scores from the previous year by 20%.

Chapter 4: Ready to Be 360



End of School Year School Plan Example

<p>Steps in Intensive Activity</p> <ol style="list-style-type: none"> Plan first with the principal and reach agreement on plan before starting. Identify, with teachers, the students who fell 10 to 20 points below meeting target on CRCT. Align targeted student results with their attendance and discipline records. Map students who fall in each category or more than one grouping to determine needs. (see MAP Attachment) Work with teachers to have math practice quizzes prepared every two weeks Contact parents through phone calls to personally invite them to a group parent conference to explain how they can help their children succeed in math this year. Hold a group parent conference in conjunction with teachers to explain students' math CRCT scores and how the math practice quiz initiative will work throughout the year. Video tape the meeting and post on YouTube. (Follow up personally with those parents who do not attend 			<p>reach families personally, math parent logs</p> <p>B. Data drill on targeted students, math practice quizzes, location in community to hold convenient meeting for parents, and community sponsors for incentives.</p> <p>Ask PTA/PTO leaders for assistance with meeting.</p> <p>Local newspaper to publicize quiz questions</p>	<p>Sept 2012</p> <p>Sept 2012</p> <p>Ongoing</p> <p>Sept 2012</p> <p>Oct 2013</p>	<p>Applicable parents will learn the importance of students attending school every day and seek assistance when needed.</p> <p>Parents will communicate clear expectations to their children about completing the math practice quiz each week with the tools provided by the teacher.</p> <p>Parents will discuss math standards learned weekly with their children and sign off on the math log.</p>	<p>85% of parents signed up to assist with regular math remediation at home.</p> <p>Targeted students' attendance rate increased from 63% to 75% percent during the 2012-2013 school year.</p> <p>60% of parents invited to the conference attended.</p> <p>100% of participating parents explained the test scores to the teacher at their spring conference</p> <p>90% reported the tools provided by the teachers assisted them in practice and remediation sessions with their children on the math homework.</p>
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Chapter 4: Ready to Be 360

End of School Year
School Plan Example



<p>and offer to send a video of the meeting or to meet one on one).</p> <p>f. Explain to parents of targeted group with low student attendance the consequences to student learning, and find out if the parent needs assistance to make this happen.</p> <p>g. Work with a community partner to provide incentives for students who increase attendance. Also, offer awards to parent/student teams that complete at home assignments.</p> <p>h. Have parents ask three questions prepared by teachers each week on the math standards learned with their children and record in math log. Have students complete voluntary math practice quiz for teacher review and return to parents with scoring. (Provide opportunities to learn math standards in YouTube videos and/or on a video that can be used at home or at a library. Ask high school National Honor Society students to make the videos)</p>			<p>Oct 2013</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parents will demonstrate one to three skills in helping their children succeed in math.</p>	<p>65% of the parents in the subgroup reported, through a pre and post survey, that the math teachers' increased communication between home and school resulted in their children practicing math at home at least three week nights per week.</p> <p>75% of the targeted students' parents reported participating in the weekly math logs and bi-weekly practice quizzes.</p> <p>83% of the targeted students increased quiz scores by at least 10% after four weeks of the initiative.</p> <p>At the Math Celebration, 90% of those parents in attendance actively participated in the six tables of math remediation games showing a clear knowledge in leading practice sessions.</p>
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Chapter 4: Ready to Be 360



End of School Year
School Plan Example

<p>i. Follow-up with parents whose students still need more support based on math scores over time.</p> <p>j. Hold a Math Celebration with math games and prizes for families after the CRCTs. Invite community speakers to tell stories of how they use math in everyday life</p>	<p>2 and 6 (Family – School Partnership Standards) 1 and 3 (Student, Family, and Community Involvement and Support)</p>	<p>Principal, Title I PIC, Math Teachers, Coaches, Music Teacher, Counselors, Parent Mentor, Parent leaders (if applicable), and Community Business leaders</p>	<p>A. School calendar of events, technology, monthly parent newsletters, expert knowledge to develop math problems B. Math signage, Math in business speakers, businesses to promote math on signage and kiosks.</p>	<p>Jan 2013 April 2013</p>	<p>Parents will learn new ways to use math with their student thru the activity.</p>	<p>85% of families in the school reported, through survey results, that they completed the math problem in the newsletter with their children each time a newsletter was sent home. 90% of families reported that they learned something new about math over the school year and how it is applied in today's world. 65% of families reported that they saw the school's math materials in businesses across the community.</p>
<p>Activity: <i>The importance of math in today's world becomes the focus of every activity and promotion in the school from gym class to after school events.</i> Steps in Universal Activity</p> <p>a. Math problem is published in the monthly parent newsletter. Steps are given on how to solve the problem.</p> <p>b. Math problems are tied into other school activities such as sports and music nights with fun number problems for everyone to try.</p> <p>c. Math is promoted in signage throughout school and community.</p> <p>d. Speakers are invited to Skype into the school for five minute lessons on how they use math in business.</p>						

Chapter 4: Ready to Be 360

**End of School Year
School Plan Example**



<p>e. Local businesses are asked to promote math on signage and kiosks.</p>	<p>→</p>	<p>→</p>	<p>Ongoing</p>	<p>30 speakers Skyped into select middle school classes for five minute lessons throughout the school year.</p> <p>60% of the parents whose children heard the Skype lesson shared that their children were able to teach the lesson to them.</p> <p>75% of families showed through a pre and post survey that they learned new ways to use math with their child throughout the year.</p> <p>50 posters regarding math were placed in businesses, community centers and libraries.</p> <p>10 churches put a school math update and math problem in their church bulletins at least three times in the year.</p>
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Chapter 4: Ready to Be 360



End of School Year
School Plan Example

<p>Activity: <i>Leadership training is conducted for parents interested in assisting other parents with children's homework and mentoring other families.</i></p> <p>Steps in Selective Activity</p> <ol style="list-style-type: none"> Ask for volunteers in the school district who would want to help parents learn math skills. Set up a series of workshops on various math lessons to train parents to tutor and mentor other families and their children on math homework. Hold two math nights during the second semester where the parent leaders are paired with other families and students to teach skills that they can use at home to reinforce classroom math work. At the end of the year, hold a special recognition ceremony for the volunteer parent tutors and the students and families who participated in the program. Ask families who participated in the program to sign up to serve as tutors next year for other students and their families. 	<p>3 and 4 (Family – School Partnership Standards) 1 (Student, Family, and Community Involvement and Support)</p>	<p>Title I PIC, counselors, parent mentor, community leaders, parents</p>	<p>A. Math teachers to develop workshops, tutoring facility, B. Parents, workshop lessons curriculum to train parents to tutor</p>	<p>10/12 to 5/13 Oct. 2012 Nov. - Dec. 2012 Jan 2013 March 2013 May 2013</p>	<p>Parents at the school will be trained as math tutors. Parents will participate in the remedial math series with their child and show an improvement in skills through scored parent tests.</p>	<p>88% of the students participating in the remedial math series increased their CRCT scores over the previous year's scores. 8 parents were trained as math tutors. 15 parents participated in the math series with their children. 87.5% of the parents participating scored an 85 or above on their parent tests to an understanding of math skills. 5 parents signed up to serve as tutors for next year to help other students and their families.</p>
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Chapter 4: Ready to Be 360



Beginning of School Year
District Plan Example

360 – Degrees of Family Engagement Plan: Georgia School District 2012-2013 An example of a School District Family Engagement Plan Embedded into the School Improvement Plan

Measurable Goal: Increase the number of students in all grades missing fewer than 15 days of school a year from 89% at the end of 2012 to 90.5% at the end of 2013.

Strategy: Activate the National Standards for Family School Partnerships by *embedding* sustainable family, school, and community engagement activities in the school improvement process to increase student achievement.

Initiative: Facilitate the partnership between educators, families and the community to support students in increased student attendance by improving family and community awareness of the importance of school attendance and its impact on student achievement.

Outcome: SY12: 89% SY13 Target: 90.5% SY13 Actual: Met:		Key: Universal Activity: All Students and Families Selective Activity: Families Who Want to Know or Learn More Intensive Activity: Targeted Students and Families				
Activity & Action Steps <i>What is it & What needs to be done? Activity level?</i>	Standard(s) & School Keys Strand <i>Which ones?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>A. Available B. Needed</i>	Timeline <i>By when?</i>	Family Initiative Benchmarks <i>What are the Vital Behaviors?</i>	Goal Results <i>What results show impact of family engagement in reaching the goal?</i>
Activity Host a back-to-school rally for all school district students and their families, inclusive of those attending the community Head Start and Georgia's Pre-K programs. Use the opportunity to stress the importance of school attendance and its impact on student achievement throughout the year.	1, 2, 3, and 6 (Family – School Partnership Standards) 1 and 3 (Student, Family, and Community Involvement and Support)	360 Team, Parent Involvement Coordinator, Title I director, parent mentor, principals, counselors, Head Start director and family	A. Dedicated business and community partners, comprehensive planning team, facility for event, number of families with children in Head Start and child care	1/12 to 2/13	Parents will understand the importance of having their children in school every day. Parents will obtain the necessary resources available from the	50% of families in the school district will attend the rally. 85% of the students whose families attended the rally will miss fewer days of school this year (2012 – 2013) compared to last year (2011 – 2012).

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Beginning of School Year District Plan Example



<p>Steps in Universal Activity</p> <ol style="list-style-type: none"> Work with the school system teachers and staff, as well as staff of Head Start and child care/Pre-K feeder sites to plan activities. Work with community organizations to design activities that encourage school attendance as first step toward achievement. Create a school district attendance slogan and produce signs for businesses and community members to hang in their office windows as well as buttons or car decals for families to display in support. Identify high school student leaders to assist with event. Invite families of enrolled children in the school district as well as children attending Head Start and child care programs. Invite older members of targeted zip code areas to participate in the rally to encourage multi-generational buy-in to importance of school attendance. 		<p>engagement specialists, teachers, Pre-K director and teachers, child care director, community and business leaders, parent leader volunteers, students</p>	<p>programs, number of families with children in the school district, school staff and lead student and family sessions, materials for student sessions.</p> <p>B. Communications plan to get the word out to families and community members (must reach families in various ways), creation of school district attendance slogan, solicitation of more business and community support, student and parent volunteers, sponsor to create the business signs and buttons or car decals</p>	<p>Ongoing</p> <p>March 2012</p> <p>March 2012</p> <p>May 2012</p> <p>May - July 2012</p> <p>July 2012</p>	<p>school and the community to help with ensuring their children are in school every day and ready to learn.</p> <p>Community and business organizations will recognize the importance of school attendance and help in communicating the message.</p>	<p>100% of parents who attended the rally will say on the exit survey that they will make a greater commitment to ensure their children will be in school every day ready to learn.</p> <p>90% of business and community organizations who attend the rally will sign the commitment form to display the attendance slogan sign and distribute school attendance information throughout the school year.</p> <p>75% of families attending the rally will report that they learned something new and that they will utilize the knowledge throughout the school year.</p> <p>80% of the families that were contacted throughout the year regarding attendance will share what they have learned with school contact on the phone.</p>
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**Beginning of School Year
District Plan Example**



<ul style="list-style-type: none"> g. Obtain contact information from families attending. h. Hold an assembly with everyone in attendance before all the activities begin. Pass out the buttons or car decals, share the slogan, and get everyone on the same page about the goal for the year. i. Recognize all district students with perfect attendance from previous year and announce an incentive program for those with perfect attendance each quarter this year. j. Have learning activities for students of all ages to engage in, such as having high school students reading to early education and elementary students and middle school students participating in a science activity. k. Hold seminars for parents and community members about the importance of school attendance and what they can do to ensure all students are in school learning every day. l. Have business and community organizations host tables on supports and resources they can offer families. Have the 				<p>August 15, 2012</p>	<p>There will be a noticeable presence of the school attendance slogan around the school and the community via community and business signs as well as families wearing buttons or displaying car decals.</p>
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Chapter 4: Ready to Be 360

Beginning of School Year District Plan Example



<p>health department there, as well, to conduct health screenings, etc.</p> <p>m. Obtain signed commitments from the business and community organizations to support the goal of student attendance through the year by placing the school district attendance slogan sign in their office windows and distributing information on school attendance.</p> <p>n. Using contact information received from attendees, make follow-up contact with families to re-emphasize importance of attendance and enlist support in other family engagement activities throughout the year.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>October 2012 – February 2013</p>	<p>→</p>	<p>→</p>
<p>Activity Begin a class for all Pre-K families in the district called "How to Ensure My Child is in the Class of 2026" to teach families about student outcomes and expectations throughout the year. This class would be held each year for this group of parents from Pre-K thru 12th grade and each year a next class would start for incoming Pre-K families – "How to Ensure My Child is in the</p>	<p>3, 4, and 5 (Family – School Partnership Standards) 1 (Student, Family, and Community Involvement and Support)</p>	<p>Parents, parent involvement coordinator, parent mentor, Pre-K director and teachers, child care director, Head Start director and family Engagement</p>	<p>A. Facility for classes, technology, expert knowledge to teach classes B. Communications plan to invite families to participate, parents,</p>	<p>9/1/12-5/15/13</p>	<p>Parents will learn what is needed from them while their children are in Pre-K to ensure their children are on track to graduate in 2026.</p>	<p>60% of the Pre-K parents in the district will participate in at least one of the three classes. 30% of the Pre-K parents participating in the program will attend all three programs, either in person or by watching the videos online or checking out from</p>

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**Beginning of School Year
District Plan Example**



<p><i>Class of 2027.</i> Steps in Selective Activity</p> <ol style="list-style-type: none"> Invite parents with students in Pre-K to attend "How to Ensure My Child is in the Class of 2026." (If Pre-K sites are not located in schools, partner with the Pre-K sites to deliver the information). Hold classes three times a year. Once at the beginning of school, one mid-year, and once at the end of the year. Hold classes in a discussion type session so families also build relationships with one another. Include student outcome information as well as information on student attendance, after school enrichment opportunities, and other supports. Video tape classes and post them on the Web or make available for check-out at the school if parents are unable to attend in person. At the end of year, hold a celebration ceremony for students and parents, together, as they "graduate" to the next grade level. At ceremony, have parents sign up to attend the class for the next grade level and also ask for 	<p>specialists, teachers</p>	<p>volunteers, class curriculum,</p>	<p>Sept 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>5/15/13</p> <p>5/15/13</p>	<p>Parents will learn and participate in at least one strategy to assist their children at home.</p> <p>Parents will understand the importance of family engagement in their children's education in Pre-K and beyond.</p>	<p>the school.</p> <p>100% of participating parents will report that the strategies and tools provided in the classes assisted them in helping their children succeed in Pre-K.</p> <p>80% of parents will report how they have actively participated in their children's education throughout the school year.</p> <p>90% of the parents who participated in the program will sign up to participate in the class for Kindergarten next school year.</p> <p>10% of the parents who participated in the program will commit to volunteering to assist with the Pre-K class next year and another 10% of the parents who participated in the program will commit to actively recruiting Kindergarten parents to their class for next year.</p>
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**Beginning of School Year
District Plan Example**





<p>volunteers to contribute to the "How to Ensure My Child is in the Class of 2027."</p> <p>h. Advertise to all parents in Pre-K and Kindergarten about the upcoming classes for next school year.</p>	<p>Teachers, parent involvement coordinator, parent mentor, principals, counselors, businesses</p>	<p>A. Student attendance records, teacher knowledge of students.</p> <p>B. Volunteers to canvas neighborhoods, partnerships with fast food restaurants and other vendors in targeted areas, community space and community partners to host attendance seminars in targeted areas, attendance magnets</p>	<p>April – June 2013</p>	<p>Families of targeted students will demonstrate an understanding of the connection between school attendance and school success.</p> <p>Families will communicate clear expectations to their children about regular attendance at school.</p> <p>Families will contact the school regularly to check on their children's attendance.</p>	<p>75% of the targeted students in the district who were absent more than 15 days last school year will improve their school attendance for the 2012-2013 school year.</p> <p>60% of the families in the targeted neighborhoods will attend the attendance seminar.</p> <p>50% of the families who attended the attendance seminar will report that they attended due to the personal invitation extended to them during the door to door canvassing of their neighborhood.</p> <p>90% of the targeted families will report that the attendance magnet helped</p>
<p>volunteers to contribute to the "How to Ensure My Child is in the Class of 2027."</p> <p>h. Advertise to all parents in Pre-K and Kindergarten about the upcoming classes for next school year.</p>	<p>1, 2, 3, and 6 (Family – School Partnership Standards)</p> <p>1 and 3 (Student, Family, and Community Involvement and Support)</p>	<p>Teachers, parent involvement coordinator, parent mentor, principals, counselors, businesses</p>	<p>8/1/12 – 5/1/13</p> <p>August 2012</p> <p>Sept 2012</p> <p>Sept 2012</p> <p>October 2012</p>	<p>Families of targeted students will demonstrate an understanding of the connection between school attendance and school success.</p> <p>Families will communicate clear expectations to their children about regular attendance at school.</p> <p>Families will contact the school regularly to check on their children's attendance.</p>	<p>75% of the targeted students in the district who were absent more than 15 days last school year will improve their school attendance for the 2012-2013 school year.</p> <p>60% of the families in the targeted neighborhoods will attend the attendance seminar.</p> <p>50% of the families who attended the attendance seminar will report that they attended due to the personal invitation extended to them during the door to door canvassing of their neighborhood.</p> <p>90% of the targeted families will report that the attendance magnet helped</p>
<p>volunteers to contribute to the "How to Ensure My Child is in the Class of 2027."</p> <p>h. Advertise to all parents in Pre-K and Kindergarten about the upcoming classes for next school year.</p>	<p>1, 2, 3, and 6 (Family – School Partnership Standards)</p> <p>1 and 3 (Student, Family, and Community Involvement and Support)</p>	<p>Teachers, parent involvement coordinator, parent mentor, principals, counselors, businesses</p>	<p>8/1/12 – 5/1/13</p> <p>August 2012</p> <p>Sept 2012</p> <p>Sept 2012</p> <p>October 2012</p>	<p>Families of targeted students will demonstrate an understanding of the connection between school attendance and school success.</p> <p>Families will communicate clear expectations to their children about regular attendance at school.</p> <p>Families will contact the school regularly to check on their children's attendance.</p>	<p>75% of the targeted students in the district who were absent more than 15 days last school year will improve their school attendance for the 2012-2013 school year.</p> <p>60% of the families in the targeted neighborhoods will attend the attendance seminar.</p> <p>50% of the families who attended the attendance seminar will report that they attended due to the personal invitation extended to them during the door to door canvassing of their neighborhood.</p> <p>90% of the targeted families will report that the attendance magnet helped</p>

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**Beginning of School Year
District Plan Example**



<p>attendance magnet that includes important phone numbers, school attendance procedures, and steps to take to notify the school if your child will be absent.</p> <ul style="list-style-type: none"> f. Hold an attendance seminar for target families in their neighborhood regarding the connection between school attendance and achievement. Partner with well-respected community or faith-based organization in the area. g. Partner with fast food or other vendors in targeted zip code areas to include messages on importance of attendance when giving people their receipts. h. Have teachers personally contact families of students with high absentee rates to encourage school attendance throughout the year. i. Have teachers send home "good news notes" to these students' families complementing their children on strong attendance and academic achievement. 				<p>October 2012</p> <p>November 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Families will know and follow the school systems rules regarding absences.</p>	<p>them be more responsive in reporting absences to the school.</p> <p>60% of the targeted families will contact the school four or more times throughout the year to check on their children's attendance.</p> <p>80% of the targeted families will contact the school if their children were going to be late or absent from school.</p> <p>85% of the targeted families the teachers will contact, regarding attendance and academic performance throughout the year, will result in increased two-way positive communication initiated by the family.</p>
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End of School Year
District Plan Example

360 – Degrees of Family Engagement Plan: Georgia School District 2012-2013 An example of a School District Family Engagement Plan Embedded into the School Improvement Plan

Measurable Goal: Increase the number of students in all grades missing fewer than 15 days of school a year from 89% at the end of 2012 to 90.5% at the end of 2013.

Strategy: Activate the National Standards for Family School Partnerships by *embedding* sustainable family, school, and community engagement activities in the school improvement process to increase student achievement.

Initiative: Facilitate the partnership between educators, families and the community to support students in increased student attendance by improving family and community awareness of the importance of school attendance and its impact on student achievement.

<p>Outcome: SY12: 89% SY13 Target: 90.5% SY13 Actual: 91% Met: YES</p>	<p>Key: Universal Activity: All Students and Families Selective Activity: Families Who Want to Know or Learn More Intensive Activity: Targeted Students and Families</p>
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Activity & Action Steps <i>What is it & What needs to be done? Activity level?</i>	Standard(s) & School Keys Strand <i>Which ones?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>A. Available B. Needed</i>	Timeline <i>By when?</i>	Family Initiative Benchmarks <i>What are the Vital Behaviors?</i>	Goal Results <i>What results show impact of family engagement in reaching the goal?</i>
<p>Activity Host a back-to-school rally for all school district students and their families, inclusive of those attending the community Head Start and Georgia's Pre-K programs. Use the opportunity to stress the importance of school attendance and its impact on student achievement throughout the year.</p>	<p>1, 2, 3, and 6 (Family – School Partnership Standards) 1 and 3 (Student, Family, and Community Involvement and Support)</p>	<p>360 Team, Parent Involvement Coordinator, Title I director, parent mentor, principals, counselors, Head Start director and</p>	<p>A. Dedicated business and community partners, comprehensive planning team, facility for event, number of families with children in Head Start and</p>	<p>1/12 to 2/13</p>	<p>Parents will understand the importance of having their children in school every day. Parents will obtain the necessary</p>	<p>45% of families in the school district attended the rally. 87.5% of the students whose families attended the rally missed fewer days of school this year (2012 – 2013) compared to last year (2011 – 2012).</p>

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End of School Year District Plan Example



<p>Steps in Universal Activity</p> <ol style="list-style-type: none"> Work with the school system teachers and staff, as well as staff of Head Start and child care/Pre-K feeder sites to plan activities. Work with community organizations to design school attendance as first step toward achievement. Create a school district attendance slogan and produce signs for businesses and community members to hang in their office windows as well as buttons or car decals for families to display in support. Identify high school student leaders to assist with event. Invite families of enrolled children in the school district as well as children attending Head Start and child care programs. Invite older members of targeted zip code areas to participate in the rally to encourage multi-generational buy-in to importance of school attendance. 		<p>family engagement specialists, Pre-K director and teachers, child care director, community and business leaders, parent volunteers, students</p> <p>child care programs, number of families with children in the school district, teachers and school staff to lead student and family sessions, materials for student sessions.</p> <p>B. Communications plan to get the word out to families and community members (must reach families in various ways), creation of school district attendance slogan, solicitation of more business and community support, student and parent volunteers, sponsor to create the business signs and buttons or car decals</p>	<p>Ongoing</p> <p>March 2012</p> <p>March 2012</p> <p>May 2012</p> <p>May - July 2012</p> <p>July 2012</p>	<p>resources available from the school and the community to help with ensuring their children are in school every day and ready to learn.</p> <p>Community and business organizations will recognize the importance of school attendance and help in communicating the message.</p>	<p>100% of parents who attended the rally said on the exit survey that they would make a greater commitment to ensure their children will be in school every day ready to learn.</p> <p>100% of business and community organizations who attended the rally signed the commitment form. They displayed the attendance slogan sign in their place of business windows and distributed school attendance information throughout the school year. 80% of parents reported on the end of the year survey that they received attendance information from a business/community organization and that they noticed the signs in town.</p> <p>80% of families attending the rally reported that they learned something new and that they utilized the knowledge throughout the</p>
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Chapter 4: Ready to Be 360

**End of School Year
District Plan Example**



<ul style="list-style-type: none"> g. Obtain contact information from families attending. h. Hold an assembly with everyone in attendance before all the activities begin. Pass out the buttons or car decals, share the slogan, and get everyone on the same page about the goal for the year. i. Recognize all district students with perfect attendance from previous year and announce an incentive program for those with perfect attendance each quarter this year. j. Have learning activities for students of all ages to engage in, such as having high school students reading to early education and elementary students and middle school students participating in a science activity. k. Hold seminars for parents and community members about the importance of school attendance and what they can do to ensure all students are in school learning every day. l. Have business and community organizations host tables on supports and resources they 			<p>August 15, 2012</p>	<p>school year.</p> <p>50% of the families that were contacted throughout the year regarding attendance shared what they have learned with school contact on the phone.</p> <p>There was a noticeable presence of the school attendance slogan around the school and the community via community and business signs as well as families wearing buttons or displaying car decals.</p>
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End of School Year
District Plan Example



<p>can offer families. Have the health department there, as well, to conduct health screenings, etc.</p> <p>m. Obtain signed commitments from the business and community organizations to support the goal of student attendance through the year by placing the school district attendance slogan sign in their office windows and distributing information on school attendance.</p> <p>n. Using contact information received from attendees, make follow-up contact with families to re-emphasize importance of attendance and enlist support in other family engagement activities throughout the year.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>October 2012 – February 2013</p>	<p>→</p>	<p>→</p>
<p>Activity <i>Begin a class for all Pre-K families in the district called "How to Ensure My Child is in the Class of 2026" to teach families about student outcomes and expectations throughout the year. This class would be held each year for this group of parents from Pre-K thru 12th grade and each year a next class would start for incoming Pre-K families</i></p>	<p>3, 4, and 5 (Family – School Partnership Standards) 1 (Student, Family, and Community Involvement and Support)</p>	<p>Parents, parent involvement coordinator, parent mentor, Pre-K director and teachers, child care director, Head Start director and family</p>	<p>A. Facility for classes, technology, expert knowledge to teach classes B. Communications plan to invite families to participate,</p>	<p>9/1/12-5/15/13</p>	<p>Parents will learn what is needed from them while their children are in Pre-K to ensure their children are on track to graduate in 2026.</p>	<p>45% of the Pre-K parents in the district participated in at least one of the three classes. 24% of the Pre-K parents participating in the program attended all three programs, either in person or by watching on the videos</p>

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End of School Year District Plan Example



<p>– “How to Ensure My Child is in the Class of 2027.”</p> <p>Steps in Selective Activity</p> <ol style="list-style-type: none"> Invite parents with students in Pre-K to attend “How to Ensure My Child is in the Class of 2026.” (If Pre-K sites are not located in schools, partner with the Pre-K sites to deliver the information). Hold classes three times a year. Once at the beginning of school, one mid-year, and once at the end of the year. Hold classes in a discussion type session so families also build relationships with one another. Include student outcome information as well as information on student attendance, after school enrichment opportunities, and other supports. Video tape classes and post them on the Web or make available for check-out at the school if parents are unable to attend in person. At the end of year, hold a celebration ceremony for students and parents, together, as they “graduate” to the next grade level. At ceremony, have parents sign up to attend the class for the next 		<p>Engagement specialists, teachers</p>	<p>parents, volunteers, class curriculum,</p>	<p>Sept 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>5/15/13</p> <p>5/15/13</p>	<p>Parents will learn and participate in at least one strategy to assist their children at home.</p> <p>Parents will understand the importance of family engagement in their children’s education in Pre-K and beyond.</p>	<p>online or checking out from the school.</p> <p>100% of participating parents reported that the strategies and tools provided in the classes assisted them in helping their children succeed in Pre-K.</p> <p>88% of parents reported how they have actively participated in their children’s education throughout the school year.</p> <p>Please see the year-end report for the responses on what they have been doing.</p> <p>95% of the parents who participated in the program signed up to participate in the class for Kindergarten next school year.</p> <p>15% of the parents who participated in the program committed to volunteering to assist with the Pre-K class next year and another 25% of the parents who participated in the program</p>
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Chapter 4: Ready to Be 360

End of School Year
District Plan Example





<p>grade level and also ask for volunteers to contribute to the "How to Ensure My Child is in the Class of 2027."</p> <p>h. Advertise to all parents in Pre-K and Kindergarten about the upcoming classes for next school year.</p>	<p>Teachers, parent involvement coordinator, parent mentor, principals, counselors, businesses</p>	<p>A. Student attendance records, teacher knowledge of students. B. Volunteers to canvas neighborhoods, partnerships with restaurants and other vendors in targeted areas, community space and community partners to host attendance seminars in targeted areas, attendance magnets</p>	<p>April – June 2013</p>	<p>committed to actively recruiting Kindergarten parents to their class for next year.</p>
<p>Activity <i>Target students in each school who were absent more than 15 days last school year to improve parent awareness and understanding on how school attendance impacts their students' achievement.</i></p> <p>Steps in Intensive Activity</p> <ol style="list-style-type: none"> Through student records, identify the students in each school who were absent more than 15 days last school year. Have teachers provide input on these students and reasons to why they are absent so often. Analyze absences to determine key neighborhoods/areas where student absenteeism is high. Canvas concern areas through door to door contact providing information about relationship of attendance to achievement. 	<p>1, 2, 3, and 6 (Family – School Partnership Standards) 1 and 3 (Student, Family, and Community Involvement and Support)</p>	<p>8/1/12 – 5/1/13 August 2012 Sept 2012 Sept 2012 October 2012</p>	<p>Families of targeted students will demonstrate an understanding of the connection between school attendance and school success. Families will communicate clear expectations to their children about regular attendance at school. Families will contact the school regularly to check on their children's attendance.</p>	<p>80% of the targeted students in the district who were absent more than 15 days last school year improved their school attendance for the 2012-2013 school year. 40% of the families in the targeted neighborhoods attended the attendance seminar. 75% of the families who attended the attendance seminar reported that they personal invitation extended to them during the door to door canvassing of their neighborhood. 88.5% of the targeted families reported that the</p>

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**End of School Year
District Plan Example**



<p>e. Provide parents with an attendance magnet that includes important phone numbers, school attendance procedures, and steps to take to notify the school if your child will be absent.</p> <p>f. Hold an attendance seminar for target families in their neighborhood regarding the connection between school attendance and achievement. Partner with well-respected community or faith-based organization in the area.</p> <p>g. Partner with fast food or other vendors in targeted zip code areas to include messages on importance of attendance when giving people their receipts.</p> <p>h. Have teachers personally contact families of students with high absentee rates to encourage school attendance throughout the year.</p> <p>i. Have teachers send home "good news notes" to these students' families complementing their children on strong attendance and academic achievement.</p>			<p>October 2012</p> <p>November 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Families will know and follow the school systems rules regarding absences.</p>	<p>attendance magnet helped them be more responsive in reporting absences to the school.</p> <p>45% of the targeted families contacted the school four or more times throughout the year to check on their children's attendance.</p> <p>80% of the targeted families contacted the school if their children were going to be late or absent from school.</p> <p>89.5% of the targeted families the teachers contacted regarding attendance and academic performance throughout the year resulted in increased two-way positive communication initiated by the family. Examples of this two-way communication are mentioned in the year-end report.</p>
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For More Information

For more resources on 360-Degrees of Family Engagement, please visit:

Georgia Department of Education 360-Degrees of Family Engagement Webpage

- <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx>

Georgia Department of Education Parent Engagement Program

- <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program.aspx>

Georgia Parent Mentor Partnership

- <http://www.parentmentors.org>

Bright from the Start: Georgia Department of Early Care and Learning

- <http://www.dec.al.ga.gov>

For questions regarding 360-Degrees of Family Engagement, please contact:

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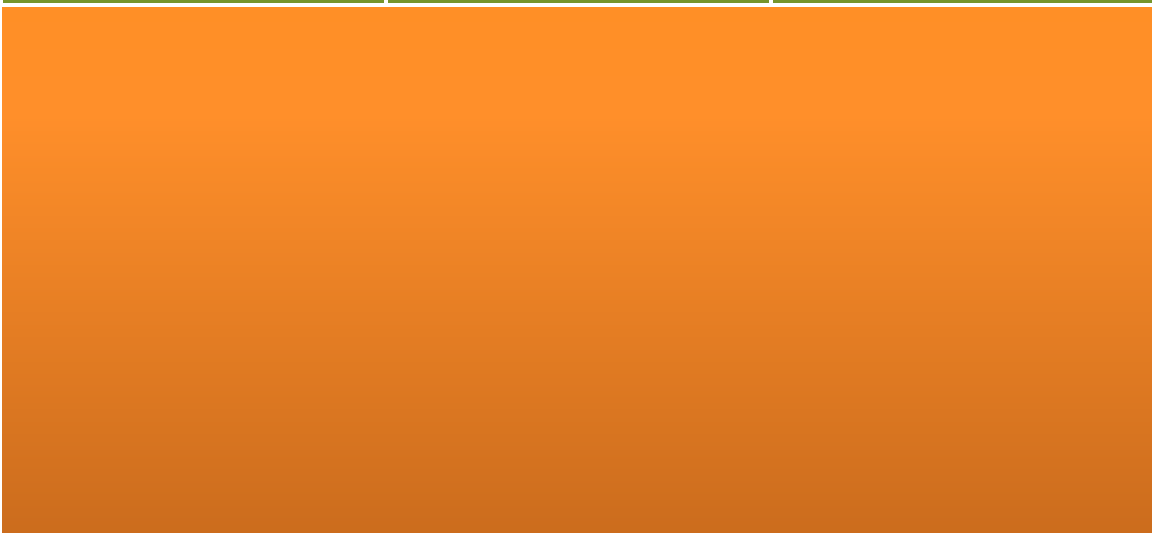
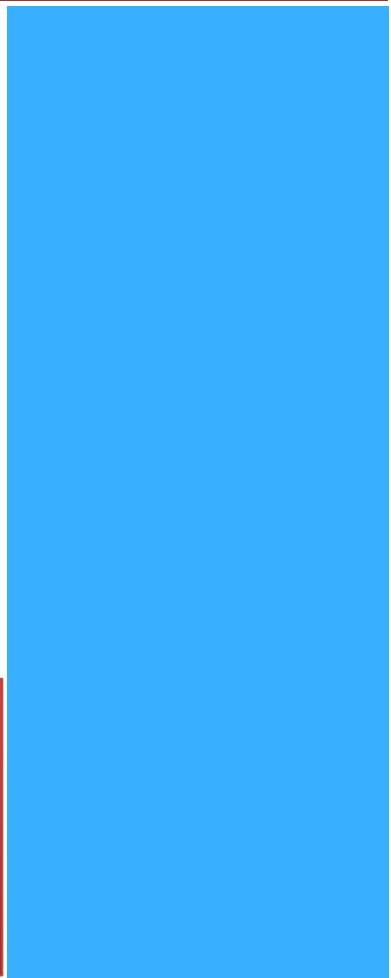
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