Advancing School Leadership for Continuous Improvement

Leading Family Engagement in Effective Schools

Winter Instructional Leadership Conference
February 25-26, 2019

Susan Holcomb and Dawn Scott
Family Engagement Specialists
Georgia Department of Education – Family-School Partnership Program
Georgia’s Systems of Continuous Improvement

Family and Community Engagement System
Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.
Learning Targets
School Leaders will:

- **Identify**
  - Identify ESSA family engagement requirements for schools

- **Evaluate**
  - Evaluate family engagement activities to determine which are most effective at impacting student academic achievement

- **Understand**
  - Understand how to engage families through programs such as the SLDS Parent Portal, Academic Parent-Teacher Teams

- **Acquire**
  - Acquire a knowledge of resources and tools offered through the Family-School Partnership Program.
What is the purpose of Family Engagement?
Title I-A, Section 1116
Every Student Succeeds Act (ESSA)

(1) **IN GENERAL** – A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
Family Engagement

The definition of parental involvement can be found in Section 8101(39) of the ESSA and states:

• The term parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring that:

  • Parents play an integral role in assisting their child's learning.
  
  • Parents are encouraged to be actively involved in their child's education at school.
  
  • Parents are full partners in their child's education and are included, when appropriate, in decision-making as well as being a part of the advisory committees to assist in the education of their child.
  
  • Other activities are carried out, such as those described in Section 1116.
Family Engagement Inventory
Title I-A, Section 1116
Every Student Succeeds Act (ESSA), General School Requirements

• Annual Title I Meeting
• School Parent and Family Engagement Plan
• School-Parent Compact
• Building Parent Capacity (The “Shalls”)
• Building School Staff Capacity

(Input and Distribution)

What does the research tell us about engaged families?
“The evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement. When schools, families, and community groups work together to support learning children tend to do better in school, stay in school longer, and like school more.”

Summary of Key Findings from: A New Wave of Evidence: The Impact of School, Family and Community Connections of Student Achievement.

Joining Together to Create a Bold Vision for Next Generation Family Engagement

Engaging Families to Transform Education

This research consistently confirms that family engagement is one of the most powerful predictors of children’s development, educational attainment, and success in school and life.
According to its authors, the Dual Capacity-Building Framework for Family-School Partnerships (2), “is designed to support the development of family engagement strategies, policies, and programs. It is not a blueprint for engagement initiatives … [but] should be seen as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.”

Evaluating Family Engagement Programs

FAMILY AND COMMUNITY ENGAGEMENT STRUCTURES

NATIONAL PTA STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS
A major system of the complex school organization that develops quality links between local school professionals and the parents and community the school is intended to serve

- Welcoming all Families and the Community
- Communicating Effectively with Families and the Community
- Supporting Student Success
- Empowering Families
- Sharing Leadership with Families and the Community
- Collaborating with Families and the Community

https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Family-and-Community-Engagement.aspx
PTA National Standards for Family-School Partnerships Assessment Guide

Evaluation:
National PTA Assessment Guide Rubric

Level 1:
Emerging – Limited level of development and implementation

Level 2:
Progressing – Functioning level of development and implementation

Level 3:
Excelling – Highly functioning level of development and implementation
Directions

• Form a small group
• Each group will take one PTA standard / rubric
• Read the goal(s) of each standard and review the indicators
• Discuss your school’s current level of performance as it relates to each of the indicators
• How is your school doing? What is the school doing well? What needs to be improved upon?
Parent and Family Engagement Performance

1. “Welcoming All Families”
2. “Communicating Effectively”
3. “Supporting Student Success”
4. “Speaking Up for Every Child”
5. “Sharing Power”
6. “Collaborating with Community”

Red = Emerging
Yellow = Progressing
Green = Excelling
**Family-School Partnership Action Plan – Sample**

**School/Location:** Roundtree Elementary School, Anytown, State

**Lead Person(s):** Frank Johnson, Standard 1 action team leader

**Standard:** Welcoming All Families into the School Community (Standard 1)

**Goal(s):**
1. When families walk into the school building, they feel the school is inviting and is a place where they “belong.”
2. The school's policies and programs reflect, respect, and value the diversity of the families in the school community.

**Results (How will you know when your school reaches this goal? What does success look like?):** More families are participating in school-sponsored events; parents and teachers report increased communication between home and school; increase in volunteer hours; increased presence of principal during student drop-off and pick-up; improved student attendance/decrease in tardiness and absences.

<table>
<thead>
<tr>
<th>Activities, Practices, Policies</th>
<th>Persons Responsible, Including Lead(s)*</th>
<th>Timeline</th>
<th>Resources and Funding (What do you need and who can supply it?)</th>
<th>Evaluation (How will you determine whether the activity achieved its desired effect?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hang welcome signs in the languages spoken in the homes of the students.</td>
<td>School staff member, parents/family members</td>
<td>Start Aug, 1; Done by 1st day of school</td>
<td>Translators—bilingual or multilingual volunteers Signs—$____ from PTA/school funds; discount or donation from local print/copy shop</td>
<td>Applicable to all activities: Feedback (formal end-of-year survey and informal comments) from family and community members • Improved family and community perception of the school • Increased presence of parents and family members in the school</td>
</tr>
<tr>
<td>2. Work with the art, social studies, or history teachers to organize a classroom activity in which students make</td>
<td>School staff member, parents/family members Coordinate with art/social</td>
<td>Talk to teachers at start of school year; Create flags as fits</td>
<td>Art supplies—$____ from PTA/school funds, donations from community businesses/organizations</td>
<td></td>
</tr>
</tbody>
</table>

*Note: This is a sample action plan and may need to be adapted to fit the specific needs of your school community.*
Parent and Family Engagement

Other Evaluation Tools
Beyond the Bake Sale: The Essential Guide to Family-School Partnerships

THE FAMILY ENGAGEMENT FOR HIGH SCHOOL SUCCESS TOOLKIT
Rubric for Family Leadership and School Governance
Parent and Family Engagement Resources
Ideas to Support Learning at Home
Statewide Longitudinal Data System (SLDS) Parent Training Center

NEW!

Click here for the Training Center for Parents Website in English and Spanish.
Statewide Longitudinal Data System (SLDS)
Parent Training Center Power Tip Video

Click here for video (12 mins.)

Schedule an SLDS Trainer to visit your school!
Example from a District Improvement Plan (DIP)

Goal Definition

Increase the percent of students achieving a Lexile measure at or above the Lexile Mid-point in Grades 3-9 and American Literature from 63% in 2019 and 68% in 2020 as measured by the GA Milestones Assessment.

Action Step # 3

Show how to access online literacy resources in the parent portal to families of students in Grades 3-9 to practice at home with their child by hosting Literacy Nights and emailing links.
SLDS Access to Family Resources

bit.ly/powertipsparentportal

Academic Standards

Online Resources Aligned to the Academic Standards
School-Parent Compact
Shared Responsibilities

School Goal: Increase student reading comprehension as measured by a 5% increase in Lexile scores on the Georgia Milestones

The School will conduct in-person and online parent training for parents to demonstrate the use of the SLDS parent portal.

Teachers will conduct a Facebook Live and provide written information defining Lexile and its connection to reading comprehension. Teachers will provide resources within the SLDS that parents may access for at home reading activities that will improve reading comprehension.

School-Parent Compact
Shared Responsibilities

School Goal: Increase student reading comprehension as measured by a 5% increase in Lexile scores on the Georgia Milestones

Parents will participate in the training and will access the resources within the SLDS to support student reading comprehension improvement at home. They will monitor student practice and ensure engagement at least 4 times per week.

Students will use reading comprehension resources within the SLDS at least 4 times per week.

Focus Area: Lexile

Parent Resource

https://gpb.pbslearningmedia.org/
FAMILY-SCHOOL PARTNERSHIP PROGRAM

FE&CE videos

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
ONGOING COMMUNICATIONS TOUR
Virtual gallery walk

“Exemplary practices from districts and schools”
Which practices are you currently implementing in your school or school system? Are there any that you can adopt or adapt?
Ongoing Communications, Continued

**ELEMETARY MATHEMATICS**

**MATH NEWS**

**2nd Grade Math**

**Unit 2 Goals**
- Measure the length of an object by selecting & using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- Measure the length of an object twice, using length units of different lengths for the two measurements.
- Estimate lengths using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another.
- Use a number line to add and subtract.
- Solve addition and subtraction word problems within 100 involving lengths.
- Create and read line plots.
- Tell and write time to the nearest five minutes, hour.

**Unit Focus Measurement**

**Clocks**

Students will tell time to the nearest five minutes on both analog and digital clocks.

**Words to know:**
- **Length**: How something is similar to or different from another.
- **Standard Units**: Commonly used units of measurement: inches, feet, yards, centimeters, meters, etc.
- **Extended Form**: A number represented in terms of its component places: for example, 567 would be expanded as 500 + 60 + 7.
- **Number Names**: A way of using words to write a number.

**Things to remember!!**
- Remember to use appropriate tools when measuring.
- Use centimeters or inches for short objects.
- Use meters or yards for long objects.

**Measure & Compare**

Students measure and compare to determine how much longer one object is than another.

They also measure objects twice using different length units to determine their understanding of how the total measurement relates to the size of the length unit. Repeated experiences and explicit comparisons will help students recognize that the smaller the length unit, the larger the number of units, and the smaller the number of units.

**Line Plot Examples**

- Line E
- Line F
- Line G

**Measurement Word Problem**

Carol’s ribbon is 78 centimeters long. Alice’s ribbon is 100 centimeters long. How much longer is Alice’s ribbon than Carol’s?

- 100 - 78 = 22 cm

**Image courtesy of Google Images**
Newton County Schools / Parents / Parents Make the Difference

Parents Make the Difference

Ongoing Communications, Continued

Welcome Parents and Families!

An informed, engaged, and supportive family plays an instrumental role in a student's academic success. The Newton County School Systems supports families in partnerships with schools, district, and the community in the quest of achieving academic success for all students. It is our
Snapchat Reading Fun

Source: Connected Class

**Step 1** – Set up a free parent Snapchat account.

**Step 2** – Before you use it with children, review the safety center under Settings.

**Step 3** – Select reading material

**Step 4** – Open the Snapchat app, and select the filter you want to read with.

**Step 5** – Record yourselves reading.

**Step 6** – Watch yourselves being silly as you read.

**Step 7** – Share with friends and family by texting the video, posting to Snapchat, or saving it to your phone for private use.

Note: The views and opinions expressed in this presentation do not necessarily state or reflect an endorsement of any commercial products by the Georgia Department of Education. Schools are encouraged to follow any guidelines set by their district’s communications office on the use of social media.
Online Course Catalog

Family & Community Engagement Pathway

Georgia Learns

Click here for Course Page.

• Current Courses
  • School-Parent Compact
  • Job Responsibilities Course
  • School Parent and Family Engagement Policy

• Future Courses
  • Intro to Family Engagement
  • Community Engagement
  • Building Staff Capacity
March 18th
10 – 11 a.m.

LIVE POWER TIP WEBINAR
Academic Parent-Teacher Teams (APTT) is a family engagement model, designed by Dr. Maria Paredes of WestEd, that strengthens teacher-family relationships by focusing on student academic growth and achievement. The APTT Model elevates the efforts of traditional parent-teacher conferences by inviting all families of the same classroom teacher to meet together rather than individually.
APTT Schools in Georgia

2019-2020 Academic Parent-Teacher Teams (APTT)

Cohort I Schools
Started in 2014-2015
- Atlanta Public Schools
  - Decatur Elementary
  - Young Memorial Elementary
  - Planned High School
  - Learning Academy

Cohort II Schools
Started in 2016-2017
- Henry County
  - Martin Elementary
  - Margolus Elementary
  - Maudie Elementary
  - Poole Elementary

Cohort III Schools
Started in 2018-2019
- Tattnall County
  - Baxley Elementary
  - Garrett Elementary
  - Richardson Elementary
  - Moss Hill Elementary

Cohort IV Schools
Started in 2019-2020
- Walker County
  - Wayside Elementary
  - Oakman Elementary
  - Coker Elementary
  - Anglin Elementary

Cohort V Schools
Started in 2019-2020
- Forsyth County
  - Gwinnett County
  - Barrow County
  - Hall County
  - Lumpkin County

Academic Parent-Teacher Teams (APTT) Schools in Georgia

https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Documents/Final%20GA_APTT_Schools_FY19.pdf
National Standards Implementation Guide

The benefits of family-school-community partnerships are many: higher teacher morale, more parent involvement, and greater student success are only a few. That is why PTA developed the National Standards for Family-School Partnerships Implementation Guide, a tool for empowering people to work together with an end goal of building family-school partnerships and student success.

For each of the six National Standards for Family-School Partnerships, this online guide provides:

- An explanation of each standard and its importance
- Insights to help convince educators of the standard’s value
- A success story from a school community
- Action steps for your school community
- Resources to enhance your understanding

The full guide, downloadable as a PDF, provides additional details, background, research, and success stories.

National Standards Implementation Guide
Building Community Partnerships

- United Way
- Family Connections
- Businesses
- Faith Based Organizations
- Community Service / Civic Groups
- Social Services Agencies
Next Steps:
What did you find most beneficial about today’s workshop that you will take back to your school and implement?
### Learning Targets

**School Leaders will:**

<table>
<thead>
<tr>
<th>Identify</th>
<th>Evaluate</th>
<th>Understand</th>
<th>Acquire</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify ESSA family engagement requirements for schools</td>
<td>• Evaluate Family Engagement activities to determine which are most effective at impacting student academic achievement</td>
<td>• Understand how to engage families through programs such as the SLDS Parent Portal, Academic Parent-Teacher Teams</td>
<td>• Acquire a knowledge of resources and tools offered through the Family-School Partnership Program.</td>
</tr>
</tbody>
</table>
## Family-School Partnership Program
### Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandi Griffin, Family Engagement Specialist</td>
<td>404-576-5086</td>
<td><a href="mailto:mgriffin@doe.k12.ga.us">mgriffin@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Susan Holcomb, Family Engagement Specialist</td>
<td>404-326-4395</td>
<td><a href="mailto:sholcomb@doe.k12.ga.us">sholcomb@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Harriett Neal, Federal Programs Administrative Assistant</td>
<td>404-656-0644</td>
<td><a href="mailto:hneal@doe.k12.ga.us">hneal@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Dawn Scott, Family Engagement Specialist</td>
<td>404-694-4209</td>
<td><a href="mailto:dscott@doe.k12.ga.us">dscott@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>

[http://partnerships.gadoe.org](http://partnerships.gadoe.org)  
[@GaDOEPartners](https://twitter.com/GaDOEPartners)  
[GaDOEPartnerships](https://facebook.com/GaDOEPartnerships)
Family-School Partnership Program
Family Engagement Specialists
FY20 Service Area Map
Session Feedback

Thank you for attending our session. Please take a moment to provide your feedback.

https://tinyurl.com/2020ILC

Share your conference highlights now! @GaDOESDE