

Family and Community Involvement

Component Leader: Alice Nelson

Goal 1: Focus family and community involvement in FCPS to support student achievement

	Activity	Measuring For Success		Cost/Lead	Implementation & Impact Check
		Data Source	Data Assessed		
<p>Objective 1 -- Relationship Building : District staff provide training to involve all stakeholders in the process of improving the interaction between school, home, and community. This will include: Culturally Responsive, Customer Service, and Family Involvement - Best Practice professional development</p>	<p>Culturally Responsive Teaching and Learning Professional Development for school personnel.</p> <p>FC-1A</p>	<p>Success of this activity will be measured through the examination of incremental and end-of-year data gathered through school and classroom walkthroughs using instructional "look for" observation forms and school culture audits.</p>	<p>> Increase in the number of schools requesting Module I & II of the CRTL Professional Development and follow-up sessions. > Percent participation of schools and IAKSS departments in CRTL Professional Development.</p>	<p>N/A</p> <p>Director of SBDM , Equity Accountability Officer and Cabinet Members</p>	<p>Oct., March</p>

	FC-1B	Implementation of a comprehensive, intentional and systemic approach to superior customer service in FCPS. This will include training, on-going evaluation and celebrations.	Success of this activity will be measured through the examination of pre and post surveys; the results of mystery shoppers, mystery callers and mystery visitors; on-site visits; and the number of school that volunteer to participate in the customer service initiative.	<p>> Percent of schools volunteering to participate in the Customer Service Program for the district.</p> <p>> Increase in customer satisfaction through a comparison of pre and post survey results.</p>	N/A	Equity Accountability Officer Family/Community Liaison, Customer Service Task Force Customer Service Awards Program	Oct., March	
	FC-1C	Training will be provided to School Councils, staff, and parents on strategies for engaging families in student achievement and the effective use of the objectives and performance descriptors in the Missing Piece of the Proficiency Puzzle recommendations from KDE	Evidence of the use of the family involvement best practice objectives will be measured through data collected on the number of parent/teacher conferences, phone calls, personal contact, home visits, use of multiple forms of 2 way communication between home and school, participation in SBDM councils and committees, academic information workshops for parents, community partnerships.	> Percentage participation of schools in training on, and the implementation of the objectives and performance descriptors in the Missing Piece of the Proficiency Puzzle Report	N/A	Family/Community Liaison	Sept., Feb., June	

<p>Objective 2: Communication: Two-way information in many forms flows regularly between school staff and parents about student's academic achievement and individual needs</p>	FC-2A	Schools implement systematic efforts to inform parents about academic goals, class work, grades, and homework and offers varied ways that parents can share information with teachers about their children's learning needs.	Success of this activity will be measured through data collected on the use of student assignment books, homework web sites, online grades, classroom newsletters, e-mail, and the number of phone contacts, parent conferences, and home visits.	>Number of schools (and District) that have reached the proficient level on the Missing Piece communication rubric.	N/A	Family/Community Liaison	Sept., Feb., June	
<p>Objective 3: Decision Making: District and School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement</p>	FC-3A	District and school staff offers workshops, and accessible written information to interest parents in and equip them for service on SBDM councils and committees	Success of this activity will be measured by the number of face to face workshops, and trainings offered on web site, printed information available in hard copy and on the web site, number of parents serving on SBDM committees, and % of parents voting in SBDM elections	> Number of schools (and District) that have reached the proficient level on the Missing Piece Decision Making rubric.	N/A	Family/Community Liaison	Sept., June	
<p>Objective 4: Advocacy: For each student, school staff identifies and supports a parent or another adult who can speak up for their learning needs</p>	FC-4A	District encourages and school staff ensures that every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and learning needs.	Success of this activity will be measured by the number of parent/teacher conferences; follow-up steps taken if parent cannot be reached; use of Individual Education Plans, Individual Learning Plans, gifted Student Service Plans, 504 plans.	The data will be assessed to determine number of schools (and District) that have reached the proficient level on the Missing Piece Advocacy rubric.	N/A	Family/Community Liaison	Sept., Feb., June	

<p><u>Objective 5:</u> <u>Learning Opportunities:</u> District and School staff ensures that families have multiple learning opportunities to understand how to support their children's learning</p>	<p>FC-5A</p>	<p>District and school staff, in partnership with PTA, Title I and FRYSC, offers parent workshops, meetings, and information on web sites to help parents understand academic expectations and develop skills for supporting their children's learning.</p>	<p>Success of this activity will be measured by the number of learning opportunities offered at the school and district level.</p>	<p>> Number of schools (and District) that have reached the proficient level on the Missing Piece Learning Opportunities rubric.</p>	<p>N/A</p>	<p>Family/Community Liaison</p>	<p>Sept., Feb., June</p>	
<p><u>Objective 6:</u> <u>Community Partnerships:</u> District and school staff engages and partners with community members to plan and implement activities to support student achievement</p>	<p>FC-6A</p>	<p>The Community Partnership Leadership Team (CPLT), consisting of community representatives from business, city government, community organizations, and faith based organizations will develop and monitor guidelines for defining High Performance Partnerships in every FCPS school</p>	<p>Success of this activity will be measured by the number of community partners at the district level and at each school, number meeting high performance partnership criteria, recognition through the Partners for Education program on Channel 13 and community awards.</p>	<p>The data will be assessed to determine number of schools (and District) that have reached the proficient level on the Missing Piece Community Partnerships rubric.</p>	<p>N/A</p>	<p>Family/Community Liaison</p>	<p>Sept., April</p>	