NEW MEXICO STATEWIDE LITERACY FRAMEWORK

FAMILY ENGAGEMENT WORKSHOP

NMPED STRATEGIC OUTREACH DIVISION
AUGUST 30, 2018

NM PED

NEW MEXICO STATEWIDE
LITERACY FRAMEWORK

TODAY'S AGENDA	NOTES
WELCOME AND INTRODUCTIONS	
SETTING THE STAGE: PARENTAL INVOLVEMENT VS FAMILY ENGAGEMENT	
PTA RESOURCE: READ-TURN-TALK	
BREAK	
INTRO TO THE NMENGAGED.COM FRAMEWORK	
COMPLETE THE NMENGAGED.COM WALKTHROUGH	
REVIEW THE NMENGAGED.COM RUBRIC	
BUILD YOUR WELCOMING ALL FAMILIES ACTION PLAN	
PRESENT YOUR ACTION PLAN TO THE GROUP	
WRAP UP & NETWORKING	

RAISING READY READERS

The Key? Start Early and Practice Often

Long before they enter school and begin formal instruction, children can and should begin developing the basic language skills they need to become readers. These pre-literacy skills include letters, sounds, speaking, listening and understanding that the printed word has meaning.

Researchers agree that it's never too early to begin reading to your child. Imagine what happens when you hold your baby in your lap and read to them. You point to the pictures. Your voice changes tone as you describe each one. Your face reacts as you turn the page and see something different. In those moments, you've taken your child to the next step beyond talking. You've shown them that words and pictures connect. You've started your child on the path to understanding and enjoying books.

Even after your child starts kindergarten, you should still set aside time to read each day. Prompt your child to identify words that are all around them, such as on billboards or labels or instructions. This will help your child understand that reading is the gateway to experiencing the world.

By age six or seven, most children are reading. However, some take longer than others and some need extra help. Don't consider the various milestones you read about in books or online to be hard and fast rules. But do know that giving your child the right kind of help in their early years can prevent reading difficulties later in life.

Raising a Successful Reader

■ Teaching the Alphabet

Recognizing the letters of the alphabet is one of the strongest predictors of reading success for children entering school. To help foster this ability in your preschooler, practice letters as you go about the day. Ask your child to look for certain letters on signs as you run errands. Draw them from play dough or shaving cream. Search the Internet for "alphabet games" and you'll find all kinds of ideas for making learning the alphabet both fun and effective.

■ Building Vocabulary

Research shows that by five years of age, most children have learned between 3,000 and 5,000 words. They certainly haven't done this through memorization. Most vocabulary comes from listening. Children first learn the words and word combinations they hear repeated most often in conversations or books. The context helps them understand what words mean and how they are used.

The best way to help your child expand their vocabulary is to provide a word-rich environment—reading many different kinds of books with them, discussing those books, and exposing them to conversations on diverse topics with diverse people.

■ Focusing on Phonics

In order for your child to understand what they read, they must be able to read quickly and automatically, without stumbling over words. Phonics, the relationship between written letters and spoken sounds, supports that process. When your kindergartener learns that the letter B has the sound of /b/ or your second-grader learns that "tion" sounds like /shun/, they are learning phonics.

Read with your child each day. When they stumble on certain words, have your child sound them out. Point out words that begin with the same sound and sing songs with words that rhyme.

■ Understanding How Books Work

Even before children can read themselves, they start to understand the conventions of reading by watching you—left to right, top of the page to bottom, sentences are made of words, words are made of letters. When your child is very young, run your fingers under the words as you read. Pause at the end of a page and ask them to help you turn it.

Point out print in many different contexts, so your child understands that words aren't just found in books. Show your child how words appear differently depending on where you are, like on menus at restaurants or signs at the park.

Understanding the Bigger Picture

At the end of day, we want our children to read so they can navigate and enjoy life. So don't get so caught up in teaching your child individual letters or words that you forget the bigger picture—meaning.

From the earliest age, children instinctively look for meaning in the things they see and hear. This serves them well when it comes to reading comprehension. To improve their ability to understand and interpret what they read, ask what, why, where and how questions while reading stories. For example, ask why a character took a specific action. Or ask your child what they think might happen next. Encourage your child to ask you questions whenever they don't understand something.

After hearing and discussing many books over time, children start to learn that stories have a beginning, middle and end, characters, a setting and a plot. They will often indicate that a story doesn't make sense if it's

missing one or more of these elements, even if they can't yet explain why. Asking your child to compare characters or settings from one story to another further develops their comprehension ability.

Connecting Reading to Writing

Reading and writing go hand in hand. As your child is learning one, they are learning the other at the same time. Find opportunities early on to foster this connection.

- ✓ Encourage your child to draw pictures about books or experiences. Drawing is great preparation for writing, because it develops the muscles needed to write and the ability to represent ideas.

- ✓ Help your child compose a note to a relative or friend. They can dictate as they watch you write and, when they get older, look for familiar words in the note.

- ✓ When your child first starts writing words, don't worry about the spelling. Instead, praise your child for their efforts.

- ✓ Have your child write labels for the things they use every day, such as shoes, bags or crayons.

Making Reading a Daily Part of Life

- ✓ Establish a reading time, even if it is only 10 minutes a day.

- ✓ Encourage activities that require reading, such as cooking (reading a recipe) or identifying an interesting animal (using a reference book).

- ✓ Visit the library often. Let your child choose their own books.

- ✓ Create a special place in your child's room for books.

- ✓ If your child has a computer or tablet, make reading one of the primary activities they do during screen time.

And finally, make sure to demonstrate by example that reading is an enjoyable, valuable and regular part of your own daily life.

Reading Resources

PTA Reading Programs: pta.org/programs

Reading Is Fundamental: RIF.org

NEA Read Across America Program: nea.org/grants/886.htm

Reading Rockets: ReadingRockets.org

First Book: firstbook.org   **#1000BlackGirlsBooks:** grassrootscommunityfoundation.org/1000-black-girl-books-resource-guide/

Other Resources

There is a range of other Parents' Guides to help you ensure your child thrives at school from K-12. Here are just a few examples:

- ✓ Preparing Your Child for School
- ✓ Raising Ready Readers—Helping Your Child Learn to Read
- ✓ Helping Your Child with Today's Math

For these and other guides, visit NEA.org/Parents/NEAResources-Parents.html or pta.org/familyguides
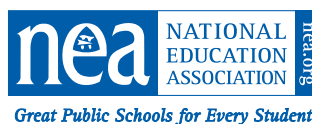
DEVELOPING YOUR CHILD'S READING SKILLS

Tips for Every Age

Fostering a love and aptitude for reading is critical to your child's success, from the moment they start school all the way up to their high school graduation. Your child needs strong reading and comprehension skills to succeed—not just in English, but in science, math, social studies and various school activities as well.

Use the following tips to support your child at each stage of their education. Readers at all levels should be encouraged to read books that celebrate diversity, focus on social and emotional learning and books that foster critical thinking.

Reading with infants and toddlers

Goals at this age include fostering a love of reading, an understanding of the relationships between pictures, words and sounds, and responsiveness to rhythms and rhymes.

✓ **Have lots of books at home.** This doesn't have to cost a lot. Visit the library, ask family members to read to your child and ask for books as gifts.

✓ **Read with expression.** Use different voices for different characters and animals. Point to pictures that relate to what you're saying.

✓ **Find stories with strong rhythms and rhymes.** Have your child repeat or sing them along with you.

✓ **Make reading a daily habit.** Pick a regular time, such as before bed or after breakfast or lunch.

✓ **Use pictures to start building vocabulary.** Talk with your child about what the pictures show. Ask them to point to things as you say them.

✓ **Link reading to real life.** For example, once your child learns hot and cold, ask them to find something hot in the picture, like the sun.

✓ **Encourage your child to ask questions.** As you read, stop regularly and prompt them with questions of your own, such as "Why did the rabbit get lost?" or "What do you think will happen next?"

✓ **Find books on topics you know will interest your child.** Make note of topic preferences, such as cars or animals. Ask your child to choose their own books.

✓ **Read the same stories over and over.** Repetition helps your child become familiar with the way stories are organized, as well as concepts and vocabulary.

Reading with children in kindergarten through third grade

Goals at this age include developing the basic building blocks of reading like letters and words, as well as increasing reading confidence and comprehension.

✅ **Keep reading to your child.** Even when they have started to read on their own, it's important to maintain a daily practice.

✅ **Use opportunities in everyday life.** Build vocabulary and listening skills by talking through what you're seeing and doing while cooking, driving or visiting new places.

✅ **Make words tactile.** At first, use magnetic letters on the refrigerator to spell out basic words, or cut letters out of magazines. As your child progresses, point out new words in books and practice pronouncing them. As they advance further, point out parts of words that are important to the definition, such as "un," "full" and "less."

✅ **Take turns reading out loud.** Don't interrupt your child to correct mistakes that don't change the meaning of the story.

✅ **Talk about the main components of stories.** Discuss the plot and characters. Ask your child how different characters are related, how they think a character will solve a problem and what parts of the story were the beginning, middle and end.

✅ **Develop comparison skills.** Ask how characters or subjects in one book are similar to or different from those in others your child has read.

✅ **Ask your child to name the stories they like best and why.** Discuss which books are adventures, mysteries or other genres.

✅ **At the end of a book, ask your child to name anything they learned or enjoyed.** Ask about the author's intention: "How did she want us to feel?" "Did she teach us anything new?"

Reading with children in grades four through six

Goals at this age include improving fluency, analytical skills and diversity of reading materials.

✅ **Practice reading difficult text out loud.** Do this until your child no longer stumbles over words.

✅ **Read the same story or novel separately.** Then discuss it together.

✅ **Monitor independent reading choices.** Make sure your child is challenging themselves. Make sure they are transitioning from early reader books with only a few words on the page, to longer books with chapters.

✅ **Keep a running list of difficult vocabulary words and their meanings.** Include words your child is learning in other subjects such as science and social studies.

✅ **Play word games like Scrabble and hangman.** Or, find fun word games online.

✅ **Start to introduce informational materials.** Read items such as instructions, mail or maps together.

✅ **Read non-fiction articles in newspapers or online.** Discuss the difference between facts and opinions.

✅ **Encourage research.** When your child asks questions, ask them to think about where they might find the answer.

✅ **Develop recall skills.** After your child reads, have them verbally summarize the main ideas and details to you.

Reading in middle and high school

Once your child has basic reading skills, they will be expected to develop—and continually deepen—their ability to use the written word to:

- ✓ Conduct research for various school subjects

- ✓ Compare and contrast points of view and form their own opinion

- ✓ Understand what's going on in the world

- ✓ Gather information and instructions needed to manage everyday life

- ✓ Seek enjoyment, enrichment and inspiration

As your child moves through middle and high school, ensure they have many different kinds of books at home and read the news, whether on paper or online. Talk to your child's teachers about their progress and, if they are struggling, make a clear action plan for helping them improve. Many schools and libraries have tutoring programs and other resources. It's critical to catch reading problems early, as reading is fundamental to every aspect of your child's education and, later on, college and professional success.

Reading Resources

PTA Reading Programs:
pta.org/programs

NEA Read Across America Program:
nea.org/grants/886.htm

First Book:
firstbook.org

Reading is Fundamental:
RIF.org

Reading Rainbow:
readingrainbow.com

Reading Rockets:
ReadingRockets.org

International Literacy Association:
Reading.org

PBS Parents:
PBSParents.org/Education

Scholastic:
Scholastic.com/Parents/Resources

Other Resources

There is a range of other Parents' Guides to help you ensure your child thrives at school. Here are just a few examples:

- ✓ Preparing Your Child for School
- ✓ Raising Ready Readers
- ✓ Raising Scientifically Literate Children
- ✓ Helping Your Child with Today's Math
- ✓ Helping Your Teen Succeed in High School

For these and other guides, visit NEA.org/Parents/NEAResources-Parents.html or pta.org/familyguides

FAMILY/COMMUNITY/BUSINESS ENGAGEMENT GOAL

Provide learning opportunities, technical assistance and resources for parents, families and communities that will support student learning in the home and community. New Mexico will ensure that such interactions are culturally respectful, linguistically appropriate and inclusive of the many diverse populations of the state. In addition, New Mexico will explore and implement opportunities for businesses and statewide associations to support literacy efforts.

THE FOUNDATION - WHY IS THIS PRINCIPLE IMPORTANT?

The SEDL report, *A New Wave of Evidence*[69], synthesizes research from 51 studies over the preceding decade to reach conclusions about the effect of parent involvement on student learning. The results indicate that students with involved parents, no matter their income or background, are more likely to:

- earn higher grades and test scores, and enroll in higher-level programs
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills, show improved behavior and adapt well to school
- graduate and go on to post-secondary education

When parents are engaged in their child's learning then they are more likely to:

- support learning at home
- engage in effective collaboration with teachers and schools to support learning (e.g., shared reading, monitoring homework, goal setting, and communicating with teachers about their child's learning.

ESSENTIAL ELEMENTS - WHAT DO I NEED TO KNOW?

New Mexico is committed to providing learning opportunities, technical assistance and resources for parents, families and communities that will support student learning in the home and community. New Mexico will ensure that such interactions are culturally respectful, linguistically appropriate, and inclusive of the many diverse populations of the state.

At a minimum, to ensure strong parent engagement and to increase student learning:

- families need to have a strong conceptual understanding of the key learning skills for their child's grade level
- families need effective and practical strategies to practice these skills anywhere and anytime
- schools need to build trusting and collaborative relationships between teachers and families

Essential elements in increasing parent engagement include:

- developing relationships
- deepening relationships
- linking families to student learning and sustain relationships
- knowing family engagement resources that support literacy

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69   Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory

DEVELOPING RELATIONSHIPS

Perhaps one of the most impactful ways to increase parent engagement in the schools is to develop relationships with parents and families – a relationship that is built on trust and respect.

According to Family-School Partnerships in New Mexico[70], activities to begin developing relationships include:
- putting out the welcome mat (reserved parking spots for parents and visitors, welcome signs, directions)
- engaging the whole family – tours of the school, home visits, and a mentoring system
- creating a warm, friendly building that reflects the cultural and linguistic diversity of the community
- displaying student work throughout the school buildings with clear explanations and purpose
- making sure that the principal or someone representing him/her is always accessible
- setting customer service standards for office staff and others that greet families and guests
- putting on the personal touch – small meetings, one-to-one talks, a family center

For more information on developing parent relationships, visit: http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf

DEEPENING RELATIONSHIPS

Developing relationships with parents is the first step to parent engagement. However, to fully engage parents in their child's learning and the school, educators must deepen the relationship.

According to Family-School Partnerships in New Mexico[71], activities to begin deepening relationships include:
- showing respect at all times
- asking parents for their advice – and taking it
- creating structures for including parents in major decisions about their children and the school
- recognizing families' contributions and thank them for their help
- respecting families' circumstances – offer translators, convenient times, childcare
- setting ground rules together – such as procedures for classroom observations
- accentuating the positive and focus on solutions to challenges – apply no negative labels to anyone

For more information on developing parent relationships, visit: http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf

LINKING FAMILIES TO STUDENT LEARNING AND SUSTAIN RELATIONSHIPS

Linking families to student learning and sustaining these essential relationships should be a thoughtful and integral part of a school's culture.

According to Family-School Partnerships in New Mexico[72], activities to begin linking families to student learning and sustaining relationships include:
- linking parent activities to what students are learning and doing in class

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70   Family-School Partnerships in New Mexico. (n.d.). *Developing Positive Relationships with Families.* Retrieved from A Framework for Family School Parternships in New Mexico: http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf

71   Family-School Partnerships in New Mexico. (n.d.). *Developing Positive Relationships with Families.* Retrieved from A Framework for Family School Parternships in New Mexico: http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf

72   Family-School Partnerships in New Mexico. (n.d.). *Developing Positive Relationships with Families.* Retrieved from A Framework for Family School Parternships in New Mexico: http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf

- exhibiting student work and sending graded work home every week
- making home visits to find out child's talents and interests, explain teacher expectations, and leave learning materials families can use with children
- showing parents that student learning is a shared responsibility by keeping parents informed about what their kids are learning and how they can reinforce the learning
- opening a family center – create a warm place to gather, access learning materials and other resources

For more information on developing parent relationships, visit: http://nmengaged.com/wp-content/uploads/2017/05/Developing-Positive-Relationships-with-Families-Toolkit-2017.pdf

KNOWING FAMILY ENGAGEMENT RESOURCES THAT SUPPORT LITERACY

The table below provides additional links and resources to support parent engagement in New Mexico schools.

FAMILY RESOURCES TO SUPPORT LITERACY DEVELOPMENT	
A Framework for Family-School Partnerships in New Mexico: http://nmengaged.com *NMPED PreK Family Resource Document:* https://prek.ped.state.nm.us/FamilyEngagement *NMPED PreK Family Materials Document:* Family Materials page https://prek.ped.state.nm.us/FamilyMaterials	This website provides a Toolkit for New Mexico School Communities: Family, School, and Community Partnerships, a collaborative project of the New Mexico Public Education Department (NMPED) and the Center for the Education and Study of Diverse Populations (CESDP). This resource-rich toolkit presents a Framework for New Mexico schools based on the *National PTA Standards for Family-School Partnerships* and is designed to support sustainable family engagement initiatives that build capacity among educators and families to partner with one another around student success.
New Mexico Kids.org: https://www.newmexicokids.org	The NewMexicoKids.org website was created in 1996 as a portal for New Mexico families and early care and education personnel to find information for early childhood professional development, training and technical assistance, child care referrals and child development information.
Colorín Colorado: www.colorincolorado.org/guides	This website offers free print guides in English and Spanish created for parents, teachers, and anyone who wants to improve the reading achievement of children. The guides can be downloaded and printed for an individual's own use or to distribute to others.
Reading Rockets Reading Tips for Parents: www.readingrockets.org/article/18935	These one-page parent tips offer easy ways for families to help children become successful readers. The tips are targeted for babies through third grade and are available in English and ten other languages including Navajo.
PBS Raising Readers: http://pbskids.org/island/parents	Multiple resources are available in English and Spanish targeted toward assisting young children.
National Parent Teacher Association (PTA): www.pta.org/4446.htm	Parent guides are available in English and Spanish aligned with the *Common Core State Standards* for kindergarten through grade eight.

IMPLEMENTATION - WHAT DO WE NEED TO DO?

SCHOOL/FAMILY/COMMUNITY ENGAGEMENT IMPLEMENTATION CHECKLIST

☐ Develop a systematic school-based parent engagement plan designed to build, strengthen and sustain parent relationships.

☐ Ensure that the school has developed a culture of positive parent engagement in which all staff work together to make parents feel safe, welcomed, and an important partner their child's school success.

☐ Actively seek out the involvement of parents and other community members in their literacy efforts (e.g., Reading Buddies).

A Family-Friendly School Walkthrough Checklist

Is Your School a Family Friendly School? Research shows that when a schools and parents work together to support the education of a child, not only does the student perform better in school, but all throughout life! The best way to nurture a strong relationship between school and family is to create a friendly and welcoming school environment.

What is the purpose of a Family Friendly School Walkthrough Checklist? The checklist is designed to allow schools to assess their "family friendly" practices. This tool gives school leaders the opportunity to evaluate how inviting and "customer friendly" their school is to families and the community. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.

Suggested Walkthrough Guidelines:

- Select a team leader to coordinate the walkthrough.

- Choose at least three (3) people to complete the checklist preferably one school administrator, one parent, and one school faculty member (teacher, secretary, counselor, etc...) Others may include a bus driver, a cafeteria worker, a community leader, or specialist. Each team member can complete the walkthrough separately or as a team but each person must complete their own checklist.

- After all parties have completed the walkthrough, the team leader will collect the checklists and schedule a meeting to discuss the final scores and how to address areas that need improvement.

Walkthrough Components: There will be three areas or sections evaluated during the walkthrough:

A. Welcoming Environment	B. Policies & Practices to Engage Parents	C. Home-School Communication

Using the Rating Scale

Use the "rating scale" below to score the items under each area and provide comments and suggestions in the designated section.
Add your scores at the end of each area section and calculate the total score at the end of the checklist. Please return your completed checklist to your team leader and plan to attend a brief meeting to discuss and address the findings.

RatingScale:

1= No Evidence

2= Some Evidence, Needs Improvement

3= Meets Minimum Standards, Could Enhance Area

4= Exceeds Standards

School:	Observer's Name:	Parent
Date:		School Administrator
		School Staff Community Member
Team Leader:		Specialist
		Other

A. WELCOMING ENVIRONMENT	RATING	PRACTICES BEING USED AND AREAS FOR IMPROVEMENT:
1. The school climate reflects a welcoming tone and respect for all families, regardless of culture, ethnicity, language or disability. • Signs by the school entrance clearly guide visitors where to check in. • The school campus and entrance to the building is inviting with a sign/banner/bulletin board welcoming parents. • ADA requirements are met. • The culture and language of the community is clearly reflected. • There are designated parking areas and parents are thoroughly informed of parking arrangements when visiting the school.		
2. The school has standards of welcoming behavior that apply to all staff, including office staff, bus drivers, security, custodians, cafeteria staff, etc.		
3. There are staff who immediately recognize visitors with a smile, answer the phones politely and easily provide adequate information in the language(s) of the families.		
4. There is comfortable seating and relevant reading material in the office area for visitors who need to wait (parent handbook, parenting magazines and books, student published work, etc.)		
5. The school has volunteers or staff to act as parent mentors who provide tours, translations, guidance, and support to newly enrolled families.		
6. There are signs located outside each classroom door noting grade level/course title, and teacher's name. Student work is displayed throughout the school. The work also includes a description of the purpose.		
7. Positive connections with families and communities are made outside of the school walls by collaborating with chapter houses, community centers, local businesses, libraries, restaurants, etc.		
8. A **Mission Statement** and/or policy on parent involvement is posted in the languages of the families that guides them to more information about opportunities to get involved with school programs.		
9. A **Family Center** is located in an easily accessible area of the school and is designed as a gathering place where families, school staff, students, and community members are welcomed and supported. • It supports special events and features like clothing banks, lending libraries, health fairs, parenting workshops, etc. The family center information matches the developmental levels of the students, e.g. high schools connect parents with other parent centers at workforce solutions centers, and institutions of higher education.		

Welcoming Environment Total Score:_____   Effective practices being used and ideas for improvement:

B. POLICIES AND PRACTICES	RATING	PRACTICES BEING USED AND AREAS FOR IMPROVEMENT:
1. A Family-School Partnerships Goal Team works to ensure that programs are carefully planned, evaluated and celebrated.		
2. School has & shares a school-level parent involvement policy developed by schoolstaff and families. • School has active school-parent compact developed by school staff, families & students (required by Federal and State programs)		
3. The school has a Family Coordinator or Liaison that helps to connect all parents with school community as well as coordinate volunteers, an active family center, and parent information.		
4. The school offers workshops and conferences for parents to help them understand the school policies, student progress, classroom curriculum, how teachers and parents can work together to best support student success, transitions, planning for graduation and after high school, Common Core State Standards, etc.		
5. Professional development is provided for staff and includes trainings/workshops on working with diverse families and family-school partnership program practices.		
6. The school actively recruits and welcomes new parents/guardians from all backgrounds for school committees such as the PTA or PAC for Title I, Indian Education, Bilingual Education, and/or Special Education.		
7. The parent handbook with school policies, school calendar and other information are provided to the parents/guardians at the beginning of the school year in a format that is easily understood. • The process of scheduling meetings with teachers or school staff is included.		
8. School calendars are set to accommodate parent work schedules, major community events, activities, and ceremonies.		
9. The school website is current, useful, and easily accessible to parents and families.		
Policies and Practices Total Score:_____ Effective practices being used and ideas for improvement:		

C. HOME-SCHOOL COMMUNICATION	RATING	PRACTICES BEING USED AND AREAS FOR IMPROVEMENT:
1. The school establishes a tone of respect for all families, regardless of culture, ethnicity, language or disability.		
2. The school has a system in place for ongoing assessment and feedback from parents regarding the school climate and practices. • The school offers a variety of opportunities for teachers and parents/guardians to meet face-to-face, such as open house, parent conferences, class visits, etc.		
3. Principal & staff invite parents to ask questions & express concerns. The school has a procedure in place for promptly responding to parents questions, concerns, or requests		
4. School informs families of policies, events, & opportunities using a variety of methods. The school publishes a Web site and/or newsletter with up-to-date information and useful parenting tips for all grade levels. • Information is translated into other languages according to the school community's demographic make-up.		
5. Parents are surveyed regarding their interests, talents, and availability to volunteer. Follow up communication and coordination is managed (background checks, volunteer policies and procedures, volunteer training, and matching skills and interest to school needs, etc.).		
6. Parent-teacher-student conferences are carefully planned and accommodate parents' schedules and transportation needs. • Concern for students is the focus of teacher-parent interaction.		
7. Opportunities are available for families and teachers to meet, get to know each other, and build relationships such as class meetings, breakfasts, home visits, class observations and participation.		
8. Homework is carefully planned and managed to include families and ensure that the purposes and benefits of the homework are clear.		
9. A parent involvement goal team of school staff, parents and community representatives strategically look at developing issues that affect families and determine appropriate responses.		

Home-School Communication Total Score:_____   Effective practices being used and ideas for improvement:

Total Score: (combine all 3 scores):

Scoring Guide for Each Section/Area:	Scoring Guide for overall Walkthrough:
0-9 Not So Family-Friendly 10-18 Somewhat Family-Friendly 19-27 Family-Friendly 28-36 Five Star Family-Friendly	0-36 Not So Family-Friendly 37-72 Somewhat Family-Friendly 73-108 Family-Friendly 109-144 Five Star Family-Friendly

IT IS SUGGESTED THAT ALL AREAS THAT WERE SCORED WITH A 1 OR 2 SHOULD BE ADDRESSED PROMPTLY ACCORDING TO PRIORITY. AREAS SCORED WITH A 3 SHOULD BE DISCUSSED AND PLANS FOR ENHANCEMENTS ARE ENCOURAGED.

CRITICAL QUESTIONS

1. In what sections (A, B, or C) does your school need the most improvement?
2. What are challenges in these areas?
3. What can be improved?
4. What steps will your school take to make the appropriate improvements?
5. For example: As stated in NMDASH and Title I Plan, walkthrough team will discuss with the administrator, ways to support teachers in displaying student work in the hallways.
6. When do you plan to implement the improvements and who will be responsible for making the selected improvements?
7. For example: Administrative team and parent volunteers will work with teachers to display student work in designated area starting October 1.

Please Use Additional Pages if Necessary! **A Family Friendly school can mean different things because each school is unique; therefore, it is up to your community to determine what family-friendly means to your school.

Welcoming All Families into the School Community: School Level Reflection Rubric

Use this rubric to focus on your goals for creating a welcoming school climate and building a respectful, inclusive school climate. Consider how families can be active participants in their school community and how you are ensuring that families feel welcomed, valued, and connected to each other, to school staff, and to what students are doing in school.

Think about where you see yourself in the process and strategies used for welcoming all families into the school community. Mark the level of quality that most clearly matches what you are doing now. The levels of quality build on each other, assuming that practices in the emerging and progressing levels will continue at the excellent level.

ELEMENT	EMERGING	PROGRESSING	EXCELLENT
DEVELOPING PERSONAL RELATIONSHIPS	Families are greeted promptly in their home language by friendly front-office staff who give them correct information and help them connect with appropriate faculty members. *For example, a staff member or family volunteer, using the family's home language, gives a new family information about the school and provides a tour of the building.*	Family volunteers from different neighborhoods and backgrounds work or volunteer regularly in the school office to provide information and support to families and students and to serve as mentors to help other families become more engaged in the school. *For example, a help desk is established and staffed by family volunteers and school employees. Mentors call new families to invite them to attend parent group programs, offering to pick them up or meet them at the entrance of the school.*	Family volunteers are invited to speak to small groups of staff to inform them of cultural norms and traditions to help them better connect with students and families. *For example, a Navajo elder is invited to share customs and traditions that are common in the community to a group of new teachers.*
CREATING A FAMILY-FRIENDLY ATMOSPHERE	The school campus is clean and welcoming to families. The school building is easy for all visitors to navigate, and the community knows what is going on at the school. *For example, entrances are clearly marked and a sign inside the front door welcomes families in the main languages of the community. Signs clearly direct visitors to important places within the school such as the library and guidance office. An outside marquee keeps the community informed of upcoming events.* *Specific environmental design features are considered to make the school more accessible, such as ramps, spaces for diaper changing and nursing, and a visiting area with comfortable seating.*	The school is a welcoming place where families can visit and connect with school staff and other families. The school regularly opens its doors to families and the community to provide resources such as: internet access and use of the library and school computers. *For example, parent groups and school staff work together to create a family resource center staffed with parent volunteers or school staff fluent in community languages and filled with information about the school and community in the languages of that community. The school provides regular opportunities for families to come and find out what is happening in the school.*	Teachers and staff are encouraged to participate in community events outside of the school in order to connect with families. The school makes a concerted effort to make connections with businesses and nonprofit organizations in the school and provides space for these community entities to participate in the school to provide more seamless access to community resources. *For example, the school partners with a local clinic to open a school-based health care center. A GRADS program supports students who are parents in completing their education.* *The school offers connections with local community colleges to offer GED and vocational trainings for family members. The school offers English as a Second Language (ESL) classes for families.*

ELEMENT	EMERGING	PROGRESSING	EXCELLENT
PROVIDING OPPORTUNITIES FOR VOLUNTEERING	Families are welcomed and encouraged to volunteer their services in the school or individual classrooms. *For example, a group of families are used by the school when volunteers are needed.*	School staff and parent groups work together to organize a formal volunteer program. *For example, they develop a range of volunteer options, send volunteer invitation forms to all families in their home language, and coordinate the responses.*	Teachers, staff, and school volunteers reach out to families and community leaders of all neighborhoods and backgrounds to identify their unique interests and skills, and offer varied volunteer opportunities for both at home and school. *For example, parent group leaders make personal phone calls to families, connecting them to volunteer opportunities and to solicit their ideas. Volunteering opportunities enhance classroom instruction with the community's cultural funds of knowledge.*
RESPECTING ALL FAMILIES	Families and school staff affirm student cultures and history in school resources, classroom lessons, and activities. *For example, parent leaders from different neighborhoods and backgrounds work with school staff to ensure that media center and classroom materials reflect the diversity of the community visually and culturally.*	School staff and parent leaders work with parents and community members from different neighbor-hoods and backgrounds to gain their insights on how to make the school more respectful and supportive. *For example, families and school leaders discuss how the school will accommodate students who might be absent from school because of occasions such as religious events, cultural celebrations, or harvest time.*	The school and families from all neighborhoods and backgrounds assume collective responsibility to identify and break down barriers to family engagement related to race, ethnicity, class, family structure, religion, and physical and mental ability. *For example, families from diverse cultures create family histories that tell the story of the entire school community. These family histories are used to inform curricular planning and families are invited to share their cultural knowledge in the academic setting.*
REMOVING ECONOMIC OBSTACLES TO PARTICIPATION	For family activities, school staff and parent groups make a commitment to keep the events free or low-cost. *For example,the school book fair offers donated books at no cost.*	School staff, parents, and community members work together to offer extracurricular activities at no cost. *For example, the parent group sponsors a dialogue with a children's author and each family receives a free copy of the author's book.*	Family and student activities and events are free. The schools staff and parent groups collaborate to cover the costs through the school budget, parent group fundraising, and contributions from community businesses and organizations. *For example, fees to participate in family and student activities are waived. Transportation and/or childcare are offered for families to attend parent-teacher conferences and events.*
ENSURING ACCESSIBLE PROGRAMMING	Family activities are held at various times and days of the week to respect parents' work schedules.	School staff and parents work together to plan family programs to be held at the school and in community locations such as libraries, community centers, faith- based centers, homes in	School staff and parents jointly create schoolwide procedures and policies to ensure that all parents and students have access to school-sponsored programs and events, including academic services. Families are given the opportunity for

ELEMENT	EMERGING	PROGRESSING	EXCELLENT
	For example, a family dinner and science exploration program is held on an evening or weekend.	different neighborhoods, and work sites. *For example, the parent group organizes a family program about applying effective study skills at an apartment building near the school.*	input in curricular and community event planning. *For example, services such as inter-preters during meetings or classroom instruction, transportation, and child care are consistently provided for both school-based events and school events held in community locations. Families are invited into the conversation to share how students' identities can be fostered and reinforced in academic projects.*

Summarize strengths and needs here and use your results as you develop your action plan. The school-level reflection rubrics can also be used to monitor progress in reaching goals, designing professional development for school staff, and/or conducting a school walk-through.

Adapted from: PTA National Standards for Family-School Partnerships Assessment Guide   http://www.pta.org/nationalstandards

Action Plan Template

School Name: _____ District: _____ Initial Date: _____

School Advisory Team Members and Roles (parents, grandparents, school staff, teachers, students, administrators):

Family-School Partnerships Vision Statement:

GOAL	ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	COMMENTS/ EVALUATION	TIMELINE

Action Plan Sample

School Name: <u>New Mexico Elementary School</u>   District: _____ Initial Date: _____

School Advisory Team Members and Roles (parents, grandparents, school staff, teachers, students, administrators): *Principal, Family Liaison, Social Worker, Teacher, Parents, others*

Strategic Engagement Vision Statement:

<u>Our school will become a place where all families feel welcome and have access to community resources.</u>

GOAL	ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	COMMENTS/ EVALUATION	TIMELINE
Create a Welcoming and Respectful School Environment	Complete the **Welcoming All Families Evaluation Rubric** with the Parent School Improvement Team	Family Liaison and the Parent School Improvement Team	-Copies of Rubric Tool -team commitment	Use tool to reflect on growth and progress toward goal. Choose 2 areas to work on in September	Early September
Create a Welcoming and Respectful School Environment	Assign committees of parents and staff to develop plans around 2 key areas	School Admin, staff, and the Parent School Improvement Team	- TBD	The committees will develop a list of resources needed and a strategy for progressing in each area	Mid-September
Create a Welcoming and Respectful School Environment	Implement strategies in each area	Committees assigned to each area	- TBD	Each member of the committees will be responsible for recruiting at least one other volunteer to enact the plan	Mid-September to Early October
Create a Welcoming and Respectful School Environment	Assess progress in each area using the Eval Rubric	Family Liaison and the Parent School Improvement Team	-Copies of Rubric Tool -team commitment	Team will reflect on progress and determine if more growth is needed in each area and strategize a new approach if needed	Late October

Best Practice Findings for Creating Your Action Plan

Straight from the field, here are some best practice findings to think about as your team is creating your Action Plan.

Finding 1: Involvement programs that link to learning improve student achievement.
It's simple: The more parent and community involvement activities focus on improving student learning, the more student learning improves. Learning-focused involvement activities may include:
- Family nights on math or literacy.
- Family-teacher conferences that involve students.
- Family workshops on planning for college.

Finding 2: Speaking up for children protects and promotes their success.
Children whose parents are advocates for them at school are more confident at school and take on and achieve more. The more families advocate for their children and support their children's progress, the longer their children stay in school and the better their children do. Families should:
- Become knowledgeable about the operations of schools and the laws that govern those operations.
- Be confident about their ability to work with schools.
- Expect only the best from their children and for their children.

Finding 3: All families can contribute to their children's success.
Family involvement improves student success, regardless of race/ethnicity, class, or parents' level of education. For involvement to happen, however, principals, teachers, and parents themselves must believe that all parents can contribute to their children's success in school. Parents can promote their children's academic success by:
- Teaching their children the importance of education.
- Finding out what their children are expected to know and to be able to do and reinforcing lessons at home.
- Sending their children to school ready to learn every day.

Principals and teachers must support parent involvement by:
- Making parent involvement a priority.
- Recognizing and removing barriers to parent involvement.
- Sharing decision-making power with parents and community members.
- Working to understand class and cultural differences.

Finding 4: Community organizing gets results.
Engaging community members, businesses, and organizations as partners in children's education can improve the learning community in many ways. For example, community partners may be able to:
- Provide expanded learning opportunities.
- Build broad-based support for increased school funding.
- Provide quality after-school programs.

Striving Readers Grant Family Engagement
2018-2019 Networking Log

Name	Family Engagement idea/support this person can help with.	Email/Phone