Creating a inclusive environment focused on student achievement in our school communities
Mountain View School District

- K-8 District, located in El Monte, California
- 10 elementary schools, 2 middle schools, 1 K-8 school
- 7500 Students
- 94% Actual Free-reduced lunch qualified
- 98% Latino
- 65% ELL
Past Parent Involvement Programs

- Schools focused on parent involvement as measured by the numbers of attendees at meetings
- Parent groups consisted of mandatory groups such as SSC’s, or Booster Clubs for fundraising
- Most meetings took place during the day
- Targeted to parents, not other family members
- Training focused on telling parents what to do
- Parents were not a part of decision-making process
Core Values

“In all we do, we treat everyone with dignity and respect.”

**High Expectations:** We have high expectations for each student and each adult in our District. We accept no excuses based on race, family income, native language, gender or area of residence.

**Accountable:** We hold ourselves accountable for making decisions in the best interests of our students.

**Honesty:** We are open, honest and transparent in our communication.

**Staff, Family and Community Engagement:** We engage staff, families and community members in supporting student achievement.

**Fiscal Responsibility:** We hold ourselves fiscally responsible to ensure we can achieve our mission.
Board Goals

- All students will meet or exceed proficiency in ELA, math, science and social science
- All EL students will accelerate English language learning and will meet or exceed proficiency
- All students will be provided a nurturing, safe, well-maintained learning environment
- All families will feel welcome at their students’ schools and are engaged in their students’ achievement
Beginning Steps

- Fall, 2010 - Began with Principals; book study of Joyce Epstein’s, “School, Family and Community Partnerships”
- Spring, 2011 - Sent Director of Parent Programs and District Community Liaison to training with Jeana Preston, Center for Family, School, Community Engagement
- August, 2011 – Trained teams from each school consisting of principals, teachers and parents
Jeana Preston working with PAT’s
Use the Six Types of Involvement + XO to Reach School Goals for Students

Use this form to brainstorm activities for each of the 6 Types + XO. Discuss the impact of each and select several activities to write for each of the four goals on the Action Plan.

GOAL: Writing

TYPE 1: PARENTING
- Workshop(s)
  - Skills / Strategies

TYPE 2: COMMUNICATING
- Office
  - Read / Call
- Home
  - Monthly Calendar
  - Suggestion Box
- Connect Ed
  - Monthly Meetings

TYPE 3: VOLUNTEERING
- Read Informational
  - Make Copies

TYPE 4: LEARNING AT HOME
- Read informational text
  - Write about 3 interesting points

TYPE 5: DECISION MAKING
- PAT
  - Use of committees to give info to parents

TYPE 6: COLLABORATING WITH COMMUNITY
- Library Resource Room

General Overview:
- Type 1: 3-5
class, 6-8th grade
- Discuss good bud appropriates for goal.
# One-Year Partnership Plan

**School:** Miramonte Elementary School  
**Year of Plan:** 2013-2014

**GOAL:** Work in partnership with families to increase student academic growth in literacy.

**Major Strategies:**
- Common core understanding, progress communication, school literacy events

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<tr>
<th>SUPPORTING ACTIVITIES</th>
<th>EXPECTED OUTCOMES</th>
<th>PERSONS RESPONSIBLE</th>
<th>TARGET AUDIENCE AND TIMELINE</th>
<th>RESOURCES FOR IMPLEMENTATION</th>
<th>MEASURE OF SUCCESS</th>
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| Family Friday             | Parent education on CC ELA standards @ each grade level. | Teachers | All parents  
- Reading comp.  
- Writing  
- Social Studies  
- Science | CC resources  
Video | Sign-ins |
| Latino Family Literacy Project | Vocabulary development  
Parent-Child  
Family Communication | LFLP Leader  
2 sessions  
Part 1  
2 sessions  
Part 2 | LFLP materials | LFLP Portfolios |
| Newsletter & conclusion of LFLP projects | Communicate w/ parents about program and opportunities to participate | LFLP Leaders  
Lab Tech  
Newsletter | Winter Edition  
Spring Edition | Digital camera  
Printing newsletter | |
| Family Reading Night     | Communicate common core shift to 50% Information text | Volunteer teachers | All parents  
Spring 2014 | Printed books from different genres/topics | Sign-ins |
Next Steps

- PAT Plans based on the academic goals of schools
- Integrated plans into the school’s academic plan
- Presented plans to Board of Education at Focus on Learning Meetings
- Held monthly meetings at school
- Implemented a variety of projects designed to support the academic goals of the schools
Identify current data: Cluster analysis of CST shows that Word Analysis skills and Reading Comprehension are the weakest strands.

Performance gaps/Root Causes: Students are not leaving grades K-2 with sufficient decoding skills, which later impedes their success on comprehending more complex text in the upper grades. Daily, small group instruction has not been implemented school-wide to differentiate instruction based on student needs.

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<th>AYP Safe Harbor Target</th>
<th>School wide 43%  EL subgroup 40%</th>
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<tr>
<td>Number of students</td>
<td>school wide to reach target: 33 students, 10 of whom should be EL to reach subgroup target.</td>
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| Number of students by grade level to reach subgroup target: | 6-7 students per grade level with at least 2 EL students per grade level to meet subgroup target. |

Identify steps to reach target: (3)
1. School-wide book study on Daily 5: Fostering Literacy Independence and CAFÉ: Engaging All Students in Daily Literacy Assessment & Instruction.
2. Implementation of small group, differentiated, ELA instruction school-wide.
3. Develop common understanding and implementation of high quality, independent literacy activities/centers (Read to Self, Read to Someone, Listen to Reading, Work on Writing, Word Work).

Monitoring Steps:
1. Classroom walk-throughs and feedback on differentiated, small group instruction.
2. Grade level collaboration meetings/plans for effective, differentiated instruction for ELA.
3. Grade level common assessment analysis in ELA.

Partnership Action Team (PAT) Plan connection:
Type 1- Parenting: Building Resiliency Workshop
Type 2- Communication: Latino Family Literacy Newsletter, Renaissance Place Home Connect, AR Progress reports grades 2-6
Type 3- Volunteering/Participating: Family Friday, Read Aloud Day, Reading Is Fundamental K-3, Family Reading Night
Type 4- Learning at Home: Renaissance Home Connect, Latino Family Literacy Project
Type 5- Decision Making/Advocacy: SSC, ELAC, PAT
Type 6- Connecting: Family Fridays, El Monte Wesleyan Church Tutoring
Type 7- Relationship Building: Family Fridays, Family Reading Night, CST Celebration
Mountain View School District
Big Picture/Framework of Academic Plans

LEA (PI) Plan/LCAP/Budget
- Technology
  - CC Needs
- EL Master Plan/LTEL/Title III
  - Catch Up Plan
- Safe School - Emergency Plan
  - Restorative Practices
- Curriculum & Instruction
  - TK, K-8 Plan, CC Implementation and Funding, PD

Focus on Learning
School Plan for Student Achievement (PI)
- Math
- ELA
- ELD for EL/LTEL
- RTI/Intervention
- Parents - PAT
- (Restructuring Plans) (GEAR Up Plan)

Head Start/Preschool Plans:
- HS School Readiness Plan
- HS CLASS Plan
- HS T and TA Plan
- Refunding Application Plan
- Written Plan
- HS Emergency Plan
- Desired Results Action Plan - CSPP
- DRDP Improvement Plan
- Desired Results for School Age Plan
Focus on Learning Meetings
On-going Support

- **Superintendent / Parent Advisory Council**
  - Reinforce importance of plans
  - Brainstorm solutions with other parents
  - Receive follow-up information and activities for PAT’s as “homework”

- **Principal Meetings**
  - Receive same information as parent representatives for support and encouragement

- **Community Liaison Meetings**
  - Monitor implementation of PAT plans
Welcome

Introductions – Name, School, Age and Grades of Children, Favorite family activity

Board and District Goals

Partnership Action Team Update

Review Parent Involvement Keys
Training in August, 2011
Discuss difference between School Site Council and Partnership Action Teams
Do Jumping Hurdles Activity

Focus on Learning Update

Purpose, review of activities
Pass out school’s Focus on Learning Plan
Complete Using Six Keys Form

Discuss Next Steps
### JUMPING HURDLES

All Action Teams for Partnerships (ATPs) face challenges in developing programs of school, family, and community partnerships. ATPs work to solve challenges and improve activities to reach more families, strengthen community ties, and boost students' success.

- List ONE EXCELLENT ACTIVITY that your school presently conducts to involve families or the community in students' education at home, at school, or in the community.
- Identify ONE CHALLENGE or obstacle that your school faced in implementing this involvement activity.
- Briefly describe how your school SOLVED that challenge.
- Note one NEXT STEP that your school could take to make the activity even more successful.

#### ONE SUCCESSFUL FAMILY or COMMUNITY INVOLVEMENT ACTIVITY

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#### CHALLENGE

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#### SOLUTION TO THE CHALLENGE

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#### NEXT STEP to IMPROVE the activity EVEN MORE

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Volunteer Recognition
Culminating Activity

- End-of-Year PAT Fair
  - Panel discussions from PAT to discuss challenges
  - End-of-year debrief of challenges and next steps
  - Each PAT developed a presentation board to share projects
  - Gallery Walk of projects with parents presenters from each school
Mountain View School District
Partnership Action Teams
End of Year Celebration
May 18, 2012
8:30 – 11:30
School Partnership Displays / Muestrarios de Actividades

Purpose: To share information on one successful practice that was implemented during the year to promote school, family and community partnerships.

1. Create an exhibit using display boards – like science fair displays – may include posters, charts, photographs, handouts or other communication.

2. Label activity to show the goals that were addressed and the types of involvement that were activated by the activity. The displays should help other schools learn about activities they may use or adapt to strengthen their own schools’ partnership programs.
Parents presenting their presentation boards to one another
Parents providing input
End-of-Year Review of Plan
Year Two

- Community Liaison Certificate Training
- Follow-up Training for PAT’s in August
- Parents presenting to parents:
  - English Learner programs and process
  - Developing a college-going culture
  - How to help their child at home
  - Health and wellness
- Parents writing grants: musical instruments, literacy programs, fitness programs, ballet folklorico
Family learning about college together
Outcomes

- Greater family connections to school
- Greater sense of empowerment and self-efficacy
- Parent as advocates for their children
- Greater sense of ownership of school academic plans
Children’s Day Parade
It’s about them...