

2021 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.
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:	LEA (District) Name and Address Burleson ISD 1160 SW Wilshire Burleson, TX 76028	
2. School (Campus) Name & Address:	School (Campus) Name and Address (if a single school is submitting) Norwood Environmental Science Academy 619 Evelyn Ln. Burleson, TX 76028	
3. Contact Name and Title:	First Name, Last Name, and Title April Chiarelli, BISD Chief Academic Officer	
4. Contact Email and Phone #:	Email Address and Phone # achiarelli@bisdmail.net 817-245-1000	
5. Title of practice and brief description of practice:	Valuing Families and their contribution to Academic Success – Norwood will plan and implement intentional practices that encourage and uplift families in their campus.	
6. Demographics:	<p>Description of the populations served:</p> <p><input type="checkbox"/> Rural</p> <p><input type="checkbox"/> Urban</p> <p><input checked="" type="checkbox"/> Suburban</p> <p>Size of District:</p> <p><input type="checkbox"/> 1A</p> <p><input type="checkbox"/> 2A</p> <p><input type="checkbox"/> 3A</p> <p><input type="checkbox"/> 4A</p> <p><input checked="" type="checkbox"/> 5A</p> <p><input type="checkbox"/> 6A</p>	<p>Ethnicity %s:</p> <p>Hispanic: 22%</p> <p>African American: 2%</p> <p>White: 64%</p> <p>Asian: 1%</p> <p>Amer Indian/Alaskan Native: 1%</p> <p>Native Hawaiian/Pacific Islander: 1%</p> <p>2 or more: 9%</p>

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 checked="" type="checkbox"/> Other - please specify: Donations from local business partnerships	
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>Explain goal of the practice. (limit to 75 words)</p> <p>The goal of “valuing families” is to strengthen the partnership between school and home by intentionally putting into practice programs and events that involve the campus families in a variety of ways.</p>	
10. How was the practice identified as a need?	<p>Describe how the practice was identified as a need. (limit to 75 words)</p> <p>This need was identified by several sources: the district had received frequent parent complaints, the new incoming principal reviewed surveys from staff that indicated limited parent support, and the PTO was almost non-existent.</p>	
11. Describe the implementation.	<p>Describe the practice in as much detail as possible, such as logistical challenges/solutions. What happened that was compelling? (limit to 225 words)</p> <p>When a new administrative staff came on board in 19-20, the first item to address was parental involvement because the morale of the staff and parents was very low. The principal purchased yard signs stating “Norwood Values Families” and they were hand delivered to each student’s home by the teachers the week prior to school beginning. Pictures were taken and posted on campus social media sites. The school received immediate positive responses from the parents and community. Businesses were contacted for donations to support upcoming parent events such as Meet the Teacher (hot dog supper), Title I Parent Informational Meetings (snacks), and Curriculum nights (snacks). Other events were funded by Title I, such as Read ‘n Treat and parent conferences. Due to pandemic restrictions, the campus got creative in continuing the parent involvement by having a “reverse parade” for families to drive by the school for 19-20 end-of-year celebration, displaying Norwood Lights, a holiday presentation just for family fun, and delivery of school supplies at the beginning of the 20-21 year by teachers to families. Weekly campus and grade specific online newsletters were sent to parents that included suggested opportunities for families to engage in intentional conversations. The most exciting outcome of these practices was the positive contributions to social media by the parents and community.</p>	
12. Who was involved in the planning & implementation? What was their role?	<p>Describe the people and their roles involved in the project and their role in the promising practice. How does this practice contribute to building the capacity of your staff to increase family engagement? (limit to 100 words)</p> <p>The principal and assistant principal were the initiators, but quickly, these practices were shared by the teachers and other staff. Teachers then took on the role of planning and implementing many of the events. The administrators were intentional about including teachers, paraprofessionals, office staff and even custodial staff. Involving all of the stakeholders has allowed the practices to take root and continue to flourish.</p>	

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?	How did this practice support effective parent and family engagement practices, and lead to increased student performance outcomes? (limit to 75 words) Including parents in decisions about their child(ren)'s education revealed to them the importance of their role in successful academic achievements. It gave them a voice and gave the campus an opportunity to strengthen relationships with families, a research-proven best practice for successful student outcomes.
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	Describe the process used for evaluation and include the list of people involved (administrators, teachers, parents, etc.). What was your measurable goal? (limit to 100 words) Evaluation of this practice was conducted by the administrative staff using teacher and parent surveys along with social media participation. From the survey, they were looking for increases in "parents feel supported and welcomed by the staff at Norwood" and "parents are included in decision-making concerning their child(ren)'s academic progress". From social media, the goal was increasing the number of parents who opened links and responded from the beginning of the year until the end.
15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?	Describe lessons learned from the evaluation. (limit to 75 words) First of all, you need to have an evaluation for concrete data. Our advice would be to jump in and do whatever you can to increase parent involvement and build their capacity to participate. Then celebrate wildly your parents using pictures, videos, and social postings.
16. Identify the most important factors and conditions necessary for the success of the practice.	What were the most important factors that made this practice successful? (limit to 100 words) The campus staff and administrators did not let previous negative practices of failures to value families to get in the way of implementing the new plan. They were persistent and continuously made this a focus during the last 2 years, even when events had to go virtual.

Sharing the Benefits

17. Recommendations for other schools:	What recommendations or variations of the practice do you have for other LEAs or schools interested in replicating your project? (limit to 75 words) Make sure everything you do to show family value is genuine and that you celebrate with your families their participation. It is important to include some activities that are just for family fun and not focused on academics.
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Other Information

18. Include other information you would like to share: pictures, videos, attachments, references, and/or links.	Include visual aids/materials/information that helps to better understand the practice. (limit pictures to 10 or less & no more than 2 videos) Pictures need to reflect activity. Norwood Family Involvement pictures found at this link or QR code: https://docs.google.com/document/d/1Lc-clpWyElkIQUI8K139YBau-akJHKjQ73m-mB4SWKc/edit?usp=sharing
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Special Considerations

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

Describe how your practice aligns with one or more of the 4 TEA Strategic Priorities.
Norwood's practice aligns with TEA Strategic Priority #4, Improving low-performing schools, with a focus on strengthening the culture of the campus.
[https://tea.texas.gov/About TEA/Welcome and Overview/TEA Strategic Plan/](https://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

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 Christy Strayhorn
Signature of person submitting application

X April Chiarelli
Signature of administrator or leader

Application will not be accepted without signatures