



Parent Involvement Plan 2009-2010

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PHILOSOPHY

The objective of the parent involvement program should not be to create more meetings or more activities for parents. Instead the schools will see parents as true partners and recruit them to solve real problems that have a significant impact upon student achievement.

Once parents feel that they are wanted and needed and see the benefit of the six guiding principles, their involvement will likely increase. We must show them that their input and skills are valuable and needed to ensure the success of the school.

WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT

Parent Involvement (as defined by the National PTA) is the participation of parents in every facet of the education and development of children from birth to adulthood, recognizing that parents are the primary influence in their children's lives. Parent involvement takes many forms, including parents' shared responsibilities in decisions about their children's education, health and well-being, as well as parent's participation in organizations that reflect the community's collaborative aspirations for all children.

Parents help their children have success in school by daily... encouraging, listening, monitoring, praising, reacting and discussing, not necessarily "teaching" school subjects.

Involvement should not be limited to volunteering or attending school-sponsored events. The broad view of involvement affirms the parent's role as the child's primary teacher and the home as the child's first classroom (Barbour, 1966, Epstein, 2002, Marzano 2003).

Involving every family in a child's education is an important piece of improving that child's learning, according to research by Joyce Epstein, Director of the Center for School, Family, and Community Partnerships at John Hopkins University.

The guiding principles of parental involvement include the following:

- ❖ Parenting – designed to help families understand young adolescent development and acquire developmentally appropriate parenting skills.
- ❖ Communicating – focus on keeping parents informed through such things as notices, memos, report cards, conferences about student work, and school functions.
- ❖ Volunteering – recruit and organize parent help and support;
- ❖ Learning at home – provide information and ideas to help students at home with homework and other curriculum – related activities, decision, and planning;
- ❖ Decision making – include parents in school decisions, developing parent leaders and representatives;
- ❖ Collaborating with community – identify and integrate resources and services from the community to strengthen school program, family practices, student learning and development.

What families do to help their children learn is even more important to their academic success than how well-off the family is (Walberg, 1994, Epstein 1995).

When families are involved in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education (Becher 1984, Ballen and Moles 1966, Fan & Chen 2001, NMSA 2003, Epstein 2002).

Every research study on parent involvement conducted in the past 20 years has shown the same result: parent involvement increases student achievement and self-esteem. Research has shown this to be true in large and small communities: from preschool through high school; in poor and affluent areas; and in urban, rural and suburban communities. (TEA Manual – the Parent Involvement and Community Empowerment Initiative)

CONCERNS AT THE UPPER GRADES:

Research shows that there is an inadequate level of Parent Involvement, especially in the upper grades (Binns, Steinburg, and Amorosi 1998).

In the upper grades, teachers report that (1) there is a greater number of uninvolved parents and (2) a lack of parental support especially in doing schoolwork at home.

In the middle grades, teachers report that (1) parents do not devote enough time to their children's education; (2) parents attend only one or two meeting at school after the school year begins; (3) parents do not visit their children's classes; (4) parents do not contact their child's school about their academic progress; and (5) parents do not talk to school officials about academic programs at the different grade levels.

BARRIERS: (What keeps parents from participating in their child's education?)

- ❖ Many parents, especially those employed outside the home, do not have enough time.
- ❖ Many parents feel ill-informed about how and why academic decisions are made about their children.
- ❖ Some parents feel that educators do not care about their opinions or concerns.
- ❖ Teachers do not have enough time to maintain communication with parents and involve them in school activities.
- ❖ Teachers receive little training in how to effectively involve parents (American Association for the Advancement of Science 1996; National Center for Education Statistics 1998, Marzano 2003).
- ❖ In some schools that have high proportions of poor or minority students, a barrier may be lack of parent education to help with schoolwork.
- ❖ Cultural/socio-economic and language differences between parents and staff.
- ❖ Parent and staff attitudes.
- ❖ Perceive lack of safety in the school area after school hours.

BUILDING EFFECTIVE STRATEGIES FOR PARENT INVOLVEMENT PROGRAMS:

- ❖ The school must operate from principles that respect the unique role of the parent in a child's home-school relationship.
- ❖ All parents have strengths and should know they are valued.
- ❖ All parents can make a contribution to their child's education and to the school program.
- ❖ All parents have the capacity to learn developmental and educational techniques to help their children.
- ❖ All parents have a perspective on their children that can be important and useful to teachers.
- ❖ Parent-child relationships are different from teacher-child relationships.
- ❖ Parent should be consulted in all decisions about parental involvement.
- ❖ All parents really do care about their children (Becher 1984).

Parent involvement is most effective when it is comprehensive, well-planned, and long lasting, and when it takes a positive approach, rather than focusing on remedial intervention. Parents do not have to be well-educated in order to help; in fact, children from low-income and minority families have the most to gain when schools involve parents.

GOAL #1: TO INCREASE MEANINGFUL PARENTAL AND COMMUNITY INVOLVEMENT DISTRICTWIDE.

OBJECTIVE(S):

TO INCREASE MEANINGFUL PARENTAL INVOLVEMENT & COMMUNITY PARTICIPATION IN EACH SCHOOL BY 50%.

RESPONSIBILITY:

Campus Administration Campus Staff
Teachers Central Office Staff
Parent Liaisons

TIMELINES:

August and January

ACTIVITY:

1. Conduct Fall/Spring Semester Volunteer Orientation.
 - a. Handbook
 - b. No Child Left Behind
 - c. Title I Program
 - d. Parent Notifications
 - e. Campus Procedures and Rules
2. Training valuing parents as an instructional resource.
 - a. Sensitivity Training
 - b. Sexual Harassment
 - c. How to build home school relationship (teachers, parents working together)
 - d. Meriendas
3. Monthly Parent Liaison Meetings- To coordinate campus and district parent involvement.
4. Regular Recognition
 - a. Volunteer of the Month
 - b. Texas Parent Day (Sunday before start of school)
 - c. National Parental Involvement Day (November)
 - d. National Volunteer Week (April)
 - e. Grandparents Day (September)

FORMATIVE/SUMMATIVE EVALUATION:

Comments:

1. Sign In Sheets
2. Agenda
3. Evaluation Sheet
4. Title I Survey

Guiding Principle #1: PARENTING

OBJECTIVE (S):

1. To assist all families establish a positive home environment to support children as lifelong learners.

RESPONSIBILITY:

Campus Administration Campus Staff
Teachers Central Office Staff
Parent Liaisons

TIMELINES:

September - June

ACTIVITY:

1. Family Frameworks
2. Que Sabrosa Vida (nutrition classes)
3. Cardio Pulmonary Resuscitation and First Aid Classes
4. Drug and Free School (drug awareness presentations)
5. Self-Esteem Presentations
6. Anger Management (to assist parents on how to deal with anger)
7. Parents will participate in different conferences through out the year such as:
 - a. Regional conference
 - b. State conference and other local conferences

FORMATIVE/SUMMATIVE EVALUATION:

Comments:

1. Sign In Sheets
2. Agenda
3. Evaluation Sheet

Guiding Principle #2: ENCOURAGE COMMUNICATION

OBJECTIVE (S):

1. To design effective school-to-home and home-to-school communications about school programs and students progress.

RESPONSIBILITY:

Campus Administration Campus Staff
Teachers Central Office Staff
Parent Liaisons

TIMELINES:

August – June

ACTIVITY:

1. Parents will actively participate in the development of the campus school/parent compact.
2. Parents will be informed about campus report cards.
3. Parents will be informed about campus parental involvement policy.
4. Encouraged parents will participate in Teacher/Parent conferences.
5. Parents will be informed about after school programs.
6. School personnel will make home visits as needed.
7. Parents will attend campus and district educational sessions.
8. Parents will attend Open House at beginning of school year.
9. Provide parents with awareness in school board meetings and procedures.
10. Distribute to parents No Child Left Behind newsletter.
11. Parent liaisons, counselors, and other school support personnel participate in and attend scheduled faculty meetings.
12. Parent Liaison will participate in Open House and highlight parent center.
13. Provide parents and community members with program informational materials to include brochures and schedules.

FORMATIVE/SUMMATIVE EVALUATION:

Comments:

1. Sign In Sheets
2. Agendas
3. Circulation of materials from the Parent Resource Center
4. Parent Feedback

Guiding Principle #3: VOLUNTEERING

OBJECTIVE (S):

1. To recruit and organize parent and community volunteers to assist and support campus and district events.

RESPONSIBILITY:

Campus Administration Campus Staff
Teachers Central Office Staff
Parent Liaisons

TIMELINES:

August - January

ACTIVITY:

1. Provide a Fall and Spring orientation for volunteers.
2. Train parent volunteers to become tutors.
3. Familiarize parents with school handbook.
4. Work with parents to assist with community needs and efforts.
 - a. Food Drive
 - b. Make a Difference Day
 - c. Graffiti Wipe Out Day
 - d. Health presentations
 - e. Holiday Toy giveaway
5. Parent volunteers will assist and participate in fund raising events.
6. Parent liaisons will inform all community members about campus and district events.

FORMATIVE/SUMMATIVE EVALUATION:

Comments:

1. Sign In Sheets
2. Agendas
3. Monthly parent involvement rates

Guiding Principle #4: LEARNING AT HOME

OBJECTIVE (S):

1. To provide information and ideas to assist students at home with homework and other curriculum-related activities.

RESPONSIBILITY:

Campus Administration	Campus Staff
Teachers	Central Office Staff
Parent Liaisons	

TIMELINES:

September - June

ACTIVITY:

1. Parents will be trained in computer usage and web searches to help students with homework.
2. Parents will be presented with ideas on how to assist students through the following:
 - a. Family Science Night
 - b. History Fair Night
 - c. TAKS Testing
 - d. Family Math Night
 - e. Family Literacy
 - f. Gifted & Talented Program Overview
 - g. Special Programs Overview
 - h. Bilingual/ESL Program Overview
 - i. Building Bridges

FORMATIVE/SUMMATIVE EVALUATION:

Comments:

1. Sign In Sheets
2. Agendas
3. Evaluations
4. Parent Feedback

Guiding Principle #5: DECISION MAKING

OBJECTIVE (S):

1. To empower parents to actively participate in school decision making committees.

RESPONSIBILITY:

Campus Administration	Campus Staff
Teachers	Central Office Staff
Parent Liaisons	

TIMELINES:

September - May

ACTIVITY:

1. Parents will be encouraged to serve on campus committee such as:
 - a. Language Proficiency Assessment Committee (LPAC)
 - b. District Advisory Team (DAT)
 - c. Campus Site Based Decision Making (SBDM)
 - d. Health Advisory Council (HAC)
 - e. Admission, Review and Dismissal Committee (ARD's)
 - f. Parental Advisory Committee (PAC)
 - g. Parent/Teacher Organization (P.T.O.)
 - h. Grade Placement Committee (GPC)

FORMATIVE/SUMMATIVE EVALUATION:

Comments:

1. Sign In Sheets
2. Agendas

Guiding Principle #6: COLLABORATING WITH COMMUNITY

OBJECTIVE (S):

1. To identify and integrate community resources and services to strengthen school programs, family practices, and student achievement.

RESPONSIBILITY:

Campus Administration	Campus Staff
Teachers	Central Office Staff
Parent Liaisons	Partners in Education

TIMELINES:

August - July

ACTIVITY:

1. Work with parents to assist with community needs and efforts.
2. Work with community and local agencies to integrate resources and services.
3. Provide community education opportunities via courses and workshops.
4. Participate in distribution of needed materials for community to include food, clothes, school supplies, toys, etc.
5. Promote awareness and provide assistance with Children's Health Insurance Program.
6. Seek out and establish meaningful partnerships with private citizens, organizations and agencies.

FORMATIVE/SUMMATIVE EVALUATION:

Comments:

1. Sign In Sheets
2. Agendas
3. Evaluations

