THINK BIG

THINK PTA

504: School of Excellence –
Engage More Families While Improving Your School

National PTA
everychild.onevoice®
1. **A Shared Responsibility** in which:
   - Schools/community organizations engage families in **meaningful** and **culturally respectful ways**, and
   - **Families are committed** to actively supporting their children’s learning and development.
National PTA’s Definition of Effective Family Engagement

2. **Cradle to Career:** Continuous across a child’s life, spanning from early childhood programs to college and career.

3. **Across Contexts:** Carried out wherever children learn – home, early childhood settings, school, after-school, faith settings, community settings
National Standards for Family-School Partnerships

- Welcoming All Families (Standard 1)
- Communicating Effectively (Standard 2)
- Supporting Student Success (Standard 3)
- Speaking Up for Every Child (Standard 4)
- Sharing Power (Standard 5)
- Collaborating with Community (Standard 6)
Standard 1:
Welcoming All Families

Build a Respectful and Inclusive Community That Values Each Family Perspective
Create a Welcoming Climate and Relationship—Building Approach with Families
Remove Perceived and Real Barriers to Family Participation in Student Learning & Development
Standard 2: Communicating Effectively

Two-Way Communication =
Ask, Listen, Acknowledge, Inform/Respond...
Repeat as Often as Needed
Build Mutual Understanding to Strengthen Relationship

Relevant, Frequent, Effective, Supportive =
What Families Need to Know
When Families Need to Know It
How They Like to Receive It
With an Opportunity to Respond/Inquire Further
Standard 3: Supporting Student Success

Value Families as Key Partners

Connect Families to Student Supports:
Needs, Abilities or Interests

Link Families to Learning:
Standards, Curricula, Student & School Outcomes

Empower Families to Guide & Influence:
Emotional Development, Educational Decisions and Career Pathways
## Standard 4: Speaking Up for Every Child

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Share Rights and</td>
<td>Share Rights and Responsibilities Under Federal and State Laws</td>
</tr>
<tr>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help Families to Resolve Concerns and</td>
</tr>
<tr>
<td></td>
<td>Navigate School System</td>
</tr>
<tr>
<td></td>
<td>Train Families to Advocate for Student Needs and</td>
</tr>
<tr>
<td></td>
<td>School Improvements</td>
</tr>
<tr>
<td></td>
<td>Inform About a Range of Student Services and</td>
</tr>
<tr>
<td></td>
<td>Promote Civic Engagement</td>
</tr>
</tbody>
</table>
Standard 5: Sharing Power

Value Parents/Caregivers as Key to Education Decisions and Career Pathways

Seek Input from Families in School Improvement Plans and Engage Them in Policy Decisions

Focus on Reaching Out to Unengaged Families and Address Equity Issues

Develop and Grow Parent Leaders to Support Student and School Success
Standard 6: Collaborating with Community

- Leverage Community Assets for Student Success & School Improvements
- Connect Families to Community Resources & Supports
- Turn the School into a Hub of Community Life, Social Connectedness and Family Support
Putting the PTA National Standards for Family-School Partnerships Into Action
At a National PTA School of Excellence, families feel welcomed and empowered to support student success, and PTA is a key partner for continuous school improvement.
About the 2015-2017 National PTA Schools of Excellence

Served 93,530 students

36% are Title 1 Schools

Two-thirds have greater than 30% of student population that qualify for free/reduced lunch
2015 Florida PTA
School of Excellence Recipients:
3-Year Membership Trends
N=18 PTAs

- Nearly 3/4ths of PTAs achieved membership growth during/after SOE
- Nearly half of PTAs increased membership more than 25%
- Two PTAs experienced more than 225% increase in membership

Before SOE (2013-2014) 5285
During SOE (2014-2015) 5521
After SOE (2015-2016) 5850
Program Timeline

April – October
Enroll!

September – November
Survey families and school staff and submit results through Family-School Partnership Scan

School Year
Use Roadmap to Excellence to improve Family-School Partnership

March – June
Survey families again and submit results through School of Excellence Application

August – Celebrate Excellence
2. Analyze existing family engagement measures deployed by your school/PTA.

### Welcoming All Families

<table>
<thead>
<tr>
<th>Feature</th>
<th>Unknown</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Our school and PTA translate communications into the school’s major languages.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Families feel encouraged to volunteer.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Families feel our school’s policies and programs reflect, respect, and value the diversity in our school community.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Families feel they are treated fairly regardless of age, gender, race, or cultural background.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### Communicating Effectively

<table>
<thead>
<tr>
<th>Feature</th>
<th>Unknown</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school and PTA communicate with families in multiple ways (e.g., email, phone, web site).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Our school provides interpreters for all meetings and events, when needed.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication between the school and family.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Families feel they have two-way conversations with school staff about student strengths, areas for improvement, learning styles, progress, and other concerns about the child.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Families feel schools provide information about student progress, including report cards that help them understand how they can support their children’s learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### Sharing Power

<table>
<thead>
<tr>
<th></th>
<th>Unknown</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school includes parents with equal representation on decision making and advisory committees or councils.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school establishes policies that recognize and respect families’ cultural, ethnic, religious, and socioeconomic diversity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families feel they are collaborative partners that share in the decision making for areas such as policy, curriculum, budget, school reform, safety, and personnel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families feel they have input in the development of our school improvement plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Collaborating with Community

<table>
<thead>
<tr>
<th></th>
<th>Unknown</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school and/or PTA distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our PTA has partnerships with local businesses, community organizations, and service groups to advance student learning, or assist the school or families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our PTA involves community members in school volunteer programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school collaborates with community services and adult learning opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families feel the school is a central part of their community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Total number of family surveys collected for the family-school partnership scan: **[ ]**

4. Attach an analysis of your family survey or provide a link to results. **Click Here** to open your default email client, or simply send us the attachment at excellence@pta.org with the subject line "Your School Name - Family Survey Analysis".

5. Check the goal that your PTA and school will focus on for the year, as well as one specific objective under the selected goal that best describes how you will prioritize your efforts.
   - GOAL: Improve Family Engagement In Education
   - GOAL: Ensure Health & Safety of Students
   - GOAL: Support Arts In Education

Submit | Clear Answers
Family-School Partnership Scan

- **GOAL: Improve Family Engagement in Education**
  - To support implementation of college-and career-ready standards and assessment (Common Core State Standards)
  - To increase family engagement supporting student success (literacy, math, science)
  - To increase involvement from dads and other male role models
  - To create a culture and climate that welcomes all families
  - To facilitate consistent meaningful two-way communication between families and school
  - To grow volunteer opportunities and volunteer participation among families
  - To grow family participation in school-wide decision-making
  - To prevent school dropouts

- **GOAL: Ensure Health & Safety of Students**
  - To promote healthy lifestyles at home and at school
  - To customize and implement local school wellness policies
  - To address the problem of hunger among families in the school community
  - To prevent injury at home and at school
  - To promote Internet safety
  - To prevent all forms of bullying and encourage healthy peer relationships
  - To support students’ emotional and mental well-being
  - To advocate for safer routes to school (bicycling, walking, parking, busing)
  - To ensure emergency preparedness, school and personal safety
### Use the Roadmap to Excellence

**Steps to a Stronger Family-School Partnership**

The primary objective of the National PTA School of Excellence Program is to help PTAs and schools strengthen family-school partnerships to benefit all students’ academic success and general well-being. Your progress toward this objective will be assessed through the final National PTA School of Excellence Application, submitted at the end of the school year.

National PTA offers the following customized recommendations to help your school and family-school partnership to the next level. Each recommendation is based on your answers to the Family-School Partnership Scan.

Your next step is to review these recommendations with your school leaders and School of Excellence team and determine what you can work on first. Try to make progress by focusing on the top few recommendations per National Standard for Family-School Partnerships. Your focused attention to making substantial progress in a few areas (per National Standard) will help you to achieve the National PTA School of Excellence designation.

If you have questions about these recommendations, email excellencedesk@pta.org or call us at 800-331-4PTA. Your success is our top priority. We want to help.

<table>
<thead>
<tr>
<th>Welcoming All Families</th>
<th>National PTA’s Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak.</td>
<td></td>
</tr>
<tr>
<td>You said, “Sometimes.” Good start—but there is room for improvement! Families feel more welcome when they see friendly signs in multiple languages throughout the building. Use school demographic data to determine the three languages most commonly spoken by families in your school community. Work with the school and your incoming families to update signs throughout the building in those languages. Start with the three languages families are first spoken entering the building, such as welcome signs on the front door and front office entrance.</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Our school and PTA communicate in the family’s major language. |
| You said, “None.” This is an opportunity for improvement! You want families to embrace their backgrounds engaged in all school activities. In order to achieve this, it is important to keep families informed about issues and events occurring at the school. If your school is not communicating this information in familiar languages, you may be missing a great opportunity for effective communication between school and home. Take the first step. Work with your parent liaison, school secretary or parent advisor committee to review current communication practices at your school. You must work to advocate for a more deliberate |

| 3. Families feel encouraged to volunteer. |
| You said, “Frequently.” Great job! Take it to the next level. Using the volunteer or membership forms that families complete each year, work with your membership, volunteer or hospitality committee to make personal phone calls to diverse parents to extend your reach about volunteering. Help connect parents to current opportunities that interest them. This personal touch will help broaden your volunteer base and engage even more families in serving their school community. |

| 4. Families feel our school’s policies and procedures reflect, respect, and value the diversity in our school community. |
| You said, “Almost.” Excellent—keep it up! |

| 5. Families feel they are treated fairly regardless of age, gender, race, or cultural background. |
| You said, “Sometimes.” Good start—but there is room for improvement! Two-way communication occurs when teachers and families engage together, and it is a shared responsibility. The traditional parent-teacher conference is one strategy for building effective two-way communications. Provide families with information about what to do to make parent-teacher conferences more effective. They should be prepared to discuss gender issues or promote new information about their child. Discussion should avoid blame by taking a solution-focused approach. National PTA offers additional tips for what to do before, during and after a parent-teacher conference. |

| 6. Families feel our school is writing in a place where family feel they belong. |
| You said, “Frequently.” Great job! Take it to the next level. Families and school staff should collaborate continuously to support students’ learning at home and at school. Teachers and parents can discuss students’ individual learning styles, family cultural preferences, strengths, and academic and personal needs regularly, and develop personalized goals to support academic success. Consider implementing one of the following strategies: |
| • At many schools, parents, students and teachers work together to establish personal education plans (PEPs) to support students’ education or career goals. |
| • At third schools, every family has a home-school contract. These contracts should be discussed at parent-teacher conferences and can be individualized if a student is not meeting goals. |
Program Timeline

**April – October**
Enroll!

**September – November**
Survey families and school staff and submit results through Family-School Partnership Scan

**School Year**
Use Roadmap to Excellence to improve Family-School Partnership

**March – June**
Survey families again and submit results through School of Excellence Application

**August**
Celebrate Excellence
“Just this year alone, we have the most PTA members ever at just under 1,000 and 100% faculty. We tripled our volunteer base from 97 to 343.”
- Chesapeake, VA

“We began PTA School of Excellence in hopes of an award. What transpired has been its own award – a dedicated group of parents and teachers working together to achieve a common goal.”
- Old Bridge, NJ

“We are using our collective voice to speak up for every child to ensure that students have access to learning opportunities that will support their success.”
- Buffalo, NY
Welcoming All Families

Nearly 95% of families feel they are treated fairly regardless of age, gender, race or cultural background.

Welcome! New parent Coffee
Friday 1/22 8:45

MORNING PROCEDURES

Students must report to grade designated areas to wait with their class until picked up by their teacher.

- Kinder-1st Grade: Elementary cafeteria, seated at class table. Teachers pick up classes at 8:00 a.m.
- 2nd-4th Grades: P.E. shelter in designated class area. Teachers pick up at 8:15 a.m.
- 5th Grade: Middle school cafeteria spill out area. Teachers pick up classes at 8:20 a.m.
- 6th-8th Grades: Middle school cafeteria area until report to homeroom.

READ COMPLETE PROCEDURES IN PARENT STUDENT HANDBOOK ON SCHOOL WEBSITE:
https://keybiscayne.dadeschools.net/KB49/pdf/ParentStudentHandbook.pdf

Breakfast is served in Middle school cafeteria 7:45 a.m. - 8:15 a.m.
Students may not arrive on campus before 7:45 a.m.
Supporting Student Success

79% of families feel they understand the academic standards their child is expected to meet and how the curriculum is linked to those standards.

Playground Renovations
Speaking Up for Every Child

83% of families feel PTA promotes opportunities to empower parents to advocate for the success of their own child and other children in their school.

A Resolution by The Key Biscayne Community School PTA

The members of the Key Biscayne Community School PTA, a national School of Excellence and winner of the National PTA’s Phoebe Apperson Heart award recognizing the importance of family engagement do resolve:

1. We believe daily free-play recess is a necessary and fundamental component of our children’s education; and
2. We endorse House Bill 883/Senate Bill 1002; and
3. We endorse the Miami-Dade County Schools 2015 Recess Manual requiring recess of at least 15 minutes at least 3 times a week; and
4. We believe children should not be denied recess as punishment or to make-up academic work.

So approved this the 18th day of February, 2016 by the members of the Key Biscayne Community School PTA.
Sharing Power

Approximately **81% of families** believe their school establishes policies that recognize and respect families' cultural, ethnic, religious and socioeconomic diversity.

**Did You Know?**

DID YOU KNOW that Dade County and Florida PTA are working with local and state officials to "fix" this "testing madness"? For more information and how you can email your elected leaders to express your thoughts and concerns, email info@decpbaugh.org. Make your voice heard!

DID YOU KNOW the KBCS PTA is partnering with the Key Biscayne Community Foundation to apply for grant money as a result of our participation and support of the Key Challenge?

DID YOU KNOW that EESAC, or Educational Excellence School Advisory Council is the sole body responsible for final decision making at the school related to the implementation of the school improvement and accountability plan? The meetings are open to parents and students and will be held on March 18 at 2:30, April 18 at 3:15 and May 21 at 3:15 at the Media Center.

KBBS K-8 School Improvement Plan
Collaborating with the Community

93% of families feel the school is a central part of their community.
Celebration Time!
ENROLL TODAY!

www.PTA.org/EXCELLENCE
Thanks For Attending

Next General Session Will Resume
Tomorrow @ 10am