

Center for Active Family Engagement (Café)  
Family Friendly Walk Through



# Leal Elementary

## Family Friendly Walk Through Report

August 2012

## Introduction

### What is a Family Friendly Walk Through?

The purpose of the Family Friendly Walk Through (FFWT) is to assess how welcome families are in your school and how welcome families are in the learning process. CAFÉ staff members completed a FFWT of your school on May 8<sup>th</sup>, 2012. The FFWT included: (1) a physical walk through; (2) a review of printed material; (3) a review of the school’s web site; (4) a “shopper call;” (5) an interview the building administrator; (6) a survey of school staff; and (7) a survey of parents.

This FFWT report is designed to help your school have a richer conversation about how welcome families are in your school and how welcome families are in the learning process. The report includes ratings, commendations, and recommendations for 4 different goal areas—Communication, Information, Participation, and Welcoming.

### Goal 1—Welcoming

The **Welcoming** Goal helps you know if your parents feel they belong on the school campus. Here are the indicators for this goal area along with the number of items used to determine the rating for each indicator.

Indicators	Definition	# of Items
<b>Parent Visits</b>	Procedures are in place to accommodate parent visits to the school	5
<b>Making Parents Comfortable</b>	School personnel help parents to feel comfortable	7
<b>Respect</b>	Parents’ culture and language are respected	3
<b>Appearance</b>	The school is physically attractive	2

### Goal 2—Communication

The **Communication** Goal helps you know if you have systems in place for home-family communication that are inviting, useful and set up for two-way communication. The following table lists the indicators for this goal area along with the number of items used to determine the rating for each indicator.

Indicators	Definition	# of Items
<b>Nature of the Contact</b>	Contact between schools and families is frequent, comfortable, and two-way	11
<b>Ease of Use</b>	Written and oral communication is clear and comprehensible	4
<b>Opportunities</b>	Meetings and events are scheduled regularly, widely advertised, and well attended	2
<b>Documents &amp; Website</b>	Print information is available, attractive, useful, and family/culturally friendly	4

### Goal 3—Information

The **Information** Goal helps you know if your families receive the information they need in order to function as an integral part of their child’s school. Here are the indicators for this goal area along with the number of items used to determine the rating for each indicator.

Indicators	Definition	# of Items
<b>School Resources</b>	The school provides resources and materials to help families learn about school goals, policies, and procedures	8
<b>Programs and Procedures</b>	The school has programs and procedures to inform families about their child’s classroom and activities	7
<b>Student Performance</b>	Families are kept current on their child’s school performance	4
<b>Involving Parents with Achievement</b>	The school has programs and procedures to involve parents with their child’s academic achievement	6
<b>Connecting Parents with Community Services</b>	The school has programs and procedures to inform families about available community assistance	3

### Goal 4—Participation

The **Participation** Goal helps you know if your family participation programs invite involvement, value parents as key resources, and engage the entire school community. The following table lists the indicators for this goal area along with the number of items used to determine the rating for each indicator.

Indicators	Definition	# of Items
<b>Supporting Parent Ideas</b>	Individuals and existing documents support parent input and ideas	5
<b>Working Together</b>	Parents and teachers meet and work together	7
<b>Learning &amp; Volunteering Opportunities</b>	Schools provide parents with education and volunteering options	2
<b>Valuing Parent Knowledge</b>	Parents are valued as an education community resource	7

### Rating System

Each indicator received a rating of High Quality, Emerging or Low Quality based on the average score of the items associated with each indicator.

Rating	Range
<b>High</b>	2.75 to 3.00
<b>Emerging</b>	2.00 to 2.74
<b>Low</b>	1.00-1.99

### Contact Information

Ron Mirr

319.430.4315

[ron@caferesources.com](mailto:ron@caferesources.com)

<http://caferesources.org>

## Summary

### Your Scores

Goal	Score	Rating
Welcoming	1.77	Low
Communication	2.46	Emerging
Information	2.12	Emerging
Participation	1.79	Low
<b>Overall Score</b>	<b>2.03</b>	<b>Emerging</b>

### Survey Information

- 35 **staff** completed the online survey
- 65 **families** completed the parent survey

### School Visit Highlights

- Feedback from both parents and teachers indicates that Leal is successful at providing parents with information and social and celebratory experiences.

### Recommended Next Steps

To take your family engagement practice from involving parents in the school to engaging parents in student learning, CAFÉ recommends the following:

- Structured professional development for all staff (certified and non-certified) that helps staff members understand:
  - **Why** family engagement matters and how family engagement efforts can positively influence student learning;
  - **What** specific practices affect student academic progress; and
  - **How** Leal can create a school-wide culture which promotes a range of family engagement practices and strategies that are student-centered and designed to improve learning.
- Provide a school-wide definition of parental involvement with input from administration, staff and families. This facilitates an awareness, which often translates into action to merge student learning with parent involvement. Promote this definition to staff and families at every opportunity much like you would a mission statement, (i.e., school-to-home communications, newsletters, staff meetings, website, etc.)
- Adopt multiple practices that help all parents feel **welcome** to participate in their child's learning as a member of the education team.
- Create explicit, positive school assumptions about the importance of parent contributions to student success, and **communicate** that all parents, regardless of education level, can support student success.

- Give parents specific **information** on their child's academic performance and teach how to interpret this data in the context of overall classroom performance, school benchmarks, and state standards.
- Establish a parent involvement action team comprised of parents, staff, and administrators to implement ongoing strategies for the purpose of motivating parents to **participate** in student learning.

# Welcoming

## Your Score

Definition	Score	Rating
Procedures are in place to accommodate parent visits to the school	1.20	Low
School personnel help parents to feel comfortable	1.89	Low
Parents' culture and language are respected	1.97	Low
The school is physically attractive	2.00	Emerging
<b>Overall Score</b>	<b>1.77</b>	<b>Low</b>

## Commendations

- Families feel very positive about Leal Elementary. They feel comfortable communicating with their child's teacher and feel that school personnel are friendly when they visit the campus. They also feel that their culture, ethnicity and religion are respected.

## Recommendations

- Display a campus map and have handouts of the map readily available for families and visitors.
- Make campus attractiveness a school-wide effort. Implement a school wide effort to maintain the campus free of trash, litter, and clutter. Try not to use the hallways in the school for storage as shown here.



- Greet visitors to the school by displaying welcome signs at school entrance and/or other visibly prominent locations in language(s) representative of the school population. These welcome signs can also serve as a designation to main entrances to school campus. The photo here shows that Leal does an excellent job with signage for the PBIS initiative. Consider using the effective signage strategies from the PBIS program as a model for parent engagement activities.

- The school parking lot is often a families’/visitor’s first impression of the school’s climate. Provide directional signs for entrance/exit and flow of traffic within the parking area and designate a few parking spots as “Family/Visitor” parking to reinforce the message that the school welcomes and has a place for visitors. The sign pictured on the right sends the wrong message to families visiting the campus. Parent visitation to the school should never have a time limit.
- Implement a uniform and consistent sign in procedure for visitors. When the CAFÉ team visited Leal Elementary they received conflicting messages about the sign in process.
- Customer service is an integral component of creating a climate that welcomes all families. Provide yearly staff development opportunities in this area and regularly communicate specific “customer service expectations” to ensure that front line staff have the knowledge and resources to provide quality service at all times.
- While maintaining a safe campus is paramount, ensure that families always feel that the campus door is open to a family partnership.
- Provide a school-wide definition of parental involvement with input from administration and staff. This serves to create an awareness, which often develops into merging student learning with parent involvement. Promote this definition to staff and families at every opportunity much like you would a mission statement, (i.e., school-to-home communications, newsletters, staff meetings, website, etc.).
- While families overwhelmingly felt that their religion, culture and ethnicity were respected and represented, school administration felt they could do a better job addressing this issue on a consistent basis. We recommend hosting a Family Cultural Night and creating social networking opportunities for families and students to share their heritage with one another and the entire school community. We also recommend visibly celebrating the school’s diversity in the way of posting art, literature, posters, etc. throughout the hallways and common areas of campus.
- The photo here shows that Leal successfully displays evidence of student work. When looking at the photo, however, it’s not clear what the students were working on, how it is connected to the curriculum, which standard it is aligned with, or how parents can talk with their child about the learning that took place. To connect and include families in student achievement, we suggest displaying more direct evidence of learning throughout the campus. This is the difference between displaying student work and showcasing evidence of learning. Make sure to take advantage of all bulletin board space—never have an empty bulletin board!



## Communication

### Your Score

Definition	Score	Rating
Contact between schools and families is frequent, comfortable, and two-way	2.51	Emerging
Written and oral communication is clear and comprehensible	2.82	High
Meetings and events are scheduled regularly, widely advertised, and well attended	2.00	Emerging
Print information is available, attractive, useful, and family/culturally friendly	2.50	Emerging
<b>Overall Score</b>	<b>2.46</b>	<b>Emerging</b>

### Commendations

- Parents overwhelmingly praise Leal Elementary for their communication practices. Parents indicated on survey responses that they receive positive comments from teachers, can easily reach school personnel when needed and that school personnel respond to parent concerns in a timely manner.

### Recommendations

- Solicit family input on procedures, policies, concerns, and/or school achievement progress. In order to promote the importance of parent feedback, pair the use of a suggestion box with an explanation of the school's interest in obtaining parent feedback and provide information to parents on the topics for which the school would like their feedback. Posing specific questions or issues for response in the school newsletter, on the school website or during a parent meeting may serve to encourage parent participation.
- When possible, ensure all written communications (fliers, newsletters) are in predominant languages spoken by families and are free of jargon and acronyms.
- Administration should consistently provide formal and informal opportunities to meet with families so they are included in, and aware of school-wide issues.



## Information

### Your Score

Definition	Score	Rating
The school provides resources and materials to help families learn about school goals, policies, and procedures	1.67	Low
The school has programs and procedures to inform families about their child’s classroom and activities	2.21	Emerging
Families are kept current on their child’s school performance	2.61	Emerging
The school has programs and procedures to involve parents with their child’s academic achievement	2.01	Emerging
The school has programs and procedures to inform families about available community assistance	2.09	Emerging
<b>Overall Score</b>	<b>2.12</b>	<b>Emerging</b>

### Commendations

- Families feel informed about policies and procedures.

### Recommendations

- Consider enhancing the content of your current welcome folder to include a welcome letter from the principal, student handbook, information about instructional programs, information about parent organizations and volunteer opportunities, staff contact information, and specific school highlights such as awards, athletics, community partnerships and school academic performance information. The focus of the packet should be on families and their role in supporting learning.
- Leal provides a prominent area where families can access information on school policies and procedures, instructional practices, curriculum information, tutoring assistance, volunteer opportunities and community resources. Make sure to organize the information so families can find what they need easily and keep the area free from clutter. Don't forget to regularly update the information so everything is current and available in both English and Spanish.
- To inform parents of the availability and location of this information area, identify the area with signage such as “Parent Information Board” and promote it in school newsletters, on website, and school events. For families that do not frequent the campus, ensure this information is easily found on the school website and individual teacher web pages. When updating families about new procedures or policies, consider sending those documents home on bright colored paper or utilize social networking options such as Facebook, Twitter or text messaging.
- Display school mission statement in a prominent area where families and visitors frequent. This helps to communicate the school’s goals and fundamental purpose. Incorporate the mission statement in school correspondence and meetings to remind staff, students and families of this commitment.
- Many educators indicate that they do not provide newsletters/class bulletins to families. Encourage all educators to do so on a monthly or quarterly basis, with information on class assignments, upcoming events, etc. Utilize technology and social media to easily communicate with families on a regular basis.
- To keep family members informed and connected to student progress, consider updating your current quarterly progress report to include information on how family members can support student learning at home, based on

individual student data. These “Data Tracker” guide reports should be updated with individual student progress, provided to families on a quarterly basis and paired with a curriculum outline to keep family members informed on what students are learning in class and provided with at-home learning strategies.

- Various educators responded that they do not believe families understand the academic standards and report procedures. While Leal educators responded that they keep parent informed about student’s progress, there is a significant difference between sending home a document and explicitly explaining to parents what the scores mean. While Leal educators may communicate often with families, it doesn’t appear that they take the next step and help families understand what the data means and how they utilize this information to engage with their child to support learning at home.
- To keep parents connected with student learning, consider enhancing or including the following content on your website:
  - On-line grade review
  - School Key Term Guide
  - Individual classroom or subject area information - To establish consistency among teacher web pages ensure that all teachers, at minimum, post a short bio, include information on yearly student learning objectives, homework assignments, ways for parents to be active participants in their child’s education and current newsletters. For accountability, review these pages on a consistent basis.
  - School calendar with information/events posted
  - School location and link to mapping program
  - Frequently Asked Question section on:
    - School office hours and student hours
    - Volunteer opportunities
    - Who to contact in the office
    - What to do if a child will be late or absent
    - Bus information
    - Homework expectations
    - School dress code
    - Behavior expectations/what not to bring to school
    - Enrollment requirements
- Look at creative ways to designate space on your campus for a Parent Resource Center or area in the school where parents are able to get information on helping their child learn, academic tips, DVD’s, access to a computer, or other materials that support student learning. We understand that designating space on campus for a center may be difficult. Consider designating a corner of your media center or front office space to house parent materials and a computer for family or visitor use.
- Parent surveys indicate a need to provide more information to families regarding student learning and how to provide support for learning at home. Encourage educators to outline strategies for promoting learning at home on their classroom web page, in school-home correspondences, and during parent-teacher conferences. To assist with learning at home strategies, encourage educators to discuss the individual learning style of students with parents, and send home student work for parent review and comment.
- To facilitate school transitions ensure families are provided opportunities to participate in meetings, activities, and orientations. Have your parent teacher organization work with staff and school administration to organize transition meetings for families that explain school policies and procedures, academic standards, report cards, and specific ways that families can assist with student learning.
- To direct families to needed resources, encourage teachers to have a list of important community numbers (tutoring and homework assistance, counseling services and social and financial assistance) readily available for parents.

## Participation

### Your Score

Definition	Score	Rating
Individuals and existing documents support parent input and ideas	1.89	Low
Parents and teachers meet and work together	2.08	Emerging
Schools provide parents with education and volunteering options	1.50	Low
Parents are valued as an education community resource	1.68	Low
<b>Overall Score</b>	<b>1.79</b>	<b>Low</b>

### Commendations

- Parents feel included at Leal Elementary and feel informed about opportunities through the Parent Teacher organization. Leal provides easy to find information via this bulletin board.



### Recommendations

- Provide various opportunities and different levels of engagement for parents who are at different stages of parent involvement. To ensure a variety of parents are involved in school decision-making committees, consider adopting a 1-2 year term limit on school committees/boards. Invite parent representatives from each grade level to participate and/or serve as “parent leaders” to help support and recruit other parents.
- Educators reported that the majority of parents do not attend meetings or regularly scheduled school events. However, the majority of parents responded that they attend school events, meetings, conferences, etc. To facilitate partnership and address the disconnect, encourage ALL staff to participate in afterschool and evening activities to demonstrate a sincere interest in school-family partnerships, provide opportunities for teachers and parents to interact in smaller groups, and encourage processes for direct and positive contact. Additional recommendations to encourage family attendance at meetings and events are: utilize parent event punch cards, host lunch and learns, extend personal and print invitations and hold events outside of school.
- To promote successful family and community engagement practices in your school and district, we recommend adding a family engagement professional development track to your current offerings that will include training on how to communicate with families, asset building, cultural competency and community mapping.
- Have a plan in place to monitor school/parent initiatives for the purpose of improving school and parent partnerships, including evaluations and/or surveys at parent workshops, events, and meetings.
- Several parents indicated they do not always feel the school is open to parent suggestions. Provide opportunities for frequent 2-way communication, such as morning coffees or other activities to demonstrate partnership. Ensure that when parents do provide suggestions they are informed how or when the recommendation has been addressed. Follow-up and follow-through with families are vital components to the process of acknowledgement and value to families.

- Consider forming a Family Involvement Action Team comprised of parents, staff, administrators and community members to assess, plan and implement on-going strategies for the purpose of increasing parent involvement.
- Survey families, mentors, and community members on their talents and skills and provide various opportunities for volunteering that match their interests and different levels of engagement. This “survey” can be done the traditional route, be posted on your website, or be conducted in an informal way every time a family member is on campus or when teachers call home. When possible, invite parents, mentors and community members into the classroom to share their expertise and experience (cultural or technical background) with students.
- To maximize parent participation, involve parents in recruiting others. To cultivate a positive “word of mouth campaign”, ensure to create positive relationships with every family member you connect with as they will be sure to spread the news about the wonderful opportunities available at the school.
- Ensure that parents have access to the school Parent Involvement Policy, Parent Compact and Title I information. Post this information on the school website, in the Welcome Folder and in the student handbook. It is important that this information is actively utilized to reinforce Leal’s commitment to engaging families in student learning.
- Look for creative ways to provide educational resources and education to families on school campus (i.e. language, computer, parenting classes, workshops). Establishing partnerships with community organization and institutes of higher education can assist with accomplishing this.
- To maximize parent participation ensure accommodations for family involvement such as transportation, childcare and translation are always provided. Advertise the availability of these services when promoting events to families.