Family Engagement Tool

School Community Network
Just Connect™

The student **connects** with the family.

The teacher **connects** with the student.

The family **connects** with the teacher.

The principal **connects** with the family.

The staff **connects** with the teacher.

The teacher **connects** with other teachers.

The student connects with other students.

The staff **connects** with the principal.

The principal **connects** with the teacher.

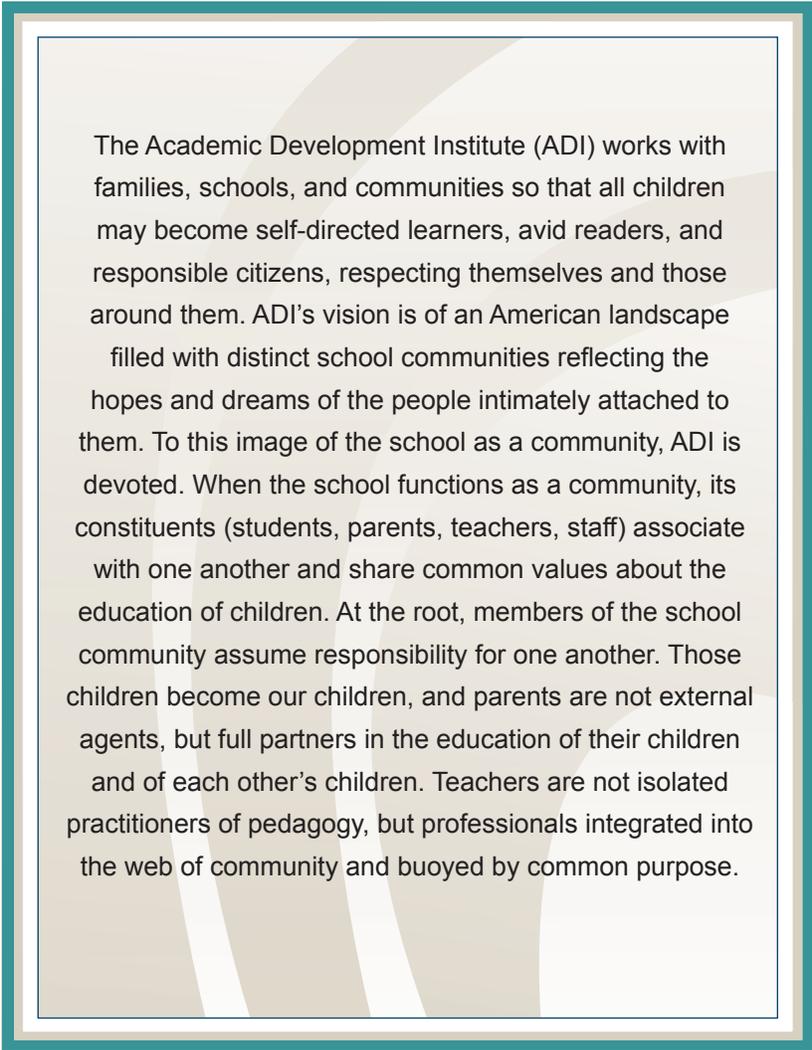The family **connects** with other families.

The principal **connects** with the student.

The staff **connects** with the family.

Everyone **connects** with learning.

School Community Network
Academic Development Institute

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.

WHAT IS THE FAMILY ENGAGEMENT TOOL?

The Family Engagement Tool (FET) is a web-based tool that guides a school team in assessing every aspect of its family engagement programs and practices. The team creates and monitors an improvement plan based on indicators of effective practice.

Team Process

- **The Team.** The team may be an existing team (school improvement team, for example) or a team formed especially to conduct the analysis. In either case, at least half of the members of the team should be parents of currently enrolled students, and these parents should not be employed by the school. Other team members would include the principal and faculty representatives. A typical team structure is the principal, parent facilitator (or social worker), a teacher, and four parents.

- **Time Needed to Complete the Analysis**. An estimate of the amount of time necessary for the team to complete the analysis is approximately 6 hours, after the principal has completed the School Information Form and gathered the key documents. This time can be efficiently divided among three meetings (one meeting each for steps 3, 4, and 5 in the process).

- **The Action Plan**. After completing the Needs Assessment, the team uses the results in the development of their plan. The action plan outlines objectives, specific tasks, persons responsible, and a timeline. Over the next two years, the school implements its action plan.

Family Engagement Tool
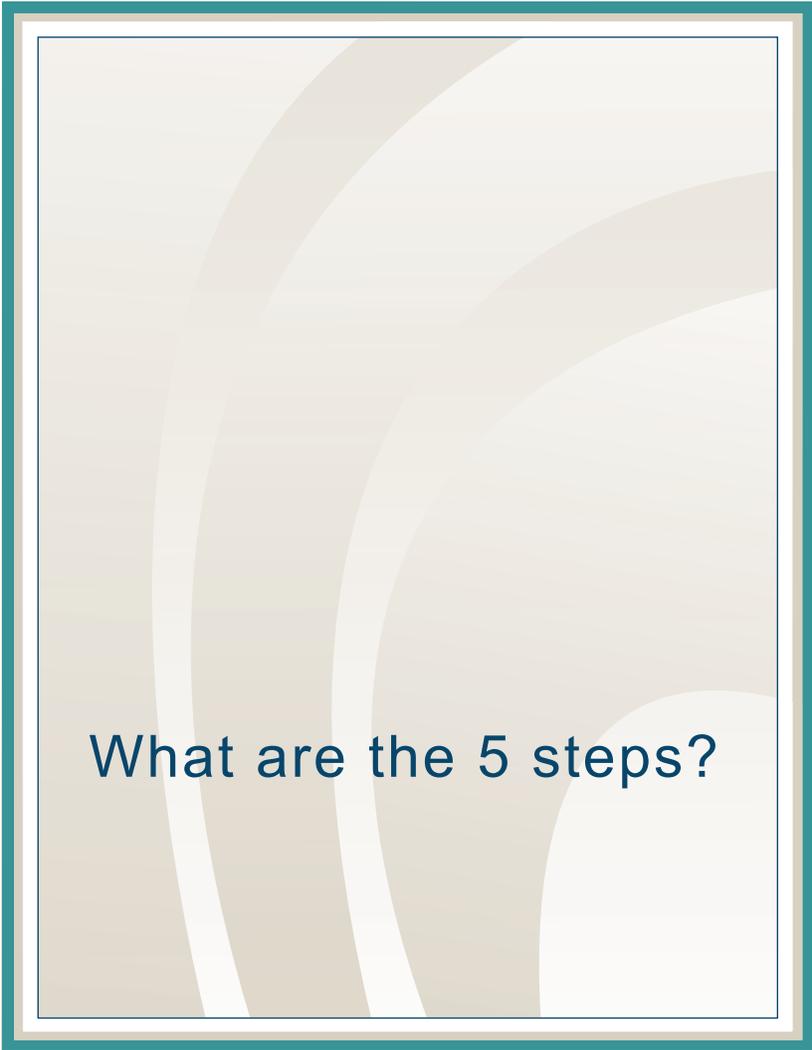
What are the 5 steps?

WHAT ARE THE 5 STEPS IN THE FET?

Step 1: Complete School Information Form

The principal completes an online School Information Form (entered using "Input School Info Data,") and prints copies for the school team to review when completing the Needs Assessment and Plan.

Step 2: Complete "About Your School"

The principal completes an online About Your School - current procedures and practices document (entered using "Input About Your School") and prints copies for the school team to review when completing the Needs Assessment and Plan.

Step 3: Gather Key Documents and Complete Policy Analysis

The principal gathers copies of the following documents, if available, for the school team to review:

District family engagement policy   School family engagement policy
Compact   Homework guidelines
Student report card   Classroom visit procedures

The school team scores the documents using the rubrics provided in this step. The results are entered using "Input Policy Analysis" and a scored report is printed for the school team to review when completing the Needs Assessment and Plan.

Step 4: Complete School Community Survey

The school team meets to complete the School Community Survey (print PDF copy of survey), answering each question by arriving at a group consensus following a full discussion. The results are entered using "Input School Community Survey," and a scored report is printed to review when completing the Needs Assessment and Plan.

Step 5: Complete Needs Assessment and Plan

The school team meets to complete a Needs Assessment and make recommendations to include in the School Improvement Plan based on information derived from the School Information Form, rubrics scoring of key documents, and School Community Survey results. More than one meeting may be required. Click the Wise Ways® links to find helpful information on specific topics. Print out the Wise Ways® for the team.

When the activities are entered into the School Improvement Plan, detailed tasks, timelines, and persons responsible for completion of the tasks should be included.

Family Engagement Tool

SCHOOL INFORMATION

WHAT SCHOOL INFORMATION IS COLLECTED?

School Information Form

The School Information Form collects:

- General contact information for district and school staff
- School demographics
- Enrollment
- State Assessments

About Your School

The About Your School Form provides a window into what is currently available at the school in the area of family engagement. Areas of focus include:

- Opportunities for parents on committee or other school teams
- Current policies/guidelines
- Parent communication strategies used by the school
- Parent Education
- Additional information on current family engagement practices

Family Engagement Tool

What is the policy analysis?

WHAT IS THE POLICY ANALYSIS?

The school team scores the 6 key documents (district family engagement policy, compact, student report card, school family engagement policy, homework guidelines, and classroom visit procedures) with the key document rubrics that are based on effective policy/procedures and practice.

The Elementary and Secondary Education Act of 2002 defines parental involvement as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- parents play an integral role in assisting their child's learning;

- parents are encouraged to be actively involved in their child's education at school;

- parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

- other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement)."

The Family Engagement Tool provides an efficient pathway for districts and schools to help families become full partners in their children's learning.

Family Engagement Tool

Policy Analysis: Compact

POLICY ANALYSIS (SAMPLE)

Compact Evaluation

Date Completed: _____   □ Document not Available

Compact Rubric		
Elements of a Compact	**Score**	**Criteria for Scoring the Compact**
1. States the school's responsibility to provide high quality curriculum in a supportive and effective learning environment		
a. Clearly states school goals to meet student academic achievement standards.		Lists key academic goals, typically based on state standards, for core subjects.
b. Lists the responsibilities of the parents/families, students, and teachers that support achievement goals.		Lists specific responsibilities related to each academic goal for each group - parents/families, students, and teachers.
c. Lists the responsibilities of the parents/families, students, and teachers to create a supportive and effective learning environment.		Lists ways that each group—parents/families, students, and teachers—can provide or access resources that create supportive and effective learning environments at home and at school.
2. Describes ways in which parents, teachers, and students are responsible for supporting academic and social learning that are appropriate to elementary, middle, and secondary students.		
a. Provides guidelines for parents, teachers, and students on homework and home learning and study habits.		Includes the school's homework policy or otherwise provides guidelines for each group —parents, teachers, and students - for assignment, completion, and correction/scoring of homework and guidance for parents on promoting responsible homework and home learning and study habits.
b. Provides guidelines for parents, teachers, and students on home reading activities.		Provides suggestions, in grade-appropriate language, that develop literacy skills and love of reading in school and at home.
c. Provides guidelines for parents, students, and teachers on encouraging respectful, responsible behavior.		Describes ways, in grade-appropriate language, that teachers, parents, and students can model and encourage respectful, responsible behavior at school and at home.
3. Stresses the importance of communication between teachers and families on an ongoing basis and how this will happen.		
a. Encourages attendance at conferences, during which the Compact is discussed as it relates to the individual child's achievement.		Describes how parents, teachers, and students, as appropriate, will participate in regularly scheduled conferences.
b. Outlines how two-way, meaningful communication practices will be established and maintained between home and school.		Describes ways, in grade-appropriate language, that teachers, parents, and students practice two-way, meaningful communication.
c. Outlines ways the school frequently reports to parents on their child's progress.		Describes the school's procedures for reporting to parents on their children's school progress, including student report cards and state assessment results.
4. Outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the student achieve state standards.		Describes the parent education programs, parent leadership opportunities, parent-teacher communication opportunities, and other methods the school employs to build a partnership with parents and how these activities relate to students' achievement of state standards.
5. Provides parents opportunities to volunteer and participate in their child's class and to observe classroom activities.		Explains the guidelines and procedures for parents to visit classrooms and to volunteer to help at school.
Total Score		
Score Guide: 0 = no evidence of criterion being met, 1 = evidence that criterion is met		

Family Engagement Tool

Policy Analysis: Classroom Visit

POLICY ANALYSIS (SAMPLE)

Classroom Visit Procedures Evaluation

Date Completed: _____   □ Document not Available

Elements of Classroom Visit Procedures	Score	Criteria for Scoring The classroom visit procedures...
Score Guide: 0 = No evidence of criterion being met, 1 = Evidence that criterion is met		
1. Discusses the importance of parents in their children's learning.		Includes a statement of the importance of parents in their children's learning and the school's encouragement of parent participation.
2. Written in friendly and welcoming language		Is written with parents as the intended audience, in language that is friendly, welcoming, and translated into the major languages spoken by the families in the school.
3. Either states that no advance notice is required or specifies how much advance notice is required.		Explains the school's procedures for scheduling and advance notice for classroom visits.
4. Tells the parent who to call to set up a visit.		Provides the name, position, a telephone number, and email to call/contact to schedule a visit.
5. Tells where the visitor first reports when entering the school.		Gives directions for where the office is located and check in procedures.
6. States how the teacher will be notified of a visit.		Explains how the teacher is notified that a visit has been scheduled or, when advance notice is not required, how the teacher will be informed that the parent is in the office and will soon be visiting.
7. States the role of the parent when visiting.		Explains expectations for parents to guide them when they visit; i.e., whether the parent will be provided a chair or may move about the classroom, whether the parent may interact with his/her child or should be a silent observer.
8. States the role of the teacher during a visit by a parent.		Explains that the teacher is expected to proceed with classroom instruction while the parent visits and how parents can contact the teacher for more information or a conference after the visit.
Total Score		

Family Engagement Tool

SCHOOL COMMUNITY SURVEY

WHAT IS THE SCHOOL COMMUNITY SURVEY

The School Community Survey is a series of 71 questions grouped into the Building Blocks of Solid Foundation. These Building Blocks are:

- Shared Leadership

- Communication

- Education

- Connection

The school team members complete the School Community Survey independently. After completion, the team meets to discuss each item, allowing each member of the team to explain his/her score. The team then arrives at a team score for each item by consensus of the group.

The Survey provides part of the basis for the Needs Assessment.

Family Engagement Tool

SURVEY SAMPLE

A SCHOOL COMMUNITY SURVEY FOR THE SCHOOL-BASED TEAM (Partial Survey)

School Community Survey Worksheet

Step 1: Each member of the team completes the survey independently.
Step 2: The team discusses each item, with each member explaining his/her score.
Step 3: The team arrives at a team score for each item by consensus of the group.

We know that children do best in school when they receive the support, guidance, and discipline at home that prepares them for academic learning. Parents do best in providing the support their children need when they understand the school's expectations and stay in touch with teachers regarding their children's learning habits, attitudes toward school, social interactions, and academic progress. Think about how your school engages parents in the learning lives of their children. Answering the following questions will give you an idea of your school's strengths and areas where it might need improvement.

Answer the following sets of questions *about your school.*

SD =   Strongly Disagree, an area that definitely needs improvement in our school community
D =   Disagree, an area where some improvement is needed in our school community
A =   Agree, our school community is pretty good in this area
SA =   Strongly Agree, an area of great strength in our school community

	SD	D		A		SA	
BUILDING BLOCK: SHARED LEADERSHIP							
Parents have ample opportunity to voice their opinions.	1	2	3	4	5	6	7	8
Parents can make a real difference in the way this school operates.	1	2	3	4	5	6	7	8
Teachers are included in making important decisions at the school.	1	2	3	4	5	6	7	8
BUILDING BLOCK: COMMUNICATION							
If a teacher has a concern about a student, the parents will listen and help.	1	2	3	4	5	6	7	8
If a parent has a concern about a child, the teachers will listen and help.	1	2	3	4	5	6	7	8
Teachers communicate with parents by emails or written notes.	1	2	3	4	5	6	7	8
BUILDING BLOCK: EDUCATION							
Student Role							
Students are encouraged to do their best work.	1	2	3	4	5	6	7	8
Students are expected to behave properly.	1	2	3	4	5	6	7	8
Students receive help when they need it.	1	2	3	4	5	6	7	8
Studying							
Parents are expected to see that their children complete their homework.	1	2	3	4	5	6	7	8
Teachers regularly assign homework.	1	2	3	4	5	6	7	8
The school has a homework policy.	1	2	3	4	5	6	7	8
Character Development							
Students are treated with respect.	1	2	3	4	5	6	7	8
Students are taught to behave respectfully and responsibly.	1	2	3	4	5	6	7	8
Reading							
Teachers encourage students to read for pleasure.	1	2	3	4	5	6	7	8
Parents encourage their children to read for pleasure.	1	2	3	4	5	6	7	8
Academic Development							
Students get a solid grounding in basic skills and subjects.	1	2	3	4	5	6	7	8
Students are well prepared for the challenges of each new course or grade level.	1	2	3	4	5	6	7	8
BUILDING BLOCK: CONNECTION							
Parents feel welcome when they visit the school.	1	2	3	4	5	6	7	8
The office staff greets visitors warmly.	1	2	3	4	5	6	7	8
Administrators at the school are helpful.	1	2	3	4	5	6	7	8

NEEDS ASSESSMENT

WHAT IS THE NEEDS ASSESSMENT?

The school team completes a Needs Assessment with the information provided by the School Information Form, About Your School, rubrics scores of key documents, and the scores from the survey. With the Needs Assessment, the school team identifies areas of strength and makes plans to publicize and celebrate these accomplishments. The team also focuses on areas that need improvement and develops action steps for inclusion in their plan.

> *"This (FET) is a valuable tool that should be added to the toolbox of every school."*
>
> *Steve Fiechtner, Education Program Specialist*
> *South Dakota Department of Education*

NEEDS ASSESSMENT SAMPLE

NEEDS ASSESSMENT (Partial Assessment)

(Open the online Needs Assessment entry form to access the Wise Ways® links with the research-based evidence and examples of practice.)

Now that you have reviewed the School Information Form, Policy Analysis (rubrics), and School Community Survey results, you will discuss ways to strengthen your school community. Listed below are 26 items that you may address in your improvement planning. You will discuss them briefly and then determine your current level of implementation.

Take a look at the list of items and rate each item below:

1 = No Development or Implementation

2 = Limited Development or Implementation

3 = Full Implementation

Building Block: Communication

Review your School Information Form, Policy Analysis (rubrics), and School Community Survey results for items related to the following communication topics.

_____ 10. Compact *Wise Ways®*

The Compact is a key communication tool. In reviewing the document, you have considered what the Compact says. It is also important to consider how you use it as a communication tool.

_____ 11. Homework *Wise Ways®*

The Homework Guidelines are key communication tools. In reviewing your document, you have considered what the Homework Guidelines says. It is also important to consider how these guidelines might be used to direct communication.

_____ 12. Teacher-Parent Communication

Which of the following teacher-parent communication methods do you want to add for you school? Check.

> _____ E-mail between teachers and parents *Wise Ways®*

> _____ Teacher telephone calls to parents *Wise Ways®*

> _____ Web-based reporting of student progress *Wise Ways®*

_____ 13. School-Parent Communication

Which of the following school-parent communication methods do you want to add for your school? Check.

> _____ Website with information for parents. *Wise Ways®*

> _____ Newsletter that includes articles by parents, information on home support for learning, and announcement of parent activities. *Wise Ways®*

In the text box below, please provide information that will be helpful in planning to improve communication among members of your school community.

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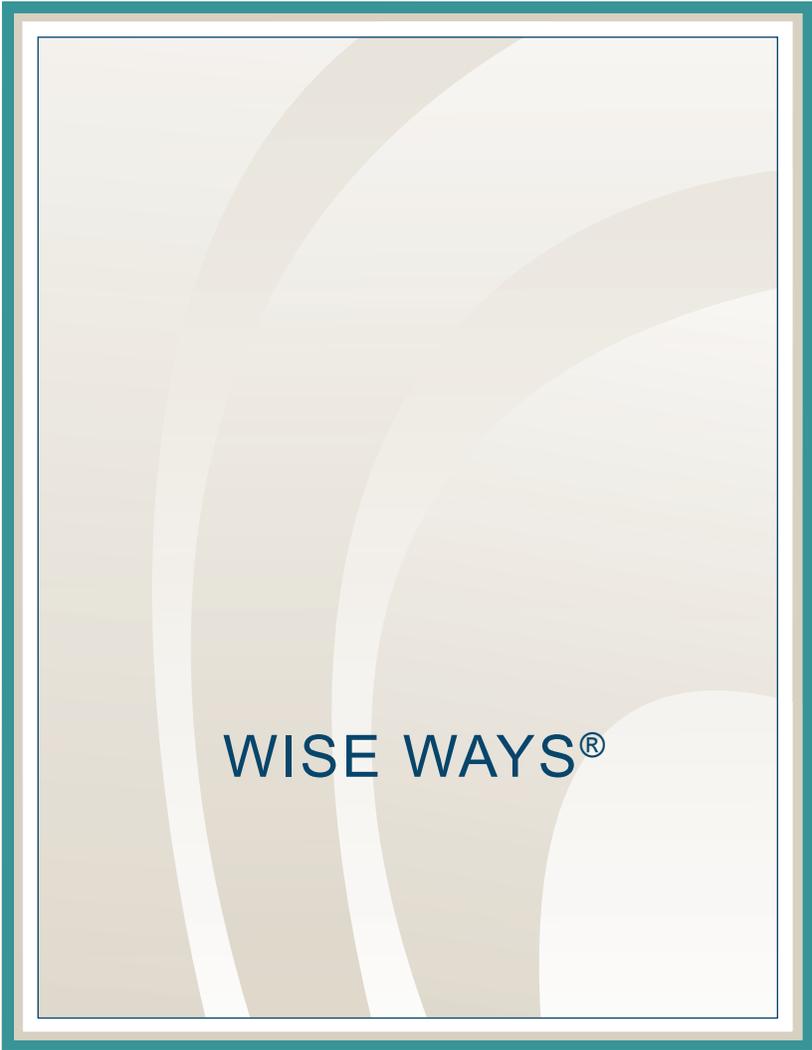
WISE WAYS®

WHAT ARE WISE WAYS®?

Wise Ways® is a built-in reference tool that provides a synthesis of the research that supports the topic and provides strategies for attaining full implementation.

For each topic, a Wise Ways® link is included in the system. This link enables the team to print out a brief description (usually two pages or less) of the indicator, with research citations and practical examples.

Family Engagement Tool

WISE WAYS® SAMPLE

WISE WAYS® SAMPLE

Building Block: Communication   Wise Ways® Solid Foundation

Compact

School Community Compact

Many schools have developed Compacts that outline the responsibilities of students, teachers, parents, and sometimes principals. Title 1 schools often call these "Learning Compacts." Some schools use the U.S. Department of Education's "Reading Compact" process.

A school needs only one Compact, whatever it is called. Some of the items in the Compact may vary by grade level. The sample Compact on the next page provides a model. If the school already uses a Compact, that Compact can be modified to include the essential elements listed below.

Essential Elements of a Compact

- Includes goals for reading, study habits, and respectful/responsible behavior. Other goals may also be included, and the suggested goals below may be modified to fit the purposes of the school. Schools should include special attention to the three areas of greatest shared responsibility between the school and the home—reading, study habits, and respectful/responsible behavior—as well as ways students, teachers, and parents communicate with one another.

- Lists the responsibilities (some schools prefer the term "expectations") of parents/families, students, and teachers. May also include list for principal.

- Provides guidelines for homework and home study habits.

- Provides guidelines for parent-child reading and teacher's reading assignments.

- Provides guidelines for encouraging respectful, responsible behavior.

- Provides guidelines for communication within the school community.

- Encourages attendance at parent-teacher-student conferences and open houses.

- Encourages parents to participate in parent education programs offered by the school.

- Outlines ways the school partners with families to enhance students' learning and mastery of standards.

Look over your school's Compact if it has one. Develop one Compact for your school that includes the essential elements above. Check the items above to be sure they are included in your Compact. Submit your Compact for inclusion in the School Improvement Plan. Distribute the Compact to teachers and parents (it's a good idea to have parents and student sign a copy and return it to the school). Include the Compact on the agenda of parent-teacher-student conferences. Talk about it at open houses. Review it at faculty meetings.

If your school includes a preschool program, or if you would like to include guidance for parents about their preschoolers, consider how each "responsibility" in your Compact might apply to preschool children. For example, preschoolers may not have homework, but it is still a good idea to encourage interactive, parent-child learning activities. You may want to add specific "responsibilities" that clearly apply to preschoolers. If your school includes a preschool program, then it should be clear that parents of preschoolers are included in open houses and parent-teacher-student conferences.

Family Engagement Tool

ACTION PLANNING

ACTION PLANNING

The Needs Assessment provides a structure to interpret the results of the School Information Form, rubric scores of the key documents, and the School Community Survey and lists strengths and areas that could use some attention. The two-year action plan includes ways to celebrate the successes and practical ways to address the areas that need attention.

The action plan outlines objectives, specific tasks, persons responsible, and a timeline. Over the next two years, the school implements its action plan.

> *"The Family Engagement Tool is great for schools that want to more intentionally focus of engaging parents to positively impact student success."*
>
> *Karen Shanoski, Project Manager*
>
> *PA Parent Information Resource Center*

Family Engagement Tool

WEB PAGE SAMPLE

WEB PAGE SAMPLE

What is FET? (pdf)

FET Brochure (pdf)

User Name: ILX6462

ADI Test School

Team Orientation

Welcome principal and school team!
Principal – complete steps 1 and 2.
School Team—complete steps 3-5.
PDF forms are printable for use in team meetings before entering completed work in the online system.

Steps and Printable Worksheets (pdf)	*Entry Forms*	*Completed*
1. Enter/Edit School Information	Input School Info Data	03/26/2014
2. About Your School	Input About Your School	03/26/2014
3. Gather Documents and Complete Analysis	Input Policy Analysis	09/10/2014
4. Complete School Community Survey English Spanish	Input School Community Survey	03/26/2014
5. Complete Needs Assessment and Plan	Input Needs Assessment	09/10/2014
Planning Tool	Open Planning Tool	

Resources

Effective Teaming	Wise Ways ®	Web Resources	Resource Menu	Title I Guidance

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Family Engagement Tool

PLANNING TOOL

FAMILY ENGAGEMENT PLANNING TOOL

PARTIAL Objective List

Building Block	Topic	Objective
Shared Leadership	School Improvement Team	Parent representatives will advise the School Improvement Team or School Leadership Team on matters related to family-school relations.
Shared Leadership	Parent-Teacher Organization	The Parent-Teacher Organization will operate with a publicly available statement of purpose.
Shared Leadership	School Community Council	A School Community Council (SCC) consisting of the principal, parent facilitator, social worker or counselor, teachers, and parents will oversee family-school relationships and help parents to be better equipped to support their student's learning at home.
Goals & Roles	School PI Policy	The school will develop/revise its Family engagement Policy using the rubric provided in the Policy Analysis.
Goals & Roles	Compact	The school's Compact will include responsibilities (expectations) that communicate what parents can do to support their students' learning at home.
Communication	Compact	The school's Compact will be annually distributed to teachers, school personnel, parents, and students.
Communication	Teacher-Parent	Teachers will use telephone calls to communicate with parents about student progress.
Communication	School-Parent	The school will maintain a web-based student information system to inform parents of student progress and update information weekly.
Education	Parent Courses and Workshops	The school will offer parent education programs focused on building skills relative to what parents can do at home to support their children's learning.
Education	Parent Courses and Workshops	The school will provide parents with practical guidance on the learning standards.
Connection	Welcoming Place	The office staff will provide families and visitors with a friendly letter of greeting that explains the School and Classroom Visit Procedures.
Connection	Welcoming Place	Office and support staff will be trained to make the school a "welcoming place" for parents and other visitors.

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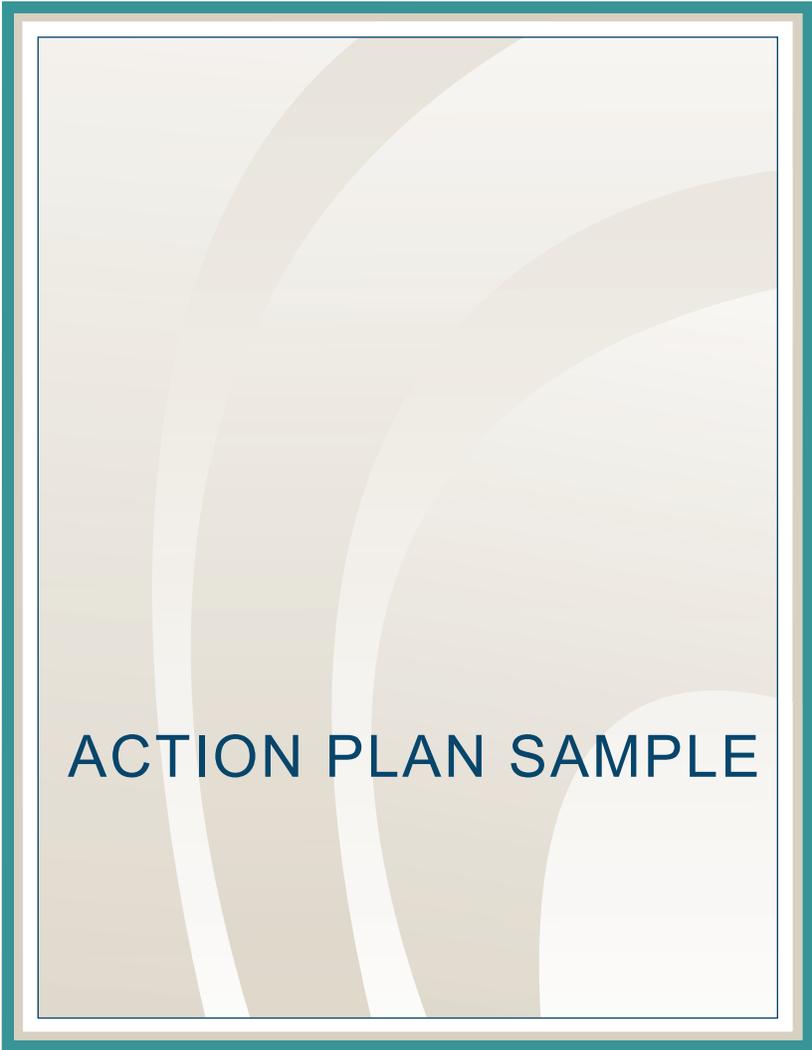
ACTION PLAN SAMPLE

ACTION PLAN SAMPLE

Family Engagement Tool

FET Brochure (pdf)

User Name: ILX6462

ADI Test School

| Action Plan Checklist | Action Plan Instructions | Web Entry Instructions | List of Objectives | Video Tutorial |

Create your Action Plan for each Building Block
Choose a Building Block:

| **Goals & Roles** | **Shared Leadership** | **Communication** | **Education** | **Connection** |

Action Plan for *Goals & Roles*

[Add New Objective to Plan]

Click "Edit" to edit that item in your plan.
Click "Tasks" to add or edit the tasks associated with that item in your plan.

	Topic	Objective	Description of your achieved objective	Results
Edit Tasks	Classroom Visit	Classroom Visit Procedures will be clear, constructive, welcoming, and available for visitors in the office. (1548)	Classroom Visit Procedures have passed through our vetting process, have been drafted, and are ready for dissemination.	

Tasks for item selected above (in bold):

New Task	Target Date	Responsibility	Date Completed

[Add This Task]   [Cancel]

Click here to preview your plan.

Back to Main Menu

Family Engagement Tool

IMPLEMENTING

IMPLEMENTING THE ACTION PLAN

Some of the activities included in the school's action plan are invariably similar to activities successfully implemented by other schools. For these activities, the School Community Network provides materials to help. The materials are full of ideas and include training manuals, forms, and other tools that facilitate the school's plan.

Examples of materials provided to school teams to assist with their action plans include:

- Rubrics to improve compacts, homework policies
- Ideas for making school a "welcoming place"
- Ideas for acquainting parents with learning standards
- Planning tools for open houses and parent-student-teacher conferences
- Home Visiting training materials
- Interactive Reading Workshops for parents
- Home Gathering training materials
- Parent Education materials:

    Ready, Here I Come!

    Reading at Home

    Studying at Home

    Raising Good Kids

The materials are provided on the Family Engagement Tool website so the school can make copies and use the materials as needed.

Family Engagement Tool

RESOURCES

RESOURCES

Resource Menu

| Home | Shared Leadership | Goals and Roles | Communication | Education | Connection | Additional Resources |

About these resources....

The Solid Foundation® Building Blocks provide a structure which works systematically to bring families and schools together in the support of student success. The resources are organized by Building Block to give you a better idea of where you might begin on your quest for resources and tools to implement your family engagement strategies.

These pages are chock full...

- Planning Tools
- Rubrics
- Workshop Materials
- Course Curricula

These materials have been used by many schools, refined, and provided here as proven conduits for building successful programs. The school team may improve upon them. Making changes to the procedures suggested in these materials should only be done to improve the outcome or to tailor the work to specific needs of the school, not simply to find shortcuts.

These materials are meant to be used. You may copy and distribute them for use by *your school*. They are protected by copyright laws, and sharing them with non-participating schools is strictly prohibited.

We invite you to share your stories and successes by emailing us at ClilentSupport@adi.org in order that we might share your ideas with others engaged in this important work.

🧁 Extra Resources

Some of the resources in this manual also appear in *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, which provides useful information for the school community.

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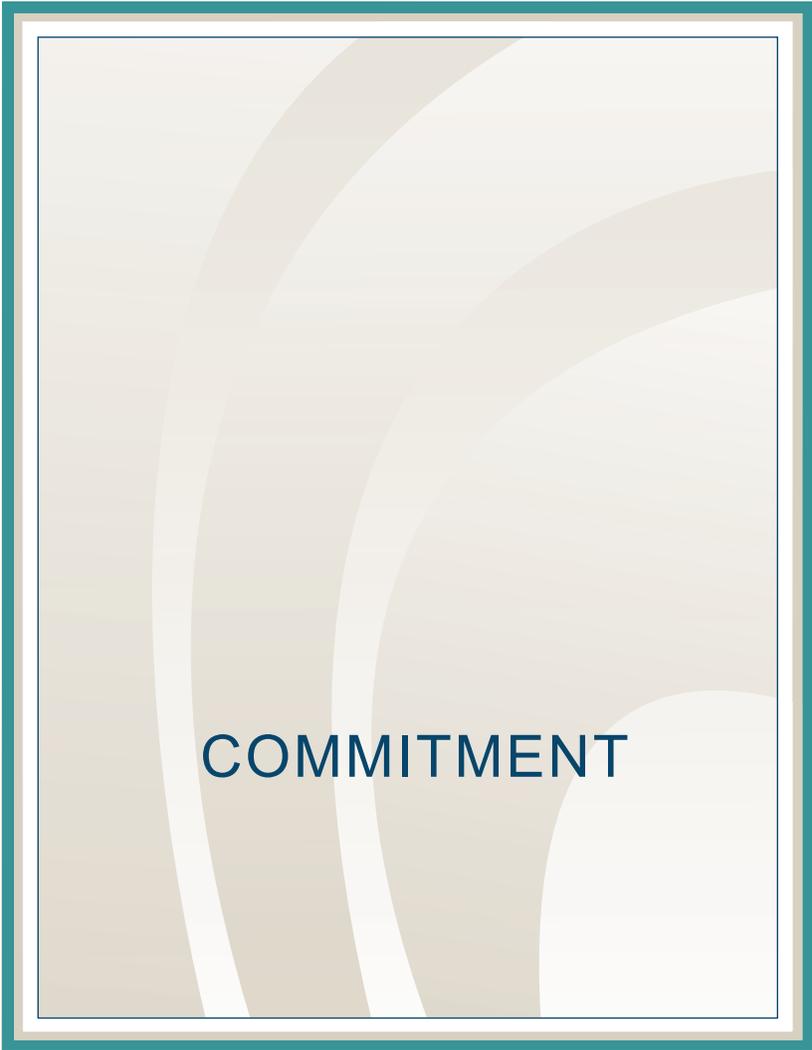
COMMITMENT

MAKING A COMMITMENT

Assessing Need and Planning Action. Building a solid foundation for family engagement takes a commitment. The first commitment is to take a serious look at what is already happening—at home and at school. Next, the school team develops and implements a two-year action plan.

Team Effort. The school improvement team or a similar group with both teacher and parent representatives is ideal for reviewing the needs assessment and developing an action plan. The results are shared and discussed with the entire faculty and staff and with the parent organization. Other groups are enlisted in carrying out the action plan.

Committing Time and Resources. Assessing needs and planning actions is productive only if the school commits time and resources to carry out the action plan. Before agreeing to this process, the school should devote funds to the school team as a budget for its action plan. These funds would be used to carry out the activities of the action plan.

Family Engagement Tool

FOR MORE INFORMATION ABOUT

FAMILY ENGAGEMENT TOOL

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Director of Institutional Advancement

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www.schoolcommunitynetwork.org