

2019-20 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 January 15, 2020 through June 30, 2020.
5. Promising practice submitted will be reviewed and scored by statewide committee and initiative staff.
6. Selected promising practices will be awarded at the 2020 Statewide 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:	Pine Tree ISD 1701 Pine Tree Road Longview, Texas 75604	
2. School (Campus) Name & Address:	Pine Tree Primary School 1808 Silver Falls Road Longview, TX 75604	
3. Contact Name and Title:	Lisa Mullins Director, Quality of Education Robin White Curriculum Coordinator Michele Walker Coordinator of Special Programs	
4. Contact Email and Phone #:	lmullins@ptisd.org 903.295.5000 rwhite@ptisd.org 903.295.5000 walkermichele71@gmail.com 903.720.4571	
5. Title of practice and brief description of practice:	Bring Your Parent to School Parents of pre-kindergarten and kindergarten students were invited to the campus to engage in break-out sessions presented by teachers, ESC staff, and district staff. Parents received a take-home bag filled with reading and math activities in English and Spanish. Vendors and local resource agencies were available to answer questions and support families.	
6. Demographics:	Description of the populations served: <input type="checkbox"/> Rural <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban	Ethnicity %s: Hispanic: 35.9 African American: 23.8 White: 33.7 Asian: 1.0 Amer Indian/Alaskan Native: .3

	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	Native Hawaiian/Pacific Islander: .1 2 or more: 5.2
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 checked="" type="checkbox"/> PK-Kindergarten <input 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>The goal of the day was to provide parents opportunities to become the best learning partner for their student that they can be. Parents built their capacity as they learned side by side with their students through self-selected sessions led by teachers, Parent Liaisons, and Region 7 ESC staff. To support these efforts once they returned home, each family received a bag with reading and math activities geared towards either pre-kindergarten or kindergarten.</p>
10. How was the practice identified as a need?	<p>Pine Tree Primary is a Title I school wide campus with 76% economically disadvantaged students. For many of these students pre-kindergarten and kindergarten are their first learning experience. Through our annual needs assessment our parents expressed a desire to learn how to work with their child at home. They had the will and want to, but did not feel confident in their abilities.</p>
11. Describe the implementation.	<p>Our first step was to identify the need to build capacity in our parents. We limited our focus to reading, math, and word study to support classroom instruction. An easy decision was the date. We selected our February parent conference day since it was already on the parents' calendars. Due to limited space we could not hold this event on a day that school was in session.</p> <p>Next, we identified and reached out to community partners and businesses who would have a vested interest in supporting our families. Our first hurdle was to find funds to pay our paraprofessionals to allow us to offer a dedicated bilingual tract and purchase materials since we had not previously budgeted for this specific event.</p> <p>We wanted to make sure we communicated effectively with all stakeholders, so a dedicated folder was created in our Google drive to house all of the information. This high level of organization meant this event could be easily duplicated. Our teachers created the sessions they would present based upon our needs. For some this was</p>

	<p>their first experience presenting in front of adults. The greatest surprise came when the kids took control of their day. They enjoyed teaching their parents.</p> <p>Planning was completed in a 6 week window. The inspiration hit and we couldn't wait until next year.</p>
12. Who was involved in the planning & implementation? What was their role?	<p>Many stakeholders joined in the planning process: parent liaisons, district staff, campus staff and administrators, ESC staff, PTA, Early Learning Coalition, church and faith based organizations, and community service providers. From providing sessions to door prizes to family take home materials, we used an all in approach. This made our event a chance for over 15 community groups to recruit participation in their services and many local businesses to get their information to families in a direct way. The goal was to create an environment where families felt like the four hours at school were well spent.</p>
Evaluating Effectiveness of Practice	
13. How does this promising practice link to increased student outcomes?	<p>Our goal was to build parent capacity through the use of Take-Home bags filled with activities to reinforce essential outcomes in prekindergarten and kindergarten. Teachers observed parent and student interactions during this day and created lessons to further student learning based upon the materials in the bags. A few weeks later materials were distributed for use at home during COVID 19 distance learning for every parent who wasn't able to attend the live event.</p>
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	<p>Feedback from multiple participant groups was used to determine if this type of event would add value to the participants view on education. Our attendance goal was $\frac{1}{3}$ of the population and we actually had 250 out of 570. Parent engagement and connection increased following the event. Teachers were excited and experienced a culture change with a renewed understanding of our families. They also had increased self-efficacy in interacting and facilitating adult learning. Parents had an increase in their self-efficacy and were able to connect with 15 community groups for resources and services. Community groups increased referrals after the event.</p>
15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?	<p>We had our event in the spring, but will move it to the fall next year so families can use the materials longer. The event could be held during an actual school day on a campus with older students; however younger students wouldn't understand if their parents could not attend. This day showed how our parents want to continue to learn. They liked learning how to specifically help their students and connect to community services.</p>
16. Identify the most important factors and conditions necessary for the success of the practice.	<p>Our success can be attributed to a variety of factors. We started with effective communication of procedures and expectations for the day to our staff and parents. We also had buy-in from community and staff. Sessions were developed based upon research based practices for at home (Ready Rosie) and resources our teachers used regularly. All materials and resources were provided in English and Spanish along with a session tract for our Spanish speaking families. It's important to make accommodations to meet the needs of your families.</p>

Sharing the Benefits

17. Recommendations for other schools:

Teacher buy-in to take this risk is critical. Partner with your local education service center to provide sessions. Reach out to community organizations who provide wrap around services to families. These organizations can share how they support families and provide new means of connection. This demonstrates to families that the school cares not just about teaching the children but the family as a whole. There are no wrong answers, just go for it!

Other Information

18. Include other information you would like to share: pictures, videos, attachments, references, and/or links.

EACH PICTURE, VIDEO OR ATTACHMENT MUST HAVE YOUR DISTRICT, CAMPUS AND PRACTICE NAME CLEARLY MARKED!

<https://drive.google.com/drive/folders/1hhsTbrfTyO4bzbuyhqJ7GDFcQlOfThOS?usp=sharing>

Special Considerations

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

The "Bring Your Parent to School Day" event connects to "build a foundation of reading and math" of the Texas Education Agency Strategic Priorities. The activities included in the take-home bags given to parents, center around essential outcomes in reading and math. The activities were designed to support the reading and math instruction and bridge from classroom to home.

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 *Michele Walker* Michele Walker 5/13/2020
Signature of person submitting application

X *Ruthie Walker* Ruthie Walker 5-13-2020
Signature of administrator or leader

Application will not be accepted without signatures