

School Improvement Plans – Family Engagement Plans

Data Connected:

- Academic data in School Improvement Plan connected to family engagement plans
- District climate data
- Family engagement data



Glenn Duncan STEM Academy APPENDIX B-2 Family Engagement Plan Measurable Objective 1 [Return to List](#)

Old Data Identified from Comment: During the 2014-15, our overall Student Growth Percentile (SGP) in reading was 48. For the 2015-16, our objective is to have an overall median SGP of 47 in reading, an increase of 7 percentile points, as measured by the SAC assessment. During the 2014-15, our overall Student Growth Percentile (SGP) in math was 39. For the 2015-16, our objective is to have an overall median SGP of 40, an increase of 7 percentile points, as measured by the SAC assessment.

Family Engagement Measurable Objective 1: Glenn Duncan STEM Academy will provide support to all families, with the intention to reach 90% of the families identified whose children have not met proficiency on Fall MAP in grades 1-5, as measured by sign-in sheets from Academic Parent Teacher Teams events and Parent Teacher Conference events held during the 2014-15 school year.

Linked to SPP Goals: Goal 1 Goal 2 Goal 3

ACTION PLAN	Resources and Budget Request for Implementation	List Artifacts/Evidence of Progress (quantitative and qualitative evaluation)	List Tools, Benchmarks, and Individual Responsibilities (school, teacher and community)	Family Engagement Measurable Addressed
<p>Multiple action steps may be listed per goal.</p> <p>1. School staff will create Academic Parent Teacher Teams (APTT) and commit to sharing data, setting an academic goal with families, and providing learning and program resources for families. Meetings with families will be held for every year, commencing following MAP administration, September 2014 and February 2015. During APTT events, parents and students, with teachers, will create goals for student growth achievement.</p> <p>2. There will be provided during two staff meetings, September 15, 2014 and February 16, 2015, to discuss data sharing events with teachers, model the agenda for the events, and plan to advertise APTT and Parent Teacher Conference events general.</p> <p>3. Parent Engagement Facilitator will work with other staff members and classroom teachers to ensure parent needs are being met. During Fall and Spring Parent Teacher Conferences, Facilitator and Administrator will talk with parents about their personal needs for APTT events implementation.</p> <p>4. Parents will be personally invited to attend APTT events, through student-created invitations, newsletters, ConnectED.</p>	<p>Sample time resources, funding sources</p> <p>100% received from Department of Family/School Partnerships used for resources for parents/families to help create personal goals, 80% of funds, materials, goal sheets, activity sheets</p> <p>Interim/child care provided by Department of Family/School Partnerships</p> <p>Behaviorists (office spaces) and coffee service by APTT staff budget</p> <p>Parent Teacher Conference event-general budget</p>	<p>Quantitative and Qualitative Evaluation</p> <p>Sign-in sheets after each APTT event</p> <p>Teacher's Parent Teacher Conference checklist goal will be to reach 90% of parents whose children have not met proficiency (between both events)</p> <p>Exit surveys will be given to parents after APTT events to determine if parent needs are being met</p> <p>MAP data in both reading and math will be collected and analyzed three times during the 2014-15 school year to determine academic growth and program need and set goal</p>	<p>September 20-24 - Fall APTT event</p> <p>Administration</p> <p>Teacher</p> <p>Parent Engagement Facilitator</p> <p>Temporary/Childcare providers</p> <p>October 24-30 - Fall Parent Teacher Conference</p> <p>Administration</p> <p>Teacher</p> <p>Parent Engagement Facilitator</p> <p>Temporary/Childcare providers</p> <p>February 20-24 - Spring APTT event</p> <p>Administration</p> <p>Teacher</p> <p>Parent Engagement Facilitator</p> <p>Temporary/Childcare providers</p> <p>March 23-27 - Spring Parent Teacher Conference</p> <p>Administration</p> <p>Teacher</p> <p>Parent Engagement Facilitator</p>	<p>8. Welcoming all Families</p> <p>8. Communicating Effectively</p> <p>9. Supporting Student Success</p> <p>9. Teaching to Every Child</p> <p>9. Working Together</p> <p>9. Collaborating with the Community</p> <p>9. Building the Capacity of Staff</p>

Page 14 of 17

Key Learning:

- Focused schools to connect family engagement to the school's academic objectives
- Schools set focused, measurable goals for family engagement
- Collecting data on family engagement and reflecting on progress was a new process for many of our schools

WUSD School Performance Framework Family Engagement Plans 2014-2015

A committee of parents, Area Superintendents, principals, central office staff and community members met and scored each individual school's Family Engagement Plan with the WUSD Family Engagement Plan rubric. Each Family Engagement Plan was scored by three individuals. Because this is a new process in our district and schools, committee members were asked to give the benefit of the doubt to schools.

- If you agree with your score, this is the final score for the performance plan. You will be included in 50% of your family engagement score for the 2014-2015 WUSD School Performance Framework.
- If you do not agree with the reviewer's score for the plan, you did not check, you have a chance to submit evidence. Please use the attached scores for further guidance on this process.

Below are the individual scores as well as your combined committee score at the top. Rubric language is also included for the "right direction" section of each element for your reference.

Thank you for your efforts to engage all families in support of helping every child to achieve their full potential in Washoe County School District.

Desert Heights ES

Total Scores:

Average Score From 1-5	1.7
Reviewers (all parent members)	
Comprehension of Framework Score*	2.02
(0-5 family members)	

*The score above will be included in your WUSD School Performance Framework if you do not choose to make revisions. Scores will be included if you choose to make revisions off to score on the Performance Framework.

Individual Scores and Feedback:

Reviewers	Score	Comments
Comprehension Needs (parent member)	2	No achievement data.
Family Engagement Measurable Objectives (parent member)	3	2 goals, varying responses. Attendance, Social Emotional.
Family Engagement Measurable Objectives (parent member)	1	
Family Engagement Measurable Objectives (parent member)	2	Clear "measurable needs indicators" which will allow increased parent response to "desirable outcomes".
Family Engagement Measurable Objectives (parent member)	2	What are the target families, and what goals does the assessment relate to?

WUSD School Performance Framework

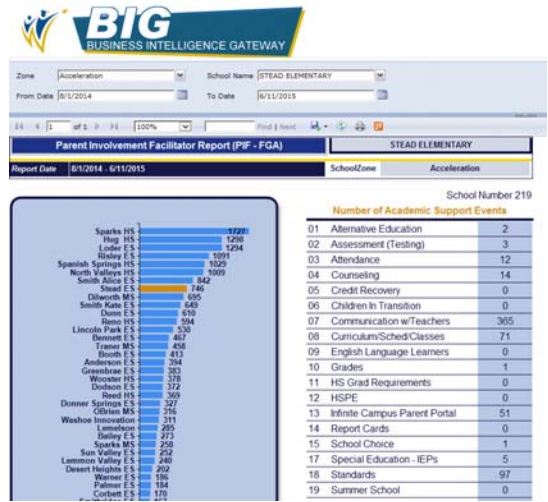
Reports:

- Feedback provided on family engagement plans
- Feedback reports provided on implementation evidence

Parent Liaison Data

Data Collected:

- Academic Contact data entered directly into Student Information System, Infinite Campus
- Contacts are connected to student outcomes and demographics



Key Learning:

- Helps our schools and liaisons to connect personal outreach to student outcomes
- Liaisons reflect on who they are reaching and not reaching
- Understand what types of contacts can impact student progress
- Provides data to support liaisons in remaining focused on student achievement

Student Monitoring Tool Example Outreach Plan
Sample Class List from SMAT

Student	Gender	Year	Ethnicity	PIF/FGA	Attendance	Truancy	Behavior	Reading	Math	Science	Writing	Art	Music	Physical	Health	Other	Risk	Comments
111	Male	08	White														High Risk	
112	Male	08	White														High Risk	
113	Male	08	Hispanic		1	2											High Risk	
114	Male	08	American-Indian		1												High Risk	
115	Female	08	African-American		1												High Risk	
116	Female	08	Hispanic		2												High Risk	
117	Female	08	White		1												High Risk	
118	Female	08	American-Indian		2												High Risk	
119	Male	08	White														High Risk	
120	Male	08	Hispanic		1												High Risk	
121	Male	08	White														High Risk	
122	Male	08	White														High Risk	
123	Female	08	Hispanic		1												High Risk	
124	Male	08	White														High Risk	
125	Male	08	White														High Risk	
126	Female	08	Hispanic		2												Moderate Risk	
127	Male	08	Hispanic		1												Moderate Risk	
128	Male	08	White		2												Moderate Risk	
129	Female	08	White														Moderate Risk	
130	Female	08	Hispanic		1												Moderate Risk	
131	Male	08	White														Moderate Risk	
132	Male	08	White														Moderate Risk	
133	Male	08	White														Moderate Risk	
134	Male	08	Hispanic		1												Moderate Risk	
135	Male	08	White														Moderate Risk	
136	Male	08	Hispanic		1												Low Risk	

Reports:

- Instant reports – district's data warehouse
- Teachers, Administrators, Liaisons have access

Academic Parent Teacher Teams

Data Collected:

- Sign-in sheets
- Exit surveys for Families
- Connect sign-in sheets to Student Information System, Infinite Campus



Glenn Duncan Elementary School
Academic Parent Teacher Teams
2013-2014 School Year Report

Summary of Event Participation (Fall & Spring):

Number of APTT Events: 2
Total # of Participants (Parents/Guardians): 468
Total # of Surveys Collected: 191
Total number of surveys collected in Spanish: 78

"Great report and well explained. It gave me more examples on how to work w/my child at home. It was wonderful seeing the support of other parents."

Participant Satisfaction with Events – Fall '13:

Exit Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree
Q1: To be invited by the teacher to participate in the APTT program was important to me.	70.52%	28.32%	1%	0%
Q2: Having the team meeting with other parents in the class was a positive experience for me.	57.80%	39.31%	0%	1%
Q3: The academic reports were clearly explained to me by the teacher.	73.41%	26.59%	0%	0%
Q4: The activities demonstrated by the teacher helped me understand how to help my child at home.	72.25%	27.75%	0%	0%
Q5: Having been able to practice the activities during the meeting helped me understand how to implement them at home with my child.	64.16%	34.10%	1%	0%
Q6: My participation in the APTT program helped me understand the importance of being involved in my child's education.	71.68%	27.17%	0%	0%
Q7: My participation in the APTT program gave me confidence that I can make a difference to help my child succeed at school.	70.52%	27.17%	1%	0%
Q8: I recommend that all schools implement the APTT program as the main program for parents.	67.05%	32.37%	1%	0%

Key Learning:

- Schools continued APTT because of parent voice in evaluation reports
- Families want more opportunities to understand their child's progress
- Better understand the reason why families attended
- Grew too quickly in 2013-2014 and need more fidelity to the model

Reports:

- School Site Reports
- Future plans for a district evaluation report
- Future plans to utilize APTT-WestEd's evaluation tools with teachers

Parent Teacher Home Visit Project

Data Collected:

- Logs of visits with student ID #s
- # of Staff trained vs. # of staff participating
- Parent Interviews
- Teacher Survey



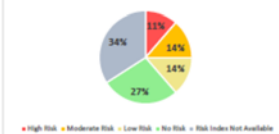
Alice Smith Elementary PTHVP Mid-Year Evaluation

The concept behind the Parent Teacher Home Visit Project is simple. Teachers and families come together, in a unique setting, as equal partners, to build trust and form a relationship. This strategy creates space for key partners to share dreams, expectations, experiences, and, eventually, tools to boost academic and social success.

Report Date: July 1st, 2014 – November 15th, 2014

Total Visit Goal	108
Fall Goal	54
# of Visits Completed as of Nov. 15 th , 2014	50
Percent to Goal	45.83%
Total Trained Staff	38
Staff Participating	17
Percent of Staff completing Visits	44%
Admin Hours to Date	0
Classified Hours to Date	2
Certified Hours to Date	97
Certified Visit Budget \$ 6,510	(Certified) Remaining Budget \$ 3,600.00

Number of Visits by Early Warning Index (Risk Index)



***The goal of the Parent Teacher Home Visit Project is for staff to visit a cross section of all students to get an accurate representation. The above graph will help you reflect on this.



Key Learning:

- Connected who is visited to the District's Early Warning Index (Risk Index)
- Ensures that we are visiting a cross-section of students and families
- Mid-year reports help reflect if schools are behind on their goals
- # of teachers trained vs. # of teachers participating

Reports:

- Annual evaluation reports
- Mid-year and End of Year Reports
- Currently working on external evaluation, connecting multiple years of data to student outcomes

The Center for Program Evaluation at the University of Nevada, Reno is currently working on a research study.

Parent University



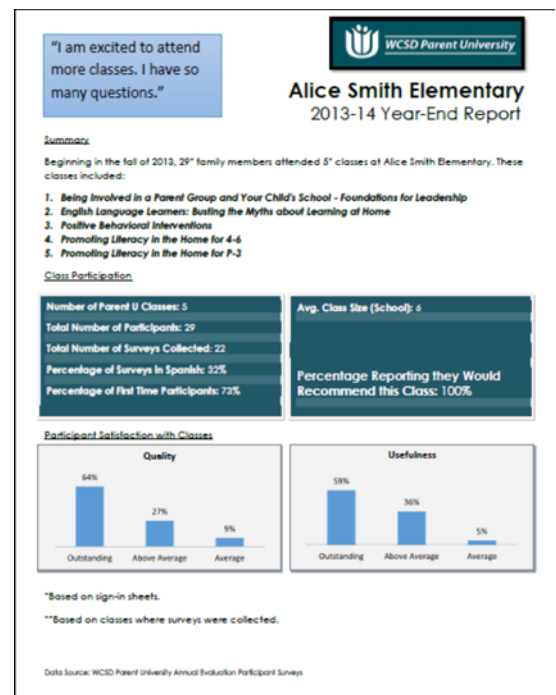
Key Learning:

- Demographics
- Who we are reaching vs. who we are not reaching
- Connecting data to student achievement gaps
- Disproportionality

An external evaluator, Social Entrepreneur's, Inc. is hired each year to complete the annual evaluation report.

Data Collected:

- Sign-in sheets
- Class Exit Surveys
- Parent Interviews
- Facilitator Interviews
- Class sign-in sheets connected to the district's Student Information System, Infinite Campus



Reports:

- Annual evaluation reports
- Annual school site reports
- Beginning a research study with the University of Nevada, Reno on numerous years of data