



Building/District Systems: Stakeholders - Families and Communities

Area	Question	Notes on Responses
Academics		
Standards/Benchmarks	<ul style="list-style-type: none"> ○ How will/do we communicate students' progress on student learning goals to stakeholders, in particular, parents? Have we considered the language of the home/the reading level of the parents/special needs of parents? ○ How do we communicate the standards/ benchmarks/ learning expectations to our parents and community? Have we considered the language of the home/the reading level of the parents/special needs of parents? ○ Do parents and community members feel that they have the opportunity to be involved in student achievement? 	
Curriculum	<ul style="list-style-type: none"> ○ What services/opportunities does our school offer to assist parents in supporting student learning at home? ○ In what ways are our parents directly involved in supporting their child's learning in the home? ○ What opportunities do parents have to indicate their needs to provide support for learning at home? 	
Instruction	<ul style="list-style-type: none"> ○ What role do community/business/family members play in the classroom to enhance our student skills and talents? ○ What kinds of activities/workshops do parents/community members participate in to support the students' success at school? ○ How does the school facilitate a strong home-school connection? ○ How do we share information with families about strategies that parents can use to support student learning at home? Have we considered the language of the home/reading level of parents/special needs of parents? ○ How do we communicate information to our parents/community about community activities that link to student learning skills and talents? Have we considered the language of the home/the reading level of the parents/special needs of parents? 	



	<ul style="list-style-type: none"> ○ What training/preparation opportunities are provided to volunteers/mentors in order to enhance student learning? 	
Assessment	<ul style="list-style-type: none"> ○ How are assessment results shared with families and the community? ○ What opportunities are offered to parents/families to gather information about their children's goals, strengths, talents, and challenges? 	
Quality Educators		
Professional Development	<ul style="list-style-type: none"> ○ How are our parents made aware of our focus on professional development? ○ How do we help parents and community understand the importance of devoting time to professional development? 	
Leadership and Supervision	<ul style="list-style-type: none"> ○ What does our principal do to assure that our educators and groups in our school community share and move towards a school vision? ○ To what extent in school improvement does the involvement of parents, families, and community reflect the make-up of the community? ○ To what extent are parents/families/community members involved in ongoing planning, review, and improvement of student learning? 	
Internal Communication	<ul style="list-style-type: none"> ○ How do we communicate information to our parents? ○ What information is communicated to our parents? Are all necessary notifications (e.g., teacher quality, school in need of improvement, choice, SES) being communicated to parents in the language they speak at home? ○ How do we provide opportunities for parents to communicate with our staff/school? ○ How do we facilitate a strong home-school connection? 	
Climate and Culture	<ul style="list-style-type: none"> ○ Do all families and community members feel welcome in our school? ○ Do we communicate with our families in the language used at home by the parents? ○ To what extent are all our communications/ activities/ fund raisers/ workshops/etc. with parents and community connected to student 	



	<p>learning?</p> <ul style="list-style-type: none"> o To what extent in school improvement does the involvement of parents, families, and community reflect the make-up of the community? 	
Building/District System		
External Environment	<ul style="list-style-type: none"> o What demographic information has influenced how you have addressed parent involvement in your school? 	
Stakeholders – Family and Community	<p>Key Findings:</p> <ul style="list-style-type: none"> ▪ Programs and interventions that engage families in supporting their children’s learning at home are linked to higher student achievement. ▪ The continuity of family involvement at home appears to have a protective effect on children as they progress through our complex education system. The more families support their children’s learning and educational progress, the more their children tend to do well in school and continue their education. ▪ Families of all cultural backgrounds, education, and income levels encourage their children, talk with them about school, help them plan for higher education, and keep them focused on learning and homework. In other words, all families can, and often do, have a positive influence on their children’s learning. ▪ Parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement . To be effective, the form of involvement should be focused on improving achievement and be designed to engage families and students in developing specific knowledge and skills. ▪ Programs that successfully connect with families and community invite involvement, are welcoming, and address specific parent and community needs. ▪ Parent involvement programs that are effective in engaging diverse families recognize, respect, and address cultural and class differences. 	



	<ul style="list-style-type: none"> ▪ Effective programs to engage families and community embrace a philosophy of partnership. The responsibility for children’s educational development is a collaborative enterprise among parents, school staff, and community members. ▪ Organized initiatives to build parent and community leadership to improve low-performing schools are developing in low-income urban areas and the rural South. These community organizing efforts use strategies that are aimed at establishing a power base to hold schools and school districts accountable for low student achievement. They have contributed to changes in policy, resources, personnel, school culture, and educational programs. <p>Summary of key findings in <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i></p>	
Resource Allocation	<ul style="list-style-type: none"> ○ What resources (e.g., time, money, people) are allocated to engage parents in our school? 	
Technology	<ul style="list-style-type: none"> ○ In what ways is technology used to promote parent involvement? 	
Accountability	<ul style="list-style-type: none"> ○ In what ways are parents involved in decision making at our school? ○ Do we meet all Notification to Parent Requirements as required under No Child Left Behind? ○ Do we have a plan for parental involvement? What are the key elements of that plan? ○ Are parents included on the school improvement planning team (Requirement for Title I Schools)? 	