

# Evidence to Practice

Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

**Evidence Statements:** *When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems.*

**Source: PTA Standards** Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. **Source: PTA Standards** *When parents understand the vital role that accommodations play in the success of their child's classroom education, then they can partner with the IEP team to discuss if the implementations are working successfully.* **Source: Epstein** *When parents have access to information and understand what their child is learning, then they are prepared to encourage their child to invest in a regular education diploma.* **Source: Epstein**

**Related Indicators:** 1, 2, 7, 8, or 14

## Objective/Area of Concentration:

Improve school/family/community partnerships for improved student success

### Goal 1

By May 15<sup>th</sup> \_\_\_% of or \_\_\_ out of \_\_\_ target families will utilize learned communication strategies to improve parent-teacher relationship by reporting ongoing, positive communication with their child's teacher with 60% completion as measured per monthly reporting.

### Goal 2

By May 15<sup>th</sup> \_\_\_% of or \_\_\_ out of \_\_\_ target families will contribute during school-home-community collaboration opportunities to increase engagement with 60% completion as measured by the monthly reporting.

#### Vital Behavior

Teacher will send home monthly/qtr **progress report** regarding students IEP goals and family and student will review report together, sending notes/concerns/questions back to teacher.

#### Vital Behavior

Use teacher provided **exercises to practice at home** at least 15 min/2 times a week in an area of student's need, reporting efforts to teacher using preferred method of communication.

#### Vital Behavior

Teacher and family will discuss and plan for **regular positive communication** based on the child's progress, home/community activities, or as a way of seeking parent input by preferred method of communication.

#### Vital Behavior

Each month family and student will review **accommodations or modifications**, making notes about their discussion, sharing recommended needs/changes with teacher.

#### Vital Behavior

Family will be a member of **school-community related team** and assist in planning/implementation of student related event (C.A.F.E., fundraiser, and etc.); given opportunities as a core member (monthly) or as an extended participant (bi-monthly) to be involved.

#### Vital Behavior

Family and student will review current/available resources and supports, identifying and then working with \_\_\_ **community connections** to improve academic or post-secondary outcomes; such as mentors, tutors, work related internships, leisure/recreational connections, or others.

Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.

Monthly/Qtr Progress Report; Communication log

Homework help guide; Communication log

Communication log; Conversation guide

Conversation guide; Calendar/Communication Log

Planning sign-in; Communication log

Communication log; Transition planning guide