

This initiative is provided by the Title I, Part A Parent and Family Engagement Statewide Initiative. The purpose of this initiative is to share promising practices from PK-12 schools on specific PFE strategies that have helped to increase parent & family engagement and student outcomes. Submission is voluntary.

Use this for activities that were funded with federal, state, or local dollars and/or other funding sources.

Next steps:

1. Complete all questions and save this document for your records.
2. Please submit **one** promising practice per submission form. (*You may submit more than one practice*)
3. Email completed form to terri.stafford@esc16.net.
4. Applications will be accepted from May 1, 2021 through November 3, 2021.
5. Promising practice submitted will be reviewed and scored by statewide committee and initiative staff.
6. Selected promising practices will be awarded at the 2021 Virtual Parental Involvement Conference, highlighted in the PFE newsletter and on the Title I, Part A PFE Statewide Initiative Website.
7. Use Arial font, size 12.

General Information

1. LEA (District) Name and Address:	Aubrey ISD, 415 Tisdell, Aubrey, TX 76227	
2. School (Campus) Name & Address:	Jackie Fuller Elementary School 10825 Quicksilver Blvd Aubrey, Texas 76227	
3. Contact Name and Title:	Tabitha Hellman, Counselor Kari Abrams, Principal	
4. Contact Email and Phone #:	thellman@aubreyisd.net , kabrams@aubreyisd.net	
5. Title of practice and brief description of practice:	<p>Full of Pride: Black History Gallery and Family Showcase</p> <p>This year Fuller Elementary held our first annual Full of Pride Black History and Family Showcase. This practice embodied values ingrained in our character education program. Our Fuller Family Newsletter was sent out to parents to get our school community feedback. Families were invited to share video readings of books and share their heritage with us. At school, teachers gave students choices about who they wanted to research, explore, and highlight. Student-made projects were created and displayed in windows and all throughout the hallways. Our virtual morning announcements were filled with influential people from the past and the present. To culminate the museum, 5th-grade students created a video where they reported from every classroom which influential person the class chose and the projects that went along with it. The student work and videos were shared via our school newsletter and social media outlets to share and celebrate the amazing work of our students, staff, and families.</p>	
6. Demographics:	Description of the populations served: <input type="checkbox"/> Rural	Ethnicity %s: Hispanic: 34% African American: 18%

	<input type="checkbox"/> Urban <input type="checkbox"/> Suburban Size of District: <input type="checkbox"/> 1A <input type="checkbox"/> 2A <input type="checkbox"/> 3A <input checked="" type="checkbox"/> 4A <input type="checkbox"/> 5A <input type="checkbox"/> 6A	White: 41% Asian: 1% Amer Indian/Alaskan Native: 1% Native Hawaiian/Pacific Islander: 2 or more: 6%
7. Which funds, if any, helped to support the project? (Check all that apply)	<input checked="" type="checkbox"/> ESSA Title I, Part A (Parent and Family Engagement) <input checked="" type="checkbox"/> This practice was (partially or fully) funded by local dollars. <input type="checkbox"/> Other - please specify:	
8. Grades impacted:	<input checked="" type="checkbox"/> PK-Kindergarten <input checked="" type="checkbox"/> Elementary	<input type="checkbox"/> Middle School/Junior High <input type="checkbox"/> High School

Initial Planning and Implementation – Promising Practice

9. What is the goal of the practice?	<p>This year Fuller Elementary held our first annual Full of Pride Black History and Family Showcase. This practice embodied values ingrained in our character education program. Our Fuller Family Newsletter was sent out to parents to get our school community feedback. Families were invited to share video readings of books and share their heritage with us. At school, teachers gave students choices about who they wanted to research, explore, and highlight. Student-made projects were created and displayed in windows and all throughout the hallways. Our virtual morning announcements were filled with influential people from the past and the present. To culminate the museum, 5th-grade students created a video where they reported from every classroom which influential person the class chose and the projects that went along with it. The student work and videos were shared via our school newsletter and social media outlets to share and celebrate the amazing work of our students, staff, and families.</p>	
10. How was the practice identified as a need?	<p>Our school community has worked hard to live by our innovative mission and vision statement created by a committee of teachers and families. As a part of that mission and vision statement, it states Fuller leads with embracing diversity. To bring together all stakeholders, we have taken feedback from students, teachers, and families on what is important to them in how we celebrate Black History Month. One common theme was celebrating our differences and cultural backgrounds. This powerful practice showed how students and teachers embrace these values.</p> <p>The ideas shared by our families are how this practice was born. Our families sought us out and wanted to be involved in the planning process of how we would set the tradition of celebrating Black History Month. This being our opening year, during a pandemic, with limited parent interaction, this was very significant in building relationships and inclusiveness in this school year.</p>	
11. Describe the implementation.	<p>As part of fostering diversity, we have taken feedback from students, teachers, and families on what is important to them. One common theme was celebrating our differences and cultural backgrounds. This powerful practice showed how</p>	

	<p>students and teachers embrace these values.</p> <p>This year Fuller Elementary held our first annual Fuller Pride Black History Gallery and Family Showcase. As you walk through the halls of Fuller Elementary, you'll notice powerful messages and student projects displayed on classroom doors, windows, and lining all the hallways. I AM Enough and Perseverance is my motto are a few inspiring quotes students embraced as part of Fullers Black History Month Showcase. This practice embodied values ingrained in our character education program and our mission and vision statement. To get the word out and families involved, our Fuller Family Newsletter was sent out to our families. They were invited to share video readings of books and help to highlight inspiring and influential people in history with us. At school, teachers gave students choices about who they wanted to research, explore, and highlight. Student-made projects were created and displayed in windows and all throughout the hallways. PK - 5th Grade students visited every classroom to see how each grade celebrated their learning through door decorations, art, music, and video presentations. Our virtual morning announcements were filled with influential people from the past and the present. To culminate the museum, 5th-grade students created a video where they reported from every classroom which influential person the class chose and the projects that went along with it. The student work and videos were shared via our school newsletter and social media outlets to share and celebrate the amazing work of our students and families.</p>
<p>12. Who was involved in the planning & implementation? What was their role?</p>	<p>Fuller Elementary School's campus leadership team, parents, and students were all involved in the planning, selecting and implementation of this project. Parents were given a survey to get feedback from parents about their families' traditions, values and ideas for what's important to them.</p>
<p>Evaluating Effectiveness of Practice</p>	
<p>13. How does this promising practice link to increased student outcomes?</p>	<p>This practice supported effective parent and family engagement practices by allowing our parents to be a part of our culture, climate and learning during Covid 19. Families shared their concern for not being able to connect and have a community involvement in our new school. Our campus leadership team listened brainstormed and implemented a plan to allow parents to be involved during the pandemic in a different way. It allowed for students, parents and teachers the opportunity to work together.</p>
<p>14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?</p>	<p>The campus end of the year survey was sent out to parents and families on parent and family engagement and various survey questions. Parents recorded that they felt included and had the opportunity for family and community engagement. As part of fostering diversity, we have taken feedback from students, teachers, and families on what is important to them. One common theme was celebrating our differences and cultural backgrounds. This powerful practice showed how students and teachers embrace these values.</p>
<p>15. What did you learn from the evaluation?</p>	<p>Describe lessons learned from the evaluation. (limit to 75 words)</p>

<p>What advice would you offer to someone wanting to implement the practice?</p>	
<p>16. Identify the most important factors and conditions necessary for the success of the practice.</p>	<p>As part of fostering diversity, we have taken feedback from students, teachers, and families on what is important to them. One common theme was celebrating our differences and cultural backgrounds. This powerful practice showed how students and teachers embrace these values.</p> <p>at were the most important factors that made this practice successful? (limit to 100 words)</p>
<p>Sharing the Benefits</p>	
<p>17. Recommendations for other schools:</p>	<p>What recommendations or variations of the practice do you have for other LEAs or schools interested in replicating your project? (limit to 75 words)</p>
<p>Other Information</p>	

research, explore, and highlight. Student-made projects were created and displayed in windows and all throughout the hallways. PK - 5th Grade students visited every classroom to see how each grade celebrated their learning through door decorations, art, music, and video presentations. Our virtual morning announcements were filled with influential people from the past and the present. To culminate the museum, 5th-grade students created a video where they reported from every classroom which influential person the class chose and the projects that went along with it. The student work and videos were shared via our school newsletter and social media outlets to share and celebrate the amazing work of our students and families.

https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

20. Is the principal or leader of the organization aware that you have submitted this practice?

Yes No

(double click beside "X" to sign)

X Tabitha Hellman
Signature of person submitting application

X Kari Adams
Signature of administrator or leader

Application will not be accepted without signatures