

Approved by the District Advisory Committee – March 9, 2017

Approved by the SISD Board of Trustees – March 20, 2017



Schulenburg ISD Parent Involvement and Family Engagement Plan

The goal of Schulenburg ISD's parental involvement efforts is to promote a highly effective working partnership among the parents of our children, the district staff, and the staffs at each of our campuses. To this end, Schulenburg ISD has adopted the following parent involvement plan to ensure that we provide our parents substantial and meaningful opportunities to participate as equal partners in the education of their children.

The current plan was drafted by the Schulenburg ISD District Advisory Committee (DAC), edited, as appropriate, and will be submitted to all parents for further review and comment. The plan will be finalized with consideration of additional input from parents. Each year, the plan content and opportunities for parents' involvement in the life of the school will be evaluated and revised, as appropriate, to support our district-wide academic goals and to include measures to continuously improve the partnership between school and family.

In full, the plan consists of six sections. Section I outlines the development of the parent involvement plan, its evaluation, and revision, as needed. Section II outlines procedures for selecting the parent involvement advisory team, and Section III outlines the required actions outlined in Public Law 107-110 to be conducted by the DAC in collaboration with the parent involvement advisory team.

Section IV offers specific parent involvement activities to be provided during the current school year. These are derived from analysis of the preceding year's evaluation, from input gathered from the parent community at large, and from campus input. This section will be updated annually to reflect the most pressing needs identified through evaluation and through the prioritized yearly academic goals of the district.

Formal evaluation of the parent involvement plan and program will be included in Section V once completed. In addition to the district's formal evaluation, aggregated data collected from each of the district-wide actions and campus initiatives will be utilized, as appropriate, to improve efforts at the district level. The district's evaluation will determine the value of the content of the involvement plan and determine the effectiveness of the parent involvement plan to...

- Improve the academic quality of the Title I, Part A schools; and to
- Identify barriers to greater parent participation, particularly to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, and are of any ethnic minority background.

The DAC and the parent involvement advisory team will use these findings in designing strategies for more effective parental involvement and for revising the district plan, as necessary, to support increased involvement.

Section VI outlines the parent involvement requirements of each of the district's Title I, Part A campuses. These are included within the district plan to guarantee that the district appropriately provides technical assistance and support to each campus, ensuring quality parental involvement and compliance with Title I, Part A requirements outlined in Public Law 107-110.

Section I: Written Plan Development

Schulenburg ISD will utilize the following procedures for development and revision of the Parent Involvement Plan:

1. **Initial Draft:** The DAC will draft the plan.
2. **Parent Orientation:** The DAC will invite all parents to an orientation meeting to review Title I requirements and share its drafted parent involvement plan.
3. **Purpose of the Committee:** Led by representatives of the DAC or its designee, the ad-hoc parent committee assigned by campus principals will review the drafted plan and revise as it deems most appropriate, ensuring that the district's plan includes measures to build the capacities of school personnel to work with parents and measures to build the capacities of parents to work as equal partners with school staff.

4. **Draft Plan:** The drafted plan will be disseminated to parents for additional input.
5. **Final Plan:** The DAC and the ad-hoc parent committee will finalize the parental involvement plan, revising as appropriate, to include suggestions offered from the general dissemination. As per state and federal requirements, the plan will become a part of the district's plan.
6. **Dissemination of the Parent Involvement Plan:** Upon completion of all revisions, the DAC will disseminate the completed plan to all parents.
7. **Evaluation of the Parent Involvement Plan & Program:** At the close of the first year of implementation, the DAC, with assistance from members of the ad-hoc parent committee, will devise and conduct an annual evaluation of the parental involvement plan – including measures defined within the tables for each campus.
8. **Revision of the Written Plan:** Based upon a review of evaluation results, the DAC and members of the ad-hoc parent committee will revise the plan to ensure continued, meaningful opportunities for parents' participation in the life of the school.
9. **Parent Involvement Advisory Team:** During the initial implementation year of this current plan, the DAC with the assistance of the ad-hoc parent committee will revise the procedures defined in the next section for creating a permanent parent advisory, which will, with DAC membership, lead evaluation and revision of the parental involvement plan thereafter. Revised procedures for establishing this committee will become part of the parent involvement plan.

Section II: Parent Involvement Advisory Team

The following outlines the procedures created by the DAC for creating and maintaining the Parent Involvement Advisory Team. The district will seek participation of parents' representative of all student populations, in particular, parents of targeted student groups (e.g., migrant, LEP/ESL, Special Education, At-Risk, etc.):

1. Extend invitations, both written and verbal, to parents, including those of all special populations
2. Host a parent orientation session in which the following are reviewed: Title I, Part A Requirements, Purpose of the Parent Advisory, Responsibilities of the Advisory
3. Solicit membership through volunteer basis
4. Set the annual timeline for meetings
5. Conduct an annual evaluation of the work of the advisory team

Section III: Required Activities as outlined in Public Law 107-110

The Parent Involvement Advisory Team, in collaboration with the DAC, will assist the district to conduct the following required activities as outlined in the tables in this section.

Timeline	Activity	Documentation and Evaluation Measures
No later than the first reporting period after notification from the State	Post online and make available to parents and teachers the School Report Cards and the results of the State assessments	Dissemination Records
Annually at the Beginning of the Year	Post online and make available to parents: <ul style="list-style-type: none"> • the Parent Involvement Policy, disseminated through the Student Handbook; and • the School/Parent Compact, discussed and signed during parent orientation meetings and/or the first grade reporting parent/teacher conferences 	Dissemination Records; Signed Handbook Receipts and Compacts; Conference Sign-in Sheets
August- September	Hold an annual meeting to inform parents of the schools' participation and the requirements of Title I, Part A and to inform parents of their rights to be involved, giving special attention to parents of migrant students, LEP students, Economically Disadvantaged students, disabled students, and all other special populations	Parent Sign-In Logs; Meeting Agendas; Session Evaluations: Annual Survey

August-September	Conduct an annual orientation meeting to provide timely information about district/campus programs, curriculum, district/campus/classroom expectations, assessments, and required proficiency levels; provide multiple opportunities at various times for parents	Parent Sign-In Logs; Meeting Agendas; Session Evaluations; Annual Survey
By the 4 th week of school	Send out letters district-wide informing parents of their “Right to Know” about the qualifications of their children’s teachers	Dissemination Records
Annually in March	Assist in designing the evaluation and collecting and analyzing data to determine the content and the effectiveness of the Parent Involvement plan in improving the academic quality of the schools served under Title I, Part A., including the identification of barriers to greater participation from the parents of special populations (e.g., Gifted and Talented, Low SES, Migrant, disabled, or ethnic minority groups) and the designing of activities to provide for more effective parent involvement	Evaluation results and revisions to parent involvement activities
March/April/May for the upcoming year	Collaborate with community partners to assist in the coordination and integration of parental involvement strategies (Parents As Teachers, Boys and Girls Club, Shorthorns Forever Association, PTSO, PreK Grant Initiative, and other school and community programs)	Coordination efforts reflected in Improvement Plans; Meeting Agendas and Participation Logs; Performance records of targeted student populations
March/April/May for the upcoming year	Support schools in... <ul style="list-style-type: none"> Offering a flexible number of meetings [e.g., morning and evening] by providing for such things as transportation, home visits, newsletters Strengthening the processes of the Campus Advisory Teams to create expanded opportunities for parents to assist in the planning, reviewing, and improvement of programs under Title I, Part A, including planning, reviewing, and improving the parent involvement plan and the schoolwide program plan 	Participation Records and Session Evaluations; Annual Evaluation Results; Resulting revision to program plans; Student performance, attendance and discipline records
March/April/May for the upcoming year	Annually evaluate and review the Campus and District Improvement Plans and coordinate efforts with parents to assist participating schools and their parents in designing a program that builds the capacities of parents and school personnel to create strong parental involvement	Needs Assessment; Student Performance, Attendance, and Discipline Records; Parent Participation Records; Goals as reflected in the Campus and District Improvement Plans; Parent Survey
April/May (prior to submission of the Application for Federal Funding)	As appropriate, assist the district in gathering and reporting input from parents on any funds reserved at the district level for parental involvement activities (Note: Since the district is not obliged to reserve funds, this activity will occur only in the event that the district opts to reserve funds)	DAC meeting minutes & resulting plans

Section IV: Annual Parent Involvement Activities

The activities in the table below delineate specific annual activities conducted/supported by the district and designed with the input of parents (Parent Involvement Advisory Team). Please note: These activities, not required by law, may change from year to year, depending on specific evaluation data and the specific annual goals established by the DAC (e.g., specialized training to increase the capacity of the advisory to operate effectively).

Schulenburg Elementary School Annual Parent Involvement Activities

Timeline	Activity	Documentation and Evaluation Measures
Week before school starts	Back to School Rally, Meet the Teacher Night and Parent Resource Fair	Participation counts (sign-in sheets); Annual Survey
September	Grade Level Parent Meetings -Teachers explain grade level expectations and answer parent questions	Participation counts (sign-in sheets); Annual Survey
October	Parent Teacher Conferences -Review and discuss first report cards and parent/school compacts	Conference Sign-in Sheets; Signed Compacts
Once per 9 Weeks	Pre-K Make and Take -Parents and their children are invited to learn upcoming skills. Parents leave with an activity/manipulative that they can use with their child at home.	Participation counts (sign-in sheets); Pre-K program discussed at Campus Advisory Committee meetings; Student Progress; Session Evaluations
3 Times a Year	ESL Parent Meetings -Parents engage in meaningful discussion regarding various school and academic topics	Participation counts (sign-in sheets); Participation in other activities, Student Progress; Session Evaluations
4 Times a Year	Kindergarten Parent Meetings -Kindergarten teachers review essential skills with parents. Parents are then invited to participate in an activity with their child. All families leave with an activity to then do at home.	Participation counts (sign-in sheets); Student homework completion; Student Progress; Session Evaluations
November	Tailgate Party -Parents and children come to event and visit various grade levels to learn about different colleges.	Participation counts (sign-in sheets); Annual Survey
March	Open House	Parents visit their child's classroom and are invited to read a book with their child. Parents are then encouraged to watch their child take an AR test.
March	Breakfast During Open House	Participation counts (sign-in sheets); Annual Survey
May	Walk-a-Thon	Participation counts (sign-in sheets); Annual Survey
Periodic Throughout the Year	Collaborate with Parents As Teachers (PAT), PTSO (Parent, Teacher, Student Organization), and the Turtle Wing Foundation to host parent meetings and training events	Participation counts (sign-in sheets); Session Evaluations
Periodic Throughout the Year	Information sent out to parents as needed concerning day-to-day operations and upcoming events via Week-at-a Glance Event Calendars, SchoolWay, the district website, and social media.	Sign-ups for SchoolWay and number of messages sent; Copies of notes/calendars sent home; Postings on website and through social media

Schulenburg Secondary Annual Parent Involvement Activities

Timeline	Activity	Documentation and Evaluation Measures
August	Provide information to all parents for methods of communication to be used by school for distribution of information and collect data from parents on best methods of contact.	Sign-ups for School Messenger, SchoolWay, Remind, all registration forms turned in, working numbers, working emails, etc.
August	Promote the "Back to School" Rally so that parents can join their students and meet the teachers prior to the first day of school to become familiar with the campus and personnel.	Sign-in sheets; Annual Survey
September	Develop the Campus Improvement Team and invite parents from all grades and that represents the diversity of our students to be a part of the committee.	Sign-in sheets and demographic data.
October	Host Parent/Teacher conferences by requiring every parent to pick up the first report card from the teacher and sign parent/school compacts.	Sign-in sheets for report card pick up; Signed compacts
September – November	Host Athletic Pep rallies for parents to come see their children rewarded for participation in athletics.	Parent participation counts; Annual Survey
February/March/April	Host Parent/Student Presentations by various groups (Aim For Success; Bastrop Family Crisis Center; Fayette County Extension Office; etc.) focusing on social issues impacting today's students including: bullying, cyberbullying, social media and digital awareness training, sex education, drugs/alcohol prevention	Parent participation counts; Session Evaluations; Annual survey
May	Host Teen Leadership Speech Day where students can demonstrate the public speaking skills they learning throughout the year to a true audience.	Parent participation counts; Session Evaluations
May	Host Junior High Academic Awards and High School Awards Banquets where students can be recognized for their participation and achievements in UIL and academia.	Parent participation counts; Annual Survey
Periodic as needed	Information sent out to parents as needed concerning day-to-day operations and upcoming events via SchoolWay messenger system.	Sign-ups for SchoolWay and number of messages sent.

Section V: Evaluation of the District Parent Involvement Plan

In addition to aggregated data from individual district-wide activities and outline in preceding tables and data from campus parent involvement activities supported by the district, the DAC and the parent involvement advisory team will develop additional measures to gather input from parents such as interviews and surveys such as the following:

Schulenburg ISD Parent Involvement Evaluation

Timeline	Activity	Documentation and Evaluation Measures
March/April	Annual Parent Involvement Evaluation Survey	Survey
April	Community and Student Engagement Survey	Survey

Section VI: Plan Requirements for Title I Part A Campuses

To assist the Title I Part A campuses in providing substantial and meaningful opportunities for parent involvement and in complying with federal requirements, the district will provide technical assistance and support for each of the campus' development of a parent involvement plan that:

1. Provides for an annual meeting to inform parents of the campus' participation in Title I, Part A, the requirements of Title I and parents' rights to be involved, and provides parents with the following:
 - Information about the school's programs and informs them of processes for timely updates about program changes (e.g., newsletters, letters, website, social media, etc.).
 - Description and explanation of the curriculum in use, the forms of academic assessments, and the proficiency levels students are expected to meet.
 - Explains opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and measures to ensure response to such suggestions.
2. Offers a flexible number of meetings and, as appropriate, provides for transportation, child care, or home visits.
3. Develops procedures to involve parents in an organized, ongoing, and timely way in planning, reviewing, and improving the academic program, including planning, reviewing, and improving the school's parent involvement plan and the schoolwide program plan.
4. Implements measures enabling parents to offer comments on the school's plan.
5. Outlines the process for developing/revising with parents the school-parent compact to outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and the parents will build a partnership to help children achieve State standards. The compact shall...
 - Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment and ways in which each parent will be responsible for supporting their children's learning (e.g., monitoring attendance, homework completion, and television watching; volunteering in the classroom; participating, as appropriate, in decisions relating to education and positive use of extra-curricular time.
 - Address the importance of ongoing communication between teachers and parents at a minimum through (1) annual parent-teacher conferences, during which the compact shall be discussed in relation to each child's achievement; (2) frequent reports to parents on children's progress; (3) opportunities, through reasonable access to staff, to volunteer in their child's class and observation of classroom activities.
6. Provides measures to assist parents in understanding...
 - State's academic achievement and content standards.
 - State and local academic assessments.
 - The Title I, Part A requirements.
 - Ways to monitor a child's progress.
 - Ways to work with educators to improve achievement.
7. Provides materials and training to help parents work with their children to improve achievement, such as literacy training, using technology to foster parent involvement, and so forth.
8. Provides measures designed with the assistance of parents to educate teachers, student services personnel, principals, and other staff in the value and utility of parent contributions; in ways to reach out to, communicate, and work with parents as equal partners; in ways to implement and coordinate parent programs; and ways to build positive relationships between parents and the school.

Schulenburg ISD is a Title 1 District which means that all campuses in the district receive Title 1 funds. The District Parent Involvement Plan is written in such a way as to address the Title 1 Part A requirements at both the campus and district level.

Schulenburg Independent School District

High Quality Pre-Kindergarten

Family Engagement Plan



SES recognizes and values the importance of a collaborative relationship between family and school. We are very aware that our students are more likely to succeed when parents are involved stakeholders and actively participate in their child's educational journey. Several programs and activities have been established and are in place that encourage and support family engagement. Listed below are activities that are currently implemented.

(B) Establish a network of community resources using strategies:

(D) Equip families with tools to enhance and extend learning using strategies:

Parents as Teachers Program

SES has created and sustained an excellent working relationship with this organization. Educators work with families and their children starting as early as the mother learns of pregnancy and ending when the child completes their first year in Pre-K, or turns five years old. PAT educators play a key role in establishing and emphasizing the importance of education. PAT representatives work with parents on critical parenting and educational topics ranging from literacy activities to effective family relationships. PAT offers various avenues for parents to gather critical information regarding their child's development. Personal visits between the PAT educator and the parent, parent group meetings, screenings for overall development in speech and vision, and a parent network system are provided for parents.

SES has a dedicated PAT room on campus that is utilized by PAT educators and families twice a week. PAT educators spend the morning working with families on educational topics and effective parenting. The PAT Teaching Coordinator and our Pre-K teacher have established a very collaborative relationship that focuses on consistency and alignment of learning objectives. The Pre-K teacher shares the current Pre-K report card with PAT and discusses Pre-K goals and guidelines that are addressed throughout the Pre-K school year. The PAT coordinator utilizes this information to help establish goals within the PAT program that would ensure alignment to our current Pre-K program. PAT is a very valuable community partnership that remains focused on helping families and their children succeed academically, socially, and emotionally. SES is thankful for the collaborative relationship that has been established with PAT and will continue to foster this valuable opportunity to provide a quality connection between home and school.

(D) Equip families with tools to enhance and extend learning using strategies:

Beginning of Year Parent Meetings

The beginning of the school year is a crucial opportunity to establish effective relationships with families. Within the first few weeks of school, teachers campus wide schedule parent meetings to discuss expectations, routines, procedures, homework, and answer any questions from parents.

Translators are provided at all parent meetings as well. SES will continue to implement parent meetings at the beginning of the school year.

Academic Pep Rallies

Academic Pep Rallies are held each 6 weeks to recognize students for their academic success during the prior 6 weeks. Parents, grandparents, and community members are invited to attend the ceremony and there has been a constant increase in the number of stakeholders that attend the ceremony.

SES will implement the below programs during the 2016-2017 School Year.

(A) Facilitate family-to-family support using strategies:

(D) Equip families with tools to enhance and extend learning using strategies:

ESL Parent Meetings

SES has noticed a steady increase in the number of ESL students and families. We believe it would be beneficial to implement opportunities for ESL parents/guardians to attend informal meetings each 6 weeks and have the opportunity to ask questions regarding their child's education and current school programming. Our assistant principal will serve as the liaison during these meetings and is able to converse in Spanish. She will provide parents with pertinent information regarding current school happenings and provide suggestions on ways to help their children succeed in school.

"Make & Take"

The Pre-K teacher will invite Pre-K parents to attend a "make and take" session each 6 weeks. The Pre-K teacher will discuss upcoming learning goals and parents will have the opportunity to make a manipulative, games, etc. that they can utilize with their student at home to help them master specific learning goals. A translator will be provided at all sessions.

SES has an established Campus Advisory Committee that meets four times a year to evaluate school programs and provide feedback for improvement. This committee is comprised of administrators, teachers, parents, community members, and business owners. The advisory committee will evaluate the effectiveness of family engagement efforts and make suggestions for improvement as the year progresses.

(C) Increase family participation in decision making using strategies such as:

Schulenburg Elementary School will continue involving parents through the Campus Advisory Committee during the school year. This committee is comprised of faculty, parents, community members, and business owners. The Campus Advisory Committee meets four times a year and evaluates the effectiveness of the Campus Improvement Plan, the Parental Involvement and Family Engagement plan, and discusses pertinent topics that affect public schools in Texas.

(F) Evaluate family engagement efforts and use evaluations for continuous improvement using strategies:

SES will utilize support from the Campus Advisory Committee to evaluate the family engagement efforts and use those evaluations for continuous improvement. All teachers at SES are required to turn in parent contact log every 6 weeks. Teachers also turn in parent sign in sheets after any school event has been hosted. The parent engagement data from these documents will be provided to the Campus Advisory Committee for evaluation and suggestions for improvement will be discussed.

(E) Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks using strategies:

SES will host professional development during teacher in-service that focuses on the importance of family engagement and the impact it has on the academic success of students. Strategies will be provided to teachers and the Campus Family Engagement Plan will be reviewed.