

# APPENDIX VII – 8

### Site Family Engagement Process

Davidson utilized the results from the family engagement surveys and focus groups to conduct a comprehensive needs assessment using Dr. Epstein's six principles of family engagement. These findings formed the basis for the Integrated Action Plan the school created to address their weaknesses. Extracts from these documents serve as examples of the process.

## Davidson Elementary Focus Groups SY2017-18

1. Davidson's site team chose four questions to explore during focus groups.
  - a. In what types of school events or situations do you prefer to participate and why?
  - b. What can the school do to make families feel more welcome on campus?
  - c. What can the school do differently to remove barriers to family engagement?
  - d. If you were in charge of Parent/Teacher Conferences, what changes would you make?
2. Site administrator scheduled focus group meetings for parents or guardians and invited participants.
  - a. One group in the afternoon, immediately following school, conducted in English with bilingual (English and Spanish) facilitators.
  - b. Two groups in the evening, one in English and one in Spanish.
3. Family & Community Outreach Department provided out-of-District facilitators for the groups to encourage open and honest dialogue.
4. Summary of Results
  - a. Participants specified a preference for activities that allow them to interact with their children, teachers, and other families. Some activities mentioned include field trips, carnival, field day, and movie night. Participants not only like to attend, but they enjoy volunteering at these events. Additionally, participants indicated that they prefer events that focus on student work such as STEM or Art Nights.
  - b. Participants specified a need for signage to help them find their way around, and with specific language welcoming them to campus. They also indicated a desire for visually appealing, updated bulletin boards with information about upcoming events. Participants specifically discussed mornings, before school. They enjoy morning assemblies and monthly coffees, and would like to

## **Davidson Elementary Focus Groups SY2017-18**

see teachers inviting or encouraging adults to walk to class with their children, and be welcomed into the classrooms in the mornings. Additionally, participants would like to see more activities and outside supervision before school for students who are not participating in school breakfast.

- c. Participants specified a need for more time options and language supports to remove barriers to participation. Specifically, participants suggested the school offer activities in the mornings and more options for days and times of events, as well as earlier and more advertisement for events. Participants expressed concern for families who speak languages other than English. They would like to see staff who speak additional languages, flier and other written materials in multiple languages, and interpreters at events.

Participants discussed the need to provide opportunities for families to get to know each other. They suggested that parents/guardians would feel more comfortable or motivated to participate in school activities if they had relationships with other parents and guardians.

- d. Participants were generally satisfied with their own parent-teacher conferences, but offered suggestions for overall improvement. They would like to see more days and times allotted for conferences, with more campus supervision during conference times for overall safety of students and families. Additionally, they would like to see a positive focus and ways to help parents communicate with their children.

## Davidson Elementary Comprehensive Needs Assessment Results

<b>Principle 6</b>					
<b>Family and Community Engagement</b>	6.1	Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.	1.33	<-- <b>Lowest Score</b>	Create consistent parent communication log; Goal of every teacher making 2-3 positive parent phone calls each week;
	6.2	Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	2.20	<-- <b>Highest Score</b>	Monthly Newsletter- dual language; Involvement opportunities explicitly stated
	6.3	Our school engages families in critical data-informed decisions that impact student learning.	2.00		
<b>Average Score For Principle 6:</b>		<b>1.84</b>			
<b>Identified trends and patterns for Principle 6:</b>		6.3 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.			
<b>Identified primary needs for Principle 6:</b>		6.1 - School creates and maintains positive collaborative partnerships among families, communities and school to support student learning.			

### Davidson Elementary Integrated Action Plan

<b>Principle 6: Family and Community Engagement</b>
<b>SY 18-19 NEEDS STATEMENT:</b> 6.1 - According to our CNA and Family Engagement survey data, our school needs to focus on creating and maintaining collaborative partnerships among families, communities, and school to support student learning.
<b>SY 18-19 Root Cause:</b> Family Engagement Survey data indicates that economic stress on families such as time (32%), transportation (9%), and childcare (9%) are barriers to full engagement in participation in their child’s education. 6.1 - <i>Lack of consistent, ongoing outreach to collaborate with families and communities.</i>
<b>SY 18-19 DESIRED OUTCOMES/SMART GOAL:</b> Davidson will improve parents’ perceptions of meaningful opportunities to be engaged at the school site as measured by increased scores in the annual Family Engagement Survey Data in two or more areas from 2017-18 to 2018-19. 6.1 - <i>Achievement increases when students are immersed in a strong partnership built among all school and community members.</i>
<b>STRATEGY TITLE:</b> Robust Network of Opportunities-Family Engagement
<b>STRATEGY DESCRIPTION:</b> Provide meaningful opportunities for families and stakeholders to inform school processes, events, and to provide feedback about ways in which the school might increase
<b>Action Step Title:</b> Title I Required Documents/Events
<p><b>DESCRIPTION:</b></p> <ul style="list-style-type: none"> <li>• Site School Parent Policy distributed systematically to every parent.</li> <li>• Parent’s Right to Know Letter – after 4 weeks of continuous instruction by a non-appropriately certified staff, parents of affected students are informed via note/letter home.</li> <li>• School Compact distributed systematically to every parent during Fall Parent Conference and no later than October 1, 2018 or upon student enrollment (if later in the year). Compact Committee, including parents, to review and revise the Compact no later than the Spring of the year for the following academic year. (Meeting Minutes)</li> <li>• Title I Annual Meeting – Sharing of Academic Data, Curricular, Grade Level Expectations.</li> </ul>
<b>Action Step Title:</b> Meaningful Stakeholder Relationships & Involvement

## Davidson Elementary Integrated Action Plan

### DESCRIPTION:

- Family Engagement Team- Certified, Classified, Administrator, Parents, Students, and Community Member to meet monthly as evidenced by sign in sheets, agendas (August – May)
- Family Engagement Survey – Parents/Guardian, Staff, and Students to provide perceptions of family engagement practices on site
- School Quality Survey - Students, Teachers, Parents to provide overview of culture, climate, and perceptions from a variety of perspectives (Spring)
- Develop and implement plan to engage parent volunteers – School and Community Liaison, Administration, Staff (August – May)
- Benchmark district assessment review (October, December, March).
- Parent Conferences twice per year – Fall and Spring
- PTO established, meeting monthly, evidenced by sign in sheets, agendas, notifications (August-May)
- Academic Family Engagement Activities and events scheduled at least quarterly, evidenced by sign in sheets, notifications, parent-link (August-May)
- Family Engagement Center Support Events & Notifications- evidenced by Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters (August-May)
- [Increase SCL to 1.0 support Family Engagement academic activities](#)
- Work with the Family and Community Outreach Department to provide childcare and transportation for conferences and events as needed (August – May)
- Use social media including Parent Link, School wide Dojo, and Facebook to communicate frequently and effectively with families/guardians (August - May).
- Review of GSRR with staff and families/guardians, evidenced by sign in sheets, notifications via social media, parent link, and newsletters (September & May)
- Principal will disseminate IAP through academic engagement activities, Title I meeting, and other school improvement initiatives (August – May)
- Ensure effective communication with families/guardians regarding tardy and absence policy, student achievement, and other school initiatives through social media, newsletters, and regular parent workshops led by SCL (August – May)

**Measures, Success Criteria, Evidence:** Title I forms (Annual Meeting, School Compact, Involvement Policy, etc.), Parentlink for notifications, school website, school Facebook page, School Wide Dojo, sign in sheets, newsletters, meeting minutes, surveys

### Davidson Elementary Integrated Action Plan

<p><b>STRATEGY TITLE (50 Characters):</b> Guidelines for The Position of School and Community Liaison</p>
<p><b>STRATEGY DESCRIPTION:</b> Families receive resources from a trained school and community liaison supported by school policies and procedures. Services to connect parents and families with resources necessary to support the academic, social, or behavioral needs of their students.</p>
<p><b>Action Step Title:</b> School and Community Liaison to Support the Needs of Families in the Community</p>
<p><b>DESCRIPTION:</b> The School and Community Liaison (1.0 Title funded) is used to support the academic, social, and emotional well-being of students offer family support and resources. <a href="#">Community Liaison will work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school; assure equal access to resources to help reduce achievement gap between subgroups and to support improved overall achievement for all students.</a></p> <ul style="list-style-type: none"> <li>• Increase the number of parents using Parent Vue and support access to the Family Computer.</li> <li>• Works to support the needs of families at Davidson promoting resources as needed.</li> <li>• Engaging parents in classes to support understanding of the curriculum and how to help their students at home.</li> <li>• Develops and implements an absence/chronic tardy policy.</li> <li>• Builds relationships and connections between the home and school to increase family engagement.</li> <li>• Builds and develops connections with outside community agencies to support students and families.</li> <li>• Promotes school to nearby apartments and housing developments to promote enrollment.</li> </ul>
<p><b>Measures, Success Criteria, Evidence:</b> Decrease in chronic absenteeism and tardiness, increased family engagement, increased enrollment, Synergy attendance reports, Family Engagement sign in sheets, Synergy enrollment reports, <a href="#">budget, IAP</a></p>