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

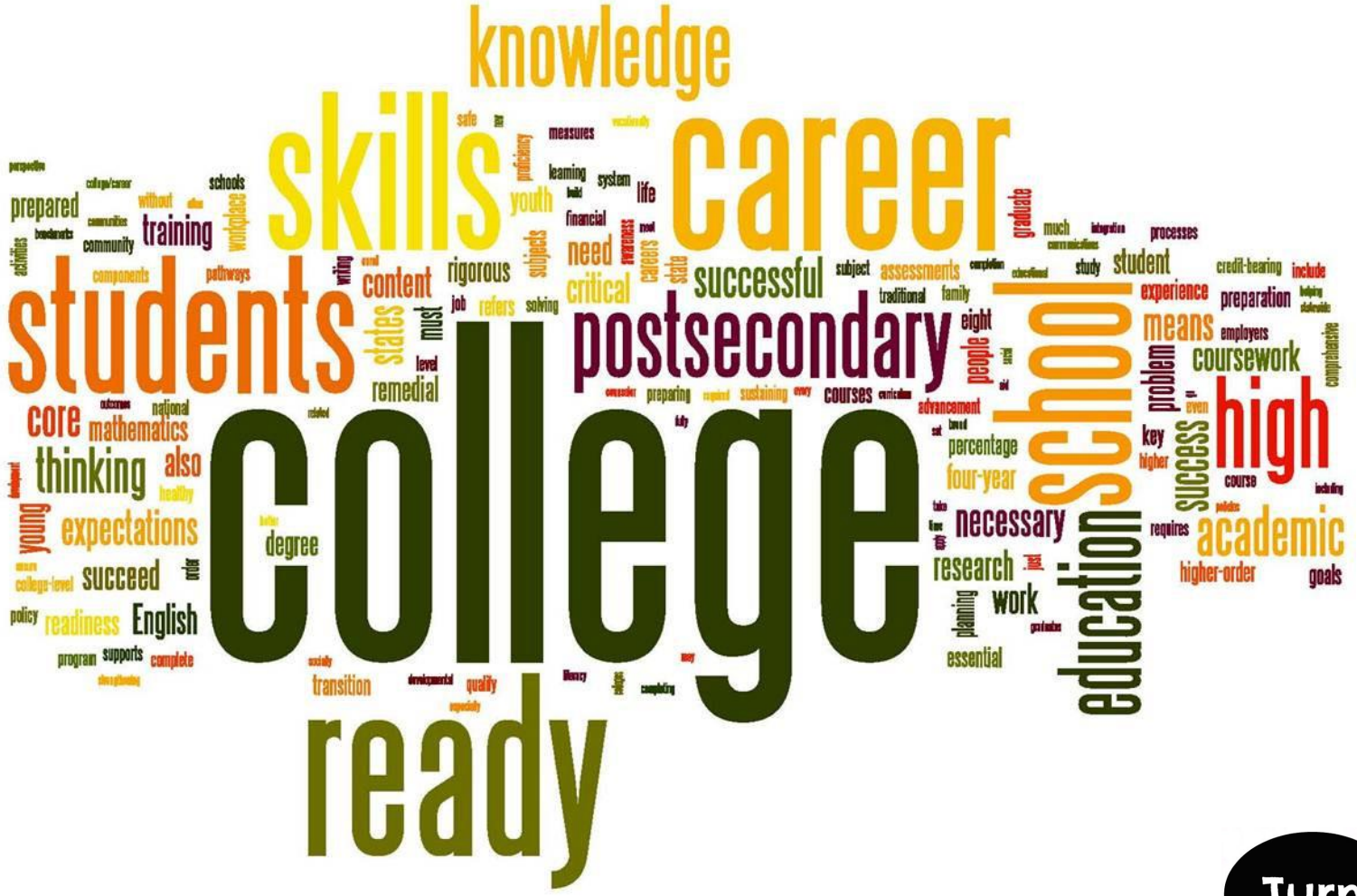
Session Norms

- 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	Evaluate	Understand	Acquire
Identify ESSA family engagement requirements for schools	Evaluate family engagement activities to determine which are most effective at impacting student academic achievement	Understand how to engage families through programs such as the SLDS Parent Portal, Academic Parent-Teacher Teams	Acquire a knowledge of resources and tools offered through the Family-School Partnership Program.

What is the purpose of Family Engagement?



Turn and TALK

Title I-A, Section1116 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

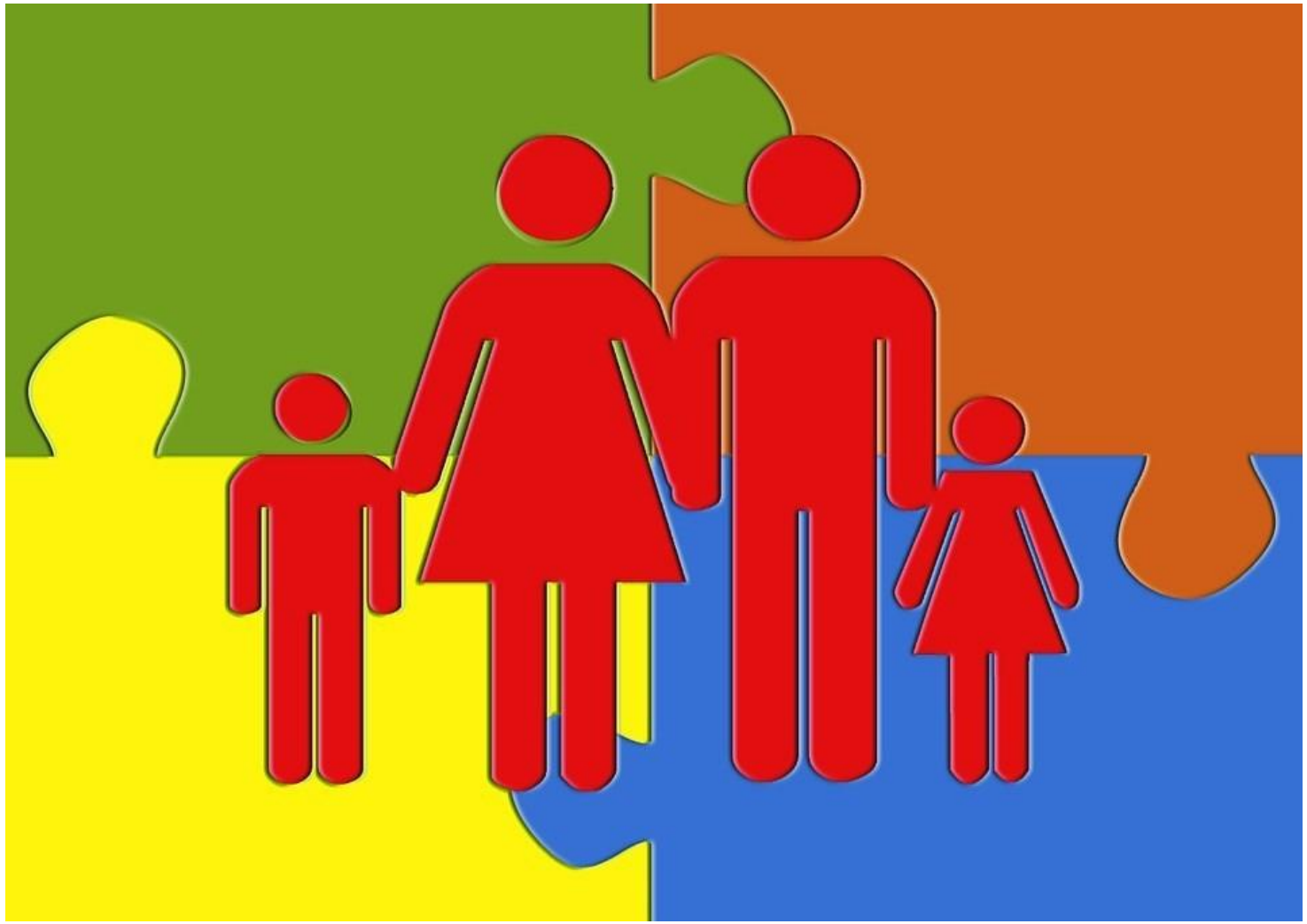
Title I-A, Section 1116 Every Student Succeeds Act (ESSA), General School Requirements

- 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)

See the Georgia Department of Education – Family-School Partnership page at http://partnerships.gadoe.org for more information.

What does the research tell us about engaged families?



Beyond the Bake Sale

"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*.

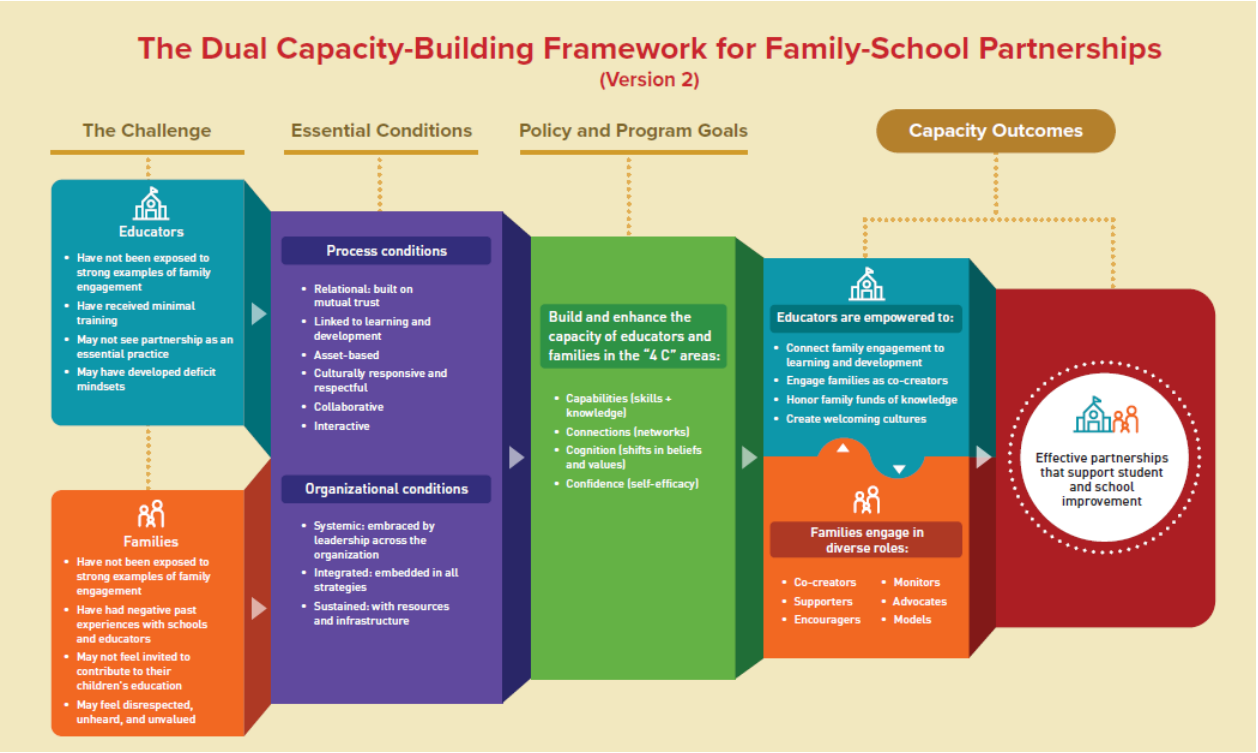
Henderson, A. et al (2007) *Beyond the Bake Sale, The Essential Guide to Family-School Partnerships*. The NY Press

The Carnegie Foundation

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.

Dual Capacity-Building Framework

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."*



Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2).

Evaluating Family Engagement Programs

FAMILY AND COMMUNITY ENGAGEMENT STRUCTURES

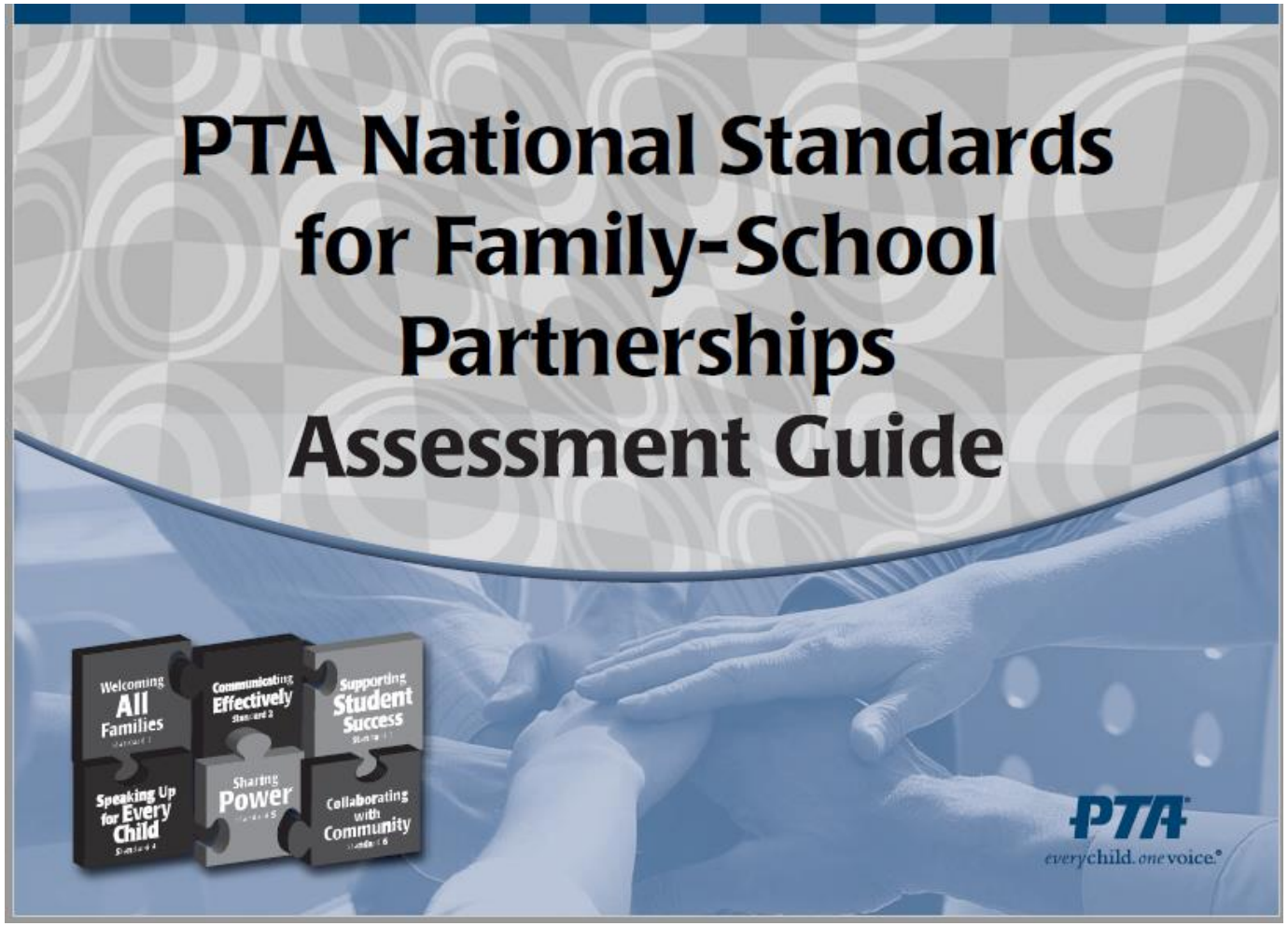
NATIONAL PTA STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS

https://www.pta.org/docs/default-source/files/runyourpta/national-standards/national_standards_implementation_guide.pdf

https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Family-and-Community-Engagement.aspx

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.pta.org/docs/default-source/files/programs/national-standards-for-family-school-partnerships/national_standards_assessment_guide.pdf

Evaluation:
National PTA Assessment Guide Rubric

Level 1:	Level 2:	Level 3:
Emerging – Limited level of development and implementation	Progressing – Functioning level of development and implementation	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

Red = Emerging

Yellow = Progressing

Green = Excelling

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

Family-School Partnership Action Plan – Sample

School/Location: Roundtree Elementary School, Anytown, State **Year:** 2009–2010 school year

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.

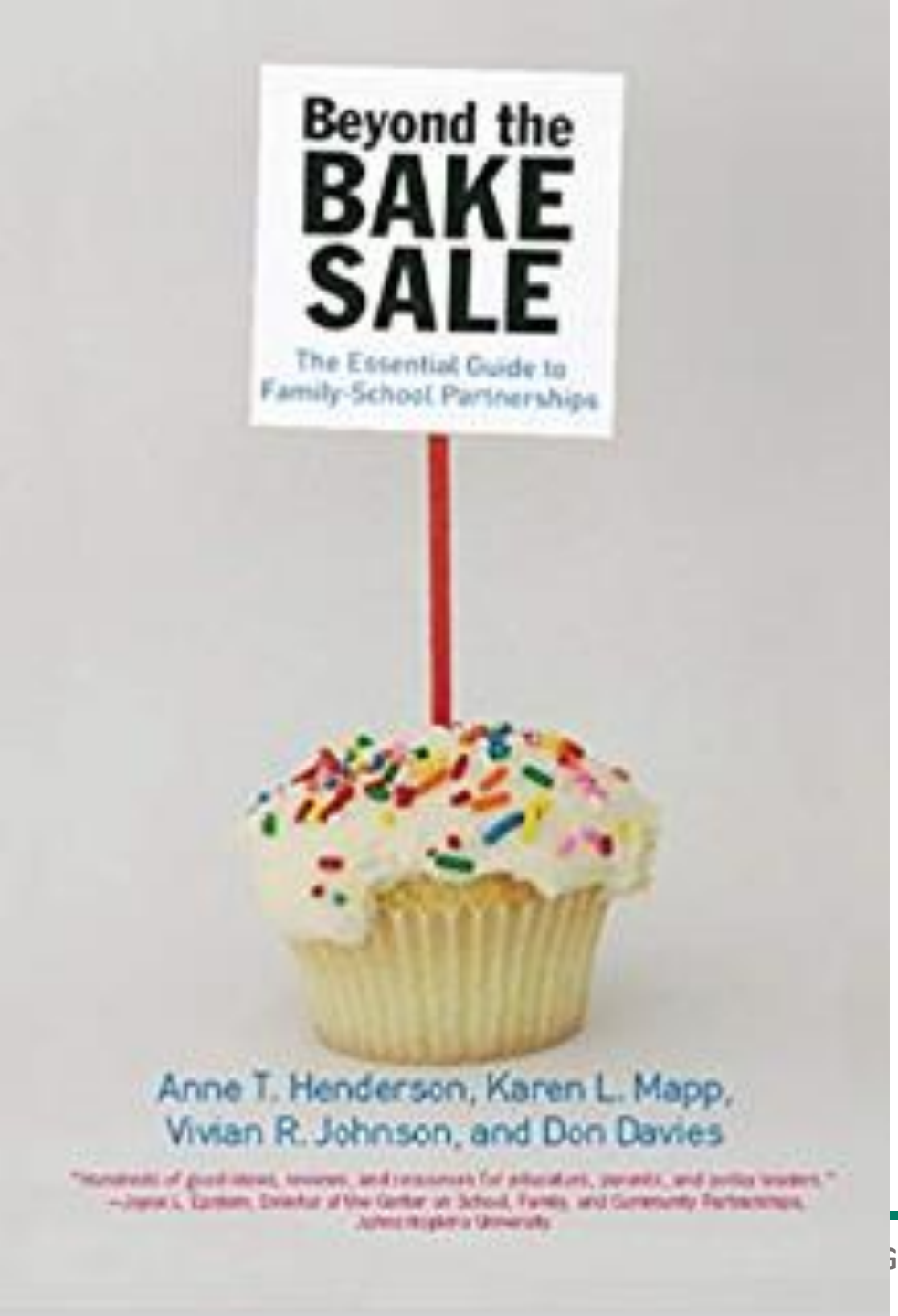
Results (How will you know when your school reaches this goal? What does success look like?): More families are participating in school-sponsored events; parents and teachers report increased communication between home and school; increase in volunteer hours; increased presence of principal during student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

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

Parent and Family Engagement

Other Evaluation Tools

Georgia Department of Education

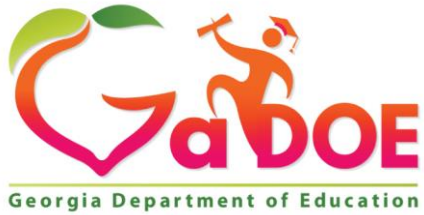


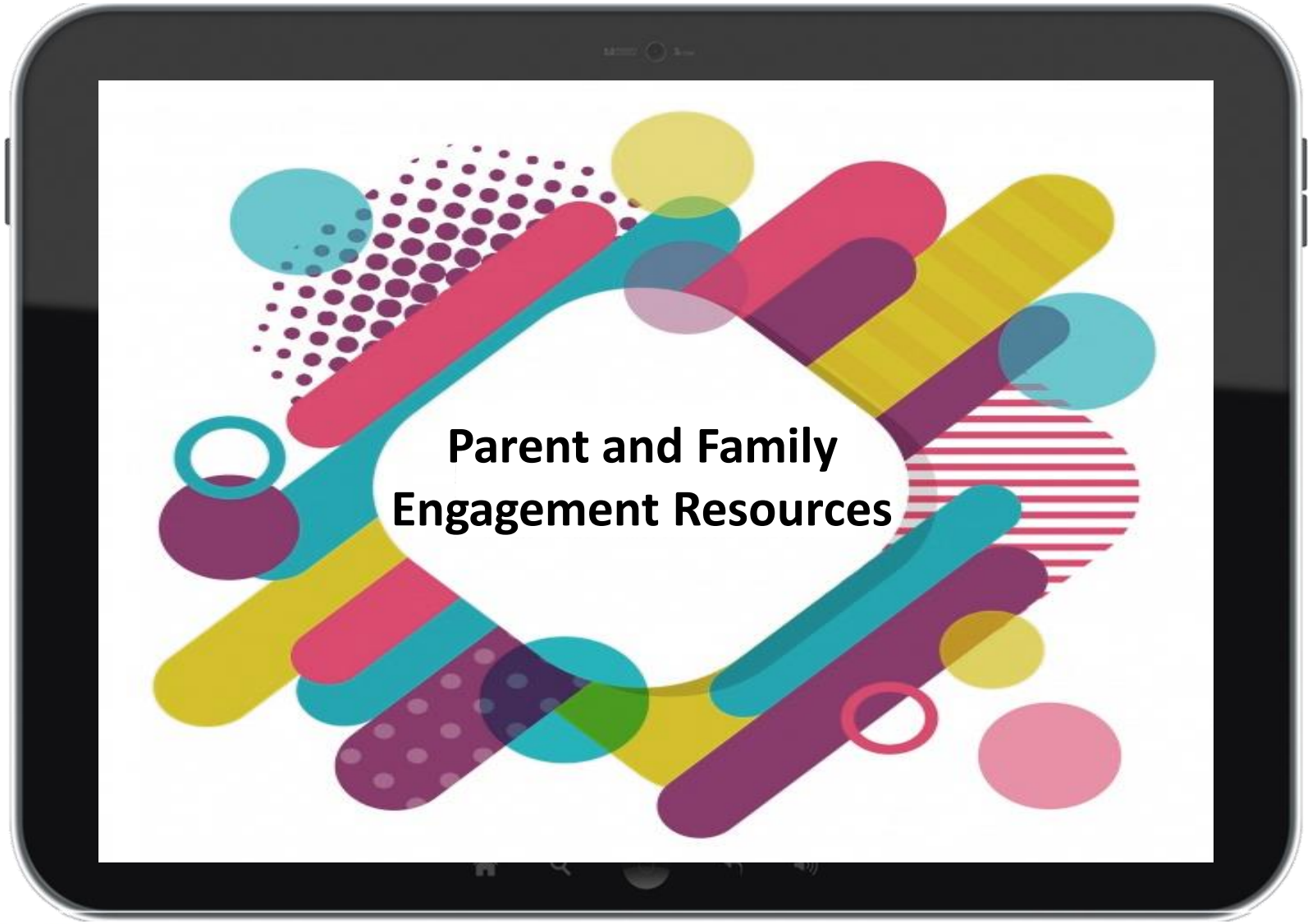
Beyond the Bake Sale: The Essential Guide to Family-School Partnerships

- Henderson, Anne T. **Beyond the Bake Sale**: The Essential Guide to Family-school Partnerships. New York: New Press : Distributed by W.W. Norton, 2007.

THE FAMILY ENGAGEMENT FOR HIGH SCHOOL SUCCESS TOOLKIT

Rubric for Family Leadership and School Governance

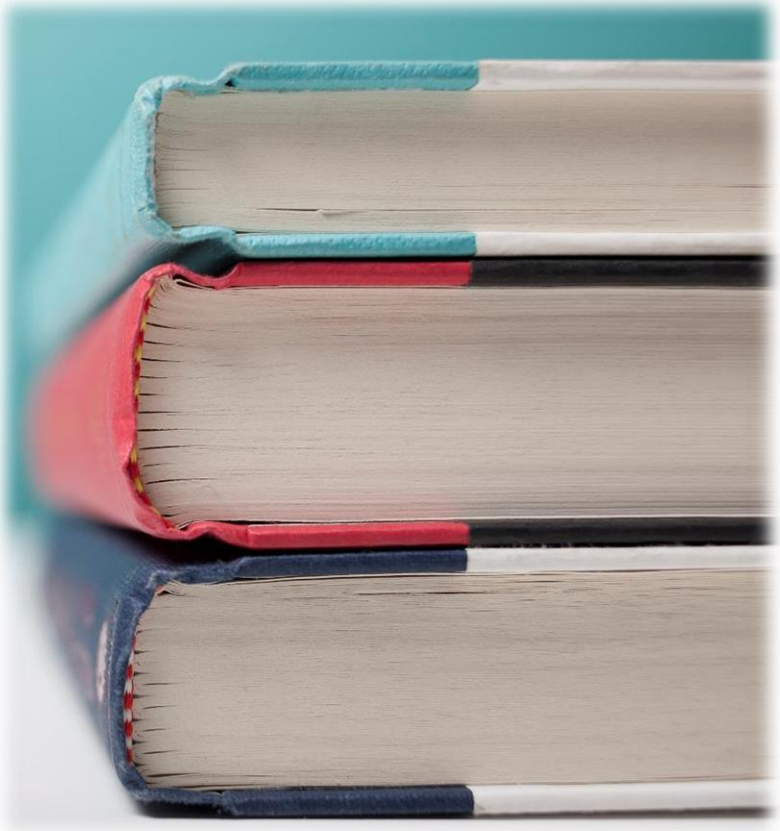




Georgia Department of Education

Dawn Scott, Family Engagement Specialist

Georgia Department of Education, Family-School Partnership Program

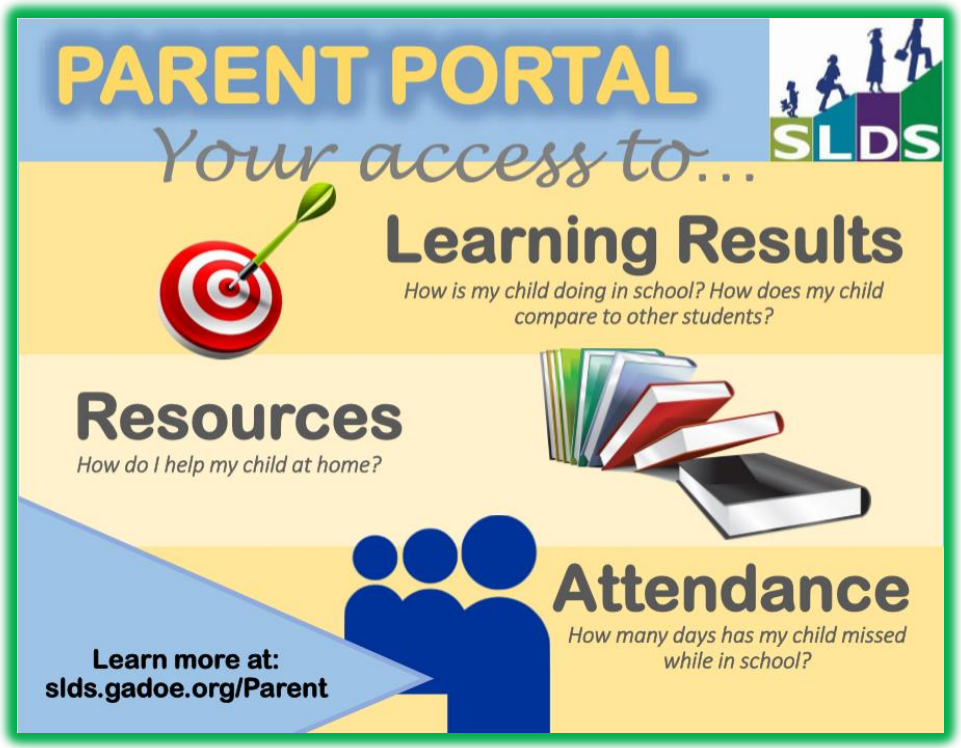


Ideas to Support Learning at Home

Richard Woods, Georgia's School Superintendent |

Statewide Longitudinal Data System (SLDS) Parent Training Center

NEW!



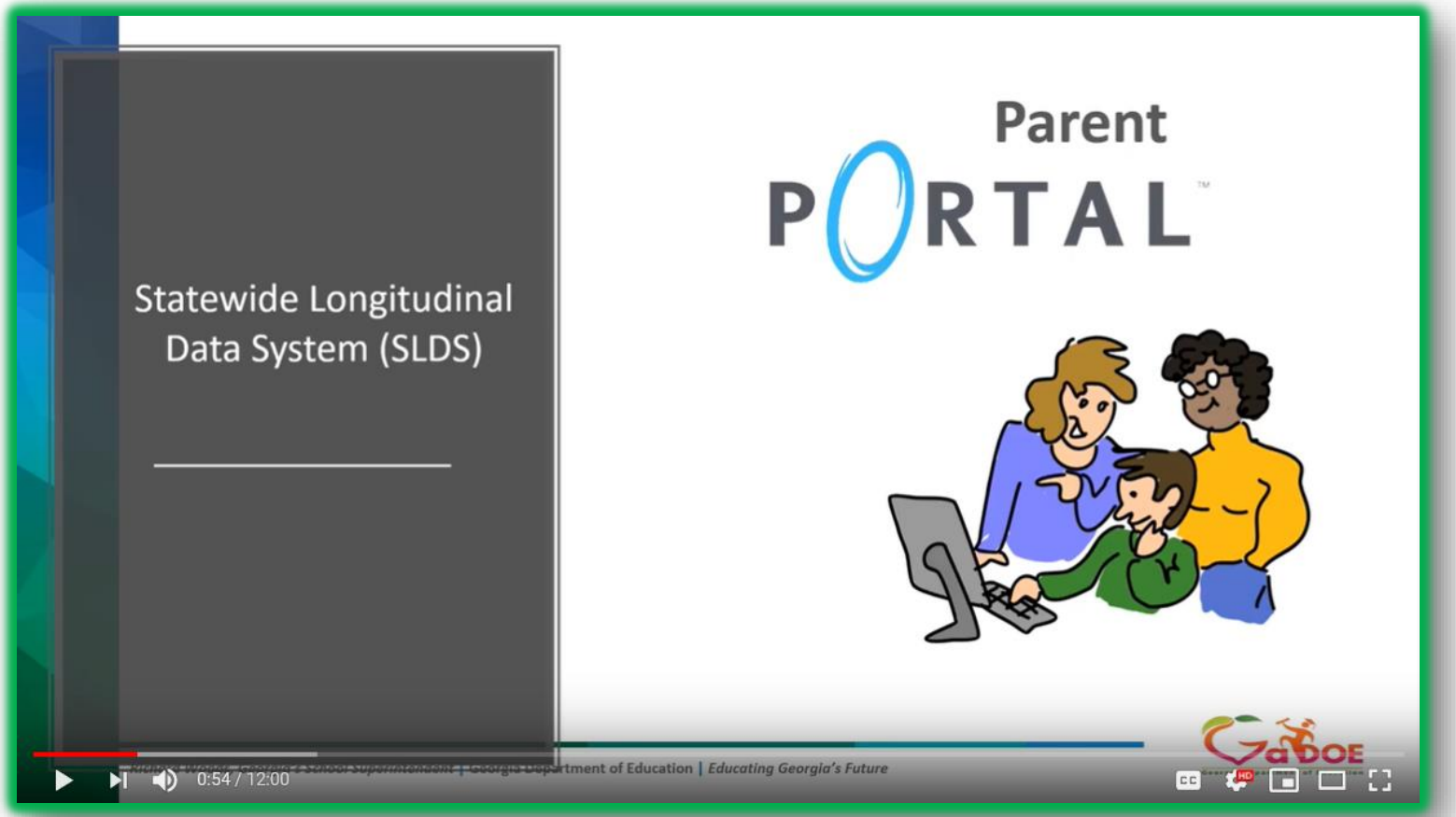
Click here for the Training Center for Parents Website in English and Spanish.

Statewide Longitudinal Data System (SLDS) Parent Training Center Power Tip Video

Family Engagement Partners Video Channel

[Click here](#) for video (12 mins.)

Schedule an SLDS Trainer to visit your school!



Example from a District Improvement Plan (DIP)

Goal Definition

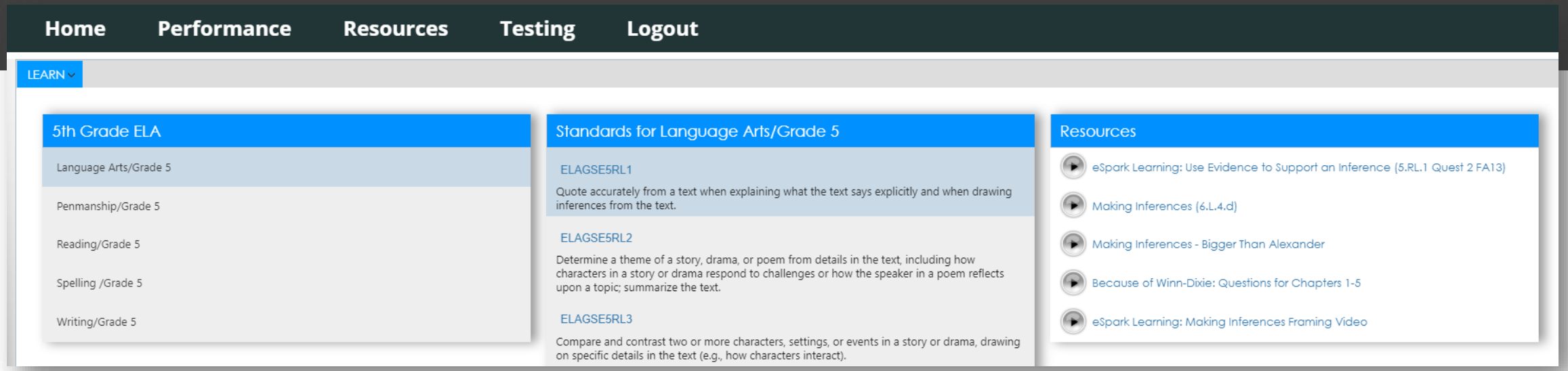
Increase the percent of students achieving a Lexile measure at or above the Lexile Mid-point in Grades 3-9 and American Literature from 63% in 2019 and 68% in 2020 as measured by the GA Milestones Assessment.

Action Step # 3

Action Step *

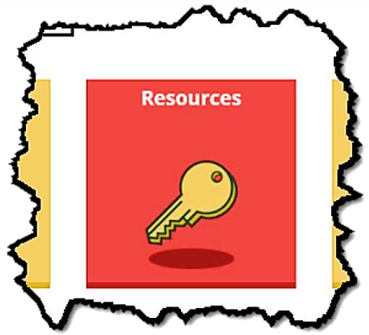
Show how to access online literacy resources in the parent portal to families of students in Grades 3-9 to practice at home with their child by hosting Literacy Nights and emailing links.

SLDS Access to Family Resources



bit.ly/powertipsparentportal

Academic Standards

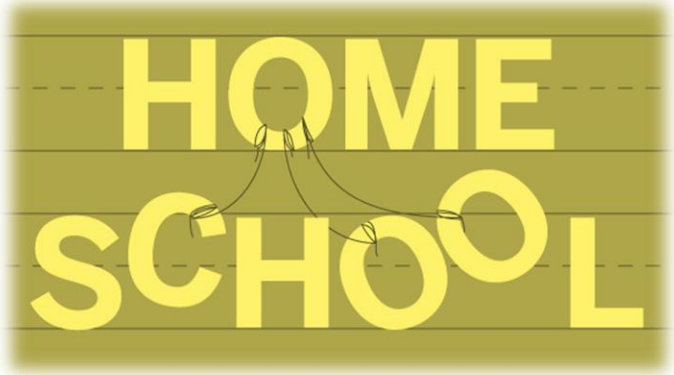


Online Resources Aligned to the Academic Standards

School-Parent Compact

Shared Responsibilities

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



http://bit.ly/powertipshandbookcompacts

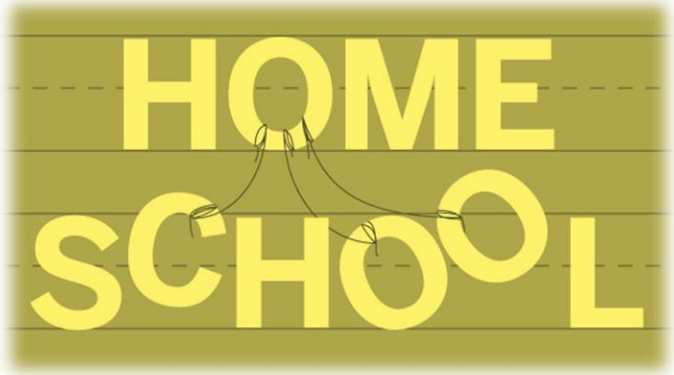
The School will conduct in-person and online parent training for parents to demonstrate the use of the SLDS parent portal.

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

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



http://bit.ly/powertipshandbookcompacts

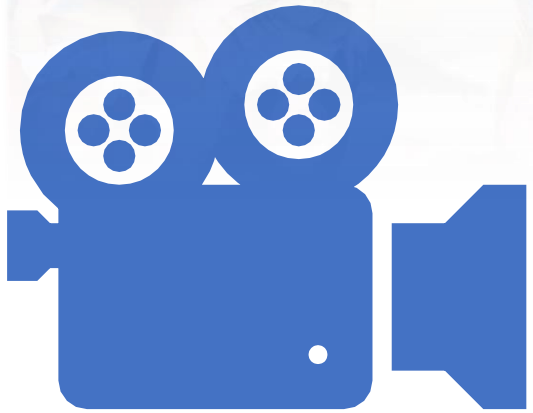
Parents will participate in the training and will access the resources within the SLDS to support student reading comprehension improvement at home. They will monitor student practice and ensure engagement at least 4 times per week

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

Focus Area: Lexile

Parent Resource

https://gpb.pbslearningmedia.org/



POWER TIPS

FE&CE videos

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

ELEMENTARY MATHEMATICS

Houston County Board of Education
High-Achieving Students

MATH STRATEGY VIDEOS

Math strategy videos are provided as support for the implementation of the Georgia Standards of Excellence.

ADDITION VIDEOS

SUBTRACTION VIDEOS

MULTIPLICATION VIDEOS

DIVISION VIDEOS

ADDITIONAL VIDEOS

GRADE LEVEL NEWSLETTERS

MATH NEWS

2nd Grade Math

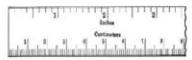
2nd Grade Volume 2 — 2nd 9 Weeks Unit 3

Unit 3 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 measurement.
- 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, using a.m. and p.m.

Unit 3 Focus Measurement

Measure the line in inches and centimeters. Round to the nearest inch or centimeter.



8 cm 3 in

Clocks

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

Words to know:

Compare- How something is similar to or different from something.
Standard Unit- Commonly used units of measurement: inches, feet, yards, centimeters, meters, etc.
Non-standard Units- A unit of measure that is not part of a consistent system: paperclips, shoes, coins, etc.
>, =, < - symbols used to compare numbers or distinct sets.
Expanded Form- a number expressed 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
Place Value- the value a digit has because of its place in a number.

Things to remember!!!

Remember to use appropriate tools when measuring.

- Measure something round with a measuring tape or strip.
- Measure something straight with a ruler or meter stick.

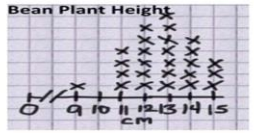
Remember to use appropriate units for specific objects when measuring.

- Use centimeters or inches for short objects.
- Use meters or yards for long objects.

Images courtesy of Google Images

Line Plot

Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.



Height of Bean Plant (cm)	Number of Students
9 cm	1
11 cm	4
12 cm	6
13 cm	7
14 cm	5
15 cm	3

Measurement Word Problem

Carol's ribbon is 76 centimeters long.
Alice's ribbon is 100 centimeters long.
How much longer is Alice's ribbon than Carol's? 100cm – 76cm = 24cm

70+6
100 - 70 = 30
30 – 6 = 24

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 thereby developing their understanding of how the total measurement relates to the size of the length unit. Repeated experience and explicit comparisons will help students recognize that the smaller the length unit, the larger the number of units, and the larger the length unit, the smaller the number of units.

Measure and Compare Examples

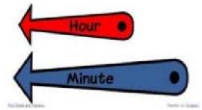
Line E

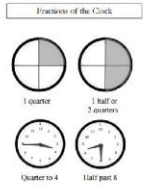
Line F

Line G

Line E measured about 3 cm.
Line F measured about 6 cm.
Line G measured about 5 cm.

Students apply their understanding of partitioning the whole into halves and fourths to tell time to the nearest five minutes, using both analog and digital clocks. They construct simple clocks and see the relationship to partitioning a circle into quarters and halves, thereby decomposing 60 minutes. They also use their understanding of skip-counting by fives and tens to tell time on an analog clock.





Images courtesy of Google Images

Houston County Board of Education
High-Achieving Students
MATHEMATICS DEPARTMENT

Ongoing Communications, Continued

Newton County Schools / Parents / Parents Make the Diff

Parents Make the Difference

Elementary School Parents
Newton County Schools
January 2019 Vol. 30, No. 5
make the difference!

Review the school year and make necessary adjustments

Use toothpicks to reinforce math concepts

Middle School Parents
Newton County Schools
January 2019 Vol. 22, No. 5
still make the difference!

Help your middle schooler make learning resolutions

Family meals foster strong relationships

High School Parents
Newton County Schools
January 2019 Vol. 26, No. 5
still make the difference!

Five ways students can boost their critical thinking abilities

Confidence sets your teen up for success

Building Parent Capacity

Home | Parent Portal | School Transitions | Understanding Your Child's Perfor... | For Parents of English Learners | K-5 Homework Helper | Parents Make a Difference

Parent and Family Engagement

Continuous Communication for Building Parent Capacity

Welcome to Newton County School System

Our MISSION is to provide educational excellence for ALL students!

Our VISION is for ALL students to be well-rounded and prepared for the future.

Welcome Parents and Families!

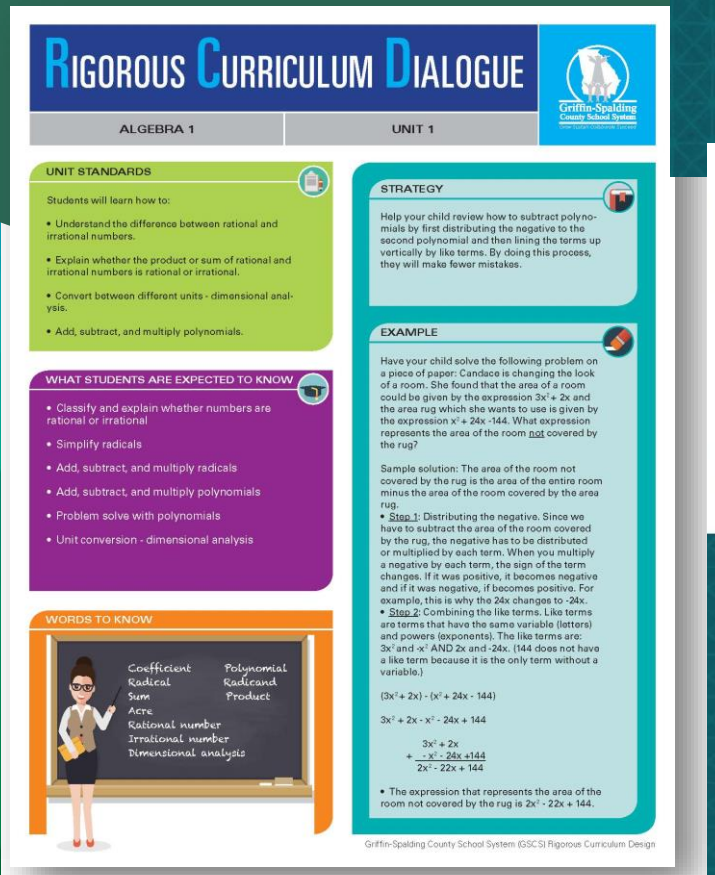
An informed, engaged, and supportive family plays an instrumental role in a student's academic success. The Newton County School Systems supports families in partnerships with schools, district, and the community in the quest of achieving academic success for all students. It is our

NEWTON COUNTY SCHOOLS
SPIRIT • PRIDE • EXCELLENCE

ducating Georgia's Future

GaDOE
Georgia Department of Education

Ongoing Communications, Continued



RIGOROUS CURRICULUM DIALOGUE

ALGEBRA 1 | UNIT 1

UNIT STANDARDS

Students will learn how to:

- Understand the difference between rational and irrational numbers.
- Explain whether the product or sum of rational and irrational numbers is rational or irrational.
- Convert between different units - dimensional analysis.
- Add, subtract, and multiply polynomials.

WHAT STUDENTS ARE EXPECTED TO KNOW

- Classify and explain whether numbers are rational or irrational
- Simplify radicals
- Add, subtract, and multiply radicals
- Add, subtract, and multiply polynomials
- Problem solve with polynomials
- Unit conversion - dimensional analysis

WORDS TO KNOW

Coefficient, Radical, Sum, Acre, Rational number, Irrational number, Dimensional analysis, Polynomial, Radicand, Product

STRATEGY

Help your child review how to subtract polynomials by first distributing the negative to the second polynomial and then lining the terms up vertically by like terms. By doing this process, they will make fewer mistakes.

EXAMPLE

Have your child solve the following problem on a piece of paper: Candace is changing the look of a room. She found that the area of a room could be given by the expression $3x^2 + 2x$ and the area rug which she wants to use is given by the expression $x^2 + 24x - 144$. What expression represents the area of the room not covered by the rug?

Sample solution: The area of the room not covered by the rug is the area of the entire room minus the area of the room covered by the area rug.

- Step 1: Distributing the negative. Since we have to subtract the area of the room covered by the rug, the negative has to be distributed or multiplied by each term. When you multiply a negative by each term, the sign of the term changes. If it was positive, it becomes negative and if it was negative, it becomes positive. For example, this is why the 24x changes to -24x.
- Step 2: Combining the like terms. Like terms are terms that have the same variable (letters) and powers (exponents). The like terms are: $3x^2$ and $-x^2$ AND 2x and -24x. (144 does not have a like term because it is the only term without a variable.)

$(3x^2 + 2x) - (x^2 + 24x - 144)$

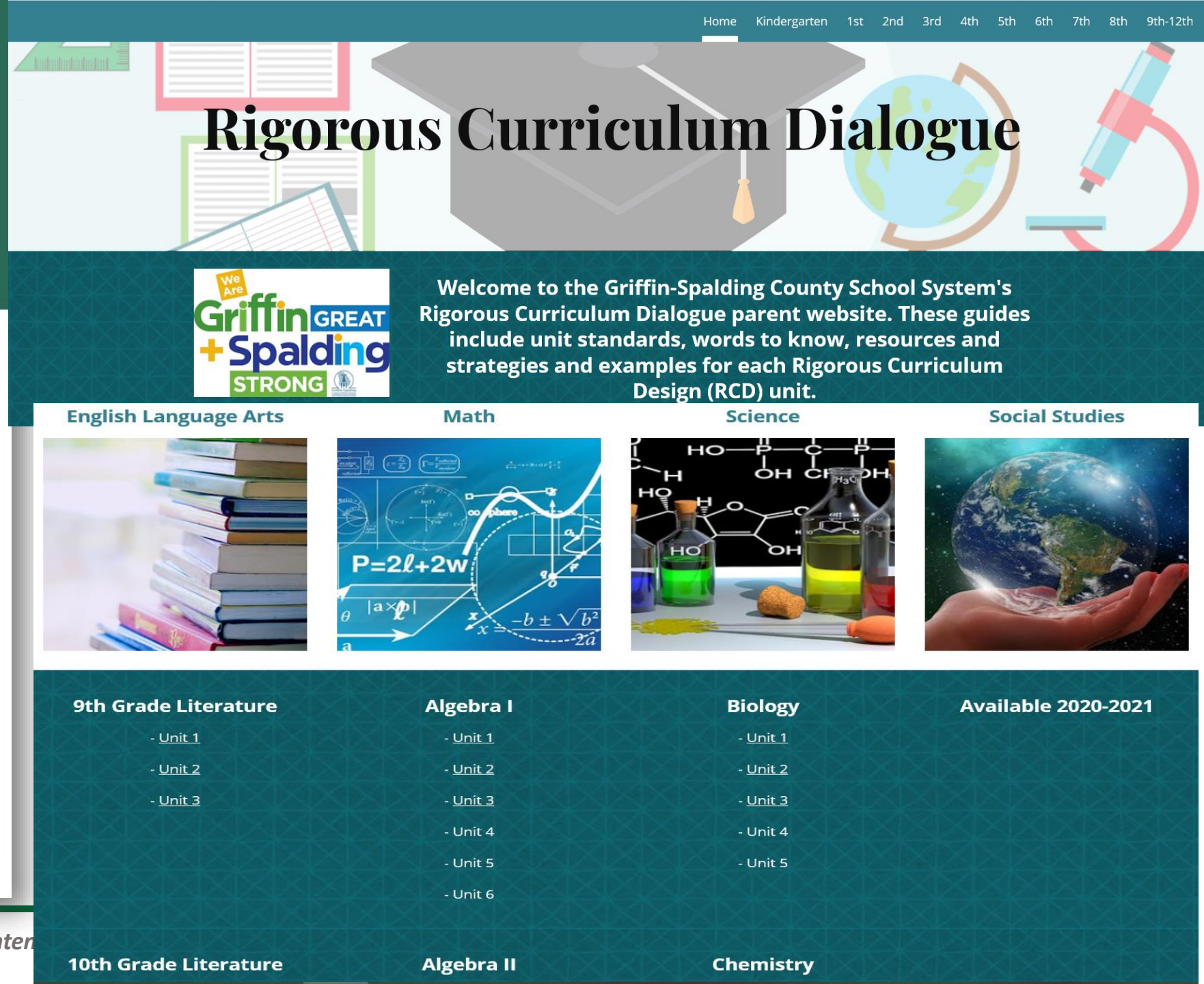
$3x^2 + 2x - x^2 - 24x + 144$

$$\begin{array}{r} 3x^2 + 2x \\ +\ -x^2 - 24x + 144 \\ \hline 2x^2 - 22x + 144 \end{array}$$

- The expression that represents the area of the room not covered by the rug is $2x^2 - 22x + 144$.

Griffin-Spalding County School System (GSCS) Rigorous Curriculum Design

Richard Woods, Georgia's School Superinten



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

- **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

Georgia Learns

ESSA
Every Student Succeeds Act

Click here for Course Page.

GaDOE Resources

www.facebook.com/GaDOEPartnerships

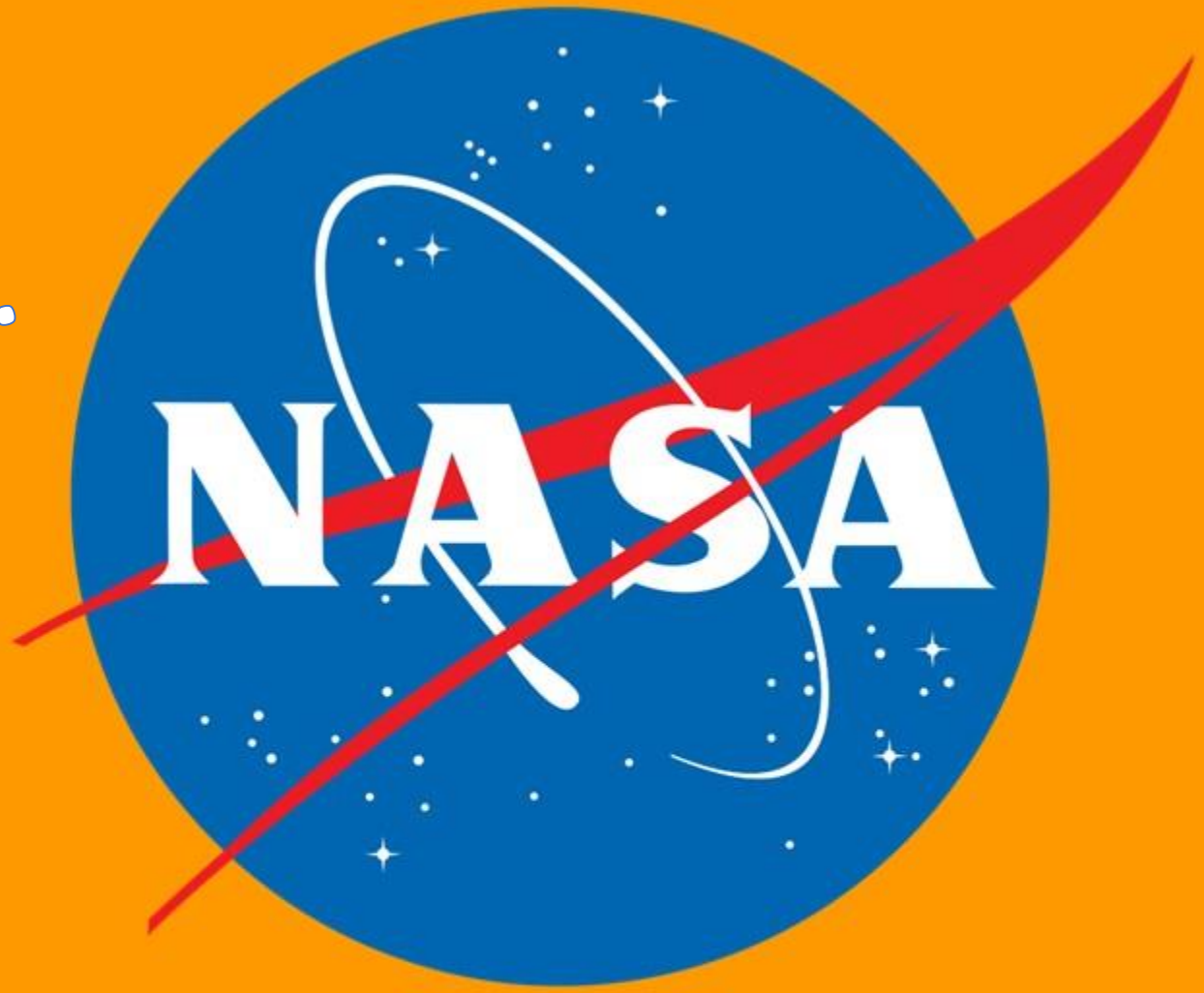
bit.ly/gadoeparentsyoutube

twitter

@GaDOEPartners

www.twitter.com/GaDOEPartners

March 18th
10 – 11 a.m.



LIVE POWER TIP WEBINAR

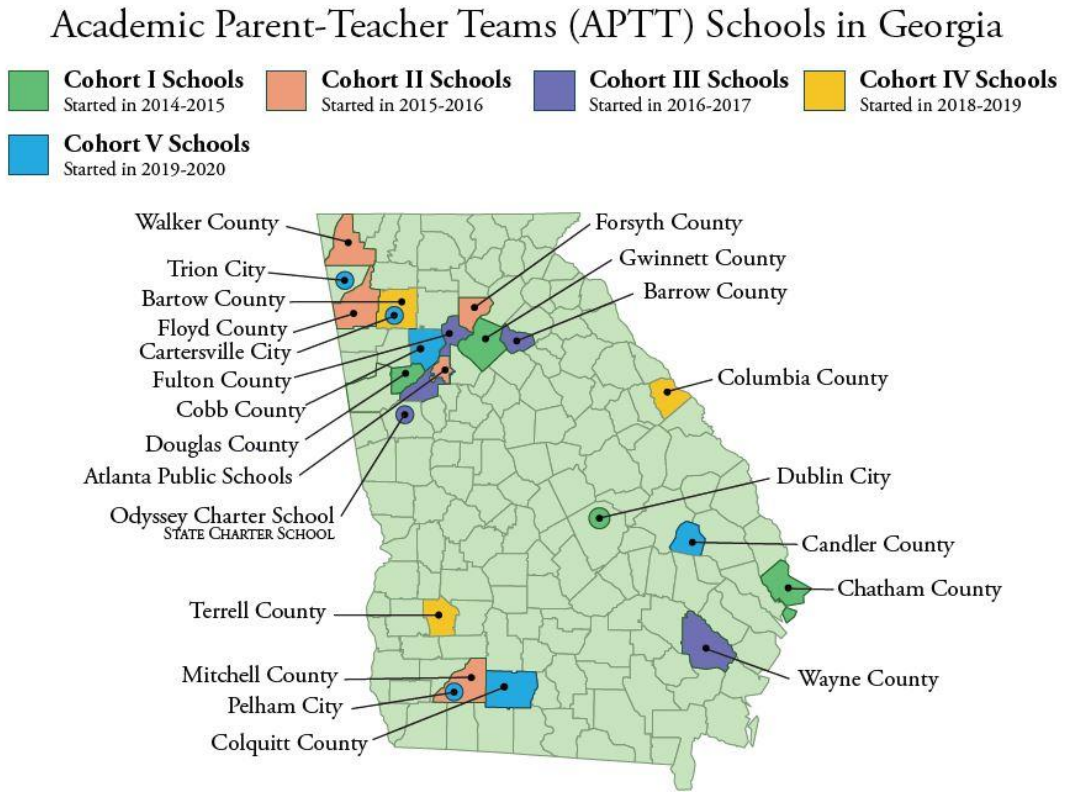
APTT

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

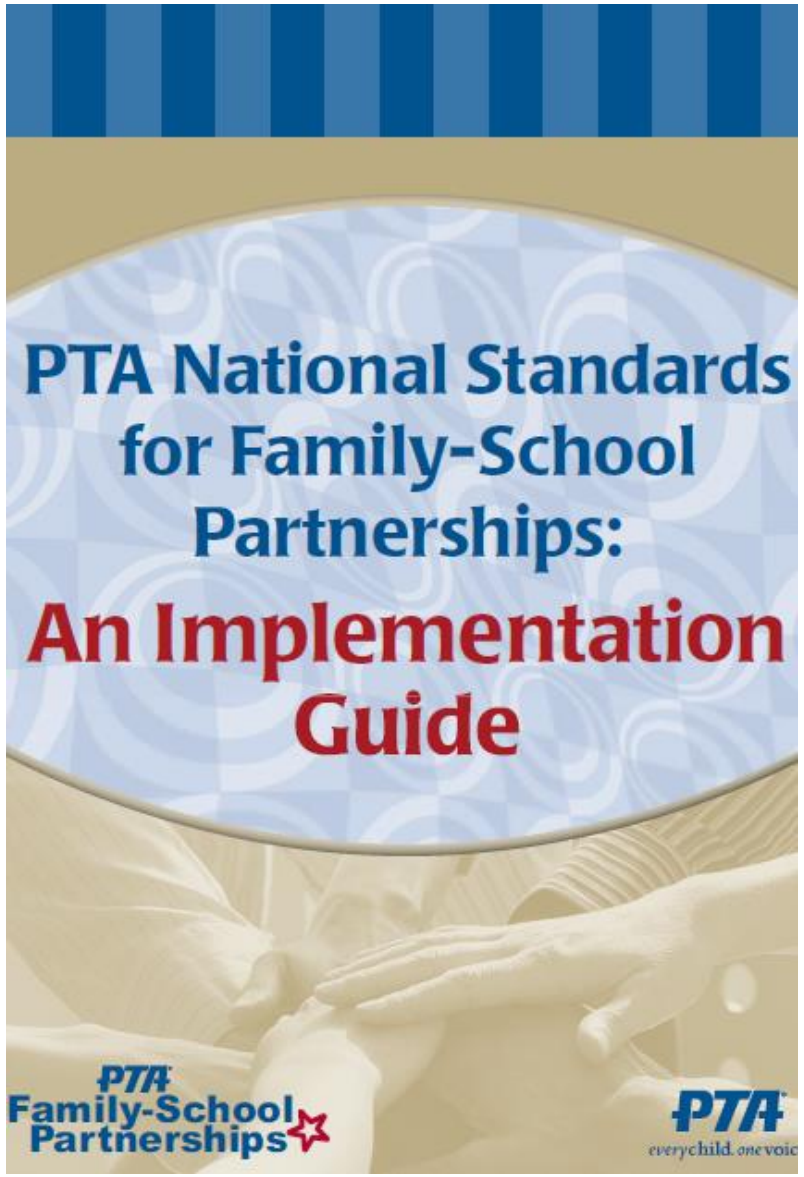
APTT Schools in Georgia

2019-2020 Academic Parent-Teacher Teams (APTT)

Cohort I Schools	Cohort II Schools	Cohort III Schools	Cohort IV Schools
Started in 2014-2015	Started in 2015-2016	Started in 2016-2017	Started in 2018-2019
Douglas County Annette Winn Elementary Lithia Springs Elementary (SY16)	Atlanta Public Schools Beecher Hills Elementary Heritage Academy (SY17) Young Middle (SY19) FL Stanton Elementary (SY18) Hollis Innovation Academy (SY18) Miles Elementary (SY18) Usher Collier Heights Elementary (SY18) Barack and Michelle Obama ES (SY20) Finch Elementary (SY20) Thomasville Heights Elementary (SY20) Harper-Archer Elementary (SY20) Long Middle (SY20)	Barrow County Auburn Elementary Yargo Elementary Bethlehem Elementary (SY18) Bramlett Elementary (SY18) Kennedy Elementary (SY18) Statham Elementary (SY18) Winder Elementary (SY18) County Line Elementary (SY18) Holsenbeck Elementary (SY18)	Bartow County Hamilton Crossing Elementary
Dublin City Hilcrest Elementary Susie Dasher Elementary (SY16) Dublin Middle Dublin High (SY19)	Floyd County Cave Spring Elementary Alto Elementary (SY17) Pepperell Elementary (SY18) Pepperell Primary (SY18)	Fulton County Palmetto Elementary	Terrell County Cooper-Carver Elementary School Terrell County MS (SY20)
Gwinnett County Knight Elementary Ferguson Elementary (SY16) Lilburn Elementary (SY18) Nesbitt Elementary (SY18)	Forsyth County Chestatee Elementary (SY17) Cumming Elementary (SY18) Chattahoochee Elementary (SY19) Whitlow Elementary (SY19)	State Charter School/Coweta County Odyssey Charter School	Columbia County Brookwood Elementary School Grovetown Elementary School Lewiston Elementary (SY20) South Columbia Elementary (SY20) North Columbia Elementary (SY20) Baker Place Elementary (SY20) Grove Town Middle (SY20) North Harlem Elementary (SY20)
Savannah-Chatham County Otis Brock Elementary (SY16) Beach High School (SY18)	Mitchell County Mitchell County Primary (SY17) Mitchell County Elementary	Wayne County Jesup Elementary Martha R. Smith Elementary (SY18) Screven Elementary (SY18) Odum Elementary (SY19) Arthur Williams Middle (SY19) James Bacon Elementary (SY19) Martha Puckett MS (SY20)	Cohort V Schools Started in 2019-2020
Colquitt County Colquitt MEP Presechool Program (SY19)	Walker County Chattanooga Valley Elementary North LaFayette Elementary (SY19)		Chandler County Metter Elementary School
			Cartersville City Schools Cartersville Elementary
			Cobb County Lindley Sixth Grade Academy
			Pelham City Schools Pelham Middle School
			Trion City Schools Trion Elementary School



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



National Standards Implementation Guide

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:

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.

Family-School Partnership Program Contact Information

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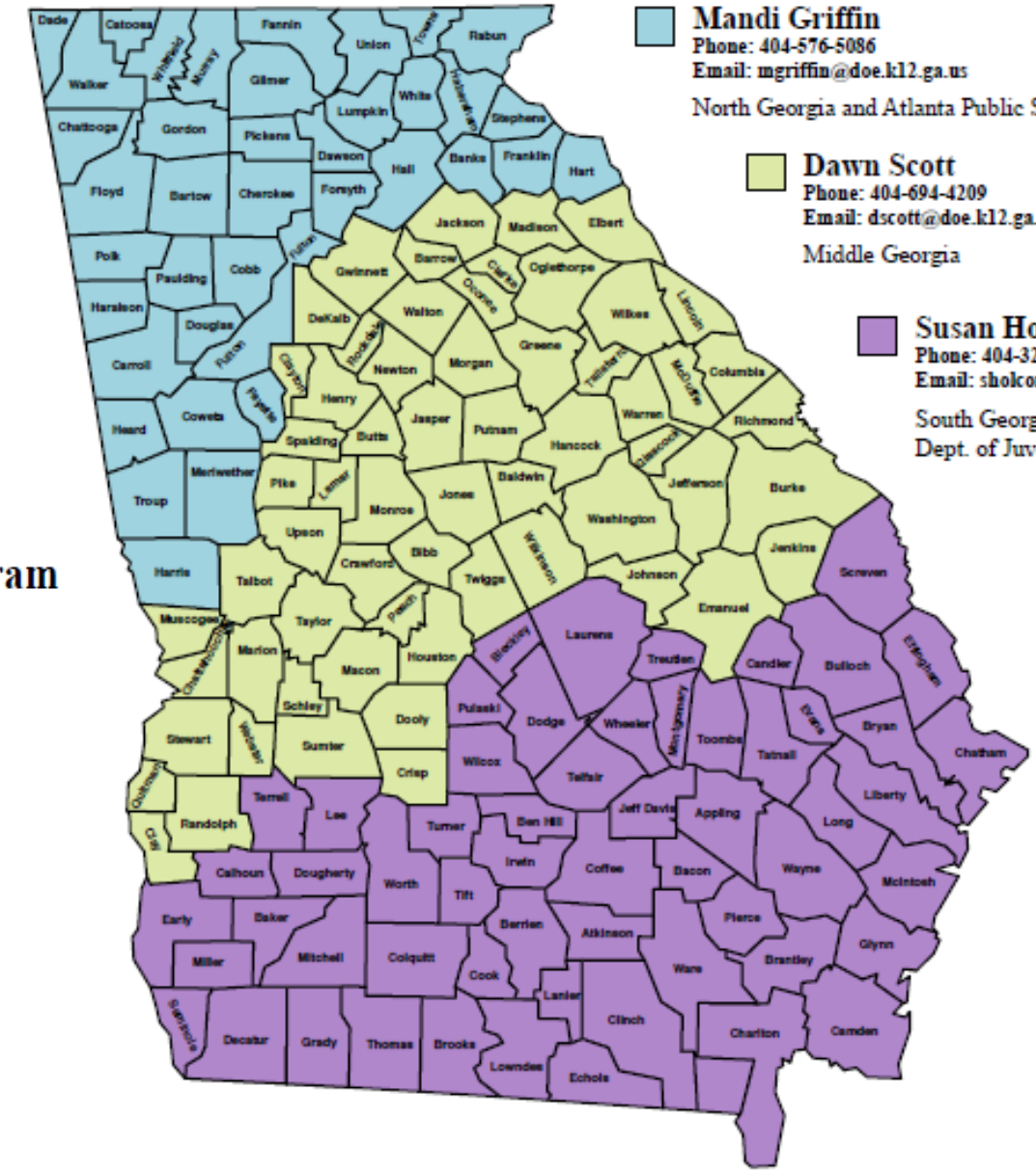
Family-School Partnership Program

Family Engagement Specialists

FY20 Service Area Map



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Dept. of Juvenile Justice

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!

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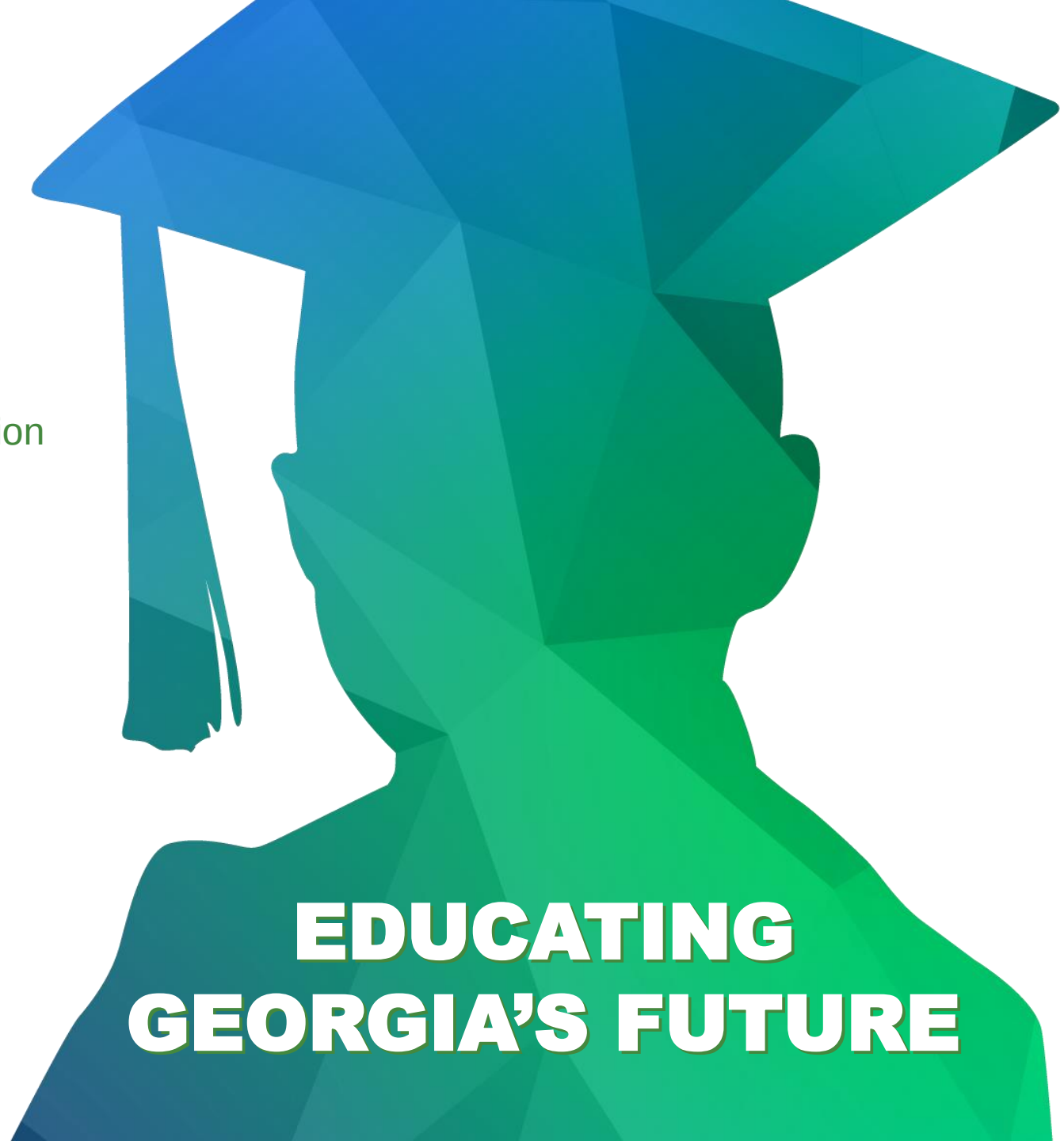
Thank You

Georgia Department of Education