

2018-19 Promising Practices - Effective Parent and Family Engagement (PFE)

This promising practice form is provided by the Title I, Part A Parent and Family Engagement Statewide Initiative to gather descriptive information 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 Please cc a copy of completed form to your ESC contact(s).
4. Applications will be accepted from March 1, 2019 through May 8, 2019.
5. Promising practice submitted will be reviewed and scored by statewide committee and initiative staff.
6. Selected promising practices will be highlighted in the PFE newsletter and on the Title I, Part A PFE Statewide Initiative Website starting with the 2019-2020 school year.

General Information *(Replace the gray text with your specific data and narrative.)*

1. LEA or Campus Name:	Lubbock Independent School District
2. School Name & Address:	Matthews Alternative High School 417 N. Akron Lubbock, TX 79415
3. Contact/Title:	Johnna Weatherbee School Improvement Coordinator
4. Contact Email/Phone #:	Johnna.weatherbee@lubbockisd.org 806-790-5589
5. Name of practice and brief description of practice:	<p style="text-align: center;"><u>“Feathering the Nest”</u></p> <p>A community of support has “feathered the Nest” at Matthews Alternative High School. Matthews is a Title I campus serving 100% economically disadvantaged 8-12th grade, non-traditional students who have a desire to complete high school. Matthews also boasts an on-site Day Care!</p> <p>Matthews has two parent programs working in tandem. One program supports Matthews’ student parents and those students who work to supplement family income. The other program serves parents of the Matthews’ students.</p> <p>Although many partners have come together to support Matthews, one example has been from Superior Health, which enabled “The Nest” to open. “The Nest” provides an honor system, sheltered environment where students have access to everyday toiletry items without the fear of embarrassment.</p> <p>Matthews’ unique parenting programs, serving both parents of students and students beginning the parenting journey, have proven to positively impact all of Matthews’ stakeholders, from the oldest to the youngest!</p>

6. Demographics:	Description of the populations served: <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban Size of District: <input type="checkbox"/> 1A <input type="checkbox"/> 2A <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input checked="" type="checkbox"/> 5A <input type="checkbox"/> 6A	Ethnicity %s: Hispanic: 64% African American: 21.60% White: 13.60% Asian: 0 Amer Indian/Alaskan Native: 0 Native Hawaiian/Pacific Islander: 2 or more: .80%
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 type="checkbox"/> This practice was (partially or fully) funded by local dollars. <input type="checkbox"/> Other - please specify:	
8. Grades impacted:	<input type="checkbox"/> PK-Kindergarten <input type="checkbox"/> Elementary	<input type="checkbox"/> Middle School/Junior High <input checked="" type="checkbox"/> High School

Initial Planning and Implementation – Promising Practice

9. What is the goal of the practice?	<p style="text-align: center;"><u>Goals of Practice for Matthews Alternative High School</u></p> <ol style="list-style-type: none"> 1. Increase parental engagement opportunities for parents and their student by participation in individual, post-graduation planning and goal setting sessions and networking lunches. 2. Support student attendance and achievement by alleviating worry over availability of daily needs through partnerships. 3. Decrease number of office referrals by building students' self-esteem. 4. Increase number of students participating and meeting standard on STAAR. 5. Increase student knowledge and vision for post graduate planning/opportunities
10. How was the practice identified as a need?	<p style="text-align: center;"><u>Assessment of Need</u></p> <p>In the spring of 2018, I was asked by LISD Board of Trustees to conduct a food security study for students in the LISD. I collected data from elementary, middle and high schools in LISD. The only school that had no support from any other entity besides LISD was Matthews Alternative High School. In fact, Matthews was one of our neediest campuses with no outside support!</p> <p>With Matthews' non-traditional student body, it was very important that those students were supported. Many of the students are already parents, while some are to become parents shortly. Other Matthews' students were working full time jobs and then attending night school to reach graduation requirements.</p> <p>The Community Resource Partnership supported the parenting programs at Matthews while making sure the students were concentrating on their studies instead of worrying about day to day needs. The many different levels of support offered by the Community Resource Program/Partnership enhanced and supplemented the parent involvement programs already in existence at Matthews.</p>

11. Describe the implementation.

Implementation of Matthews Community Resource Program

4/26/18-8/13/18--Planning and organizing meetings (3)

Challenge: Meetings difficult to coordinate

Solution: Set next meeting date/time before adjourning meeting.

5/14/18-7/31/18-Requested and acquired donations/coordinated schedules of partnership support

Community Resource Program Supporters/Donations:

- Highland Baby Closet-Visitation Schedule
 - Student Moms transported monthly for free baby items.
 - Challenges: Trip cancellations during testing.
 - Solution: Moms attend on own.
- Target
 - Microwaves (2)
- UMC Critical Care Unit
 - Weekend Day Care backpacks/ baby snacks, water, children's book
- Office Wise Supplies
 - Snacks
- Superior Health Care
 - \$2000 Health, Wellness & Parenting Grant
 - Weekly baby snack backpacks plus daily student snacks from South Plains Food Bank
 - Bimonthly parent education classes
 - Baby showers
 - Gift cards- purchase items for "Nest"
- DentaQuest
 - 50 toothbrushes
- Literacy Lubbock
 - Weekly children's books in baby back packs
- LISD Parent Educator Program
 - Financial literacy workshops for students/parents
 - Tuesday Networking Lunch Bunch
 - Individualized student/parent college/career long/short term goal setting sessions

Challenge: Problem acquiring donated items.

Solution: LISD Distribution picked up and delivered.

12. Who was involved in the planning & implementation? What was their role?

DREAM TEAMS

<u>TEAM Matthews</u>			
	<u>Position</u>	<u>Partnership Role</u>	<u>Promising Practice Role</u>
Carolyn Thompson	Principal	Director	Administrator
Reena Johns	Teacher	Facilitator	Chaperone

<u>TEAM LISD</u>			
Johnna Weatherbee	School Improvement	Chair	Donations
Hollye Ladd	Social Worker	Co-Chair	Donations
Kristy Cox	PPE	Presenter	Presenter
Larry Brooks	PPE	Presenter	Counseling
<u>TEAM Superior</u>			
Andrea Cruce	Superior	Director	Grant Requirements
Carmen Garcia	Superior	Member	Activities

The Dream Teams, Matthews' stakeholders and the Lubbock community joined together to support this unique parental involvement program, times two!

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?

Increased Student Outcomes through Community Resources

Counselor Slater reported, "The Nest" totally changed the school climate at Matthews". The students experienced success, the parents were thankful and the teachers and partners experienced fulfillment.

Increases

- First time all students participated in the STAAR administration
- STAAR first administration scores exceeded cumulative 2017-18 scores, other than in Social Studies, where Met Standard sustained
- Office referrals dropped from 50 referrals in 2017-18 to 38 in 2018-19
- Attendance increased 5%

14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?

Promising Practice Evaluation Participants

<u>Participants</u>	<u>Evaluation Entries</u>
Parents/Students	Title I on-line Survey Monkey
Carolyn Thompson (Principal)	Supporting Email
Larry Brooks (PPE)	Phone interview/notes
Reena Johns (Teacher)	Phone interview/notes
Amber Slater (Counselor)	Question #13 Quote
Carmen Garica (Superior)	PPT Supporting Document
Andrea Cruce (Superior)	Supporting Email
Shirlene Hagler (Baby Closet)	Supporting Email

Goal: Participation in the Community Resource Program partnership will increase students' self-esteem, evidenced by a 13% decline in discipline referrals.

<p>15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?</p>	<p style="text-align: center;"><u>Lessons Learned</u></p> <ul style="list-style-type: none"> • Ensure Principal participation • Conduct at least one general informational meeting to lay the framework for the program and gain input from stakeholders. • Conduct at least three face-to-face meetings to detail the program. • Create a responsibility spreadsheet with job assignments and completion dates. • Provide training to parents about how to use QR code phone scanner. • Recruit partners in summer. • Implement program in October. • Follow up partnership participation with “Thank You” notes.
<p>16. Identify the most important factors and conditions necessary for the success of the practice.</p>	<p style="text-align: center;"><u>Factors of Success</u></p> <p>The success of the Community Resource Partnership at Matthews Alternative High School is because the planning committee shared a common vision of empowerment for Matthew’s non-traditional students and parents. Through increased parental involvement opportunities and the use of college, career and military readiness counseling, planning for what ‘could be’ through individual sessions and networking, students were allowed to visualize dreams and create a plan to reach for the stars!</p>
<p>Sharing the Benefits</p>	
<p>17. Recommendations for other schools:</p>	<p style="text-align: center;"><u>Recommendations</u></p> <p>If this is your last shot to involve parents, give this program a try. There have been many barriers to student and parent participation in the past at Matthews, but this program has “hit the jackpot”.</p> <p><u>Don’t Limit Participation:</u></p> <ul style="list-style-type: none"> • Advertise to businesses before the initiative begins to see what interest is generated. <p><u>Professional Development Component:</u></p> <ul style="list-style-type: none"> • Let staff experience Poverty Simulation Exercise for a first-hand look at poverty. It will change minds and attitudes!
<p>Other Information</p>	
<p>18. Include other information you would like to share: pictures, videos, attachments, references, and/or links.</p>	<p>See attached files.</p>

Special Considerations

19. How does your practice align with the TEA Strategic Priorities?

Practice Alignment with TEA Strategic Plan

The Community Resource Program's Promising Practice aligns best with TEA's Strategic Priority Three which speaks to connecting High School to Career and College. As one of the wrap-around services of the Community Resource Program at Matthews High School, families were encouraged to participate in one-on-one counseling sessions with an LISD Parent Educator. Individual discussions were conducted with each family about their student being college, career and military ready when they graduate from high school. After building trust through the individual conferences with families, a positive connection was formed between the families and the Parent Educator. Now families were willing to begin meeting in a large group setting. With an initiative known as the "Lunch Bunch", families were invited to continue sharing their thoughts with the group on a myriad of family topics, as well lunch! The first meeting began on October 2, 2018 and will culminate with the end of the school year. At this time, over 220 parents have participated in the "Lunch Bunch" discussions. According to the parent feedback from the Title I Parent Survey for Matthews, this has been an informative and enjoyable activity for all involved.

Permission Required

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

Yes No

Signatures on original entry

Johnna Weatherbee

Signature of person submitting application

Date 5/8/19

Carolyn Thompson

Signature of administrator or leader

Date 5/8/19

Application will not be accepted without signatures.