

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:	Nacogdoches Independent School District Emeline Carpenter Elementary
2. School Name & Address:	Emeline Carpenter Elementary 1005 Leroy St. Nacogdoches, TX 75961
3. Contact/Title:	Sumer Davis, Parent Community Liaison
4. Contact Email/Phone #:	sdavis@nacisd.org 936-569-5070 x 6206
5. Name of practice and brief description of practice:	Book Bingo Literacy Night: A literacy night that focuses on family engagement and participation while encouraging a love of reading. Book Bingo is an interactive way to get students excited about books they are familiar with and books they may be interested in reading. It encourages family engagement while also providing parents with a deeper understanding of their student's reading level and ways that they may help their student become a stronger, more independent reader at home. Parents were provided with information that supports the importance of reading at home and reading with their child along with take home resources.

6. Demographics:	Description of the populations served: <input checked="" type="checkbox"/> Rural <input 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: 33.26 % African American: 56.61% White: 7.71 % Amer Indian/Alaskan Native: 0.00 % Native Hawaiian/Pacific Islander: 0.22 % 2 or more: 2.20 %
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 checked="" type="checkbox"/> Other - please specify: Book donations, donations of door prizes.	
8. Grades impacted:	<input checked="" type="checkbox"/> <input type="checkbox"/> PK-Kindergarten <input checked="" type="checkbox"/> <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?	The goals of Book Bingo were to promote a love of literacy among students and to increase parent knowledge about the impact that reading at home has on their child’s success. Our desire was to ensure parents had a solid understanding of where their student’s reading level should be at each six-weeks interval by providing examples of leveled reading passages for comparison. Students received a new book on their current reading level.	
10. How was the practice identified as a need?	Teachers found that one of the problems they encountered this year while stressing the importance of parents reading at home with their student and practicing with their struggling reader, is that many parents were unaware that their child was behind in reading and did not know what to look for in order to know if their student was on track or making progress to being on level. To better promote parent participation and an understanding of the importance of reading on grade level, teachers found that we needed to not only explain how reading levels were determined, but also provide concrete examples for comparison. It was also beneficial for parents to understand how far behind children who do not practice reading at home can drop.	
11. Describe the implementation.	Book Bingo was an adapted form of Bingo in which players were provided with calling cards with book covers in place of numbers. The caller pulled a book title at random and a blown up version of the book title was displayed in order for players to be able to hear and see the book chosen. This also allowed for younger students and players to be able to match their card through the picture. When a player(s) called “bingo,” the player was then able to choose from a variety of books that were separated based on reading level. Many of the titles were of	

	books that were also featured during the book fair that was running concurrently so parents were given the opportunity to purchase books that their child may have become interested in during the game. At the end of the game, any books not won were handed out to interested students. Parents also had the opportunity to sign their child up for a library card through the local public library.
12. Who was involved in the planning & implementation? What was their role?	Members of the Family Engagement Team including the TTIPS Grant Coordinator, Parent Community Liaison, Social Worker, Paraprofessional, and the LPAC/RTI Specialist created the event. Flyers for the event were delivered to nearby neighborhoods. The Reading Interventionist presented tips parents could use to help struggling readers. Staff members from all grade levels volunteered and were on hand to meet with parents that had questions regarding their child's reading and ways to support literacy at home.

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?	All level books, from emergent readers to adult, were given as prizes encouraging literacy among the entire family. In the survey given to parents at the end of the event many reported that they left with a better understanding of where their child needed to be and felt more confident in helping their child read at home. Teachers reported seeing an increase in parent involvement when it came to sending home leveled readers with students.
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	The Family Engagement Team created surveys that were given to parents at the event and were used to help determine if they found the information provided helpful and if the resources provided to take home were useful. The goal of the event was to increase parent understanding of their student's current reading progress and for parents to take a more active role in their child's reading success by reading with their student at home.
15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?	Upon evaluation, we found that when parents have a better understanding of where their child's reading level is and where it should be and were provided with leveled passages for comparison, they were more willing to be an active participant in reading with their child at home. The event was beneficial in promoting family engagement and increasing students' excitement for reading but should have been held at the beginning of the year.
16. Identify the most important factors and conditions necessary for the success of the practice.	The most important factors that made this event successful were providing parents with literacy resources including: printouts of the district reading level requirements by grade, leveled reading passages for comparison, and tips for helping struggling readers, along with having teachers available from all grade levels to answer individual parent question. It was also imperative to have a variety of books on all reading levels to be given as prizes for all participants.

Sharing the Benefits

