Georgia PIC Network
Region 2 Meeting

Get the *facts*…get *connected*…GET *INVOLVED*!

October 24, 2012
9:30 a.m. – 3:00 p.m.

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Announcements

Parent Engagement Month

BY THE GOVERNOR OF THE STATE OF GEORGIA

A PROCLAMATION

PARENT ENGAGEMENT MONTH

WHEREAS: Education is the gateway to a brighter future for our children and our state. Georgia is committed to excellence in education and recognizes the importance of family participation in that pursuit of excellence; and

WHEREAS: Through active, ongoing engagement with their children, parents have the power to ensure their children succeed in achieving education goals. Parent engagement can take place at home and at school; and

WHEREAS: Partnerships are powerful, and by working directly with their children's schools and teachers, parents can build a strong foundation on which their children will thrive; and

WHEREAS: Parent Engagement Month provides an opportunity to raise awareness of the importance of parent engagement in a child's education from Pre-K to 12th grade; now

THEREFORE: I, NATHAN DEAL, Governor of the state of Georgia, do hereby proclaim November 2011, as PARENT ENGAGEMENT MONTH in Georgia, with November 17 as PARENTAL INVOLVEMENT DAY, and encourage parents to remain actively involved in the education of their children.

In witness thereof, I have hereunto set my hand and caused the Seal of the Executive Department to be affixed this 19th day of October in the year of our Lord two thousand eleven.

Nathan Deal
GOVERNOR

ATTEST

CHIEF OF STAFF

PROMOTING PARENTS AS LEADERS

The Georgia Parent Leadership Awards

The Georgia Department of Education (GaDOE) and the Georgia Parent Teacher Association (GA PTA) created the award to recognize parents across Georgia who utilize their various skills and talents to strengthen our schools and positively impact the lives of our children. The award also hopes to inspire all parents to use their unique talents, no matter how big or small, to *lead* the way in building positive outcomes for all children.

Announcements

Parent Engagement Awareness

Parent Engagement Month November 2012

Expect

- Governor's Proclamation
- Get Involved! Parent Calendars
- Sharing of "Best Get Involved Moments"
- Best Get Involved Moments Parent's Publication
- State School Superintendent's Letter to Parents and Families
- Parent Leadership Award Nominations

National Parent Involvement Day is November 15, 2012!

Learning from Each Other:
Burke County Schools PIC Presentation

BURKE COUNTY
PUBLIC SCHOOL SYSTEM

BUILDING FUTURES,
ACHIEVING SUCCESS

Georgia
Parent Involvement Coordinator Network
Region 2 Conference

Get the facts…get connected…GET INVOLVED!

Wednesday, October 24, 2012

9:30 – 3:00 p.m.

PARENT ENGAGEMENT AWARENESS

Parent Engagement Month
November 2012

Superintendent's Parent Advisory Council

BY THE GOVERNOR OF THE STATE OF GEORGIA

A PROCLAMATION

PARENT ENGAGEMENT MONTH

WHEREAS: Education is the gateway to a brighter future for our children and our state. Georgia is committed to excellence in education and recognizes the importance of family participation in that pursuit of excellence; and

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WHEREAS: Parent Engagement Month provides an opportunity to raise awareness of the importance of parent engagement in a child's education from Pre-K to 12th grade; now

THEREFORE: I, NATHAN DEAL, Governor of the State of Georgia, do hereby proclaim November 2012, as PARENT ENGAGEMENT MONTH in Georgia, with November 18 as PARENTAL INVOLVEMENT DAY, and encourage parents to remain actively involved in the education of their children.

In witness thereof, I have hereunto set my hand and caused the Seal of the Executive Department to be affixed this 12th day of September in the year of our Lord two thousand twelve.

Nathan Deal
GOVERNOR

ATTEST

CHIEF OF STAFF

PROMOTING PARENTS AS LEADERS

PLAY A ROLE IN YOUR CHILD'S SUCCESS IN SCHOOL.

BURKE COUNTY
PUBLIC SCHOOL SYSTEM

BUILDING FUTURES,
ACHIEVING SUCCESS

Fall
Regional Parent Involvement Coordinator Conference
Region 2

Wednesday, October 24, 2012
Augusta Technical College / Burke Campus

WORKING TOGETHER

Georgia's Parent Involvement Coordinator's Network

Region 2 of the PIC Network.

Burke County

BURKE COUNTY HAS AN AREA OF 834 MILES!!

There are 7 communities in Burke County.
4,499 students are enrolled in the Burke County Public School System.

- Waynesboro
- Midville
- Keysville
- Sardis
- Girard
- Vidette
- Greens Cut

Four of Burke County's schools are centrally located in Waynesboro offering pre-kindergarten through high school on adjacent campuses.

Waynesboro Primary, Blakeney Elementary, Burke County Middle and Burke County High schools are state-of-the -art, offering the best in technology, laboratories, athletic facilities and more.

S.G.A. Elementary school, located in Sardis, serves pre-kindergarten through fifth grade students.

The Early Head Start program is for low-income infants, toddlers, pregnant women & their families.

HOW ARE OUR PARENT MEETINGS ADVERTISED?

- District Website (School Calendars, Parent Portal, Parent Resources, Notices)
- School Websites
- Connect 5 Communication System
- Grade & School Level Newsletters / Flyers
- Parent Involvement Brochure
- Local Newspaper
- System Stuffer

DISTRICT

Search All District Websites

Parents
Prepare Your Student-Back to School
Menus
School Calendar
Transportation Services
Parent Portal
Parent Resources
Promotion Policy
Notices to Parents
School Choice Transfers Under House Bill 251
Safety & Security
Contact Us

POWER SCHOOL - PARENT PORTAL

Web-based home-to-school collaboration solution allows you to examine up-to-date information on your child's grades, attendance, homework assignments, and more–all through a secure, easy-to-use online link to school records. Parent Portal also makes it easy for parents and teachers to communicate via e-mail messages. You may even choose to receive automatic e-mail alerts if your child is tardy or missing an assignment.

Key Capabilities & Benefits

Parent Portal provides parents a range of useful information including:

- **Student Information**
- **Grades**
- **Teachers' Remarks**
- **Attendance/Tardiness**
- **Discipline**

Before you begin make sure you have contacted your school to receive your confidential Access ID and Password assigned to you for each child, issued by the school.

After you have contacted your school, you may log in to PowerSchool using this link:

http://pschool.burke.k12.ga.us/guardian

Parent Information:

Attachments:

- Creating a New Account PowerSchool.pdf
- Frequently Asked Questions.pdf
- PowerSchool Parent User Guide.pdf

District Schools Parents Students Employment

Search All District Websites

Back to Departments

Safety & Security

Programs & Services

Connect 5 - Rapid Communication

Visitor Management

Parent and Student Resources

Severe Weather

REMS Grant

Useful Links

Documents

FAQs

Contact Us

District

Connect 5 is the rapid communication system that we use to reach our parents/guardians. Vital messages and alerts can be sent to your phone immediately. We have the ability to send the message or alert from each of our schools or from our central office.

It is vital that we have the "BEST" phone number on our Connect 5 file. At this point we have the phone number that you provided at registration. This page is designed to give you the opportunity to change that phone number. You can do as many as 3 children on this form. If you have more than 3 children in our school system, you can send this document, log out, log back in and do another form.

The information that you submit will be verified before the change is made.

[Visitor Login]

Child's Name (1)

Child's School (1)

- Early Head Start
- WPS
- BES
- SGA
- BCMS
- BCAS
- BCHS

"BEST" phone number for Child (1)

Child's Name (2)

Child's School (2)

- Early Head Start
- WPS
- BES
- SGA
- BCMS
- BCAS
- BCHS

"BEST" phone number for Child (2)

Child's Name (3)

Child's School (3)

- Early Head Start
- WPS
- BES

ROLE OF THE SCHOOL— B.E.S.

- Provide opportunities for parents to be involved in school related activities.
- Create framework for parents to support students with instructions at home.
- Provide materials that can successfully be used at home to reinforce the academic success of children.
- Create open communication with parents and school.
- Inform parents that they are advocates for their children.

Parent Newsletter / Flyer

BCHS Class of 2012 Parent Newsletter

Volume 1, Issue 1 — September 2011

End of 9 weeks approaching!

Visit the school's website at http://www.burke.k12.ga.us/education/school/school.php?sectionid=3 to find out all the latest information and happenings at BCHS!

As a twelfth grader, students will normally take one end-of-course test (EOCTs). This test will count as 20% of the student's final grade in Economics.

Students may visit the following sites to receive extra practice for their EOCTs.

Links to Learning:
http://ww.linkstolearning.com

Study Island:
http://www.studyisland.com

USA TestPrep:
http://www.usatestprep.com

Parents,

The 9 weeks will be ending before you know it! In helping your child prepare, please remember the following:

- 9 weeks testing will be the week of September 30 -October 5.
- Many teachers will give a large Performance Assessment to replace the 9 weeks exams (for 1st and 3rd 9 weeks). This assignment will count 25% of their 9 weeks grade.
- Please stress to your child the importance of these exams and Performance Assessments!
- Please contact your child's teacher if you have questions or concerns. A link to their website can be found at the school's homepage (under Directory, then Classrooms).
- There are several pieces of important information that can be located by accessing a teacher's webpage, such as a syllabus, project guidelines, and how to contact the teacher. Also, many teachers have upcoming deadlines and homework assignments posted under their calendar.

Copyright 1996 Randy Glasbergen www.glasbergen.com

Many students actually look forward to Mr. Atwadder's math tests.

Burke County High School

Presents...

Parent Night

When: September 6, 2012
Where: BCHS Media Center
Why: Parent/Teacher interaction to improve student ACHIEVEMENT!!!

SPOTLIGHT CLASSES

9th Grade Literature
Honors U.S. History
Coordinate Algebra
Biology

PARENT NEWSLETTERS

TITLE I PARENT INVOLVEMENT BROCHURE

Standards for Parent/ Family Involvement

Standard 1: Communicating

Communication Between home and school is regular, two way, and meaningful.

Standard 2: Parenting

Parenting skills are promoted and supported.

Standard 3: Student Learning

Parents play an integral role in assisting student learning.

Standard 4: Volunteering

Parents are welcome in the school, their support and assistance are sought.

Standard 5: School Decision Making

Parents are full partners in the decisions that affect children and families.

Standard 6: Collaborating with Community

Community resources are used to strengthen schools, families, and student learning.

Please visit our website and complete the parent survey located under federal programs

Parent Coordinators and Principals

Waynesboro Primary School
Mr. Joshua Brantley, Principal
Mrs. Kathy Allen, Parent Coordinator
(706) 554-5125

Sardis , Girard, Alexander Elementary
Dr. Chequita Brady, Principal
Mrs. Renitta Johnson, Parent Coordinator
(478) 569-4322

Blakeney Elementary School
Dr. Renee Sasser, Principal
Mrs. Linda Habersham, Parent Coordinator
(706) 554-2265

Burke County Middle School
Dr. Mona Reynolds, Principal
Mrs. Laverne Dukes, Parent Coordinator
(706) 554-3532

Burke County High School
Mr. Sam Adkins, Principal
Mr. Dave Brown, Parent Coordinator
(706) 554-6691

Burke County Alternative School
Mrs. Johnnie Stephens, Principal
(706) 554-8046

Federal Programs 2012-2013

"Parent's Make the Difference"

Mr. Rudy Falana
Superintendent

Burke County Board of Education
789 Burke Veteran's Parkway
Waynesboro, GA 30830
(706) 554-5101

www.burke.k12.ga.us

Dr. Allen Kicklighter
Federal Program's Director
(706) 554-8052

Burke County Board of Education
Johnny Jenkins, Chairman · Greg Chandler, Vice-Chairman
Lynn Crews · Dr. Ruby Saxon Myles · Larry Preston

NEWSPAPER ADVERTISEMENT

News Release

AMY J. NUNNALLY
BURKE COUNTY SCHOOLS
(706) 554-5101
Fax (706) 554-8051
ajnunnally@burke.k12.ga.us

Burke Happenings
Please run, Oct. 17 & 24

Planning for College Workshop

Blakeney Elementary School will host a Parent Involvement Workshop for all Burke County Public School parents and guardians, Tuesday, October 30, 2012, 5:00 – 6:00 p.m. This informational seminar on the importance of saving for college is sponsored by the Path2College 529 Plan. For more information, contact Linda Habersham, BES Parent Coordinator, at 706-554-0840.

xxxx

Submitted: 10/9/2012
C: File
Falana
Sasser
Ivery
Habersham

News Release

Debbie Kruk
Burke County Schools
S.G.A. Elementary
(478) 569-4322
Fax: (478) 569-4065
dmkruk@burke.k12.ga.us

S.G.A. Elementary's Faculty and Staff, the Pre-K Program along with our Community Partners are proud to present our eighth annual Parent University Program, which will take place on Thursday, January 31, 2008. This year our program offers the theme of "Parenting". We are proud to announce that Karlton Howard will speak on parenting prior to our parent classes beginning. All Parent University classes this year will be on parenting. Registration begins at 4:50. Community agencies will be here from 4:50 to 5:25 p.m. to share and give out information. Our speaker will speak at 5:30 p.m and Parent classes are from 6 to 7 p.m. There will be children's activities while parents take informative classes. Dinner starts at 7 p.m. Door prizes will be given out in both the classes and during the dinner. You must register in advance in order to attend. Please call (478) 569-4322 if you have questions.

Note: We would appreciate if this could be placed in the paper during the weeks of: February 12 – 16 and again the week of February 19 – 23.

BURKE COUNTY PUBLIC SCHOOLS SYSTEM STUFFER

THE SYSTEM STUFFER

Sharing Information About Burke County Schools

OCTOBER 16, 2012 VOLUME 20, NUMBER 1

SECOND NINE WEEKS CALENDAR

Due to space limitations, only the home sporting events are listed on this calendar, with the exception of football. A complete listing of sports can be obtained from the BCHS and BCMS Athletic Departments and www.burke.k12.ga.us

Oct. 16 ..... BCMS Parent Math Night, 5:30-6:30 p.m.
Oct. 16 ..... BCMS Open House/PTA, 6:00-7:30 p.m.
Oct. 17 ..... PSAT at BCHS
Oct. 17 ..... BCMS Cubs 8th gr. Football Game, 5:00 p.m.
Oct. 18 ..... SGA School Council Meeting, 4:00 p.m.
Oct. 18 ..... Bears' JV Football vs. Screven, 5:00 p.m.
Oct. 18 ..... SGA PTA/Open House, 6:00 p.m.
Oct. 19 ..... Bears' Football, Senior & TOTY Night, 7:30 p.m.
Oct. 20 ..... BCHS Band Competition at Jeff Davis
Oct. 22-26 ..... Red Ribbon Week
Oct. 23 ..... BCMS Cubs Tennis vs. S. Effingham, 4:00 p.m.
Oct. 25 ..... BCMS Picture Day
Oct. 25 ..... SGA Reading Night, 6:00 p.m.
Oct. 25 ..... WPS Pre-K Mad Science Night, 6:00 p.m.
Oct. 26 ..... BCMS Cubs Tennis vs. Richmond Hill, 4:00 p.m.
Oct. 26 ..... BCHS Fall Play, "Almost Maine", 7:00 p.m.
Oct. 27 ..... ACT at BCHS
Oct. 30 ..... Parent Workshop at BES, 5:00-6:00 p.m.
Oct. 31 ..... WPS Pre-K Pumpkin Parade, 12:30 p.m.
Nov. 1 ..... WPS PTA/Open House, 6:00 p.m.
Nov. 2 ..... BCMS Cubs Tennis vs.Screven Co., 4:00 p.m.
Nov. 2 ..... Bears' Football vs. Butler, Away, 7:30 p.m.
Nov. 3 ..... SAT at BCHS
Nov. 3 ..... SGA Fall Carnival, 10:00 a.m.-1:00 p.m.
Nov. 4 ..... Daylight Savings Time Begins
Nov. 5-9 ..... GA High School Graduation Test
Nov. 5-10 ..... BCMS Cubs Tennis Tournament
Nov. 6 ..... Election Day
Nov. 6 ..... SGA DARE Graduation, 9:00 a.m.
Nov. 8 ..... WPS & BES School Council Meetings, 3:30 p.m.
Nov. 9 Bears' Football Region 3-AAAA Play-off game, 7:30
Nov. 12 ..... BCHS Veterans Day Assembly, 2:00 p.m.
Nov. 13 ..... Board Meeting, 6:00 p.m.
Nov. 14 ..... Progress Reports Sent Home
Nov. 14 ..... WPS Thanksgiving Lunch
Nov. 15 .. BES, SGA, BCMS, & BCAS Thanksgiving Lunch
Nov. 15 ..... BCHS Apply to College Day
Nov. 15 ..... BCAS PTA, 12:00 p.m.
Nov. 15 ..... BCMS School Council Meeting, 3:45 p.m.
Nov. 19-23 ..... Thanksgiving Holidays
Nov. 26-30 ..... EOCT Winter Administration
Nov. 27 ..... BES PTA, 6:00 p.m.
Nov. 27 ..... BCMS PTA/ Open House, 6:00 p.m.
Nov. 29 ..... SGA Parent Night, 5:30 p.m.
Dec. 1 ..... BCHS JROTC-Special Olympics
Dec. 1 ..... SAT at BCHS
Dec. 4 ..... Annie Moses Band Concert at BCHS, 7:30 p.m.
Dec. 6 ..... BES DARE Graduation, 9:00 a.m.
Dec. 6 ..... SGA Books & Brownies, 5:00 p.m
Dec. 6 ..... SGA Christmas Concert, 6:00 p.m.
Dec. 6 ... WPS & BES Christmas Concert @ WPS, 6:00 p.m.
Dec. 7 ..... Christmas on Liberty
Dec. 8 ..... ACT at BCHS
Dec. 8 ..... Christmas Parade
Dec. 10 ..... BCMS Band/Chorus Concert at BCHS, 7:00 p.m
Dec. 11 ..... Board Meeting, 6:00 p.m.
Dec. 12 ..... BES Christmas Lunch
Dec. 12 ..... WPS & SGA Christmas Lunch
Dec. 13 ..... SGA School Council Meeting, 4:00 p.m.
Dec. 13 ..... BCHS Christmas Concert, 7:00 p.m.
Dec. 18 ..... BCHS 9-weeks Exams
Dec. 19-21 ..... BCMS & BCHS 9-weeks Exams
Dec. 19-21 ..... BCMS & BCHS Early Release, 1:15 p.m.
Dec. 21 ..... BES Christmas Play
Dec. 21 ..... WPS, SGA & BES, Early Release, 1:45 p.m.
Dec. 21 ..... Last Day of 1st Semester
Dec. 24-Jan.4, 2013 ..... Christmas/New Year's Holidays
Jan. 7 ..... Staff Workday/Student Holiday
Jan. 8 ..... Classes Resume, Begin 2nd Semester
Jan. 8 ..... Board Meeting, 6:00 p.m.
Jan. 9 ..... Report Cards Sent Home

Listen to Bears Friday Night Football LIVE on the Radio at 94.9 FM "Best Country."

Keep up with what's going on everyday in our fabulous school system and get your Bears Friday night football scores in "real time." All you need to do is **"Like"** the **Burke County Public School System Facebook page**! It's easy... Go to www.burke.k12.ga.us and find "Facebook" under "Quick Links" **or** search for "Burke County Public Schools" on Facebook. *Over 830 people "Like" us already*

Have You Heard.....

POWER SCHOOL - STUDENT PORTAL

Burke County High School, in an effort to empower your child and create an opportunity for self-improvement, introduced a system to provide up-to date information on his/her grades, attendance, homework assignments, and more-all through a secure, easy to use, on-line link to school records.

On Monday, October 15th, 2012, the Student Portal was launched through Power School. Your child was issued a confidential Access ID and Password for his/her account. The Student Portal may be accessed through the link below:
http://pschool.burke.k12.ga.us/guardian

Two Homecoming Queens were crowned for the first time in BCHS history. **Brionna Lewis** and **Rian Mobley-Luke** received the same number of votes from their classmates.

BES 3rd grader, **Greg Brogan**, was chosen to be a First Time Forecaster for WRDW, Channel 12 News.

BCHS's junior quarterback, **Donquell Green**, was named the Augusta Chronicle Player of the Week. **Green** continues to move up in Georgia High School Football Daily's Player of the Year Watch.

BCMS recently integrated SKYPE into their curriculum. Monday, October 15, the 6th grade Earth Science Department hosted their first Skype classroom conference with a Yellowstone National Park ranger.

The Dollar General Literacy Foundation awarded a Youth Literacy grant in the amount of $2,000 to **Allison Hood**, **BCHS** CTAE Business teacher.

The **BCHS** CTAE Department was selected to receive a $10,000 grant for Agricultural Experimental Plot through America's Farmers Grow Rural Education, sponsored by the Monsanto Fund.

School-level Teachers of the Year are **John Edwards** from **WPS**, **Liz Fordham** from **SGA**, **Loretta Johnson** from **BES**, **Lauren Thornton** from **BCMS**, **Clifford Carter** from **BCAS**, and **Debra Tanksley** from **BCHS**. These teachers will be honored during the BCHS football half-time show, October 19, 2012.

WPS student, **Corliss Scruggs**, won third place in Kindergarten in the state of Georgia for his poster entry in the "Digging Peanuts in Plains Art Contest." Corliss received a certificate, medal, and large copy of his art work as well as the opportunity to meet former President Jimmy Carter.

The **BCMS** and **BCHS** FFA chapters recently received a gracious donation thanks to Mr. Ed Coble, III. and Harmony Grove Dairy in Waynesboro. Through Mr. Coble's dairy supply business in New Mexico, Pfizer Animal Health donated a check in the amount of $5,356.00.

BCAS was awarded the 2011 United Way Campaign trophy for their faculty contributions to the United Way.

Amy Sasser's **BES** 5th grade class won the National 4-H Week Display contest for the county.

It is the policy and practice of the Burke County Board of Education to not discriminate on the basis of race, color, religion, national origin, political affiliation, age, disability, or gender in matters concerning employment, educational programs, or access to services.
This includes, but is not limited, to Career, Technical, and Agricultural Education courses in Business, Transportation, Family and Consumer Science, Early Childhood Education, Healthcare Science, Construction, Engineering and Technology, Agriculture, and Work Based Learning.
Inquiries with respect to Title II, Title VI, or Title IX, Section 504 of the Rehabilitation Act, and/or the ADA may be directed to James D. Hyder, Jr., General Counsel, Burke County Board of Education, 789 Burke Veterans Parkway, Waynesboro, GA 30830, 706-554-5101.

MR. DAVE BROWN
B.C.H.S. SCHOOL & FAMILY LIAISON

B.C.H.S.
NEW GRADUATION REQUIREMENTS
PARENT INFORMATIONAL MEETING

B.C.H.S.
10TH GRADE PARENT NIGHT

HONORS AP REQUIREMENTS MEETING

B.C.H.S.
FINANCIAL AID PARENT WORKSHOP

Burke County High School
Parent Engagement Workshop
Watkinsville Baptist Church
Mr. Dave Brown, B.C.H.S. School & Family Liaison

THE FUTURE OF PARENT INVOLVEMENT AT BURKE COUNTY HIGH SCHOOL

B.C.H.S. Parent University

Capturing the Moments of Extracurricular Activities

A Vision for the Future

The Empowering Parent Project

MIDDLE SCHOOL MATTERS FAMILY BROCHURE

BURKE COUNTY MIDDLE SCHOOL C.R.C.T. PARENT WORKSHOP

C.R.C.T. INTERACTIVE SESSION

B.C.M.S. ANNUAL TITLE I PARENT MEETING

BURKE COUNTY
MIDDLE SCHOOL
HOME OF THE
BCMS CUBS

B.C.M.S. Annual Title I Parent Meeting
May 2011

Acronym Challenge

AYP ----Adequate Yearly Progress

LEA---Local Education Agency

SES----Supplemental Educational Services

NI School---Needs Improvement

ESEA----Elementary and Secondary Education Act

PIP----Parent Involvement Policy

SIP----School Improvement Plan

SCP----School Parent Compact

Hi-Q---Highly Qualified

PIS----Parent Involvement Survey

(Sample of Acronym Challenge at the Annual Title I Parent Meeting). Once the acronyms had been identified, a discussion evolved around the core of the topics. Suggestions for changes to the Parent Compact were offered and changes were noted.

S.G.A. ELEMENTARY PARENT UNIVERSITY

EARLY LITERACY & LANGUAGE DEVELOPMENT ACTIVITIES CLASS

HOMEWORK WARS

MATH & WRITING TIPS CLASS

S.G.A. ELEMENTARY SCHOOL OFFERS GED PROGRAM

S.G.A. Elementary in collaboration with Augusta Technical College provides free tutorial services to assist parents and community members with GED Test prep.

Where: SGA Elementary School K-2 Computer Lab

When: Tuesdays and Thursdays

Time: 3:15 – 5:15 p.m.

Program Participants
Parents or Guardians who have a child enrolled in school.

Committed to serving our community & families!

ROLE OF THE PARENTS

B.C.P.S. ELL PARENT MEETING

W.P.S. 2ND GRADE PARENT WORKSHOP BREAK-OUT SESSION - MATH

P.T.A. AT WAYNESBORO PRIMARY SCHOOL

ANNUAL "REAL MEN" READ DAY

Approximately 55 men from the Burke County community (many having students in the Burke County Public School System) volunteer to visit W.P.S. and read to the students.

WAYNESBORO PRIMARY SCHOOL PARENT CENTER & LENDING LIBRARY

HOW DO WE MAKE PARENT INVOLVEMENT A REALITY?

IT'S ALL ABOUT COLLABORATION!

Dr. Allen Kicklighter, Title I Director

<u>Parent Coordinators</u>

B.C.H.S. – Dave Brown

B.C.M.S. – Laverne Dukes

B.E.S. – Linda Habersham

S.G.A. - Renitta Stokes-Johnson

W.P.S. – Kathy Allen

Break Time

360 – Degrees of Family Engagement:

Wrapping School Home and Community Engagement Around Student Achievement Outcomes

360 degrees of Family Engagement

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Are You 360?

360-Degrees of Family Engagement is a

PROCESS.

You may already be 360 and not even know it!

360 degrees of Family Engagement

Are You 360?

Probing Questions on Family Engagement in the School Improvement Process

Please Answer Yes or No Based on Your School's and/or District's Family Engagement Work		
		YES/NO
1.	Do you have a family engagement professional who is part of the school or district leadership team?	
2.	Do you have a family engagement team at the school or district level? If so, does your team include personnel from Title I, Special Education, Georgia's Pre-K and/or Head Start?	
3.	Do you have a research-based framework in place that explains how to acknowledge the needs of your school's or district's families and meet them where they are?	
4.	Do you have a family engagement annual plan that is embedded within the school's or district's improvement plan?	
5.	Do you base family engagement policy and plans on sound research and data?	
6.	Are student goals and family goals measured to track their impact on student achievement?	
7.	Do you have a family engagement strategy to guide your work?	
8.	Are families learning vital behaviors to become active participants in improving student learning?	
9.	Do you include both measures of effort and measures of effect when setting goal results for family engagement work?	
10.	Do you have data evidence to show that family engagement is making an impact in student achievement for all students in your school or district?	

Name:
School/District:
Date:
Action Items to Discuss:

Georgia Department of Education, Dr. John Barge, State School Superintendent
Bright From the Start, Mr. Bobby Cagle, Commissioner
June 12, 2012 • Page 1 of 1

Today's Agenda

- The What…
- The Who…
- The Why…
- The How…

of 360 – Degrees of Family Engagement!

What is 360 – Degrees of Family Engagement?

A *comprehensive* **Family Engagement Process and Plan** that *embeds* family engagement into school improvement goals by:

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

What is 360 – Degrees of Family Engagement?

Meets Georgia ESEA Flexibility Waiver Turnaround Principle Seven Requirement for Priority Schools

Title I Parent Involvement Policy → **360-Degrees of Family Engagement Plan** → **School or District Improvement Plan**

Executive Summary

In-Depth and Collaborative Plan of Work

Embedded Family Engagement Activities

360-Degrees of Family Engagement Impact

Title 1 About 1,000,000 students
Pre-K 84,000 students
Special Education 180,000 students

Who is Involved in the 360-Degrees of Family Engagement Process?

Parent hired to partner with local school systems in special education family engagement initiatives

Provides School Readiness and Support Services to Families

Liaison between home & school who builds parent capacity to increase student achievement.

How to Impact in 360-Degrees

You are in a position to lead, observe, and influence in every direction!

Why 360-Degrees of Family Engagement?

Do you drop family and community engagement when no one is looking?

Acknowledging the Needs of Families

One year in Georgia…

- 2,513,356 children from birth to age 18 make up 26 percent of the state's population
- 494,787 children live in poverty (1 in 5 children)
- 5,756 babies are born to girls ages 15 – 17 (16 each day)
- 60,810 of teens ages 16 - 19 are not in school and not working (11 percent)

Sources for Georgia statistics include child abuse and neglect, teen births, and low birth weight 2007 data from Georgia Department of Human Resources; and U.S. Census Bureau 2007 data for poverty and high school dropouts. For additional data or information visit gafcporg/kidscount.

What Does the Research Say?

Students do better when a parent is engaged. Outside factors such as economics and ethnicity do not matter if the parent is engaged.

Henderson and Mapp (2002)

Maslow's Hierarchy of Needs

- **Self actualization**
- Esteem Needs
- Belonging Needs
- Safety Needs
- Psychological Needs

Head Start Parent and Family Engagement Outcomes

Guidance on what families need in order to be healthy, as well as ready to focus on school and community engagement.

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.

PTA's National Standards for Family-School Partnerships

Family – School Partnerships are what parents, schools, and communities can do together to support student success.

Strengthening Families Protective Factors

Although Strengthening Families was developed in early childhood education programs, partners in a large variety of settings working with many different populations are exploring ways to apply the approach.

360-Degrees of Family Engagement Crosswalk

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	*Examples of Psychological needs at each level.*	**HEAD START** Family and Community Engagement Framework	**PTA** National Standards for Family – School Partnerships	**STRENGTHENING FAMILIES** Protective Factors	*Examples of issues that may affect a family's level of engagement.*

A tool to assist educators in understanding ***where families are*** in the school engagement equation.

Crosswalk Scenario Exercise

Ready! Set! Go!

Let's review the *key components* used by <u>family engagement professionals</u> to develop a 360 Plan to impact student achievement.

What Are the Key Components of a 360-Degrees Plan?

Each Step Connects

Goal

↓

Strategy

↓

Initiative

↓

Action Steps

↓

Outcome

ACHIEVEMENT

Measurable Goal

The measurable goal from your school or district improvement plan should be used as the goal for your 360-Degrees of Family Engagement Plan.

Measureable 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

A broad internal plan of action that will aid in achieving the measureable goal

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.

Initiatives

A program, project, or process that assists in implementing a particular strategy

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.

Action Steps

Your action steps will move the 360 Team along to carry out a designated initiative through **ACTIVITES**.

Activity: *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.* **Steps in Universal Activity** a. Math problem is published in the monthly parent newsletter. Steps are given on how to solve the problem. b. Math problems are tied into other school activities such as sports and music nights with fun number problems for everyone to try. c. Math is promoted in signage throughout school and community. d. Speakers are invited to Skype into the school for five minute lessons on how they use math in business.	2 and 6 (Family – School Partnership Standards) 1 and 3 (Student, Family, and Community Involvement and Support)	Principal, Title I PIC, Math Teachers, Coaches, Music Teacher, Counselors, Parent Mentor, Parent leaders (if applicable), and Community Business leaders	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.	9/12 to 5/13 Ongoing Ongoing Ongoing Ongoing	Parents will learn new ways to use math with their student thru the activity.	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.
e. Local businesses are asked to promote math on signage and kiosks.				Ongoing		25 speakers will Skype into select middle school classes for five minute lessons throughout the school year. 50% of the parents whose c children heard the Skype lesson will share that their children were able to teach the lesson to them. 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. 50 posters regarding math will be placed in businesses, community centers and libraries. 10 churches will put a school math update and math problem in their church bulletins at least three times in the year.

Targeting Students and Their Families

Vital Behaviors
Family Initiative Benchmarks

Vital behaviors are the smallest set of actions that will lead to the results you want.

They are ***must do*** actions versus ***should do*** actions.

- ✓ 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.

Family Goal Results

- **Qualitative Data** is a *process* rather than an *outcome*. It provides an in depth description of virtually any information that can be captured that is not numerical in nature.
- **Quantitative Data** provides numerical information that is based on statistical methods such as experiments and questions.

Family Goal Results

- **Measures of Effort** refers to what activities were conducted and how they were implemented.
- **Measures of Effect** refer to the impact that resulted from families achieving identified family benchmarks.

Using a combination of ***measures of effort*** and ***measures of effect*** gives reliable information from numerical measurements that are backed up by detailed information around the process.

Outcome

A measure that examines the effectiveness of a specific initiative as it relates to meeting measurable goals

Where Do You Go From Here?

- Read the 360-Degrees of Family Engagement Curriculum at http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx
- Work with the School or District Leadership Team
- Think Outside the Box

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"Making Education Work for All Georgians"

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Priority School? You can also talk with your GaDOE School Improvement Specialist!

Open for Questions

Working Lunch:
Networking Conversation Table Topics

Review the Education Week teacher article in your folder and discuss your impressions with a colleague.

Is Parent Involvement the Missing Link in School Reform? How would you respond to the teacher's comments?

Annual Evaluation of Title I Parent Involvement Policy and Programs

Section 1118(a)(2)(E)

The LEA must conduct, with the involvement of parents, **an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served under this part**, including identifying barriers to greater participation by parents in activities authorized by this section, and **use the findings of such evaluation to design strategies for more effective parent involvement, and to revise, if necessary, the parent involvement policies described in this section**.

Section 1118(a)(2)(E)

- ✓ The LEA must **document the process for how the LEA will evaluate the parent involvement policy** each year.
- ✓ The LEA must **conduct an annual evaluation** of the content and effectiveness of the parent involvement policy.
- ✓ The LEA must **identify barriers** to greater parent participation.
- ✓ The LEA must identify the barriers to including "hard to reach" parents.
- ✓ The LEA must **use the findings of the evaluation to revise and improve the parent involvement policy**.

Meeting the Evaluation Requirements

- Focus Groups
- Open Discussion Forums
- Surveys
  - Mailing Surveys
  - Telephone Surveys
  - Electronic Surveys

Focus Group

- A focus group **provides the opportunity for several people to get together** in a confidential setting and it allows for structured evaluation that yields useful data
- The dynamics in focus groups often **bring out richer data** than other methods of evaluation
- A focus group should be **small enough to allow everyone to express their viewpoints and large enough to capture a diverse range of perspectives**
- A typical focus group usually **includes seven to twelve people**

http://surveysystem.com/sdesign.htm

Focus Group

- Remember, you must provide **all parents** the opportunity to participate, if you decide to use this method of evaluation
- You may have to **schedule multiple meetings** to accomplish this requirement
- Focus groups **can be administered at the local or district level** to evaluate the effectiveness of parental involvement programs and policy

Focus Group

Advantages

- The ability to **observe and hear parent opinions** firsthand, which eliminates the danger of misinterpretation or assumptions
- Fosters an environment that **encourages parent to interact among themselves** during the focus group sessions
- People are **willing to talk longer face-to-face** than to someone on the phone or when filling out a form
- Schools/Districts can implement a focus group **without the need for excessive costs associated with equipment or preparation**

http://surveysystem.com/sdesign.htm

Focus Group

Disadvantages

- The group could be **dominated by only a few parents**, which would result in only their opinions being heard
- Because focus groups are relatively small, it **limits the number of opinions** that could come from having a wider audience
- It could become **time-consuming** if it's not facilitated properly
- The facilitator would have to **find a centralized location** to have the meetings, send out notices about the focus group and make arrangements for parents without transportation to attend

http://surveysystem.com/sdesign.htm

Sample Focus Group Questions

- Think back to the beginning of the year, **what programs would you like to see modified or added to the parental involvement policy and plan** in the future? Describe what you mean.
- **To what extent** have you found the parent resource center useful? Describe areas of improvement that could be made.

Sample Focus Group Questions

- **Let's talk about** the opportunities you have had to network with other parents throughout the school year. **Name a few instances** when you have been able to take advantage of parent networking.

- **Explain how** those networking experiences have helped you and your children during this school year.

Open Discussion Forums

- Operates similarly to a **town hall meeting**
- **Ground rules** would need to be established at the beginning of the meeting to ensure cooperation and a smooth meeting
- Someone would need to be designated to **take minutes** as a means of capturing all comments
- **The Title I Director, administrator, and principal** would need to be present to help answer questions and provide valuable information to parents

http://www.wisegeek.com/what-is-an-open-forum.htm

Open Discussion Forum

Advantages

- **Allows for a large audience** or group of parents to participate
- Multiple meetings can be held to **accommodate various schedules**
- One of the most cost-effective ways to **gain massive input** and evaluate the school's policy and plan
- Provides the opportunity to **get direct feedback**

Open Discussion Forum

Disadvantages

- It can be **difficult to facilitate and ensure you allot time** for a majority of parents to comment
- It can be hard to **re-gain control** once it's been lost
- The **cost of transportation and childcare** can cause this cost-effective meeting to become expensive if it's held multiple times
- **Establishing a centralized location** to conduct the meeting outside of the school can be difficult because the size of the audience is unknown since it's open to all parents at once

Sample Open Discussion Forum Questions

- What type of **training or programs to improve student academic performance would you be likely to participate in** if they were offered by the school?
- What are some of the **top barriers** that prevent parents from being able to participate in school functions, activities, and planning events?
- Explain what **the school can do to address these barriers**.

Sample Open Discussion Forum Questions

- How **can the school assist you with helping your children in the core content areas** of Mathematics, English Language Arts, Science and Social Studies?
- What **hours are more convenient to conduct trainings, programs, parent meetings and workshops**?
- How can we **get more parents involved in the revision and planning process of the school's Title I Parental Involvement Plan and Policy** and other decision-making committees?

Surveys

- Surveys as a means of evaluation are one of **the most common methods used** to evaluate programs

- When you opt to use surveys as your evaluation method, you should **give parents and families advance notice** about when the surveys will be available on-line, mailed to their homes, or when to expect a phone call

- Surveys **require persistence with follow-up and tracking** to ensure that they have been fully administered to all parents and families

http://surveysystem.com/sdesign.htm

Mailing Surveys

Advantages

- Mailing surveys is **one of the most effective ways to give all parents an opportunity to be part of the evaluation process**
- This is the best kind of survey to do in the event that most of your **parents don't have working telephone numbers or are difficult to reach**
- This method **allows parents and families to answer at their leisure**, rather than in the moment they are contacted or while in a group setting
- Commonly **viewed as less intrusive** than other evaluation methods

http://surveysystem.com/sdesign.htm

Mailing Surveys

Disadvantages

- Time! Mailing surveys **takes longer** than other kinds of evaluation method because you have to wait several weeks before you can be sure that you have received most of the responses

- Parents and families with **lower educational and literacy levels** may not be able to understand the survey to complete it which leads to lower response rates

- Mailing surveys **can get expensive** with the costs associated with postage, labels, copies, and envelopes

http://surveysystem.com/sdesign.htm

Telephone Surveys

Advantages

- People can usually be **contacted faster over the telephone** than with other methods
- Certain software can be used to make **questionnaires automated and practical** by offering to perform calculations and modify questions based on the answers to earlier questions
- The **privacy of a phone survey** can often elicit longer or more complete answers than people will give on their own to mail or email surveys

http://surveysystem.com/sdesign.htm

Telephone Surveys

Disadvantages

- Telemarketers have given phone surveys a bad name; consequently, many people are **reluctant to answer/accept phone surveys**
- Due to the number of working parents, **no one is home during the day**. This limits calling time to a "window" of about 6:00-8:00 p.m.
- You **cannot engage in face to face interaction** to gauge the conversation and determine sincerity
- All families do not have **access to a telephone** and numbers can change often

http://surveysystem.com/sdesign.htm

Electronic Surveys

Advantages

- You will get **more accurate answers to sensitive questions because it's confidential**
- **Eliminates** the need for **data entry**
- There is **practically no cost involved** once the set up has been completed
- **People tend to give longer answers to open-ended questions** on electronic surveys than they do on other kinds of surveys
- Electronic surveys are viewed as **quick and easy** resulting in a quick turnaround on responses

http://surveysystem.com/sdesign.htm

Electronic Surveys

Disadvantages

- Parents **must have access to a computer** or one must be provided for them
- Electronic surveys may have **serious response rate problems in populations of lower educational and literacy levels**
- You have to **obtain email addresses for all of the parents** at your school and follow-up with an alternative survey for parents who don't have one
- Depending on the software you use, there is often **no control over people responding multiple times** to bias the results

http://surveysystem.com/sdesign.htm

Targeting Families Through Surveys

Phone Call

Mail/Send Home

Electronic

How Can You Make Your Surveys Meaningful?

Since surveys are the preferred evaluation tool that is most recommended, let's go into more detail about how they can become more meaningful.

Survey Design and Execution Process

Goal

To assess the involvement of parents in the Title I parent involvement program and Title I parent involvement activities, as well as to ask them to review the Title I parental involvement plan and share how effective and realistic the plan was in its implementation

Questions

When writing good survey questions, they should be:

- **Relevant** – knowing the *objectives* of the survey and the *types of information* that need to be collected.
- **Accurate** – collecting data in a *reliable* and *valid* way.

Questions

Tips for Writing Good Survey Questions

Categorize questions as evaluating either ***events and behaviors*** or ***attitudes and judgments***. *Then:*

Questions

Tips for Writing Good Survey Questions

Be Brief

Keep questions **short** and ask **one question at a time**. Longer questions may quickly become confusing, thus resulting in a misread of what you are asking.

Questions

Tips for Writing Good Survey Questions

Pay attention to neutrality of the words.

Avoid:

- Leading Questions
- Loaded Questions
- Built in Assumptions

Be Objective

Questions

Tips for Writing Good Survey Questions

The survey should use language that is simple in both words and phrases.

Be Simple

Avoid:

- Complex words, technical terms, and jargon
- Shorthand (contractions, abbreviations, symbols, slashes, parentheses, brackets)

Questions

Tips for Writing Good Survey Questions

Be Simple

continued

Avoid:

- Framing questions in the negative
- Using double negatives
- Using double-barreled questions

Questions

Tips for Writing Good Survey Questions

Be Specific

Ask **precise** questions. Avoid things that are too general, too complex or undefined.

Questions

The Right Question Type

The types of survey questions used will play a role in producing relevant and accurate survey responses.

Questions

The Right Question Type

Open – Ended Questions

Advantages	Disadvantages
Increased reflection	Expression of feelings may be difficult
Unanticipated answers	More time and effort
Views more accurately described	Analyzing is time consuming and difficult

Questions

The Right Question Type

Closed – Ended Questions

- Checklists
- Multiple Choice
- True/False
- Attitude Scales

Closed – Ended Questions are ***easier*** for respondents to answer and are ***less time consuming*** to interpret and analyze.

Questions

The Right Question Type

Ranking or Ordinal Questions

Example: Please rank the items from 1 to 3 according to what subjects you would like to learn more about to help your child be successful in the classroom:

	1st Choice	2nd Choice	3rd Choice
Math	X		
Reading			X
Science		X	

Questions

The Right Question Type

Matrix and Rating Questions

Likert Scale

Example: Please answer the following question:

	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
I feel welcome at my child's school.					

Questions

The Right Question Type

Matrix and Rating Questions

Semantic Differential Scale

Example: To what extent has attending the Title I Parental Involvement workshops helped you in your ability to help your child succeed academically?

Please answer along the following scale:

Improved 1 2 3 4 5 6 7 **Unimproved**

Questions
Quick Tips

- Begin with an introduction that explains the survey's purpose
- Start with questions that are easy to answer
- Ask about topic details before asking for an overall assessment
- Make it visually appealing – clean, simple, and consistent

Delivery
Response Rates

- **High** parent participation is needed to ensure data is representative and of value for Title I parent involvement decision making.
  - Better to have confidence in data value
  - Minimum 60% response rate

- **Lower** response rate doesn't mean the data is not valuable — but representativeness uncertain

Delivery
Response Rates

Increase response rates by:

- **Providing a purpose and making it personal**
- Promoting a sense of ownership among parents and staff in survey development
- Developing both online and paper versions
- Publicizing and distributing the survey by using many venues and methods
- Providing incentives for survey return to students or families

Collection and Analyze

What Do Your Survey Results Show?

The collection and analyzing process is ***crucial*** to not only survey results, but to the results of any annual evaluation that looks at the content and effectiveness of the parental involvement plan.

Therefore, we will next address how **any annual evaluation can be compliant by using the findings to design more effective parental involvement strategies and, if necessary, revise the plan/policy.**

ESEA Section 1118 (a)(2)(E)

How to Use the Evaluation Findings

- Compile and categorize all Title I Parent Involvement evaluation results.
- Present a summary of the Title I Parent Involvement evaluation results.
- Discuss results and revise Title I Parent Involvement plan to address evaluation results.
- Demonstrate to the entire school community how their input has made a difference.

How to Use the Evaluation Findings

Guiding Questions

1. Where did our Title I Parent Involvement evaluation responses show us excelling, meeting, or needing improvement? Are there certain data trends in responses?

2. What were our student achievement goals this year?

3. How did we work as partners with parents in meeting those goals?

4. How can we improve on actively involving parents in the activities of our schools?

How to Use the Evaluation Findings

Guiding Questions

5. Do we have any barriers to parent involvement that need to be addressed?

6. How are we doing with distributing our district and school parental involvement plans to all Title I parents?

Parental Involvement

7. How can we improve on training that is offered to parents: To help them work with their child at home? To help them to be active partners in LEA and school decision-making?

How to Use the Evaluation Findings

Guiding Questions

8. How can we improve on training that we offer school staff/teachers to help them to work more effectively with parents?

9. How can we improve building parent capacity?

10. Based on these evaluation findings, what changes do we want to make to our parental involvement plan for next year?

Guidance Sheet to Help with Implementation

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Open for Questions

Stretch Break

Common Core Georgia Performance Standards (CCGPS): What Parents Need to Know

CCGPS

Common Core Georgia Performance Standards

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

What Do You Know About

What is the Common Core State Standards (CCSS) Initiative?

- A ***State-led*** effort by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO) with assistance of parents, teachers, school administrators, and experts such as Achieve, ACT, College Board, and National Association of State Boards of Education (NASBE) to improve educational outcomes for students.
- Developed a set of consistent, clear K-12 academic standards in ***English Language Arts, Literacy (in History, Social Studies, Science and Technical Subjects),*** and ***Mathematics*** to prepare all students for college and career ready success.

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

What is the Common Core State Standards (CCSS) Initiative?

45 States and 3 territories have formally adopted the CCSS.

http://www.corestandards.org/in-the-states

What are the Common Core State Standards (CCSS)?

- Academic Performance Standards provide clear, consistent expectations about what ***knowledge, skills, and practice*** students should have and learn at each grade level.
- These expectations help ***guide teachers and parents*** on what they need to do to help students graduate from high school ***prepared to enter college and/or a career.***
- The CCSS guide both ***curriculum*** (the subject matter taught at each grade level) and ***assessments*** (tests that determine the level of learning a student has achieved).

Rhode Island Department of Education
http://www.ride.ri.gov/instruction/DOCS/CommonCore/CCSS_Guide-Families.pdf

What are the Common Core State Standards (CCSS)?

Standards-centered instruction, curriculum, and assessments drive student learning and college/career readiness.

Rhode Island Department of Education
http://www.ride.ri.gov/instruction/DOCS/CommonCore/CCSS_Guide-Families.pdf

Why are the Common Core State Standards Important to the Nation?

- Different standards create confusing expectations across the states.
- Global competitive edge is lagging among students in the US.
- Workforce skills do not match 21st century workplace demands.

What are the Common Core State Standards Benefits?

1. Consistent with Georgia Performance Standards (GPS)
2. Deeper understanding of core concepts
3. Aligned with college and career expectations
4. Focus on practical skills
5. Internationally benchmarked so all students are prepared to succeed in our global economy

What Does CCGPS Have to Do with Title I?

1118(c)(4)(B): Each school should provide parents of participating children a ***description and explanation of the curriculum*** in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

What Does CCGPS Have to Do with Title I?

1118(e)(1): Each school and local educational agency shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the ***State's academic content standards*** and ***State student academic achievement standards***, ***State and local academic assessments***, the requirements of this part, and ***how to monitor a child's progress and work with educators*** to improve the achievement of their children.

What Should Parents Expect?

Three Shifts in English Language Arts (ELA)/Literacy

1. Building knowledge through ***content-rich nonfiction***
2. Reading, writing, and speaking grounded in ***evidence from text***, both literary and informational
3. Regular practice with ***complex text*** and its ***academic language***

What Should Parents Expect?

Shift 1 in ELA/Literacy

Students Must…	Parents Can…
• **Read** more non-fiction • Know the ways non-fiction can be **put together** • **Enjoy** and **discuss** the details of non-fiction	• **Supply** more non-fiction text • **Read** non-fiction texts aloud or with your child/teen • **Have fun** with non-fiction in front of your child/teen

What Should Parents Expect?

Shift 2 in ELA/Literacy

Students Must…	Parents Can…
• Get smart in **Science and Social Studies** through reading • Handle "**primary source**" documents • Get smarter through texts • Find **evidence** to support their arguments • Form **judgments** • Make **arguments in writing** using evidence • **Compare** multiple texts in writing	• Supply series of texts on **topics of interest** • Encourage **researching** • Find books that **explain** • **Discuss** non-fiction texts and the ideas within • Talk **about** text • Demand **evidence** in every day discussion/disagreements • Encourage writing at home

What Should Parents Expect?

Shift 3 in ELA/Literacy

Students Must…	Parents Can…
• **Read** material at comfort level AND work with more **challenging** texts • Handle frustration and keep **pushing** • **Learn words** that they can use in college and career • **Compare stories** using text elements	• Provide more **challenging texts** AND provide texts they **want to read** and can read comfortably. • Know what grade level texts are **appropriate**. • Read **challenging text** with them • Read **multiple books** about the same topic and **compare and contrast** texts • Ask **why and how** questions

What Should Parents Expect?

Three Shifts in Mathematics

1. **Focus**: Strongly where the standards focus
2. **Coherence**: Think across grades, and link to major topics within grades
3. **Rigor:** In major topics pursue: *conceptual understanding, procedural skill* and *fluency*, and *application with equal intensity*.

What Should Parents Expect?

Shift 1 in Mathematics

Students Must…	Parents Can…
• Spend **more time on fewer concepts**	• Know what the **priority work** is for your child/teen for their grade level • **Spend time** with your child/teen on priority work • **Learn** the math your child/teen needs to know

What Should Parents Expect?

Shift 2 in Mathematics

Students Must…	Parents Can…
• **Understand** why the math works. **Make** the math work. • Keep **building** on learning year after year	• Notice whether your child/teen **really knows** why the answer is what it is – have your child/teen **work out** problems • Know what your child/teen **struggled** with last year and how that will affect their learning • **Advocate** for your child/teen and ensure extra support is given to close gaps in knowledge

What Should Parents Expect?

Shift 3 in Mathematics

Students Must…	Parents Can…
• Spend time **practicing** lots of problems on the same idea • Be able to use **core math facts** fast • Apply math in **real world** situations and which math to use when	• Push child/teen to **know/memorize** basic math facts • Know what **fluencies** they should have and prioritize practice of those they don't know • Ask your child/teen to **do** the math that comes up in your daily life • Practice **application** with your child/teen.

CCGPS Classroom Looks Different

What Can Be Done to Teach Families about the CCGPS?

- Facilitate conversations among parents, teachers, and students about the CCGPS.
- Utilize communication resources to keep parents up to date.
- Engage parents in the educational process by communicating the standards their children are expected to know and be able to do.
- Create easy to replicate at-home activities to supplement what students are learning in the classroom.

Reinforce Learning at Home By…

Kindergarten Math

- **Strand**: Geometry - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- **Standard**: *MCCK.G.2* – Correctly name shapes regardless of their orientation or overall size.
- **What Parents Can Do:** While driving in the car, ask your child to identify shapes he or she sees along the way. Buildings can be rectangles; the sun can be a circle, etc.

Reinforce Learning at Home By…

3rd Grade Standards

Students Must…	Parents Can…
• Read stories and poems aloud fluently without pausing to figure out what each word means. • Describe the logical connection between sentences and paragraphs in stories. • Distinguish the literal and nonliteral meanings of words (such as cold shoulder, etc.)	• Encourage your child to cut out a picture from a newspaper or magazine, paste it on paper and write a story about it. • Start a family vocabulary box or jar. Have everyone write down new words they discover when in conversation or reading, add them to the box and practice using them in conversation each week.

http://www.catalyst-chicago.org/sites/catalyst-chicago.org/files/intheknow-april2012-english.pdf

Reinforce Learning at Home By…

6th Grade ELA

- **Strand**: Language - Vocabulary-Acquisition and Use
- **Standard**: *ELACC6L4c* - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **What Parents Can Do:** Encourage your child to look up word meanings either in home dictionaries or online regularly.

Reinforce Learning at Home By…

8th Grade Standards

Students Must…	Parents Can…
• Plan and conduct research projects that include several steps and use credible and documented print and digital sources. • Present findings and claims to others, emphasizing key points with relevant evidence and sound reasoning…	• Keep books and magazines around the house that your teen will enjoy. • Ask them for help planning a family outing by researching what should be done and developing a plan. • Ask your teen to bring sound evidence when they want to do/or need something or have an opinion.

http://www.catalyst-chicago.org/sites/catalyst-chicago.org/files/intheknow-april2012-english.pdf

Reinforce Learning at Home By…

9th – 12th Grade Math

- **Strand**: Statistics and Probability – Using probability to make decisions

- **Standard**: *MCC9-12.S.MD.4* - Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.

- **What Parents Can Do:** Find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. Ask your teen how many TV sets she or he would expect to find in 100 randomly selected households.

Common Core Resources…

GaDOE | GeorgiaStandards.org

Home | Common Core GPS ELA/Math | Georgia Performance Standards | Content Area Frameworks | Resources & Videos | Professional Learning

BROWSE COMMON CORE

Browse Common Core

- English Language Arts
- Literacy
- Mathematics
- CCGPS GPB Professional Learning Sessions

Common Core Georgia Performance Standards

Common Core Georgia Performance Standards

Georgia joined with 47 other states well over a year ago to develop a set of core standards for K-12 in English language arts and mathematics. On June 2, the Common Core State Standards were released. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards. The Georgia State Board of Education adopted the CCGPS on July 8, 2010.

What do they mean for Georgia?

Students of Georgia:

- Rigorous knowledge and skills needed to succeed in college and/or careers
- Consistent expectations across states, regardless of whether they decide to go to school at Georgia Tech or UCLA, or find a job in Georgia, Maine or Indiana
- Relevant content and application of knowledge through high-order skills

Educators of Georgia:

- Clear, focused expectations that assist them in being on the same page and working together with students and parents for shared goals
- A common-sense next step that is aligned to our Georgia Performance Standards (GPS)

Taxpayers of Georgia:

- Long-term potential savings on textbooks and instructional resources that come with consistent materials developed throughout the country

About the Common Core State Standards

- Led by National Governors Association (NGA) and Council of Chief State School Officers (CCSSO)
- Governor Perdue was selected by NGA to co-chair the initiative
- Developed by standards experts and educators
- Received multiple rounds of feedback from states and national organizations representing educators (e.g., International Reading Association (IRA), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE)

Small Group Work

1. **Share** what you have been doing to in your school or district to assist families in learning about the CCGPS.

2. **Discuss** new ways to engage Title I families in their understanding and implementation of the CCGPS.

3. **Chart** your group responses and designate a group speaker to report back ***one idea for each question***.

References

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Questions

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Open for Questions

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Parent Involvement Compliance Review

Questions about Title I Parent Involvement compliance regulations or documents?

Join us for one-on-one technical assistance after the PIC Meeting from 3:00p.m. – 4:00p.m.