



Board Special Meeting

Work Session: 2020-21 Reopening Update

September 22, 2020, 3:00-4:30 p.m.

Meeting to be held remotely

By SPSTV Broadcast and [YouTube Streaming](#) (See details below)

By Teleconference: +1 206-800-4125 (Conference ID: 386 973 201#)

Agenda

Call to Order

3:00pm

Work Session: 2020-21 Reopening Update

3:00pm

- Special Education
- Family Engagement

Adjourn

4:30pm*

This meeting will be streamed and broadcast by SPSTV:

- **Online Streaming via SPSTV YouTube page:**
<https://www.youtube.com/channel/UCbWeZY-zLJlpQG-xsJ1Xy2Q?>
- **Broadcast in Seattle**
 - Comcast 26 (standard-def) 319 (hi-def)
 - Wave 26 (standard-def) 695 (hi-def)
 - Century Link 8008 (standard-def) 8508 (hi-def)

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor’s proclamation prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19. The public is being provided remote access through SPSTV (YouTube and Broadcast) and teleconference as noted above. There is a maximum capacity for the teleconference line, and a “waiting room” may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*

WORK SESSION: 2020-21 REOPENING UPDATE

Special Education Fall Updates

Sept. 22, 2020



Special Education Agenda

- Special Education Leadership & Reorganization
- Summer ESY & Summer of Learning
- Fall Planning – IEP Implementation
- Professional Development – General Education & Special Education
- Family Engagement
- Next Steps

Special Education Resources

- OSPI- Special Education Guidance for COVID:

<https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources/special-education-guidance-covid-19>

- Great Council of City Schools:

<https://www.cgcs.org/Domain/283>

- Council for Exceptional Children:

<https://exceptionalchildren.org/improving-your-practice/publications>

Special Education Leadership

Trish Campbell Executive Director

- Vision
- Budget
- Staffing
- Dept. Oversight
- OPSI Compliance
- Labor Relations
- Related Services

Tarra Mitchell Director

- Elementary
- K-8 Schools
- In Person Services
- PPE Coordination
- Principal PD
- Supervisors
- DHH community

Devin Gurley Director

- Secondary
- Transitions
- Remote Learning and supports
- Teacher PD
- Supervisors
- Private Schools

Summer of Learning & ESY



Summer of Learning:

- More than 2500 students receiving special education services participated in the Summer of Learning program.
- More than 1200 students registered for tier 2 engaged in differentiated learning through one-on-one instruction.

Extended School Year (ESY):

- 108 students with IEPs participated in ESY

Special Education Fall Plan



- Individualized Education Programs (IEPs) will be the driver for remote and in-person learning. IEP guidance training was delivered to school leaders and staff. IEPs will be reviewed within 30 school days of the start of school.
- If students are not making meaningful growths on IEP goals, IEP teams can convene to determine if additional supports or trainings are needed. IEP meetings will be conducted with families, students (if appropriate), and school staff to ensure an amended IEP and learning plans are in place to support the student.
- If in-person services are determined by the IEP team after a review of data, the IEP team will coordinate with the Special Education Department and utilized a decision-making protocol in alignment with OSPI's guidance.

What does this mean?

- All IEPs need to be current – any expired IEPs from the spring need to be completed within 30 school days
- All services documented in the current IEP are implemented again – goals, minutes, etc.
- If the IEP as currently written can be implemented, including related services, and meets the student's needs- an IEP meeting does not need to take place. Connect with the family and discuss Fall Services- and document the discussion in a PWN.
- If the IEP currently in place does not align with a student's needs during remote learning, an IEP meeting will need to occur.

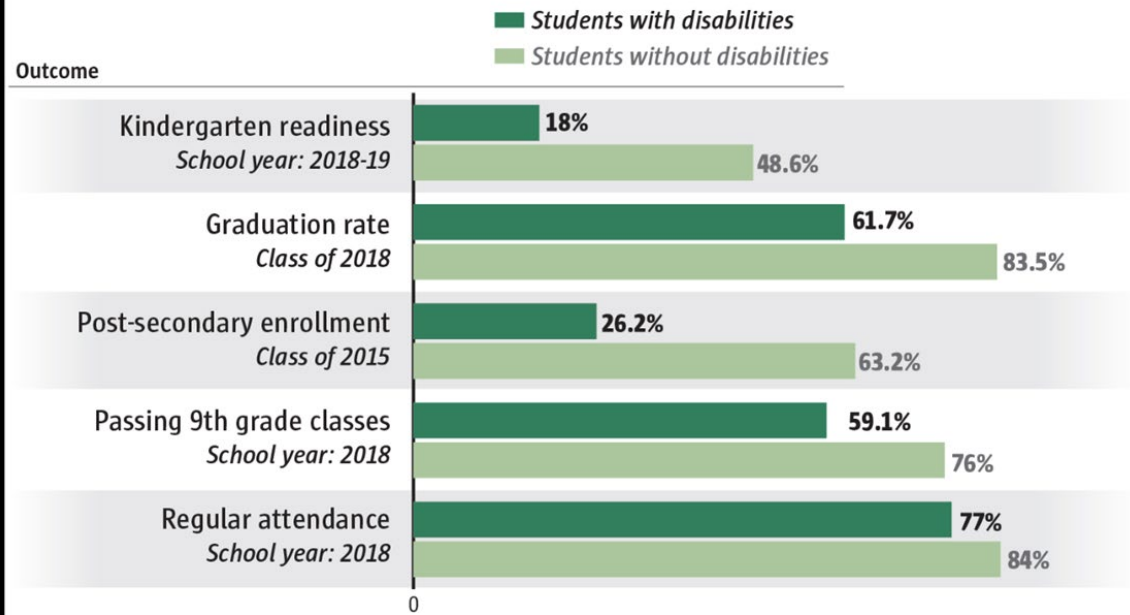


Inclusionary Practices – All Staff



What happens to Washington's special education students?

This year, lawmakers and advocates hope to improve funding and school environments for students with disabilities, who often start behind and graduate at lower rates than their peers.



bleclick.net...

ublic Instruction

MARK NOWLIN / THE SEATTLE TIMES

Schools that practice successful inclusion have a collaborative and respectful school culture where students with disabilities:

- are presumed to be competent
- develop positive social relationships with peers
- are fully participating members of the school community

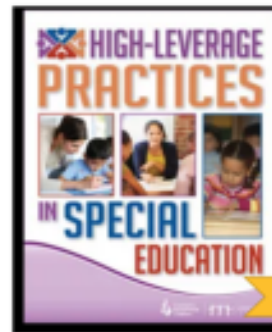
Professional Development

High Leverage Practices for Inclusive Classrooms

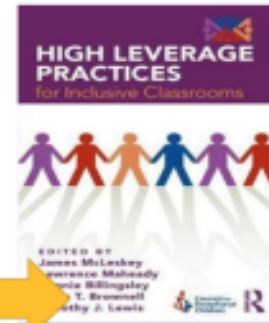
A set of professional practices for providing effective specially designed instruction (SDI)



22 High Leverage Practices
Organized around four aspects of practice:



- Collaboration
- Assessment
- Social/emotional/behavioral
- Instruction



Special Education In Person Services



Internal Work Group is coordinating school operations including:

- PPE as outlined by Public Health and Coordinated Health team including attestation and staffing/student assurances
- safety training and videos through Human Resources
- accommodations for ADA leaves and other considerations with Human Resources
- transportation and nutrition with Operations team

Family Engagement

Special Education PTSA:

- PTSA General Meetings: April 21, May 19, June 2, August 7, September 15
- PTSA Board Meetings: May 6, May 13, June 3, July 1, July 29, August 20, September 14
- Special Ed PTSA Survey: 101 families responded

BIPOC Bilingual Special Education Community Forums (171 families):

- August 22 – East African/Somali & Oromo languages
- August 24 – Native Indian & Pacific Islander
- August 26 – Latinx/Spanish language
- August 27 – Black/African-American
- August 28 – East African/Amharic & Tigrinya languages
- September 1 – Asian/Vietnamese & Chinese languages



Family Learning Shared with SPS Staff

- Families understand that this situation is stressful for everyone
- Families need teachers to communicate consistently and regularly
- Families should not have to reach out, connect with them early
- Families need understand how to best support their children with remote instruction
- Families want regular connections with **all teachers**, not just special education staff
- Teachers should share data and progress with them regularly
- Families need staff to proactively schedule small group and individual sessions, rather than expecting students with IEPs and 504s to sign up for office hours on their own
- Family understand and know how difficult it is to engage, but schools need to try



Our Learning as a Department

- Families want parent training, coaching and supports.
- Barriers for bilingual families need to be removed at every level.
- Some concerns need to be shared with other departments and we need to continue to work together cross-departmentally to support families.
- School staff need skills and support to communicate directly with our BIPOC, Bilingual and Special Education families.
- Families were vulnerable in sharing; for families of color, this time has added racial trauma to their lives, and we need to support where all of our families are.
- Families want to continue to meet and center their voice.

Next Steps

- Finalize and communicate internal work group procedures to ensure implementation of safety, PPE and operations.
- Continue professional development in ensuring staffing and supports are in place for IEP team processes and student learning.
- Develop family engagement supports and coaching systemically specifically for bilingual families.
- Coordinate with School Learning Teams for continue wrap-around MTSS guidance.



Questions:

- Board questions....



SEATTLE
PUBLIC
SCHOOLS



Thank you!



Seattle Public Schools | www.seattleschools.org

WORK SESSION: Family Engagement

September 22, 2020

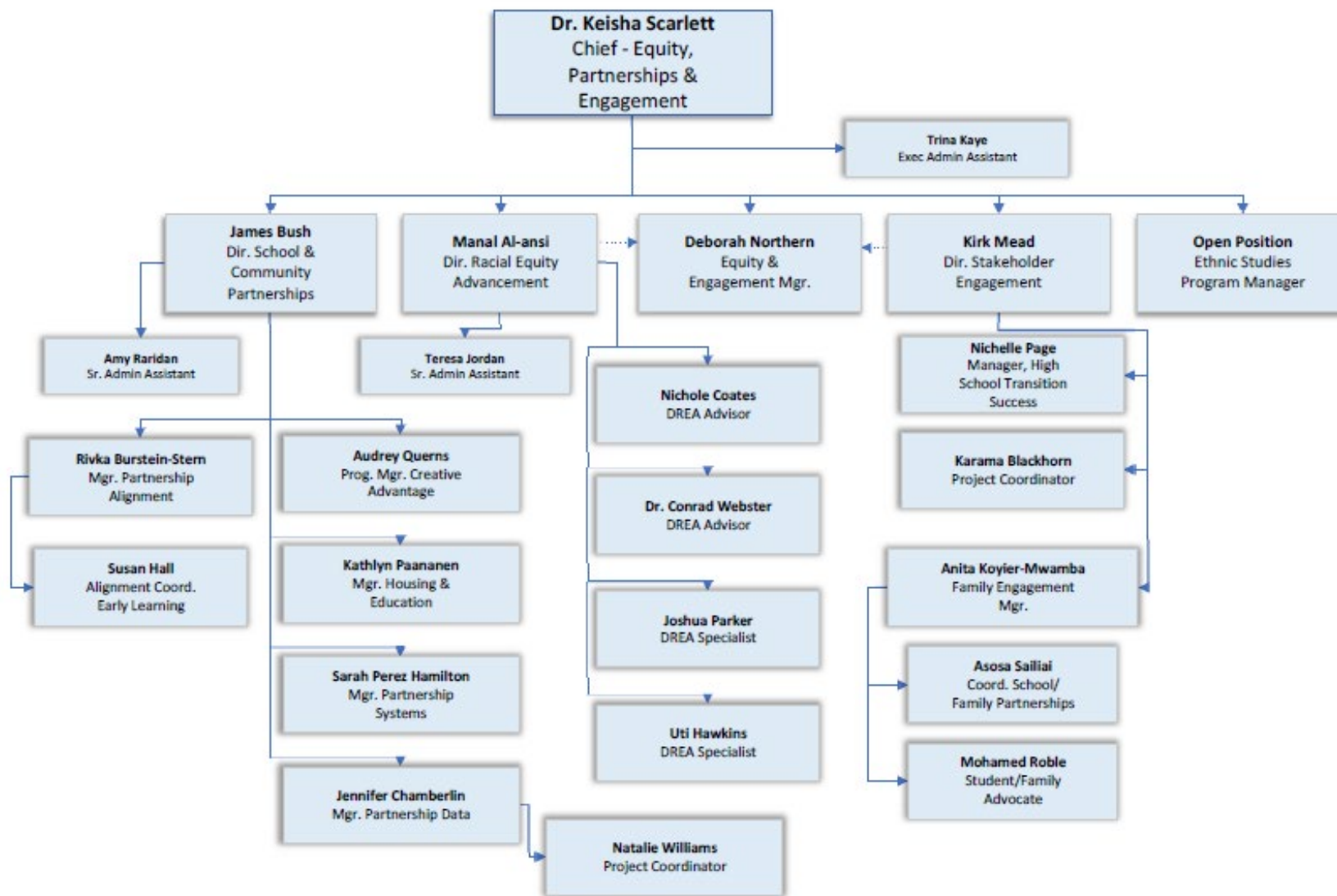




SEATTLE
PUBLIC
SCHOOLS

Equity, Partnerships, & Engagement Division

A Divisional Overview



Equity, Partnerships & Engagement Division



Key Division Human & Financial Capital Investments

- 1.0 FTE for Housing Education Manager
- 1.0 FTE for 9th Grade Transition Manager Position (strategic plan goal), 1.0 FTE for Stakeholder Engagement Manager
- 1.0 FTE for Ethnic Studies Program Manager
- \$150K to support Family Engagement plan – from \$25K to \$175K
- 3rd Grade Goal Investment in Family Engagement - \$350K



SEATTLE
PUBLIC
SCHOOLS

Stakeholder Engagement Department

What is Stakeholder Engagement?

The function of any effective stakeholder engagement process is straight-forward:

To allow organizational processes to be driven and informed by the interests, concerns and priorities of those most impacted by the decisions to be made.

The Stakeholder Engagement Department exists for a similar purpose:

To enable internal and external stakeholder sentiment to inform better, more equitable and effective institutional policy, protocols and practice.

Who are Stakeholder Engagement?

Department Staff

- Kirk Mead – *Director of Stakeholder Engagement*
- Nichelle Page – *Project Manager High Transition Success*
- Karama Blackhorn – *Community Engagement Manager*

Family Engagement Team

- Anita Koyier-Mwamba – *Family Engagement Manager*
- Asosa Sailiai – *School & Family Partnerships Coordinator*
- Mohamed Roble – *Student & Family Advocate*



SEATTLE
PUBLIC
SCHOOLS

Family Engagement

What is Family Engagement?



Framing Family Engagement as Policy Imperative...

Family Engagement “...is the collaborative interaction between educators and families in activities that promote student learning and positive child and youth development at home, in school, and in the community, including but not limited to regular, two-way and meaningful communication between parents and school personnel; outreach to our diverse families; parent education; staff professional development; volunteering; school decision making; and advocacy...”
(Superintendent Procedure 4129SP)

What is Family Engagement?



Guiding Policy 4129:

“The intent of this policy is to create and maintain a district- wide climate conducive to the meaningful engagement of families and to develop and sustain partnerships that support student learning and positive child and youth development in all schools. In order to create and maintain this climate, schools will provide a welcoming atmosphere to family members of their students. ”

What is Family Engagement?



Framing Family as Strategic Priority...

Guiding Question:

“What leadership practices are most likely to mitigate disparities for Black/African American students, other students of color and their Families Furthest from Educational Justice”



What are the four (4) core beliefs?

Essential Core Beliefs of Family Engagement

- All parents have dreams for their children and **want the best** for them
- All parents have the **capacity** to support their children's learning
- Parents and school staff are **equal partners**
- The responsibility for building partnerships between school and home **rest primarily with school staff**, especially school leaders.

What Does Family Engagement Do?

Researches, develops, disseminates and provides ongoing support for family engagement strategies, frameworks, theory, and best practices for implementation across school-based and central office teams...

- Coaching and Consulting: so far, we have worked with over 15 schools and over five (5) central office departments to support their work
- Partnering with Seattle Housing Authority (SHA) to support families at their various sites
- Partnering with schools to develop CSIP goals for family engagement.

What Does Family Engagement Do?

Researches, develops, disseminates and provides ongoing support for family engagement strategies, frameworks, theory, and best practices for implementation across school-based and central office teams...

- Tiered approach 13 liaisons to support 13 priority schools with literacy work primarily focused on African American boys. 3 schools have completed hiring process
- Academic Parent Teacher Teams (APTT) - Year 2 piloted in three schools
 - Rising Star
 - South Shore PK-8
 - Thurgood Marshall

What Has Family Engagement Done?

- 5400+ school-based instructional staff trained
- 100% of Principals and Assistant Principals trained in Family Engagement 100
- Supported the elevation of a stand-alone family engagement CSIP Goal for 2020/2021 Academic Year
- >50 hours of Central Office PD support provided
- 104 2nd Year Seattle Teacher Residency Trained
- 300 parents trained. Fall session upcoming in October.

How Does Family Engagement Do It?

***Family Engagement* maintains a portfolio of specific professional development initiatives focusing on school-sites and Central Office:**

1. Capabilities - Building skills, knowledge, tools and resources

- CSIP & Rubric, DCBF, 4 Pillars
- Planning Tools, Common Language

2. Confidence - Building self-efficacy

- opening circle-affirmation, talk-moves

How Does Family Engagement Do It?

***Family Engagement* maintains a portfolio of specific professional development initiatives focusing on site-based and Central Office:**

3. Connection - Building & Broadening social networks

Strengthening relationships with and between families and staff

4. Cognition - Mindset, beliefs & values changes

- Beliefs survey (grounded in research) baseline
- Centering on children and their families

Tools, Frameworks, Theories of Action & Change?

- Strategic Planning Guide
- Continuous School Improvement Plan Analysis Rubric
- Racial Equity Analysis Toolkit
- Family Engagement Priority Strategies Planning Template
- Dual Capacity Building Framework
- 4 Pillars of Family Engagement

Primary Family Engagement Initiatives & Programs



Academic Parent Teacher Teams (APTT)

Lead: Anita Koyier-Mwamba

- Strategy support for K-5.
- Primary focus K-3 literacy.
- 2nd year of pilot. Readiness year for upcoming Ten (10) schools.
- Primary Schools: Rising Star, Thurgood Marshall & South Shore

Family Engagement Initiatives & Programs



Family Engagement Liaisons

Lead: Anita Koyier-Mwamba

- Newly created hourly opportunity to support third (3rd) grade literacy goal.
- Assigned to 13 priority schools
- A central office-based coordinator to be hired to support all liaisons. Reports to Manager.

Primary Family Engagement Initiatives & Programs



Family Connectors University - North Seattle Community College Partnership

Lead Staffer: Asosa Sailiai

- Family Connectors University
- Partner: North Seattle College
- KPI: 300 parents trained. Fall session upcoming in October.

Primary Family Engagement Initiatives & Programs



Immigrant & Refugee Language Support

Lead: Mohamed Roble

- Immigrant/Refugee Somali Language Supports
- Supports enrollment, Special Education and other departments as needed

What's Next for Family Engagement?

- Performance Management Support
- Family Engagement Advisory Group
- CSIP Tier 1 – 3-year Family Engagement Plan
- Support Family Engagement Goals within divisional work plans
- Invest in increasing school-based resources to support site-based work
- Communication & Outreach Support



Thank you!



Seattle Public Schools | www.seattleschools.org

Superintendent Procedure 4129SP

Family Engagement

Approved by: s/Denise Juneau Date: 5/30/19

Denise Juneau, Superintendent



Introduction:

The Board recognizes that family engagement in education has a positive effect on student achievement and is an important strategy in reducing achievement gaps. The intent of this procedure is to create and maintain a district-wide climate conducive to parent and family involvement and develop and sustain partnerships that support student learning and positive child and youth development in all schools.

Definitions:

The term “family” is used to denote parents, extended family, guardians, or other persons with whom the student lives. “Parent” or “family” may also include community members or other concerned adults involved in the student’s life, pursuant to state and federal laws surrounding confidentiality.

“Family Engagement” refers to school/family partnerships. It is the collaborative interaction between educators and families in activities that promote student learning and positive child and youth development at home, in school, and in the community, including but not limited to regular, two-way and meaningful communication between parents and school personnel; outreach to our diverse families; parent education; staff professional development; volunteering; school decision making; and advocacy. Family Engagement is a shared responsibility which is continuous from Kindergarten through 12th grade and reinforces learning that takes place in all settings.

Implementation:

The Superintendent shall oversee the implementation of this procedure. Effective implementation of the Family Engagement procedure requires Board commitment, policies and practitioner tools, and active participation of parents, family and community members, school staff, and central office administration.

Planning will take the following forms:

- Each school in the district shall develop a family engagement plan aligned with their academic goals and/or school improvement plan and, if applicable, Title I services.
- Plans should be tailored to the realities of school families, be culturally responsive to the school population and delineate strategies to greater family participation in education (particularly families who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic community that is furthest from education justice)

The district’s family engagement efforts will be based upon Four Pillars and their twelve goals. They will include, but not be limited to, the following:

- A. **Welcoming Environment:** Activities to encourage a variety of parental and familial volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events. Schools and central office staff provide a welcoming environment to all. Support and assistance is valued and sought.
- B. **Two-Way Communication:** Regular and effective two-way communication between all families and schools regarding student achievement, district policies and procedures, local school operating procedures, and an individual child's progress.
- C. **Facilitating Respectful Interactions:** Promote and Support effective student readiness to learn. We learn from families and families learn from us. Information and programs for families on how to establish a home environment to support learning and appropriate behavior.
- D. **Sharing Power and Responsibility:** Information and programs for families about how they can assist their own children to learn and meet the student's short-term and long-term educational goals. Create a supportive environment for learning at home, at school and in the community that honors our diverse cultures.

In order to achieve these goals, the district and school staff will comply with the roles and responsibilities that are outlined below.

District Administrators and Staff will:

Work with Principals to build their capacity to support their staff to have stronger, healthier relationships with families.

- Provide professional development for central office teams and school-based staff to strengthen family engagement practices.
- Work in partnership with Community Based Organizations (CBO's) that are building parent/guardian capacity to engage with schools to advocate for students.
- Develop sustainable systems for district/school staff and families to develop effective partnerships and positive problem resolution.
- Provide trainings for families to make district expectations and standards more transparent and to support staff capacity to engage with students and families as key partners in the student's education.

School Staff will:

- Engage with everyone who enters and exits the building with kindness, respect and integrity; ensure quality of facilities and learning tools are equitable and accessible; use materials that are inspiring and culturally relevant.
- Establish cultural and communication norms and preferences with all stakeholders to establish an inclusive and culturally represented learning environment.
- Be as flexible as possible when scheduling appointments and school events with families; engage with students as partners in their education; engage with families as partners and resources in co-creating their student's education.
- Communicate with families across multiple media and methods and respond timely to any family needs pertaining to student learning.

Accountability:

The Superintendent shall convene annually a stakeholder group comprised of staff and existing equity-focused committee members (i.e. Equity and Race Advisory Committee, Superintendent's Student Advisory Committee, African American Male Advisory Committee, etc.). This stakeholder group will review the School-Family Partnership Plan and make recommendations for amending the Plan.

Schools shall report progress toward meeting equity-focused family engagement goals through their yearly CSIP review.

Approved: September 2011

Revised: May 2019

Cross Reference: Policy No. 4129



CSIP Analysis

Family Engagement Plans

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Anita Koyier-Mwamba
Family Partnerships Manager, Stakeholder Engagement
aakoyiermwam@seattleschools.org

Document provides a brief statement on the Family Engagement Plan for each school.

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Adams Elementary	Our school will increase parent/family engagement. Adams is very proud of and grateful for its parent, staff and community involvement. Our active PTA provides a multitude of enriching activities and daily support. The PTA works to enhance educational experiences for Adams children, strengthen their love of learning and add to the sense of belonging among the families and staff at Adams. Communication with Adams families takes many forms: a weekly newsletter, an active Facebook page, periodic email "broadcasts," and a network of grade level parent representatives who facilitate the dissemination of school and PTA-related information. Adams parents are represented on our Building Leadership and Race and Equity teams.	SMART Goal: Ongoing communication with families of students who have attendance concerns to support improved attendance as necessary. It also mentioned that this year our focus concerns communication between the school and families as well as building climate.	Initiating	Initiating/Emerging	Emerging/Established	Emerging	Initiating	Initiating	
Aki Kurose Middle School	Our school will increase parent/family engagement. Aki Kurose provides families with multiple opportunities for parents to play an active role in their student's education. Aki Kurose has a strong and supportive Parent Teacher Association. Parents make a huge difference in the education of their children. At Aki Kurose Academy, parents can have a positive and very direct effect on the entire educational environment. Aki parents are committed and involved. They work hand-in-hand with administrators, teachers, and student leaders to create programs, support curriculum, and provide unique educational opportunities for all of our students. PTSA also works to build community and develop partnerships between our students' families and the school. Parent survey data is used alongside student and staff survey data to impact professional development and school systems to maximize and adjust for community engagement and student learning.	We offer home visits to all incoming families in August.	Initiating/Emerging	Initiating/Emerging	Initiating/Emerging	Initiating	Emerging	Initiating	
Alki Elementary	Our school will increase parent/family engagement. At Alki, we involve and engage our families through our school website, monthly comprehensive newsletter in partnership with our Alki PTA (Parent Teacher Association), frequent school messenger updates, and classroom teachers engage their families through classroom websites and/or written newsletters. We at Alki value, encourage, and support volunteering and family engagement in school events and daily activities. Families are encouraged to join their student in their classrooms or to spend lunch or recess together. In addition to parent-teacher conferences, we host several school events in collaboration with our Alki PTA (Parent Teacher Association) to engage our school community. We at Alki believe that communication should be ongoing and a two-way conversation. We support these conversations by hosting monthly principal coffee talks, parent-teacher conferences, and school family events such as Curriculum Night. Most importantly, we actively listen to our students and families at Alki. We respond immediately and not only do we listen, we take action. We demonstrate through our actions that their voices are heard and that it matters. Our Alki staff work in partnership with our Alki PTA (Parent Teacher Association) and we are working collaboratively to increase family engagement. Our Spring 2016 Parent Survey had 20% of Alki families respond and the data indicated that only 48% of families feel the school has overcome cultural barriers between staff and families and 73% of feel that the school partners with families to improve the learning environment at school. In response to these survey results, we have applied for the National PTA School of Excellence and will be implementing a road map plan (given to us in December) with strategies and suggestions for improving our engagement throughout the 2016-2017 school year. Our PTA (Parent Teacher Association) has also changed their membership policy to include all families of Alki as honorary members of our PTA. Our school's current homework policy is that homework given to students must be relevant and support the learning happening in the classroom. Grade level teams are to determine a common homework policy and communicate that policy clearly with their families. We are in the process of reexamining our homework practices and are gathering input as we develop a coherent system in the 2017-2018 school year.	Vision: We cultivate citizenship, responsibility, and collaboration among students, staff, families and community members in order to provide a successful school experience for each child.	Emerging	Emerging	Emerging	Emerging/Established	Emerging/Established	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Arbor Heights	<p>Our school will increase parent/family engagement. Strategies to involve parents, families, and the community in the School Continuous Improvement Process and Family Engagement: Parent volunteers 75% of families have completed the volunteer application process to serve as volunteers in the classroom, on field trips and in our learning spaces Parent/family participation in the School Messenger sent weekly Hot Sheet includes near 100% participation Principal newsletter sent once a month with a focus on student achievement and activities based on our mission, mission and yearly goals. F.E.A.T team Free family activities such as fall barbecue, fall family dance, Holiday Bazaar, School assemblies, Multi- Cultural Night, Science Culminating Project Night, Art Walk and family instructional night (R.U.L.E.R. Cyber-safety, literacy and math night) Principal Coffee hours held every other month Arbor Heights social-worker and counselor provides family support for social emotional needs. Family support during the holiday, Backpack program [food for students in need provided weekly] and connections with our Mental Health provider, NAVOS in our school. Interpreters are used during IEP meetings, evaluation feedback meetings, parent-teacher conferences and during parent education meetings provided by the Parent Teacher Association/P.T.A. Homework Policy: Arbor Heights believes that homework should be an integral part of the total instructional program. Homework extends learning opportunities beyond the confines of the school day. We recognize that homework contributes toward building responsibility, selfdiscipline and life-long learning habits, and that time spent on homework directly influences the student's ability to meet the State and District's academic standards. Homework needs to be grade and level appropriate to benefit the student. Reading outside the classroom should be a balance between self-selected readings and teacher assigned texts (grades 3-5). Homework recommendations vary by grade level.</p>	<p>It mentioned: This year our focus concerns communication between the school and families as well as building climate.</p>	Initiating	Emerging	Emerging	Initiating	Emerging	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
B.F. Day	<p>Our school will increase parent/family engagement. At each grade level, teachers communicate with parents around learning targets, activities to do at home, and questions parents can ask their children to reinforce learning at home. • We are working in collaboration with the PTSA to foster more productive relationships with ELL families and families of color. There are targeted outreach efforts to better communicate with families and to learn of their needs and ways to be more inclusive. • We create monthly evening programs for families that are engaging by including meaningful student work, and sometimes food. Curriculum Night: One for K-3 and one for Grades 4 - 5 in our Mini Middle School Model (MMSM) to increase parent involvement and make sure there is little overlap with families that have children in multiple grades. o Bring Your Parent to School Night o Science Fair o Math Night (hands on, game focused activities) Literacy Night (Book Fair, students share writing) o Art Fest/School Anniversaries o Village (Former students, families and community members are encouraged to join.) o Performance Showcase (Drama and Instrumental Band) • Teachers send home consistent classroom newsletters with learning targets and current learning activities via email and paper with opportunities for a response back. • Mini Middle School Model students (MMSM) classes use planners with a parent/teacher communication section. • K-3 use go-home folders with an opportunity for information fliers and notes to be passed between class and home. • Staff and Principal review the results of the parent survey by analyzing the following: o What surprised us? How are we going to respond in a meaningful way? o What do we need to modify in our school based off of the results of the survey? o How many surveys were turned in and from what cultures and ethnic backgrounds? We will make sure all families have access to the survey by putting it out in multiple languages, putting it out through paper and email. o How do we need to prioritize the feedback? • Our Principal will engage in Principal Chat nights • Make intentional efforts to directly communicate with families around any special events, happenings, or issues at school. • Make intentional efforts to directly communicate with families around any special events, happenings, or issues at school. This happens through weekly emailed newsletters, with parents having an option for paper copies. ELL staff currently translate key information and communicate directly with their families. • Communicate the Homework Policy in the Student/Family Handbook: B. F. DAY HOMEWORK POLICY In lieu of formal homework, teachers ask that K-3 students read 20-30 minutes each evening, as well as spend time with their families, play, and engage in learning in self-directed ways. Teachers may offer optional enrichment projects. • In 4th and 5th grades, teachers ask students to: • Read for 30 minutes per night, sometimes with written reflection. • Complete a math packet per week. Students receive math packets on Monday and return them on Friday. Math packets are a review of work learned the previous week. • Self-assess their expository writing in science and share their expository writing with a trusted adult at home on a weekly basis.</p>		Established	Established	Emerging	Initiating	Established	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Bagley	Our school will increase parent/family engagement. Events include: - Kindergarten Jump Start (August 21-25) - New Family Open House (August 31st) - WA Kids Family Connection Visits (September 6-8) - Welcome Night- Meet the teacher (September) - Curriculum Night (Parent Education on Contemporary, Montessori, Special Education Curriculum (October) - Special Ed. Family Night (10/) - RULER (Social/Emotional curriculum) family nights (4) - Literacy night (November) - Parent Conferences - Math night (February) - Art Walk (May) - Vocal and Instrumental Music concerts (spring) - principal coffees (monthly) - Other PTA events – Apple Social, Harvest Hootenanny, Movie Night, Bike Rodeo, etc. Other forms of communication: - monthly Principal newsletters in The Bagley Buzz (weekly PTA newsletter) - School Website/PTA website - Messenger for time sensitive/high priority information Based on Spring Parent Survey data, one area of need identified includes: • Cultural barriers between staff and families have been overcome (___% responded favorably) As we refine our committees for 17-18, we will be looking at starting a Committee focused on Culturally Responsive Teaching and Building Community for all of our students Homework policy: 10-20 minutes of daily reading; 10-20 minutes of daily math practice (may include additional practice in paper form or through computer program – i.e. TenMarks, Reflex, etc.)- time may vary depending on grade level.	It mentioned: This year our focus concerns communication between the school and families as well as building climate.	Initiating	Emerging	Initiating	Initiating/Em- erging	Emerging	Initiating	
Ballard High School	Our school will increase parent/family engagement. Key results from the parent survey found that: • Area of strength: 77% (up 11% from the previous year) of parents feel this school is preparing my child well for the future. The correlates with our CSIP goals 1 and 2. • Area of strength: 81% (up 8% from the previous year) feel there is at least one adult at Ballard they can talk to if they have a concern. This relates to CSIP goal #4 • Area of improvement: 64% (down 3% from the previous year) of parents feel the school does a good job sharing information about my child’s academic progress. This relates to CSIP goals 1, 2 and 3. • Area of improvement: 63% of parents feel Ballard has a welcoming and culturally-responsive school climate. This is 4% below the Northwest Region and Seattle Public School as a whole. This relates to CSIP goal #4. Homework policy: Ballard High School’s Homework Policy is that teachers are encouraged to consider the educational value of assigning homework and the potential consequences of it before deciding on the amount of homework assigned. Teachers are able to make the final decision as to the amount and nature of homework that is assigned	Vision: All students and families will join with Ballard High School to engage as partners in supporting and strengthening the school and greater community. It mentioned: This year our focus concerns communication between the school and families as well as building climate.	Initiating	Initiating	Initiating	Emerging	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Beacon Hill International Elementary	<p>Our school will increase parent/family engagement. Beacon Hill International School supports family involvement to increase student achievement, including: 1. Family participation in Latino Academy where families work alongside students in math and reading. 2. Providing interpretation for all families daily. 3. Providing opportunities throughout the school year for families to be involved: volunteering, resources/consulting, utilizing the school library, classroom events. 4. Family participation in after-school homework club where families work alongside students and teachers in math and reading. 5. Family workshops with community professionals in English, Spanish, and Mandarin. 6. All families will receive a student handbook that outlines the homework policy for each grade, schoolwide expectations (PBIS), and opportunities to be involved throughout the school year. Component 6: Increase parent/family engagement Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area: Principle 7: Family and community engagement Title Component 6 Strategies to increase parent/family engagement Indicator: P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students 2017-18: SMART Goal: During the 2017-18 school year, Beacon Hill staff will engage parents and community members through development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, Beacon Hill's parent and community members will become active and engaged participants in the education of their child, which will result in a student achievement increase of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring). Tasks: • In the fall of 2017, the BLT will review and create a school-wide plan for homework policies. • The Administrative Team will locate, create and/or revise the following documents: Mission Statement and Homework Guidelines. Indicator: P7-IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home) 2017-18: SMART Goal: During the 2017-18 school year, Beacon Hill staff will engage parents and community members through the development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, Beacon Hill's parent and community members will become active and engaged participants in the education of their child, which will result in a student achievement increase of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring). Tasks: • The Administrative Team will ensure parent/guardian signatures are acquired on the Student/Teacher/School Compact during parent conferences. Indicator: P7-IVA13: The LEA/School has engaged parents and community in the transformation process 2017-18: SMART Goal: During the 2017-18 school year, Beacon Hill staff will engage parents and community members through development of the FEAT committee and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, Beacon Hill's parent and community members will become active and engaged participants in the education of their child, which will result in a student achievement increase of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing Spring to Spring). Tasks: The administrative team will create/reestablish the school's FEAT to ensure parent communications are ongoing. • The Levy Coordinator will meet with the Extended Learning Program Staff monthly to review extended learning programs and evaluate progress for identified Tier 1, 2, and 3 students. • The Latino Academy will provide weekly services and supports for Grades K-1 identified students. The group will focus on reading strategies to support students throughout the school year. • BHI Parent-Teacher Association and CBOs will meet quarterly to ensure</p>	<p>Whole school goal: During the 2017-18 school year, strong leadership, through the actions of the Administrative Team, Building Leadership Team, Family Engagement Action Team, Safety Team and the Professional Learning Community Teams (PLC's), will result in an increase in student achievement scores of 10% or more as measured in Kindergarten by the WA Kids assessment (Comparing Fall - Spring), grades 1-3 on the MAP reading and math assessments (Comparing Spring-Spring) and grades 3-5 on the Smarter Balanced Assessment(Comparing</p>							

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Blaine K-8 School	We continue to work collaboratively with the PTA to bring families into the school. Parents and family members will continue to be invited to events like literacy night, science night, and cultural night. PTA will be hosting a multiple PTA meeting with topics of high interest to families. Introduction of cultural night, broaden the support for students and families especially our newer to Blaine ELL families. We participate in parent/teacher conferences K-8.	Much of the parent/family engagement appears to be managed by parent volunteers and PTSA representatives	Initiating	Emerging	Initiating	Initiating	Initiating	Initiating	
Bridges/Original Van Asselt	Case managers and job coaches will work with adult students to maintain open communication with families. Adult students are encouraged to include families in their educational planning and decision making. Quarterly progress reports are sent home with the goal of students lead their annual IEP meetings regarding their own transition plans. Our goal is to increase the number of students leading their annual transition planning meeting. Family engagement and information nights will occur twice a year. Adult students will invite families to learn more about the opportunities within the Bridges school program, DVR (Department of Vocational Rehabilitation), DDS (Department of Developmental Services), and School to Work Programs.	Alternative school for SpEd 18-21 year olds, so this rubric is not really applicable.	Initiating	Established	Initiating	Initiating	Initiating	Established	This school is specifically designed for the population it serves, which means a very different idea of family engagement.
Broadview Thomson	Our school will increase parent/family engagement. We have a strong and supportive PTA who have raised funds to complete our phase 1 playground remodel and they continue to coordinate successful annual school auctions which help provide opportunities to all students and their families. We have an elementary and middle school parent representative on our BLT and volunteer coordinator who helps reach out to our families for on-going classroom help, special events, field trips and all other volunteer opportunities. Family Engagement Events and Actions: · Open house & Popsicles on the playground · Curriculum Nights · Translation services for parent/community meetings · “We are the World” Multi-cultural night · Art Walk · Math game night · Family movie nights · Home visits (as needed) · Evening conferences (as needed) · Monthly joint newsletter with our PTA · Family breakfast events · Email communication and automated informational calls. Our BLT will further develop our homework policy during the 2017-2018 school year.	Much of the parent/family engagement appears to be managed by parent volunteers and PTSA representatives. Additionally the SMART goal specifically targets school climate for students and does not mention involving families	Initiating	Emerging	Emerging	Initiating	Emerging	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Bryant Elementary	<p>The Bryant BLT has a focus on school culture and student well-being. Included in this effort are considerations of how best to engage and communicate with our families. Bryant parents volunteer in classrooms to support student learning. Our very successful Student Hunger Service Project addresses student food insecurity in our region by directly engaging Bryant students and their families in the effort. At present, our families are providing 750 backpacks of food for students experiencing food insecurity over weekends. All grade level classes have participated and we lead the NE region with the sheer amount of backpacks stocked and distributed. Currently we support four other schools in implementing their own hunger service projects. Our PTSA contributes financially to support staff, including tutors, reading specialist, volunteer coordinator, playground monitors, technology instructional support, and field trips, The PTSA also generously funds supplies and equipment for our building and pays for substitute teachers so our teachers can conduct assessments.</p> <p>Through the PTSA, parents lead and participate in a number of committees and clubs that support our school in many ways. These include our garden club, families in-need support, Bike to Bryant and after school enrichment classes. Our PTSA will also sponsor a number of informative evening speakers next year to enhance learning that students experience at school and inform our parent community around issues affecting children, including race and equity. We strive to communicate with our families. We publish information through our website, PTSA directed, Bryant Weekly and numerous flyers and whole community emails conveying important information. At the beginning of the year, we publish a parent handbook to inform families of protocols, rules and procedures building wide. For example, below is the Bryant Homework Policy given to all families at the start of the year: Bryant Elementary Homework (HW) Policy: Homework is an individual teacher’s decision to assign or not. If homework is assigned it is intended to provide skill review and practice, or extension of previously taught material, and an opportunity to practice study skills. HW can be: Assignments from different content areas, used as communication from classroom to home, assisted and/or checked by parents and/or, may/may not be graded by teachers. Expectation for grades K-2 is to work up to no more than 20 minutes per assigned night. Expectation for grades 3-5 is to work up to no more than 30 minutes per assigned night. Additionally, Seattle Public Schools suggests a minimum of 20 minutes of reading per night.</p> <p>Any questions or concerns? Please contact the teacher</p>	<p>Much of the parent/family engagement appears to be managed by parent volunteers and PTSA representatives. Additionally the SMART goal specifically targets school climate for students and does not mention involving families</p>	Initiating	Initiating	Emerging	Initiating	Emerging/Established	Initiating/Emerging	They make a huge effort to distribute food to families in need at their school and four others

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Cascade Parent Partnership	<p>From Fall 2016 to Spring 2017, the BLT and the data team through monthly meetings will guide a school wide plan focused on intentional use of the trauma-informed approach to learning, use of prioritized learning standards and scope and sequence, and use of assessment to differentiate instruction, resulting in a 5% increase in student proficiency in reading and math on the STAR assessments, classroom based assessments and end of year SBAC assessments. In grades 3-8, 28 of 40 participants will demonstrate proficiency in SBAC English Language Arts and 28 of 40 participants will demonstrate proficiency in SBAC Mathematics. Tasks:</p> <ul style="list-style-type: none"> • Create new Building Leadership Team with half of team membership consisting of parents or other community members associated with Cascade. • Facilitate and support the creation of a Parent, Teacher, Student Organization (PTSO) • Each student must have a written student learning plan, which documents the on and off site learning. Monthly student progress must be approved by a highly qualified teacher (HQT). • Engage parents in multiple roles, including committee membership, tutoring, fundraising, and finding and maintaining community relationships. Parents are required to volunteer a nominal amount of service hours per semester. • Create an Equity team consisting of parents, staff and students, as appropriate. • Professional development on social emotional learning, early reading instruction and Schoology will enable families to feel more successful in working with and understanding more clearly the work completed in on-site learning. • Creation of a parent resource center with reproducible grade level standards, checklists, free instructional materials and curriculum to use/borrow. • On-going communication through weekly school bulletins, class newsletters and emails, twice a month "Coffee and Conversations" with the principal, teacher office hours, Cascade Community Chest- PTSO discussion, Spring Family Survey and community event flyers. • Implement "Cascade Connects" program with the larger Cascade community, providing mentoring for families seeking this level of support. • During monthly Speakers' Bureau sessions, outside agencies and personal speakers will provide learning opportunities on community-directed topics to staff and families, including working with students with autism, college and career readiness, etc. 	<p>CPP is an alternative school that required close parental involvement, including while the student is at school and in classes. So, while there is no listed family engagement specialist, the school works very closely with families</p>	Established	Established	Established	Established	Established	Emerging/Established	
Cascadia	<ul style="list-style-type: none"> • Newsletters • Parent Talks through PTA with childcare provided • Very involved and supportive PTA • Bulletin Board in front foyer provides information to parents • Evening events for families: RULER night, math night, art night, PE night, native cultures night, civics night, science and engineering night, expert fairs, Heritage lunch, colonial marketplace, cultural celebrations, talent show, book fair • Reflections program • Shakespeare performances • Field day • Designing projects for at-home learning experiences • Surveying families about accessibility • Phone conferences, frequent email communications, office hours • Grade level teams will work together to develop homework policies and expectations and will communicate this to families at the beginning of the school year 	<p>SMART goal specifically targets school climate for students and does not mention involving families</p>	Initiating	Emerging/established	Initiating/Emerging	Initiating	Initiating/emerging	Initiating	No ELL students, per report

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Cedar Park Elementary	<p>Cedar Park wants parents to be closely connected with their child’s learning and supporting Cedar Park’s school-wide academic, social, and community goals. Cedar Park’s Parent Teacher Association (PTA) will be focused on promoting student equity and academic success by providing collaborative and volunteer supports. At the center of this working is establishing and building strong relationships between school staff and families. Classroom strategies Cedar Park will employ include: • Bi-Weekly Classroom Learning Newsletters that share about the current learning in core contents, the specific skills/standards students are working towards mastery of and ways to engage this learning at home • Ongoing, open, and direct two-way communication between classroom teachers and parents to address questions and concerns • Positive student communications home (including notes, emails, and phone calls) • Sending students work, assessments, and projects home with feedback • Intentional opportunities for parent volunteering to support classroom academics, learning outside the classroom on fieldtrips and expeditions, and supporting strong classroom communities School-Wide strategies Cedar Park will employ include: • Regular school newsletter including school and District updates, information about the current instructional program, calendars with key date, and information about school and community events (this will be emailed and hard copy depending on family need) • Monthly Principal Chats (offered in a morning and evening session to accommodate all families) at various community locations to share information about our instructional program, upcoming events, and answering questions/initiate feedback from the Cedar Park families. • Cedar Park web site and Twitter account using digital platforms to keep parents and families informed on school news, events, and learning in real time and easy access • PTA communications (including emails and hard copies) about school events and initiatives • Intentional opportunities for parent volunteering to support school-wide academics, arts (through an Art Docent programs), and developing/supporting school-wide events. School-Wide Events: Cedar Park will also host a Curriculum Night, fall Parent-Teacher Conferences, Expeditionary Learning Project Events, and a Literacy Night (Get Cozy & Read event). We will also work to create opportunities for parents and families to share about their cultural, family, and career backgrounds with other students and families. School-Wide Homework Policy: Cedar Park staff has used our decision-making processes, along with gathering input from parents and stakeholders, to establish a school-wide Homework Policy in compliance with Superintendent and School Board policies. This policy articulates the school’s philosophy around home-school learning and provides specific guidelines and expectations at each grade level. (See Appendix 2: Cedar Park Homework Policy 2017-18) Parent Participation: Cedar Park parents will have a direct feedback loop at PTA meetings with their BLT Representative (a PTA Board member) as well as attend meetings (which are open and will be included on the website and calendars). Parents can also join our PBIS/RULER Team (focused on school climate and social-emotional learning) and/or our Equity & Diversity Team (focused on establishing an equitable and culturally competent school community of staff, parents, and students and closing the achievement gap).</p>	<p>2017-18 is the first year of Cedar Park Elementary - only 55 students are currently enrolled. SMART goal specifically targets school climate for students and does not mention involving families</p>	Established	Established	Established	Established	Established	Emerging	
The Center School High School	<p>CSCA stays involved by disseminating a weekly newsletter “Dragon Fire” to the community which includes a weekly Principal’s corner of TCS activities and events. TCS also received a grant to conduct 2 meetings during the 2017-2018 school year to work on 9th grade attendance and retention. Our goal is to incorporate the HS Beyond Planning into the 2017-2018 school year in outlining student interests, requirements and goals connected toward high school graduation.</p>	<p>School climate goal, while addressing racial disparities, does not make specific reference to school climate or family engagement. They reference community partnerships, but do not list any besides Seattle Rep</p>	Initiating	Initiating	initiating	Initiating	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Chief Sealth International High School	<p>CSIHS invites parents, students and community members to get involved in the school through participation in the Parent Teacher Student Association (PTSA) which meets quarterly, and the Principal's Advisory Committee (PAC) which meets each semester. A parent representative sits on the Building Leadership Team. These groups address concerns and issues involving the school performance, school climate, instruction and learning. CSIHS has a Family Engagement Action Team which meets periodically to address ways to increase parent involvement. In order to increase parent and community involvement and awareness, CSIHS tries to share information about the school on a regular basis. The principal makes a Robocall to all homes on a weekly basis, informing parents/guardians about upcoming events and important information. CSIHS also publishes a monthly newsletter which contains articles from staff about student or class projects, activities and events. These newsletters are made available to the community via our website and via emails to parents/guardians. The daily student announcements are also made available on the website for parents/guardians and the community to access. Staff members also sends articles about student achievement and recognition to the widely-read West Seattle Blog for publishing. Many community members respond positively to these articles which generates numerous donations and support.</p>	<p>Each spring, we host a welcoming event for incoming 8th grade students who will be attending our school the following fall. We invite their families to come in and get information about our school. They also have the opportunity to tour the school and to meet our staff and student leaders. We also offer an orientation on the day before the start of school in the fall for all incoming 9th graders. This event is organized and conducted by current 11th and 12th grade volunteer students who mentor and provide support and guidance to the 9th graders. These students are members of the Link Crew which is a high school transition program that welcomes freshmen and makes them feel comfortable. These Link Crew members act as mentors to the 9th graders and they meet with their mentees throughout their first year. They also host multiple events for 9th graders throughout the year.</p>	Initiating	Initiating	Initiating/Em-erging	Initiating	Initiating	Initiating	
Cleveland STEM High School	<p>Our Family Engagement Action Team is working with Johns Hopkins University partners under a grant to fund transition work. This work has led to revisions in both our Bridge Night event and our Student-Led Conferences. Our FEAT team has also been designing innovative ways to connect with families outside of traditional school occasions, from events in community locations such as El Centro de la Raza and Rainier Valley Cultural Center, to bringing counseling staff out to sports events, where they can meet one-on-one with families who don't always make it to open house or curriculum night events.</p>	<p>Cleveland provides significant support to incoming 9th graders, in the form of family events particular to that grade, such as our spring Bridge Night and a fall Freshman Orientation. Additionally, we provide a summer bridge program called Project 206.</p>	Emerging	Emerging	Initiating/Em-erging	Initiating	Initiating/eme-rging	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Coe Elementary School	<p>Family Outreach Initiatives through Coe PTA (New Family Orientation, School Tours, PTA Family Education Presentations, Back-to-School Bash, Ongoing PTA Events accessible to all families) • ELL Teacher and IA Family Outreach Initiatives (Bilingual Family Connections) • Curriculum Nights (K-2 , 3-5) • Multicultural Night • Follow-up for families not in attendance at Curriculum Night • 100% Parent Teacher Conference Participation • Weekly Email Communication from classroom teachers in all grades • Weekly School Bulletin • Schoology • Parent Representation on Building Leadership Team (2 individuals) Coe is committed to a school culture that embraces regular classroom and school volunteers. We closely track volunteer hours. On average, Coe logs over 500 volunteer hours per month.</p>	<p>We are committed to promoting the accessibility to advanced learning opportunities for all students at Coe, particularly those from diverse demographic backgrounds. Our PTA generously funds additional support via two ALO positions (math & reading) in the building. These individuals (in addition to the entire Coe staff) support students and families in accessing district advanced learning opportunities through the district qualification process. ALO Goal: We will increase the number of students accessing Advanced Learning Opportunities (particularly students from diverse demographic backgrounds) and provide to support to all families through the application and evaluation process. Transitioning events for incoming kindergarteners and outgoing 5th graders: WaKids Family Connections Meetings for incoming Kindergarten Students (each family meets with the kindergarten teacher). K Readiness Presentation (by administration) at local preschools, Tours for prospective families, New Family Meet & Greet event, Back to School Bash event, Bilingual Family Connections event, Middle School Tour at McClure for 5th grade students, "Riser Meetings" for 5th grade students with IEP's transitioning to McClure (in collaboration with McClure Staff. In collaboration with McClure staff, complete appropriate math placement for students transitioning to 6th grade</p>	Emerging/Estab	Emerging	Emerging	Emerging	Emerging	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Concord International Elementary School	Our school sends home a weekly school family newsletter that provides information about our school happenings and events. - Families are invited to attend our school events as aligned to our FEAT plan. This includes fall curriculum nights (K-2 and 3-5) and weekly student assemblies. - In the late fall, we invite everyone to Parent Teacher Conferences. - We are currently recruiting parents for our BLT, Race & Equity, and FEAT teams for the 2017-18 school year.	Students and families new to our school meet with our school counselor and/or administration when they enroll to provide them with information about our school. - ELL students who are new to the country and/or school are greeted by an ELL teacher and supports is provided as needed to transition the student to school. - Our incoming Kindergarten students are invited to participate in Jumpstart in August, and attend school tours in the spring and summer. All families are invited to participate in a 1:1 conference with their teacher during the first three days of school. - Early Learning Fitness (ELF) Curriculum is implemented in Pre School – 2 nd grade to support students with movement and literacy skills. - Our school office communicates with the YMCA Pre School and Head Start program through email about our family events and invites preschool families to attend. - The 5th grade students and teachers meet with Denny	Emerging	Initiating/Emerging	Emerging	Emerging	Emerging	Initiating	
Dearborn Park International School	With 37% of our population being English Language Learners, we at Dearborn Park International School recognize the importance of involving parents and families in school activities. Every major learning goal includes activities and strategies for increasing parent involvement. We continue to foster our Family Engagement Action Team (FEAT) initiative. In addition, we are holding Parent Information Nights in our seven major language groups as well as African American Family Night. These nights are held to assist parents in helping their students achieve their academic potential and with navigating the school system for specific needs. These Parent Information Nights are conducted in the language group that the session is being held. Parent bulletins go home with students every Friday. These bulletins inform parents of upcoming events, advertise for parent volunteers, as well as serve as an avenue where the school can communicate with the families. In our First Day Packet we advertise our encouragement of parents and family members who wish to volunteer at the school. Dearborn Park International School has both a PTA (Parent Teacher Association) and a cozy and inviting family room where parents are invited to come in and get involved with school events of the day. Parents participate in our Building Leadership Team.	We host welcoming events for incoming students and invite their families to tour the school and meet our staff and students. We offer tours anytime during the school year upon request. Prior to their arrival, the principal calls the families of new students to welcome them to the Dearborn Park International School community and to answer any questions the family might have.	Established	Emerging/Established	Emerging/Established	Emerging	Emerging/Established	Emerging/Established	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Decatur Elementary	Newsletters are sent out on a weekly basis and are focused on academics and student activities and family events. • 80% of our families completed the volunteer paperwork so they can volunteer in classrooms and fieldtrips. • Family events through PTA with childcare provided • Very involved and supportive PTA • Evening events for families: RULER night, math fair, art night, PE night, native cultures night, science and engineering night, expert fairs, Heritage lunch, colonial marketplace, cultural celebrations • Reflections program • Shakespeare performances • Field day • Designing projects for at-home learning experiences • Surveying families about accessibility • Phone conferences, frequent email communications, office hours	We are a new school in 2017-18. • We host events such as a spring picnic for all families and parent information sessions, meet the teacher events, PTA directed grade-level activities. • Summer letters to incoming families to prepare students • Curriculum night • Family-teacher conferences • Coffee chats • Classroom charters • Intentional pairing of new students • Collaboration with the PTA • Room parent facilitation • Publish information on the Decatur and/or PTA website	Emerging	Emerging	Emerging	Emerging	Initiating/emerging	Initiating	
Denny International Middle School	Family involvement is critical to our success. We engage our families through our Parent Teacher Student Association (PTSA) and many family educational and cultural events, such as our community success dinners, our African American Parent Involvement Day, and the Denny Posada. Our PTSA CoPresident also serves on our BLT, as a parent representative and Spanish-speaking liaison. Twice a year we hold conferences with our families. In addition, we support our families with how to support their children with homework.		Emerging	Emerging/Established	Emerging	Initiating/emerging	Emerging	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Dunlap Elementary School	The school wide improvement plan and the parent involvement plan were advertised to parents through the newsletter and flyers. It is available for review and input at Curriculum Night. The plans are available in the office, on the parent information board in the front of the school, parent family room, and on the school website. The parent information board has pertinent information regarding the school that is readily accessible to parents. Parents were also asked to complete a survey to provide input regarding parent involvement and what words categorize Dunlap as a part of our PBIS. In 2017, parents voted on the school logo. The PSTA is established and hold meetings prior to family night events to maximize participation. Three family education nights are done each school year based on information provided from parents regarding their interests in teaching, learning and positive social development. Dunlap offers parent English as a Second Language class two days a week with childcare provided. Dunlap families are excited about school events and have good attendance. A student incentive program is used to encourage families to come to school events. There are also parent incentives (raffle with gift baskets) at each event. Events are organized between daytime and night based on family input. School events are as follows: Curriculum Night/Open House Literacy Night Math Night SBA Night Islandwood Night Multicultural Day Black History Month Poetry Slam Young Authors Day, Parent Education Nights Parent Night/Day based on Language. Parents are encouraged to advocate and to have a voice in the school. Parent volunteer information is given in the first day packet. There is assistance through the ELL department and the Family Support Worker to get informational forms completed. The principal has an open door policy and will address parents' concerns and ideas as they arise. Parents are encouraged to talk with their child's teacher when there is an issue to problem solve and to be a part of a home-school plan for success. Parent conferences, phone calls, some home visits, a monthly newsletter from the school, and newsletter from specific grade levels are used to keep parents informed. In reviewing the Parent Survey in 2017 it was noted that Parent/Family Influence and Decision Making 81% positive was up 12 points from the previous year. School Education Quality 87% positive was up 12 points and Warm and Culturally Responsive School Environment 82% positive was up 4 points. Opportunities for parent feedback and questions are welcomed and planned for during each Family Event. The Family Support Worker, Head Teacher, Principal, Office Staff and Counselor are highly responsive to family needs.	Dunlap has two developmental special education preschool classrooms. Students are transitioned to kindergarten based on their individual educational needs to ensure that they are provided the least restrictive environment. Parents have the opportunity to visit kindergarten programs based on what has been determined best to meet the needs of students. The preschool teachers also meet with the incoming kindergarten teachers and do transition observations of students at the beginning of the school year. Dunlap also has a Head Start program. The Head Start program has a "buddy" kindergarten classroom where students participate in shared reading activities. Parents in the Head Start program also have a Transition to Kindergarten meetings at the end of the school year. Both the special education developmental preschool and Head Start attend school assemblies and family events. • Prior to the start of the school year, incoming families are invited to participate in Jump Start to transition to kindergarten smoothly. Students are able to meet the teachers, start building relationships with peers, and get a sense of what it is like to be in school. • Our 5th grade students meet with the middle school counselor from our pathway towards the end of the school year. 5th grade students have the opportunity to participate in middle school tours to get acquainted with staff and meet the middle school counselors. The 5th grade teachers are also in communication with the middle school regarding the summer programming, math placement and middle school information nights	Established	Established	Established	Established	Established	Established	
Eckstein Middle School	Eckstein staff follow the shared decision-making model and use a comprehensive decision-making matrix to ensure that all stakeholders have the opportunity to provide feedback and input. This includes input from the community, students, Subject Matter Specialists, Grade Level Teams and Professional Learning Communities (PLCs), coordinated by the Building Leadership Team (BLT).	After school programs are being run by YMCA so will likely be ending this year.	Emerging/Estab	Emerging	Established	Initiating	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Emerson Elementary School	Every major student learning goal includes activities and strategies for increasing parent involvement. Focus Family parent training and exposure to math activities for families. Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks.		Initiating/Emerging	Initiating	Emerging	Initiating	Initiating	Initiating	
Fairmount Park	We will implement robocalls to notify/remind families of upcoming events. We will continue regular communication with families via the weekly school newsletter and inform and invite them to evening events and class and writing celebrations. Parents are family members will be invited to at least four writing celebrations in each individual classroom to view/hear published written work. We will increase communication home to families speaking Arabic, Somali, and Spanish by scheduling time for our bilingual assistants to make automated calls home twice a month informing parents of school events. Homework Kindergarten will not have homework, but are encouraged to read with an adult and/or independently every night. Grades 1-5 will have independent reading and minimal math homework (that wasn't finished during the school day or if the child needs extra practice to meet the standards) to reinforce skills. If your child struggles to complete the assigned math homework, please don't allow them to spend any more than 30 minutes trying to complete the work. Please communicate the difficulty to the teacher and the teacher will address this. Research indicates that extra homework has minimal if any impact on student achievement. Students need their evening time for unstructured play, dinnertime conversations with their family, and an opportunity to engage in extra-curricular activities of their choice. We don't consider nightly reading as homework. Successful people read each and every day of their lives. Please build in nightly reading time for your children. The staff would also ask that you follow your pediatrician's recommend for sleep. Most elementary students are recommended to sleep 10-11 hours each night.	Re: Social Worker: There isn't a "Social Worker" listed on their website but there is a school counselor and a school psychologist. Re: Dedicated Family Engagement Staff person or parent liaison: For new families "Room parents will be asked to reach out to new families on behalf of the entire school community."	Emerging	Emerging	Initiating	Initiating	Initiating	Initiating	
Franklin High School	I. School practices and experiences honor and reflect historical and social events from a wide range of racial, ethnic, cultural and linguistic perspectives. II. "Stop, Drop and Measure", our school-wide system of individual progress monitoring, invites families to share in the progress monitoring system every grade marking period; III. Student-led conferences are held for all 9th and 10th graders including direct family involvement; Newly established parent/Alumni advisory group helps to inform and guide initiative aimed at improving college readiness for African American/Black students and direct outreach to families for multiple events within this initiative.	Re Social Worker: there are multiple school counselors at this site. After school programs: There are YMCA after school programs which will end this year. SMART goal related to family engagement: Listed as "School Culture Goal":	Emerging	Emerging	Emerging	Initiating	Emerging	Initiating	
Garfield High School	We will develop a comprehensive community engagement plan which will explicitly address a welcoming environment for all families, effective communication to homes, effective communication from homes, family's ability to supports their students, leadership opportunities for families and community members, and volunteer opportunities for family members - Homework Policy: Every Advanced Placement class may have up to 2 hours of homework per night and there is up to an hour of homework in our General Education classes daily. - During our accreditation process parents were given the opportunity to take a survey and give feedback regarding Garfield's school climate, our performance, and student engagement. Parents completed this survey in April of 2017. Parents also were invited into the building to participate in interviews regarding their satisfaction with our programs.	Re: Social Worker: There isn't a "Social Worker" listed on their website but there is a school counselor and a school psychologist	Initiating/Emerging	Initiating/Emerging	Initiating	Initiating	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Gatewood Elementary	Our school will increase parent/family engagement. We will coordinate with the Parent Teacher Association (PTA) to hold parent education and social events. We hold evening events that teach families about PBIS and RULER. • There are also evening events that teachers participate in around content areas; Literacy, Math, Science, Art and Conservation. There are also social events: K-2 and 3-5 Celebration Nights, Field Day, Talent Share, Book Exchange and a Spring Preview event. • This year we our equity team hosted a workshop for parents: Undoing Racism and Teaching Equity to Children. • This year we are also working closely with our PTA to utilize our school website for more timely communication. Gatewood provides families with a homework policy.	Support Budget: Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students. It also stated: This year our focus concerns communication between the school and families as well as building climate.	Initiating/Emerging	Emerging	Initiating	Initiating	Initiating	Initiating	see school report
Gatzert Elementary School	Our school will increase parent/family engagement. Bailey Gatzert has an active FEAT (Family Engagement Action Team) team comprised of staff, parents/families and community partners. They meet monthly to discuss important topics/issues in the school and community. We will also hold two additional Curriculum Nights for families to attend in the winter and spring. Through our partnership with Seattle University, families are offered the opportunity to participate in a variety of classes taught by their peers and professionals on topics of technology, parenting, learning English, parent/teacher conferences. Historically, Gatzert has had a low number of parents completing the survey in the spring. The FEAT team will look at ways to increase the number of families responding to the parent survey. Homework Policy: Every student should read by themselves or with an older reader every day. Students will also be given other homework most school days. Homework is explained to students at school. Students should be able to do their homework without very much help. Please let your child's teacher know if homework is taking a long time, is too hard or frustrating for your child, or is too easy or not challenging enough for your child.	SMART goal: Through the MTSS meetings students and families are identified for support services (mental health, parenting classes, etc.).	Emerging	Emerging	Emerging	Emerging	Initiating	Initiating	school report: black students: 53%

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Genesee Hill Elementary	Our school will increase parent/family engagement. Families are involved and engaged in our school community and in their child’s education as a result of outreach and interest shared by educators and parents/guardians. Regular informative communication is conveyed by email, phone, letter and site postings. Weekly newsletters, teacher emails, cohort posts, phone calls or notes home, and before/after school conversations are some of the ways Genesee Hill educators keep families connected to their child’s school experience. Building opportunities include orientation, curriculum night, regularly scheduled parent/teacher conferences and other evolving events and activities. Our community welcomes parent volunteers/visitors throughout the day in the classroom, lunchroom, playground and on fieldtrips. School professionals strive to ensure they are available by phone, email and face to face. The Equity and Building Leadership teams have been designed to include parent members. The PTA has a healthy teacher membership and there is a genuine interest in increasing family involvement as we reflect on our growth as a school community and ways we may engage all families. Our annual parent conference survey suggests that over 95% of the 221 responding by survey felt that communication was thorough and regular last year. After a several month process led by our Instructional Leadership Team, on May 10, 2017, the Genesee Hill staff approved a policy to guide the consistency and developmental-appropriateness of homework assigned at each grade level. Homework Policy – We expect all students to read for a minimum of ten to thirty minutes (depending on grade level) outside of school at least five nights a week. This reading can be done independently, with an adult, or with another child. Sometimes, students in older grades may have assigned reading. In addition, the following guidelines will be used by teachers for assigning additional skills practice: Kindergarten through Third Grade: (5-15 minutes/nightly) Sight word fluency practice Math skills fluency practice Global Passport geography fluency practice (grades 1-3) Fourth and Fifth Grade: (30 minute maximum/nightly) Math skills practice (i.e. related to daily lesson) (15 mins) Writing, assigned reading, responding and reflecting (15 mins) Global Passport geography fluency practice Long-term projects Planner use for weekly and long-term planning We strongly recommend nightly routines of "homework," especially reading high-interest texts, and emphasizing: - That regular practice is the best way to increase one's reading skills; - That having the discipline to follow nightly routines promotes a range of character traits (grit, self-control, long-term planning, stamina); - When families can read in the same room together on a regular basis, this helps to promote reading as a habit.	There are three positions called Parent Vol. Coord - Hourly. BLT: This year our focus concerns communication between the school and families as well as building climate.	Emerging/Estab	Emerging	Emerging	Emerging	Emerging	Initiating	
Graham Hill Elementary School	Our school will increase parent/family engagement. Every major student learning goal includes activities and strategies for increasing parent involvement. - Parent volunteers reading with students and supporting teachers as often as possible. - Book Fairs - FEAT team meets throughout the year to support growth in family engagement. The FEAT team will start by making parent teacher conferences more collaborative. -We will continue the work around the Academic Parent Teacher Team model in 3rd through 5th grades. -The Equity Team has been chosen by the SPS to participate in equity professional development on 6 different Saturdays throughout the year. - Reading/Homework nights where families are supported, in all languages, with how to help their children at home. - Communicate regularly with families through family letters and robocalls and roboemails and updated - Webpage Translated in 5 major languages. - Math tutoring after school (Math All Stars)with activity bus provided. - Attendance Team- Heritage Night event in February. - Spring Sing to showcase the music program. - Read Across America. - RULER family nights throughout the year - Academic Parent & Teacher Team -LGBTQ Family Night - Somali Mom’s Night out in collaboration with Southeast Seattle Schools. -Book Up Family night.	SMART Goal: By June of 2018, according to the student climate survey in the category of classroom environment, the percentage will increase from 26% to 50% favorable. They have a lot of ELL programs, teachers, and focused goals.	Emerging/Estab	Emerging/Estab	Emerging	Emerging/Estab	Emerging	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Green Lake Elementary School	Our school will increase parent/family engagement. Research is nearly unanimous in identifying a clear benefit to students whose parents are actively involved in their education. At Green Lake, we are very lucky to have a large percentage of families who participate regularly in school activities. We are actively employing the following strategies to maintain/increase the involvement and engagement of our school community and parents in their student's education: <ul style="list-style-type: none"> • Open-Concept, Multi-Age Classrooms: Our open-concept, multi-age classrooms allow our students and families to build multi-year meaningful relationships with adults in the school and provides stability from year to year. This increases accountability and trust with children and their families. • Communication: Green Lake is engaging in a focused effort to build and maintain our website. The GLES - Weekly Bulletin goes home to all parents electronically Each Monday. Green Lake maintains and actively shares our school-wide information through the annual School Report, CSIP, and School Climate Surveys. • Parent Teacher Association (PTA): The Green Lake PTA is very active within the school and community. They maintain their own website and communicate regularly with families. The PTA actively recruits families to participate in a wide variety of events and fundraising opportunities. The following programs and events are supported through the PTA community via volunteer support and financial resources: Before/After school programs including Art Class, Chess Club, Drama Club, Language Instruction and Book Clubs, Artists in Residence, Assemblies, building beautification and landscaping, Family Fun Nights, Field trips, Holiday food and gift drives, New Family Welcome events, Science Fair, School Directory, Spring Picnic, Swimming lessons, vocal music, Teacher Recognition parties, Dragon Tutor program, Yearbook, and Young Author's Day. • Staff: Our teachers and support staff reach out regularly to families. They communicate through emails, newsletters, informal meetings, and conferences. They encourage parents to volunteer and host a variety of daytime and evening events such as Math Night, Team A potlucks, RULER, Math Olympiad, Literacy Night, Global Reading Challenge, Writing Celebrations, and participation in PTA events. 	They have a school counselor part time. They have a lot of events and clubs/activities, and an active PTA.	Emerging	Emerging	Emerging	Emerging	Emerging	Initiating	
Greenwood	Our school will increase parent/family engagement. <ul style="list-style-type: none"> · Homework will consist of school wide reading logs which involve parents in their child's independent reading on a daily and monthly basis. Reading Logs will be turned in monthly with percentages recorded by class. Each month, percentages will be tallied and individual class trophies will be awarded as incentives to the highest 2 classes from grades K/1, 2/3 and 4/5. Monthly winners will be announced over school wide announcements and assemblies. · Teachers will provide specific parents with strategies and materials to work with their children. · 100% of our parents will be meet with teachers for parent conferences · Parenting Workshops and training will be available to support parental skills and understanding early adolescent social, emotional and behavior characteristics. Training in Positive Discipline will be provided with specific parents being supported. · Parents will formally be involved in the communicating school events and activities to our parent community through monthly written communication. · Parents will be invited to participate on daily and overnight science field trips and volunteer in enrichment activities i.e. science fair, Finding Urban Nature, recycling, gardening, pacific science center. · Parents will be invited to daytime and evening events such as Family Math Nights, Reading/Writing, and Science assemblies. 	Our Student Care Coordinator along with Catholic Community Services will target and assist families that need assistance with basic living needs. "Everyone at Greenwood will treat each other with respect. All members including students, teachers, parents will give and receive respect. Students will be able to demonstrate respect in different settings with different people and our school will develop a common language regarding respecting for self and others." While they mention parents in this statement, the rest of the goal focuses only on students and teachers, not parents or families.	Emerging	Emerging	Emerging	Emerging	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Nathan Hale High School	Our school will increase parent/family engagement. Nathan Hale High School welcomes family involvement in myriad ways such as Sports, Science and Theater Boosters, Student Exhibitions, PTSO, SPREE, Bite of Hale, to name a few. Communication with families is multi-pronged through Schoology, Email, Phone, Hale Mail, and our Friday phone message. Families generally feel connected to the NHHS School community as evidenced by the results of our family surveys for 2015 and 2016. Approximately 70% of our respondents felt they had influence in the decision-making aspects of our school, while 75% felt that our climate was welcoming and culturally responsive. That said, we still have work to do in this area as only 56% believed that our school has successfully overcome cultural barriers between staff and families. This year, we've implemented the Hale Ambassadors, a family engagement program that harnesses the power of parent and student volunteers as welcoming ambassadors for all families, but primarily ELL families, to become better informed, knowledgeable, and engaged in our school to support their students, our students. The objective is to improve student achievement by increasing family engagement and relationships with their student and school which will occur through deepening each family's understanding of the mechanisms and systems of their student's education. The focal point of this outreach is the creation of a hospitality table which is staffed by trained Hale Ambassadors, a cadre of English speaking and Bilingual students to greet families and offer translation assistance with forms, tours and information. Hale Ambassadors will be recognized at each event by their Hale Ambassador t-shirts.	They have a counselor and a health clinic on campus. One of their SMART goals addresses improving students' sense of belonging, especially for students of color. Hale's Senate includes parent and student representatives from each grade. The Nathan Hale Community Organization, made up mostly of parents, is specifically for relationship building with parents/families. Hale Ambassadors is a team of students trained to help ELL parents (and others) feel welcomed and informed at events and with school procedures, including technological accounts. The school communicates often with parents in a variety of formats	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	
Hamilton International Middle School	Our school will increase parent/family engagement. We continue to value the engagement that our families have with all that we do at Hamilton, and surveys indicate we are showing improvement in all areas in how families feel invited and knowledgeable about Hamilton. Still, we are increasing the ways in which communication between the school and families occurs, increasing our use of electronic communication in the form of email updates and regular family newsletters. We are also hosting evening events including one specifically to support families from underserved or marginalized communities . HIMS Homework Policy 2017-2018 A. Philosophy It is the belief of Hamilton International Middle School that educational gains can be made by students through well defined extended learning experiences directed by teachers and supported by parents/guardians. Extended learning is defined as school related and assigned work completed beyond the regular school day. It is the intent of Hamilton International Middle School to assign relevant and meaningful homework assignments that extend and reinforce classroom-learning objectives.	Their family engagement plan has two sentences about families, followed by a detailed homework policy that only vaguely involves parents as responsible parties. They do have a large focus on transitioning families and students from 5th grade into 6th grade and other incoming students. They have many school culture goals, which are all assigned to the counseling team and focus on students.							

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Hawthorne Elementary	<p>Our school will increase parent/family engagement. Every major student learning goal includes activities and strategies for increasing parent involvement. Focus Family parent training and exposure to math activities for families. Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area:</p> <p>Principle 7: Family and community engagement Title Component 6 Strategies to increase parent/family engagement • Indicator: P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. SMART Goal: During the 2017-18 school year, Emerson Elementary staff will engage parents and community members through development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring). Tasks: • Emerson staff will collect, revise and upload the documents for Indicator P7-IVA02 by January 6, 2017. Principle 7: Family and community engagement Title Component 6 Strategies to increase parent/family engagement • Indicator: P7-IVA04: The school's Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). SMART Goal: During the 2017-18 school year, Emerson Elementary staff will engage parents and community members through development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores of 10% or more as measured by the: • WAKids Assessment for Kindergarten students (Fall - Spring) • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring). Tasks: • Emerson staff will collect, revise and upload the documents for Indicator P7-IVA02 by January 6, 2016. Principle 7: Family and community engagement Title Component 6 Strategies to increase parent/family engagement Indicator: P7-IVA013: The LEA/School has engaged parents and community in the transformation process. SMART Goal: During the 2017-18 school year, Emerson Elementary staff will engage parents and community members through development and distribution of key documents, providing opportunities to partner in the schools compact and provided opportunities to share input into the schools programs, encouraging parent and community members to become active and engaged participants in the education of their child, which will result in an increase in student achievement scores of 10% or more as measured by the: • Grades 1-5 as measured by SRI Reading (comparing Fall to Spring scores) • Grades 3-5 as measured by the Smarter Balanced Assessment in math (Comparing Spring to Spring) Tasks: • Hire a parent volunteer coordinator. • Parents will review student's planners for grades 3-5 students who have been provided a Weekly planner to communicate between home and school a weekly summary of student learning and parent information. • Parents will be notified and invited to a monthly, positive student recognition assembly.</p>	<p>Hawthorne also has an Elementary Bilingual Orientation Center (EBOC) that serves newcomer bilingual students in 1st through 5th grades. We have a strong Family Engagement program that is led by the Family Engagement Action Team and ELL staff. The goal of the program is to increase parental involvement in students' learning experience, promote academic success and foster a supportive learning environment in our school community. Our PTA, Friends of Hawthorne, is actively engaged in helping us achieve our goals through volunteering and fundraising activities to support school programs. Hawthorne staff in collaboration with the Friends of Hawthorne PTA (FOH) host an Open Gym in January for area preschool families and staff. This allows families to become familiar with the school community and supports the transition from preschool to kindergarten. We host a Back to School Barbeque for all students and families to meet our staff and tour the school. We also host a kindergarten open house for new kindergarten families. FEAT activities and school wide events for the purpose of family engagement occur throughout the course of the year. Translations and language support is provided for all</p>	Initiating/Emer	Emerging	Emerging	Emerging	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Hazel Wolf K-8	<p>Our family survey results show that some families don't feel their own culture reflected in the school. This is an issue our race and equity team will look at more closely this year. Communication with families happens through the monthly newsletter "Paw Print", the Hazel Wolf K-8 website, Facebook, Principal's Weekly Review, Schoology, and classroom newsletters. Individual teachers communicate with classroom families as needed/requested.</p> <p>Additionally, the principal and PTSA President meet on a weekly basis to stay updated on all issues and/or concerns.</p>	Not much information provided in the CSIP.							

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Highland Park	<p>Increase parent/family engagement Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area: Principle 7: Family and community engagement Indicator: P7-IVA04: The school's Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). 2017 - 2018 SMART Goal: During the 2017 - 2018 school year, through increased parent and family communication, Literacy Night, Curriculum Night, ELL Night, Multi-cultural night, Math night, School & Teacher newsletters, Attendance campaigns, movie nights, and school dances, we will directly impact student achievement, resulting in reaching the following targets in reading, math, ELL and attendance data in the identified subgroups: Math: • 50% of students in grades 1-2 will demonstrate typical growth on the MAP math assessment • 40% of students in grades 3-5 will meet standard on the SBA math assessment Reading: • 54% of students in grades 1-2 will demonstrate typical growth on the MAP reading assessment • 50% of students in grades 3-5 will meet standard on the SBA Reading assessment ELL: • 30% of students in grades 1-5 will exit ELL services by passing ELPA21 Attendance: • 78% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the first semester • 74% of students in grades K-5 will have fewer than 5 absences (excused or unexcused) during the second semester Tasks: • The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) will be annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. • 2017-18 By the third week of November each year, we will revise the Parent Compact for distribution during November Parent Conferences. • 2017-18 Highland Park will distribute a monthly school newsletter as well as update our web site, and classroom teachers will distribute weekly/monthly newsletters to provide on-going communication between school and families. • The Communities and Schools Site Coordinator will conduct weekly coffee chats for parents and community members to facilitate communication between home, school and community members. • Highland Park staff will conduct five or more Parent and Family Involvement Activities (Instruction nights, back-to-school BBQ, Curriculum Nights and ELL Family Night, etc). Every major student learning goal includes activities and strategies for increasing parent involvement. -Greeters welcome families to school events. Welcoming signage in different languages. Evening greeting by principal translated into Vietnamese and Spanish. Dinner and beverages will be provided whenever possible for evening events. -Send home-family friendly flyers about upcoming events, in home languages. -Use School Messenger to make calls about family events and important information, in home languages. -Personal calls, face to face invitations, from teachers, IA's, administrators, FSW, parent leaders with information regarding the event. - Family support worker will establish a literacy center in the FSW office so that families can utilize literacy materials before school, during meetings, and borrow them. - ELL teachers will organize a primary and intermediate literacy night targeting ELL families. Literacy strategies and resources will be taught and provided to families by ELL staff. - Recruit parents and family members to share various skills that they have to promote student literacy and to extend their learning. Parents and family members are invited to teach students about their expertise. In addition parents extend student learning by reading books in various languages and share cultural experiences. - Teachers will teach parents and students how to play various Every Day Math games. Students and parents will receive math manipulatives and directions on how to play the math games at home. Parents and Students will play various Math Board Games to increase family cohesion and Math skills. - A Highland Park Mustang Money will be used to reinforce school expectations to students. - The parents of students who receive a third referral will be required to attend a conference with an administrator to develop or review a behavior intervention plan for their child- A brochure and school newsletter will be used to communicate Highland Park's PBIS expectations. -A flyer and letters home will be used to communicate information to families regarding Highland Park's SEL inclusion program.</p>	<p>Nothing else was mentioned explicitly for families. But the Family Engagement section was very detailed, as that is one of HP's focuses. The CIS office often works closely with families.</p>	Emerging/Established	Emerging/Established	Established	Established	Established	Established	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Ingraham High School	Our school will increase parent/family engagement. At Ingraham we work to build a climate where all staff see themselves as key stakeholders. We will continue to increase and improve family engagement by fostering partnerships with our parents, Guardians and CBO's such as MESA, El Centro de la Raza, Treehouse and UTSS. Our families and the CBO's have a positive impact on student outcomes and further our building's vision, mission and goals. This collaboration allows us to create a socially, emotionally, physically safe and equitable school environment that meets the needs of the whole child, family, staff and community. □ New Family "Welcome Wagon" in the Spring – to welcome the incoming 9th graders and their families to help to ease the transition to High School. □ Carry on as an active school participant with the John's Hopkins National Network of Partnership Schools "working to improve School, Family and Community Connections". Ingraham is a third year returning partnership school. □ Welcome Back to School Barbecue in the Fall – a chance for students and parents to meet Ingraham Staff and Club Advisors in a casual social setting. □ The Main Office sends out a Daily Bulletin via email (School Messenger) to keep parents informed on student events and activities. □ Active Parent Volunteer Coordinator to draw more parents into the classroom volunteering □ Saturday School Offerings for 9th and 10th graders □ Active Parent Group with Informational Night Meetings for parents to connect with the support staff at Ingraham – Teen Health Center / The Nurse/ The 9th Grade Student Success Staff □ Monthly Parent Meetings for 9th grade parents only. □ Parents have the opportunity to participate in one or all of our many supporting booster clubs; including music, drama and sports. □ Student Led Conferences for ALL 9th Grade Students hosted by the Student Success Center with a Family Engagement Focus. This event provides dinner and open Gym time for families and gives 9th Grade students incentives to invite and participate.	SMART goal: The focus will be on family engagement and support. Families and Students will review and problem solve around the barriers to constant school attendance. School will respond with additional support to re-engage the student in collaboration with the family.	Emerging	Emerging/Established	Emerging	Emerging	Initiating	Initiating	
Interagency Academy	Our school will increase parent/family engagement. We encourage family engagement through initial connection through our unique, site-based, week long enrollment process. We engage families in circles to hear their voices and dreams for their children. We then encourage them to participate as much as possible in their child's plan. We offer formal opportunities to participate during Student Led Conferences, events, and restorative circles. Family is defined at Interagency as a supportive team for each student. Sometimes it involves family, sometimes community members like counselors, probation officers, foster care advocates, or extended family.	In the part of "How do we support the transitions of new students and families into our school? ", It stated: All of our support planning relies heavily on team input and reaching out to each student's individual support team/family.	Initiating/Emerging	Emerging	Initiating/Emerging	Initiating	Initiating	Initiating	
Jane Addams Middle School	Our school will increase parent/family engagement. Jane Addams hosts monthly meetings, both in the morning and in the evening in order to increase collaboration with families. Our monthly evening meetings are held in the community. All family meetings are designed to address the on-going needs of middle school parents. Topics include how to access The Source and Schoology, High School Choice Options, Class Selection Processes, Social Media Awareness and Drug/Alcohol Family Education. Jane Addams partners with Nathan Hale to provide support for a successful transition to high school and will implement several events throughout the year in collaboration that will intentionally focus on future Nathan Hale families. Jane Addams holds several events between January and September for transitioning 5th graders and their families. Our WEB (Where Everyone Belongs) and ASB (Associated Student Body) Student leaders facilitate student events and create an inclusive, welcoming environment. Monthly, WEB 8th grade student leaders facilitate 6th grade workshops through our advisory program. Jane Addams also has a high mobility rate. For new families throughout the year, we provide personalized tours upon enrollment, priority scheduling of students, a personalized introduction to the student's grade level counselor and placement of students into systems of support based on assessment results and other information.		Initiating	Initiating	Initiating	Initiating/emerging	Emerging	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
John Hay Elementary School	Our school will increase parent/family engagement. To enhance and improve our community and family connections, we have: - Implemented monthly Principal Coffee Chats, - Redesigned and enhanced our school website for easier access to school and community information, - Increased our strategies and efforts to invite parents to volunteer in classrooms and have provided training for volunteers, - Become more strategic in planning and publicizing community-building events, - Committed to communicate early with parents as learning concerns are detected. - In addition, every classroom teacher communicates weekly to monthly with families around classroom news and opportunities for engagement. In keeping with our belief that homework should be developmentally appropriate and respectful to family time– the following windows of time are guidelines for homework, when given: Kindergarten 10 – 15 minutes per night First Grade 20 – 30 minutes per night Second Grade 30- 45 minutes per night Third Grade 40 – 60 minutes per night Fourth Grade 50 to 75 minutes per night Fifth Grade 60 to 90 minutes per night	It stated: A solid academic foundation is the result of the combined efforts of staff, family, and students. Clear communication between school and home will ensure that all families feel included, supported and valued. Students will understand their responsibility to do their best work.	Established	Emerging	Initiating/Em- erging	Initiating/eme- rging	Emerging	Initiating	
Kimball Elementary School	Our school will increase parent/family engagement. Kimball Elementary, in conjunction with parents, develops and revises a family engagement policy and distributes it to families in a school handbook. Parents and the community have access to this policy on Kimball's website. In addition, there are regularly scheduled morning coffee/tea meetings and evening potlucks with parents of different language groups at a variety of times, so that non-English speaking parents can give input and ask questions about Kimball's program. In this way, communication stays frequent and two-way in nature. Kimball encourages and supports parents volunteering their time in classrooms. In November, Kimball holds individual Parent/Teacher conferences to review student progress. Teachers review the Title I school-parent compact and the parent, student, and teacher all sign the document. Parents also participate in Student Intervention Team (SIT) meetings to help determine interventions for their children. Kimball's PTSA holds five community meetings during the school year. A Principal's report and an academic demonstration piece are part of each meeting. A committee of parents, teachers, administrators, and community members meets five times during the school year to create and revise a plan for improving family engagement. This Family Engagement Action Team (or FEAT) meets five times during the school year. FEAT listens to families, particularly families facing language or cultural barriers. At least one parent serves on Kimball's Building Leadership Team to facilitate two-way communication between parents and the school. The BLT parent representative(s) are introduced to the school community at both the Title I Curriculum night (September) and at the first general PTSA meeting of the year. Kimball holds regular events for parents around our academic curriculum. This includes Math Night, held in October, with tips for helping children with homework, and Literacy Night, held in January. Kimball Celebrates Learning, held in June, offers students the chance to display their learning to families and teachers a chance to describe the processes that produced the work. Roughly 20% of Kimball parents took the Parent Climate Survey in spring 2015. The respondents to the survey were mainly Caucasian and Asian. Fewer than ten respondents were Black, African-American, Latino, Pacific-Islander or Multi-racial. This survey is not reflective of the make-up of our school, and therefore the results do not give an accurate picture of parents' feelings about the school. Some surprises were that 63% of respondents said they had opportunities to influence what happened at the school, and 59% said the school's approach to discipline was fair. Our school goal is to get more Kimball parents to take the Parent Climate Survey. We alert all parents to the Parent Climate Survey "window". Parent notification and the survey itself is translated into the five major languages spoken at the school. We welcome parents into the school to take the survey in the school library or office.	It mentioned: Student strengths we will build on include a willingness to persevere, positive behavior, and strong support from families; Homework requirements at each grade level are communicated to bilingual families at Bilingual Orientation Night and to all families at Title I Curriculum Night.	Established	Established	Established	Emerging/Est- ablished	Emerging/Est- ablished	Emerging/Est- ablished	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Lafayette Elementary	Our school will increase parent/family engagement. We are increasing parent family/engagement by offering opportunities to volunteer in a multitude of ways during the day. Our focus is to increase tutoring volunteers as well as volunteers supervising our cafeteria and playground. Additionally, we are including parents/community to be on the committees and the BLT. The Principal hosts Coffee with the Principal three times during the year. Principal meets with PTA President weekly to go over PTA agenda and school issues. Bi-Monthly newsletter is posted on website and teachers send home a monthly newsletter in addition to school messenger. There are many opportunities for families to volunteer at Lafayette. A few of these include working or leading students in garden activities, the school play, as well as attending our evening events which include Curriculum Night, Arts & Culture Night and our Spring Fling. Lafayette has a homework policy where all students are expected to access Dream Box and Raz Kids Plus to practice their skills using computer programs that differentiate to meet all levels of learners.	it stated: This year our focus concerns communication between the school and families as well as building climate.	Initiating	Initiating/Emerging	initiating	Initiating/emerging	Initiating	Initiating	
Laurelhurst Elementary School	Our school will increase parent/family engagement. While we have rich and numerous opportunities for families to engage at Laurelhurst, we will improve our communication to families in the following ways: • Students will check in with their families about their reading progress and goals after each quarterly. • Teachers agree to send (at minimum) monthly newsletters to families, including information about upcoming curriculum and things students have learned. • Principal agrees to send (at minimum) monthly communication to all families. For the homework policy, it stated a detailed role of the families. Families are asked to assist their children in finding a time and a place for homework to be completed. Parents are a key component in the homework process. Families are strongly encouraged to communicate with the teacher when homework is too much of a burden for their child or too little in regard to the expectations of the school or if there is a family situation that is preventing their child from having success with this workload.	There is no SMART goal relevant to families. However, in the part of "research-based strategies that help targeted students", it have detailed plan about families and community egagement. Goal 2- Improved Systems and Supports for Schools: SPS continues to improve district systems in support of schools, staff and students. Students will check in with their families about their reading progress and goals quarterly with teacher support. Goal 3 – Community Engagement: Seattle Public Schools continues to improve practices around community engagement and collaboration with both internal and external stakeholders. • Students will check in with their families about their reading progress and goals after each MTSS. • Teachers agree to send at minimum monthly newsletters to families, including information about upcoming curriculum and things students have learned. • Principal will send at minimum monthly communication with all families.	Initiating	Initiating/Emerging	Initiating	Initiating/emerging	Initiating	Initiating	
Lawton Elementary School	Our school will increase parent/family engagement. We will continue regular communications with families via a monthly school newsletter and inform and invite families to evening events and class writing celebrations. Students, staff, and families are invited to major school wide events such as the Back to School Bash, Curriculum Night, and Music performances. In addition to hosting family evening events, Lawton is proud of the amount of parent volunteers we have and we will continue to find ways to involve parents. Lawton Homework Policy: • K: no homework, 10-20 min. reading • 1: Up to 10 min. of homework, 20 min reading • 2: Up to 20 min. of homework, 20-30 min. reading • 3: Up to 20-30 min. of homework, 20-30 min. reading • 4: Up to 20-30 min. of homework, 20-30 min. reading • 5: Up to 20-30 min. of homework, 20-30 min. reading • We accommodate homework concerns for any student/family.	Vision: We believe in the value of community; we work in partnership with our families to provide an education that connects the classroom to the outside world. We believe the Lawton community benefits when all individuals contribute their unique passions and interests.	Initiating/Emerging	Initiating	Initiating	Initiating	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Leschi Elementary School	Leschi has a plan to engage families through a variety of avenues. First and foremost, our goal is to have 100% participation in our Family Conferences. Our teachers work in teams and both teachers will conference with every family. We utilize conferences to set academic goals for our children with family participation. We rely on several modes to encourage family engagement: school evening events (Ready, Set School, Family Fall Festival, Curriculum Night, Taste of Leschi, Black History Night, All School Family Dance, Jogathon, Field Day)), school communication (print newsletter, website, robo calls and emails as needed, classroom newsletters), and daily outreach calls and connections via text messages and verbally when we see parents at pick up and drop off. Additionally, we have an active PTA, a parent Equity Team and have parent leadership on our BLT. Additionally, we have created a diverse parent group that the BLT parent rep reports to and seeks out input as we made decisions.		Initiating/Emerging	Initiating	Initiating/Emerging	Initiating	Initiating	Initiating/Emerging	
Licton Springs K-8	<ul style="list-style-type: none"> *Meet and Greet on Thursday, August 31st for new and returning students and families. Students and families had an opportunity to tour the new school and meet their teachers. *Ribbon cutting ceremony for the Licton Springs K-8 on Tuesday, September 5th at 12. *Open House and Curriculum night on September 28th New and old families will have chance to meet their teachers and review the curriculum. *Science Night will occur in the spring of 2018. Student's grades 3rd to 8th will display their science project. Last year, over 200 community members and parents attend this event to review students work. *MS Product Research Evening in January 2018 as part of School wide Celebration of Learning *Indigenous Day Assembly on October TBD *Native American History Month Assembly in November TBD *Salmon Release at Lake Washington in the spring. Families and community members get an opportunity to release salmon into Lake Washington. *100% of our families/parents will participate in our fall parent conferences during the week of November 20-22. *Monthly Building Leadership Team (BLT) meetings. Currently 3 parents, 3 staff members, and one administrator are members of the Building Leadership Team. *Monthly SITE Council Meeting with our Parents at different location in the NE/NW area *Monthly school newsletters sent out by kid mail and posted on website *Schoology is used by parents to monitor their students' progress. Middle School teachers update weekly. *Teachers are using Office 365 to communicate with their students and families. *3-5 Tweets posted on Twitter per week. Parents and community can follow events and activities at our school. 		Emerging	Initiating/Emerging	Initiating/Emerging	Initiating/emerging	Initiating	Initiating	
Louisa Boren STEM K-8	STEM K-8 works closely with school parents STEM K-8 PTA to facilitate family participation in different aspects of school life. <ul style="list-style-type: none"> • Three parents serve on the Building Leadership Team, one for primary, intermediate, and middle school grades. • An Equity team composed of parents and staff is leading the development of school equity plans. • A PTA advocacy committee educates and mobilizes families around community concerns. • Staff and school connect with parents via Schoology, weekly newsletters, blogs, One note, Twitter, Class Dojo, class Wiki's, email, and more. • PTA Executive officers and the principal meet monthly to coordinate family-staff agendas and decisionmaking. • General PTA meetings are used to support parent learning and engagement in school priorities and decision making. • 2016 and 2017 Parent Survey results were not available to include in this CSIP. • STEM K-8's homework policy directs that grade level teams create consistent homework expectations that don't exceed the following time requirements: K: 20 minutes of reading and 10 minutes of other homework; 1st-2nd: 20 minutes of reading and 15 minutes of other homework; 3rd-5th: 30-45 minutes of reading and 15-30 minutes of other homework; 6th-7th: 60-70 minutes of homework including reading. 		Emerging	Initiating/Emerging	Emerging	Initiating	Initiating	Initiating	
Lowell Elementary School	<ul style="list-style-type: none"> Actions to involve and engage the school community o PTA Events o Curriculum Night o Literacy Night o Mathematics Night o Heritage Day and Evening Event o Input to BLT o Title/LAP parent education sessions o Monthly "Cookies with Colleen" School-family communication o Dragon Tales o Emails o Parent-Teacher Conferences □ Website 		Emerging	Initiating	Initiating	Initiating	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Loyal Heights	Families are invited to join the PTA, volunteer in various capacities such as art docents, room parents, office assistants, field trip chaperons, lunchroom helpers, playground assistants to mention a few. Implementing, facilitating and encouraging students to participate in the Math Challenge and other parent led events. Parents volunteer in the classrooms and a few are even certificated and have served as guest teachers through Seattle Public Schools sub office. Regular communication with and from teachers and other staff is vital and we are always looking to add to existing practices. Teachers currently communicate through email, phone, kid mail, conferences, progress reports, home visits, regular bulletins and newsletters. Home visits are rare but have occurred. On the Family Survey, there was an overall positive response score of 73% on Section- Parent/family influence and decision making. There were 160 family member surveys returned out of 415 families.		Emerging	Initiating/Em erging	Initiating	Initiating/eme rging	Initiating	Initiating	
Madison Middle School	Madison has worked with the Madison PTSA to host family nights throughout the 2017-2018 school year. The family engagement nights scheduled are: Curriculum Night, Math Night, Science Night, Literacy Night, YMCA parent night and band and orchestra concerts. In addition, Madison is hosting positive discipline classes at local community centers in the West Seattle area for Madison parents. Madison is focused on building relationships with families and utilizes our volunteer coordinator and PTSA to develop strategies so as to provide food for families in need, positive discipline classes and cultural events to increase family engagement		Initiating	Initiating/Em erging	Initiating	Emerging	Initiating	Initiating	
Madrona Elementary School	During the 2016-17 school year, on-going school-wide communication (K-2, 3-5, 6-8 Literacy and math night, curriculum night and parent-teacher conference, monthly school and teacher newsletters and PTSA, student and family handbook, Back To School BBQ and Kindergarten Jump Start) to foster a positive school and home relationship which will result in a 5% increase or more on the district Reading and Math MAP assessments in grades K-2 (spring to spring comparison) and grades 3-8 will increase 5% or more as measured by the State Smarter Balanced Assessments in reading and math. (Comparing Spring to Spring). Tasks: • The principal and assistant principal will update the student and family and staff handbook for the 2016-17 school year. • Madrona staff will share SBAC information to parents at Parent Teacher Conference by November 22, to inform parents of SBAC assessments and how they can support their student during this assessment period. • Administrators will attend and participated in all after school events. Activities calendar will list activities and administrator who attended and supported activity. • Principal will send home and email a monthly Panther Paws Newsletter to all families who attend Madrona. • On-going communication with parents to foster and increase positive relationships with all families by the following: monthly newsletters, (Robo calls), PTSA, classroom newsletters, PreK-8 curriculum night, k-2, 3-5 and middle school literacy night and parent-teacher conferences in November. • Grades K-5 students will be trained to conduct their own student led conference for the fall conference sessions this school year. • Parents were invited to curriculum night to learn about the academic goals of the school. Additionally, parents were given the opportunity to visit classrooms, see student work and meet with teachers on classroom expectations. • Utilize our Student and Family Advocate to provide basic needs such as food, clothes, housing, and basic needs for the student to be successful in school. Holidays Food Baskets are delivered to families by Student and Family Advocate. • Parents are provided with different opportunities to support the school.		Emerging	Emerging/Est ablished	Initiating/Em erging	Emerging/Est ablished	Initiating/Em erging	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Maple Elementary School	We invite and encourage the participation of families in teaching and learning at Maple and invite them to be involved in our school community. We have parent representatives on our BLT and FEAT as well as an active PTSA. We continue to work to build the leadership capacity of parents, encouraging them to become more involved in committees and leading student groups and having representation that is reflective of our student body. Outside of Parent/Teacher conferences each fall, staff actively communicates with families about student progress. We promote the importance of the home/school connection through various family events held during the year that highlight work that is being done in the classrooms by our diverse student body and bring our community together. Formal and informal communication with families occurs frequently via phone, email and in person meetings. We strive to provide communication that is translated into our major languages to ensure all families are informed and aware of how their children are doing in school and what is happening in our school. Our Bilingual Instructional Assistants are an integral part of this work and have dedicated time in their daily schedule for communicating with families. Our PTSA initiated a school wide monthly newsletter in 2016 that goes home in Kid mail and this year will also be electronically distributed to strengthen communication with families. Our Spring 2016 survey shows positive results, higher than those of the region and district as a whole. 79% of families felt that they have opportunities to influence and contribute to the decision-making. 85% of families responded favorably to questions about the school's educational quality, and 91% of families agreed with the statement, Teachers and staff at school care a lot about my child's academic success and personal well-being. 85% of families agreed with statements connected to questions about a welcoming and culturally-responsive school climate, with 93% of respondents indicating that they feel their child is safe at school. In partnership with our PTSA, goals for the 2017-2018 school year are: 1) Increase contact between home/school to inform families about student progress (home visits by ELL team, optional parent/teacher conferences in the Spring) 2) build upon the success of the Literacy Night events we held in the previous school year--inviting targeted families in to learn more about how to support students in reading at home. Homework is used as a tool to reinforce and independently practice what is being taught at school. Families are encouraged to ask questions about the work students bring home and review it with them. Homework policies vary by grade level It is our school wide expectation that all students are reading at home every weeknight for 20-30 minutes (depending on their grade).		Established	Established	Established	Established	Established	Established	
Martin Luther King Jr. Elementary School	MLK Jr. Elementary has designed an "Adult Family Members Pathway" project so families can understand what their children are learning in school and assist with homework. Events include Family Literacy and Math Nights in which parents, guardians, and caregivers learn about how reading/math are being addressed in school as well as ways they can support their child at home through support and games.	This school partners with Head Start preschool and "Seed of Life" Center. The plan mentions families, caregivers, guardians, and parents in their family engagement section.	Initiating	Initiating	Initiating	Initiating	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
McClure Middle School	<p>• In collaboration with McClure’s PTSA, our administrative team continues to develop a more comprehensive plan to incorporate strategies to more effectively involve and communicate with all of our families: • • McClure Informational “Teacher-Talk” evening. Department heads (including counseling) and administration hosts an evening to highlight the scope and sequence and aligned practices. • • Curriculum Night –opportunity for all parents to listen to each of their child’s teachers and understand the scope and expectations for the year. • • We will work with the PTSA to bolster communication strategies with all families. • • Spring Open House – for new families. • • Maverick Marvels – a quarterly opportunity for teachers to submit student names for recognition for outstanding performance or extensive growth either academically or socially/behaviorally. Students are recognized publicly in front of parents and staff. • • We have streamlined our process for parent volunteers in the school and will continue to advertise and encourage parents to devote some time and energy to many of our volunteer opportunities at McClure including field trips, office help and hallway parent supervision. One new research-based opportunity is called McClure’s “Culture Cultivators” – parent morning greeters for our students. • • Our PTSA staff liaison will continue to share detailed accounts of departmental and individual teachers’ sharing of teaching and learning in their classrooms. • • Our Family Engagement Action team continues to develop goals for increasing family engagement, particularly for families that feel less access to the school and their child’s education. One of our continuing goals on this team is to very intentionally apply research-based practices to reach out to families of students who struggle with attendance. • • Family evenings/events through our new My Brother’s Keeper and My Sister’s Keeper African American student leadership and mentoring program at McClure.</p>	No SMART goals indicated. CSIP refers to family engagement action team but does not identify members. PTSA seems to lead family engagement at this school.	Initiating	Initiating	Initiating	Initiating/emerging	Initiating	Initiating	
McDonald International	<p>Families are engaged in our school community and in their child's education. Parents volunteer in the classroom, on field trips, in the cafeteria, with after school clubs, with financial support, etc. Most families attend curriculum night in the fall and Parent-Teacher conferences in November. Families participate in Student Intervention Team meetings and IEP meetings. Teachers communicate with families weekly or bi-weekly through newsletters. The Principal also communicates bi-weekly through a newsletter that is posted on both the school website and PTA website. When there is a concern, parents reach out to the classroom teacher and/or principal and when the school has a concern regarding a student, we reach out to families. Our motto is: “keep small problems small” and the best way to do that is through open lines of communication. The PTA President and VP meet monthly with the principal in order to touch base on school issues and concerns. the PTA holds monthly board meetings where 2 teachers and the principal are invited to attend. Additionally, any teacher is invited to attend the PTA all member meeting.</p>	This CSIP mostly references parent involvement directly with teachers or administration. No mention of a parent liaison or family engagement specialist.	Emerging	Initiating	Initiating/Emerging	Initiating	Initiating	Initiating	
McGilvra Elementary School	<p>We believe parent and family engagement is so important for student success. We believe the partnership between school and home is one that is invaluable and provides opportunities for students to apply and transfer skills and strategies to all areas of their lives. We believe in getting to know families so we can provide instruction that is culturally responsive to the students we serve. Our school will increase parent/family engagement utilizing many different strategies and opportunities. We will provide opportunities for parents to learn strategies to support their children at home. Parent/teacher conferences provide sheltered time for teachers and parents to communicate about student progress, student goals and to provide support and strategies for school and at home. Communication with parents and families comes in multiple forms: All-school emails, Weekly newsletter to the community (Paw Print), Weekly newsletter from classroom teachers, parent/teacher conferences, coffee chats (principal and parents), Supporting Parent Groups (Families of Color, Parents of Students Receiving Special Education Services/504 plans, Parents of Advanced Learners).</p>	This CSIP mostly references parent involvement directly with teachers or administration. No mention of a parent liaison or family engagement specialist.	Emerging	Emerging	Initiating/Emerging	Initiating	Initiating	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Mercer International Middle School	Mercer will continue to provide proactive approaches to support and increase parent/family involvement. We will achieve our goals through multiple formats of communication, targeted academic events, inviting cultural events, and through the use of technology. Engagement activities include: Family Communications, Academic Events, Cultural Events, PTSA, Community Partners.	The following is the Community Partners Section: We utilize multiple systems of support to better meet the needs of our families. This includes a case manager, a school based health center, attendance/youth service assistant, on-site mental health support, and counselors at each grade level.	Initiating/Emerging	Initiating	Initiating	Initiating	Initiating	Initiating	
Middle College High School	Family Engagement and Communication Strategies: • Develop a 3 year Strategic Plan for Middle College High School • Establish a Middle College Advisory Council o Parent, Staff and Community Members • All teachers using Power School and Schoology to communicate academic progress • Monthly Newsletter for families and students • Monthly Family Engagement Nights focused on College and Career Readiness o FAFSA Night o Seattle Colleges Evening • Increase the number of families responding to family survey to get more accurate data	Vague language used in description of family supports, it is not clear if this school has a family engagement staff support person or parent liaison.	Initiating	Initiating	Initiating	Initiating	Initiating	Initiating	
Montlake Elementary School	Family Engagement: • --Curriculum Night 2016 (78% attendance) • --Parent Conferences 2015 (90% attendance) • --From Family Climate Survey 2016: 76% favorable responses to parent/family influence and decisionmaking, 81% favorable responses to school educational quality, 78% favorable responses to welcoming and culturally-responsive school climate. • --Extremely Active PTSA, • --Parent representation on BLT • --Parent representation on site-based hiring teams • --Weekly Class Bulletins and website • --Family Engagement Team—In Progress • --Ruler family night scheduled for November 9, 2016 • --Please see attached Homework Policy (developed with parent input)	It is unclear whether or not this school has community partners or a family engagement support person/ parent liaison.	Initiating	Initiating	Initiating/Emerging	Initiating	Initiating/Emerging	Initiating/Emerging	
Muir Elementary	We start each September with a PTA hosted family dinner and a school sponsored open house. Throughout the year we will sponsor a variety of events that bring families together including: • Monthly PTA Board meetings including three Community PTA Meetings with dinner, interpreters and childcare provided; • Monthly Principal Coffee Chats with interpreters present that inform parents/guardians about initiatives at the school and allow time for questions; • Bilingual Family Morning Meetings where parents will be given information in their native language and have the opportunity to ask questions or voice concerns; • Quarterly African American Family Nights that provide families the opportunity to discuss school events, the achievement gap and share questions or concerns; • Monthly social/educational events for families including a school dance, Race and Social Justice, Ice Cream Social, a Celebration of Learning evening, RULER family charter night and much more; • One of the highlights of the year is our Multicultural Family Night where families bring food from their native cultures to share and there is music, dance performances, and other cultural traditions. In order to make our communications accessible to all families: • We have bilingual instructional assistants on staff to provide translation support for families; • We use SchoolMessenger calls and emails (translated into 4 primary languages) to notify/remind families of upcoming events, school closures and changes in schedule; • We regularly communicate with families through a monthly school newsletter as well as classroom- specific communication to inform families about evening events and class activities, curriculum and field trips; and • The PTA translates their documents into these four languages as much as possible.	Ms. Shore is the student support specialist who is the closest thing to a counselor at this school. The CSIP mentioned community partners but did provide specifics.	Established	Emerging	Emerging	Established	Emerging	Emerging/Established	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
North Beach Elementary	<p>Student learning goals include activities and strategies for increasing parent involvement. Parents are closely connected with supporting the school academically, socially and financially. North Beach's Parent Teacher Association is focused on promoted students growth by financially supporting staff training, books and supplies and teachers for Art and Music. Strategies we continue to employ include: - Ongoing two way communications with parents - Email communication – include encouragement for parents to contact teachers with questions and concerns - Phone calls home - Newsletters from teachers and principal - Providing translation services and translating key communications - Positive notes home - Positive class home - Send student work home with feedback - Parent/Teacher Conferences - PTA Newsletter, The Beach Comber - Kindergarten Jump Start - Kindergarten Orientation hosted by principal - Parent education sessions and speakers - PTA hosted events: Movie Nights, Open House, Math Night - Culture Night- invite parents to school to talk about their culture - Online academic supports - Opening up classroom for volunteers - Classroom parent leaders - In-class learning celebrations - Secret Reader - Invite family members into class to share about a topic(holiday/custom/job) In addition: We have a parent representative on our BLT. This group has decision-making authority around Professional Development & Budget. The BLT also provides input on the operational side of building management and school climate. BLT meets at least once each month, depending on the time of year, and meeting agendas are posted to inform staff. Selected items from the minutes are included to the "Week in View," a staff weekly newsletter. We are starting to add group/committee reports as staff meetings: e.g. recess supervisor's meeting updates, RULER check-ins, BLT updates, etc. We will reconfigure our committee groups in order to work more efficiently in the 2017-2018 school year. We do not currently have a homework policy but will create one in the fall.</p>	<p>How do we support the transitions of new students and families into our school? Summer post cards home to new families – Principal New Student Bulletin Board Buddies for new students ES Counselor hosting lunches Buddy Bench New Family Principal Information Meetings Summer Kindergarten play groups Summer Kindergarten home visits Jump Start KG family connections Meet and Greet in fall Popsicles on the playground Open House Curriculum Night PT Conferences PTA parents night out events</p>	Emerging/Est	Emerging	Emerging	Initiating	Established	Initiating	
Northgate Elementary	<p>Our school will increase parent/family engagement. Northgate Elementary continues to improve the ways in which we engage families in the learning. Back to school night was the beginning of this work for the 2016-17 school year. Parent Teacher Conferences will focus on how each teacher and parent can partner to support their student where they are at. Through specific strategies both at home and at school, this parent-teacher-student team can further support their student's literacy success. We will continue to seek out and respond to family concerns as well as positive feedback. Over the past couple of years Northgate has seen an increase in family participation. We are so excited for this to continue. The recent formation of the Parent Teacher Organization aims to include all parents, representing the hopes and dreams of our diverse population and partnering with the school to support the success of our entire community.</p>	<p>How do we support the transitions of new students and families into our school? With the support of all staff we are able to welcome families throughout the school year. Our office staff supports the set up of transportation for many of our families while our family support worker and counselor connects with the family to see if there are needs or barriers that we could support them with or find additional resources for support.</p>	Initiating	Emerging	Initiating	Initiating	Initiating/Em erging	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Nova High School	<p>Nova has a model where we have family conferences at least once a year with all of our families and those meetings are a great place to reach out to families and share information about engaging with their students' education and with the school. We also invite families to participate in fall and winter conferences and in our community engagement day where we bring families and community organizations to school during the day to offer workshops, sit on panels and share their expertise. In addition, we have several evening events that showcase student work, performances and creations. This year we have focused on making sure these events also offer connections to community resources which include public health, behavior health and career and college information and opportunities. In the last year we have created a stronger collaboration between parents, students, teachers and administration through the PTSA. We have been able to incorporate the PTSA into our school committee system as well as get student, teacher and administration representation on the PTSA. Through this collaboration we have created monthly workshops and events for our families that are representative of workshops and events that students would participate in through our fall and winter conferences. Workshops focus on social justice issues which include adultism and student voice, institutional racism, gender 101, and having difficult conversations. Events have focused on building community and sharing information with families, which include orientation to Nova and the importance of 9th grade, potluck and sharing college information, soup and stories, crafting and working in the garden. Through this collaboration we decided to participate in the family engagement grant opportunity through SPS and in partnership with John Hopkins University. We sent a team, which included a parent representative, to participate in the training and plan our continued improvement of family engagement. Our plan focuses on improving communication with families, engaging more families in community events, specifically engaging families of color in community events and continuing to include resources for families at school events. We will be collecting surveys from students of color to determine how to engage students and families of color more effectively and working with staff to create culturally responsive professional development based on the survey results. From parent feedback we have determined that our communication is confusing because of too many websites and lists. We are working with the PTSA through our growing collaboration and our family engagement grant to address this issue and streamline communication</p>	Trauma-Informed practice school	Initiating	Emerging	Emerging	Initiating/Emerging	Emerging/Established	Established	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Olympic Hills Elementary School	<p>Our school will increase parent/family engagement. OHE uses the following strategies to increase the involvement and engagement of our school community and parent/guardian(s) in their student's education:</p> <ul style="list-style-type: none"> • Communication: <ul style="list-style-type: none"> o Beginning of year welcome letters with Olympic Hills Handbook o Weekly schoolwide newsletter & news from teachers (emails, phone calls, in-person, newsletters, etc.) detailing curricula, ways to participate at school, etc. o Conferences o Home Visits o Website *Translation services are provided in home languages for ongoing communication including conferences, Open House, etc. • PTA: <ul style="list-style-type: none"> o Fundraising w/community o Family nights (movies, speakers, etc.) o Website o Fostering Together • Events: <ul style="list-style-type: none"> o Fall ELL Night o Open House o Spring Multicultural Potluck & Science Fair o Walk-A-Thon o Pancake Breakfast o Family picnics o Summer play dates hosted by staff o Parent education nights (i.e. English as a Second Language Class, Cooking & Nutritional Class, Reading & Math – how to help at home, Technology, etc.) • Student and family surveys – time to look at data at the beginning of the year that guide decisions around future PD, etc. • School Relations Assistant and Counselor: These staff members provide a unique connection to families. They work with students daily, helping them to improve their classroom learning behaviors and overall mental health. The counselor contacts parents/guardians frequently to inform them about behavioral progress. Our School Relations Assistant also focuses on the attendance campaign making sure that students are at school and on time to enhance their learning. They also seek out resources for students and their families such as winter clothing, school supplies, gift cards for groceries, shelters, provide for through our Hunger Intervention Program (HIP), etc. <p>Homework policy - It is the belief and philosophy of the OHE staff that students work hard throughout the school day and that learning occurs in a variety of ways and places outside of school. During school we focus on students learning at their just-right level. Additionally, our homework philosophy is tailored to the needs and interests of each child and his or her family. Homework at OHE includes:</p> <ul style="list-style-type: none"> • Reading (independent or with an adult/older sibling) for 20-30 minutes daily o Our intention is that this reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child's love of learning. • Completing in-class work or extensions/projects from classwork as assigned by the teacher and/or as child is inspired to pursue. The work is intended to engage families in the learning and help them better understand what their child is working on at school grades K-5. In addition, we encourage children and their families to use after school time to explore other interests and foster growth and responsibility. These may include: <ul style="list-style-type: none"> • Family chores—setting the table, doing the dishes, cleaning rooms of the house, caring for pets and self, doing yard work... • Free/imaginative play time alone, with siblings, or with friends • Activities outside of school such as sports teams, dancing, martial arts, singing, exercising... • After school academic, science, arts, or sports enrichment classes through OHE or another community organization • After school care/play either through Olympic Hills Academy or outside organization <p>Home practice of math facts and/or sight words At OHE, we will reinforce lessons every day in school and preserve much of the after-school time for the rest of your child to grow, develop, and thrive.</p>	<p>They have a FEAT (Family Engagement Action Team) Team. They have Fami.Svs Provider - 222-Hdst, Family Educator II - Hdstr and Relations Assistant. BLT: This year our focus concerns communication between the school and families as well as building climate.</p>	Emerging	Established	Emerging	Emerging	Emerging/Established	Initiating/Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Olympic View Elementary School	Our school will increase parent/family engagement. • Our FEAT (Family Engagement Action Team) Team is dedicated to engaging all families into the school community. • ELL parent education classes to support student achievement, and simple strategies to use at home, introduction to U.S. school system and communicating with teachers and school administration. • Encouraging diverse cultural participation at PTA events like Carnival, MC Potluck, Hootenanny, After School Enrichment Program, Field Trips, and smART Friday classes, etc. • ELL staff provide translation services for conferences, after-school events, etc. • Provide opportunities for assisting parents to complete paperwork (lunch forms, after school enrichment, field trips translated, and volunteers). • Voluntary participation in Weekend Food Program for students to select healthy snacks to take home to supplement nutrition over the weekend. • The Race and Equity team will help strengthen our community partnerships. • All classrooms send home newsletters on a regular basis • Work in partnership with the PTA. Homework Policy: Currently, each grade level has their own homework policy. Every grade level expects students to read every night from 15-30 minutes, depending on grade level. In addition, teachers provide other homework to do, ranging from math work that reinforces instruction on a daily/weekly schedule, as well as occasional project-based projects. Families are encouraged to communicate with teachers if the homework is too challenging or too easy. Before the 2017-18 school year begins, we will be aligning our homework policy K-5.	Vision: As members of a learning community comprised of parents, students, staff and our greater community, we work together to foster a love of learning by building upon the natural curiosity of childhood, and encouraging exploration and discovery in order to develop healthy, responsible, contributing world citizens. At Olympic View, students, parents and staff experience success every day! BLT: This year our focus concerns communication between the school and families as well as building climate.	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Orca K-8 School	<p>Our school will increase parent/family engagement. During the 2016-17 school year, family engagement will include responsibilities and communicate how parents/guardians can support their students' learning. • We will actively recruit families of color to be part of our PTSA. • We will hold events such as curriculum nights, open houses, dinners, cultural celebrations, fund raisers, and parents' night out. • We will provide meals and childcare at school events to make it easier for all families to attend. • We will regularly update contact information to insure our communication channels are working. • The School handbook will be updated • Principal will send home a Weekly newsletter • PTSA sends out the digest to families and updates the school's website with school information. • We will call all new families and make home visits to make sure that families feel known and welcome in our school community. • Middle school students are involved in student led conferences during Parent Teacher conferences in November. • We will work to connect people to resources such as free phones and reduced cost computers to bridge the digital divide within our school community. We will use parent volunteer room coordinators to help reach out to families. K-5 Homework at Orca includes: • Reading (independent or with an adult or another child reading to them) for 30 minutes daily o Our intention is that this reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child's love of learning. • Completing in-class work or extensions/projects from classwork as assigned by the teacher and/or as child is inspired to pursue o We will send work/projects home to complete if these three conditions exist: 1. The work is relevant to work in the classroom at that time 2. Students can complete the task independently 3. Students will be given feedback regarding the work In addition, we encourage children and their families to use after school time to explore other interests and foster growth and responsibility. These may include: • Family chores—setting the table, doing the dishes, cleaning room(s) of the house, caring for pets and self, doing yard work... • Free/imaginative play time alone, with siblings, or with friends • Activities outside of school such as sports teams, dancing, martial arts, singing, exercising... • After school academic, science, arts, or sports enrichment classes through Orca or another community organization • After school care/play • Home practice of math facts and/or sight words • Rest time Middle School Homework varies by subject in grades. It is the intention of the Orca middle school teaching staff to assign relevant homework that is meaningful to students and supports the learning experience for all students. Middle school homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Students may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. Assignments shall be designed so that the typical student can complete all homework, including time for studying and preparing for exams, and completing projects.</p>	<p>It mentioned: We plan to increase attendance levels by leveraging the school's Family Engagement Action Team (FEAT) and parent volunteer classroom coordinators to strengthen outreach and family engagement. Vision: Community: A web of families, staff, peers, and community supports Orca K-8 students. Our families participate in all aspects of school life, from organizing classroom support and community events to making decisions and implementing curriculum. Orca K-8 families join in learning to build bridges across personal and cultural divides – an essential skill in a multicultural community working for justice.</p>	Initiating/Emerging	Emerging/Established	Emerging	Emerging	Established	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Pathfinder K-8	Our school will increase parent/family engagement. Every major student learning goal includes activities and strategies for increasing parent involvement. Our PTSA provides financial support to our school for professional development, academic achievement and tutoring support. We will continue to focus on at home math support and how we as a school can best support parents and mathematics. During the 2017-2018 school year we will host a parent math night, which staff will work with parents on strategies to better support their child in math. This evening event will be coordinated by our math specialist and several math teachers in the building. This year we will also host a reading parent night to help parents understand how to read with their child. This evening event will be coordinated by our reading specialist. We have many other well attended events throughout the school year; Elder Luncheon, music concerts, Harvest Potluck, pumpkin carving and more. The Pathfinder BLT discussed our building CSIP plan and reviewed our 2016-2017 plan. After discussing what our priorities are for professional development and generating a list of ideas, they made the decision to have the administration develop our building plan to be finalized and approved at our 2017 August BLT retreat. Once approved by the BLT the CSIP will be presented to the Pathfinder staff at our 2017 staff retreat on August 29-31.	It has Parent Vol. Coord - Hourly.	Initiating	Emerging/Established	Initiating	Initiating	Initiating/Emerging	Initiating	They have a parent volunteer coordinator, but don't discuss when and why parents volunteer
Queen Anne Elementary School	Our school will increase parent/family engagement. • QAE families are involved and engaged in our school community and in their child's education as we have high parental involvement at our school. The QAE pillar of 'we learn everywhere; we learn together' recognizes the importance of parental involvement. Parents are active in classrooms, help to organize events and activities at the school, they serve on multiple school and community committees representing QAE PTSA, and the QAE PTSA website is a key resource for information for parents and the community. PTSA members are enthusiastic volunteers and supporters of our events and activities. • Communication with parents is on-going and two-way. Weekly information is emailed to parents via QAE News. The same information is posted on the QAE PTSA website and the school district website. Parents are invited to attend 3 general PTSA meetings each year, and the PTSA Board meets monthly to plan and implement PTSA initiatives to support the school. Communication systems are posted on our weekly e-newsletter, PTSA website and school district website. • In reviewing the parent survey results, 81% of parents were favorable about parent/family influence and decision-making, 87% favorable on school educational quality, and 87% favorable on welcoming and culturally responsive school climate. • Homework Policy: We assign purposeful review activities to further develop skills. Nightly reading and regularly playing math games can be done at home to build skills and confidence. Individual teachers will update parents on a regular basis.		Emerging	Initiating	Emerging	Initiating	Emerging/Established	Initiating/Emerging	Culturally responsive is based on their high survey results, however the school is predominately white with a very small ELL and Black student population

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
	<p>Our school will increase parent/family engagement. We have a growing PTSA and a new Activities Coordinator, who focuses on engaging our families in more creative and substantial ways. We know that increase parent engagement is needed if we are going to go from Good to Great. Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal and active tasks. Below is a summary of the action steps taken in this area: Principle 7: Family and community engagement Title Component 6 Strategies to increase parent/family engagement Indicator: P7-IVA01: Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. SMART Goal: During the 2017-18 school year, Rainier Beach will have parent/community representatives on their leadership team and Family Engagement Team to ensure parent and community voice are heard which will result in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education. Tasks: □ Parents will be offered the opportunity to take the annual SPS Parent Perceptual Survey during the 2017-18 school year to provide input on school culture and community from the parent point of view. □ Parents and community representatives will be invited and encouraged to participate on various committees and leadership teams. Parents are currently serving on the PD and culture and climate committees. □ Principle 7: Family and community engagement □ Title Component 6 Strategies to increase parent/family engagement □ Indicator: P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. SMART Goal: During the 2017-18 school year, the school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) will be annually distributed and frequently communicated to teachers, school personnel, parents (families)resulting in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education. Tasks: □ Individual calls are made to each senior parent in reference to graduation checklist and academic status. Individual meetings are also arranged to make sure families are aware of the needs. □ School key documents are mailed early fall, winter, and Spring. We also post messages on Facebook, Twitter and the Rainier Beach High School APP. □ Parent meetings in support of student academic progress will be coordinated by the Parent Engagement Coordinator and the specific support staff for each grade level. □ Principle 7: Family and community engagement □ Title Component 6 Strategies to increase parent/family engagement □ Indicator: P7-IVA04: The school's Compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). P7: 2017-18: SMART Goal: During the 2017-18 school year, Rainier Beach High School staff, students and family will implement a school wide compact which will include responsibilities that communicate what parents (families) can do to support students' learning at home resulting in: • A 10% increase or more on the Smarter Balanced Assessment student achievement scores in ELA, Math and Science, (Comparing spring to spring data) • Percentage of first time ninth grade students earning sufficient credits (at least 5 or more) for promotion to 10th grade will increase by 10% or more. • A 10% increase or more on quarterly standards-aligned, progress monitoring checks, in the following content areas: Language Arts, Math, Science, English Language Learners, Social Studies, World Languages, Art, Physical Education and Special Education. Tasks: □ Hold IB Community Cafes to engage all families in the IB Program happening at Rainier Beach High School. □ Parent coordinator</p>								

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Rainier View Elementary School	Our school will increase parent/family engagement. We will establish a Family Engagement Committee, offer translated materials on our website, provide Family Attendance Assistance, conduct Parent-Teacher Conferences, and offer translation during Family Nights. We will continue to implement robocalls to notify and remind families of upcoming events. We will continue regular communication with families via the weekly school newsletter, inform, and invite then to evening events, class, and writing celebrations. Rainier View also has bulletin boards, which informs parents of the latest events in the school and where we celebrate student work. Our school website gives the latest news in the school. We will continue our Monday Morning Assemblies where we celebrate student achievement. Families are encouraged to attend. We will continue to increase communication to families speaking Vietnamese, Spanish, Somali, and other languages as needed by scheduling a time for our bilingual staff members and IAs to connect with families via translations during conferences. School wide homework policy aligns with SPS School Board Policy. K-5 students will receive daily homework inclusive of independent reading to foster the joys of reading. In addition, students will receive daily math, reading as an extension of current units of study and enrichment extensions /opportunities within units. Other means to increase our family engagement include utilizing our Hospitality Committee and/or Race & Equity Team to facilitate events relevant to our families such as African-American Family Involvement Day. These committees also give out climate surveys to families to monitor engagement.	Rainier View hosts kindergarten orientation and tours and administers WA-Kids assessments during the first three days of the school year to meet with families and discuss goals. The school administers a first day parent orientation, which gives families an opportunity to share their input and their hopes for their children. We also administer new student orientation to help our new families transition gracefully to Rainier View. Our office staff offers help to new families in the process of becoming approved as Volunteers within Seattle Public Schools. Each year, transitioning 5th graders are scheduled to visit and tour our feeder middle school, Aki Kurose. The school does Open House and Curriculum Night at the beginning of the year as ways to help all families including new families to transition to Rainier View. The principal gives Family Previews and Tours to prospective families who want to attend Rainier View. The principal continuously follows up with the families.	Initiating/Emerging	Initiating	Emerging	Initiating	Initiating	Emerging	
Rodgers Elementary	Our school will increase parent/family engagement. Our families are very engaged in supporting the education of all children at John Rogers; they take part in the daily work of the school, organize and attend PTA-sponsored events as well as those organized by teachers and administrators. These events include the following and every year new ones are created: • Fall Family Partnership Conferences (Kindergarten, 1st Grade, 4th Grade, 5th Grade) • Summer Playdates • Parent-guided tours for prospective families • Volunteering in Daily School Activities • Playground Monitors • Traffic Coordinators and Car Drop-off Monitors • Tutors • Room Parents • In-class and Teacher Support Work • Creation of School Directory • Family Engagement Action Team • State of John Rogers Event • Food Bank and Hunger Intervention Program • Field Day • Free PTA-sponsored events • Meet-and-Greet Potluck Barbeque • Art Night • Science Night • Fall Festival • ELL Family Night • Open House • Heritage Night • Young Authors • PTA meetings – free childcare provided • PTA Social Meetings • Afterschool enrichment • Parents participate in Swimming Program as Lifeguards and Chaperones • Parent-driven Art Docent Program • Garden Party and School Grounds Clean-up • Green Team and Environmental Stewardship events and ongoing education • Coffee chats with PTA board members and administrators • Weekly e-newsletter • Teacher/classroom newsletters • Fund-raising Events and Campaigns • Move-A-Thon • Coffee and Cookie Dough Sale • Box tops/Labels for Education Campaign • Dinner out at RAM • Spring Auction • Book Fair • Rummage Sale • John Rogers Day at the Mariner's Baseball Game • Fund-A-Need Campaign • Grant Writing • Otter Apparel	They have Family Engagement Action Team (FEAT).	Initiating	Emerging	Emerging	Initiating	Emerging/Established	Initiating	
Roosevelt High School	Our school will increase parent/family engagement. Monthly parent education nights following the same topics as the Social Emotional Learning we are doing as a staff: Mindfulness, Drug/Alcohol Use, Suicide prevention/intervention, adolescent development, etc Monthly PTSA meetings Monthly meeting with parents with students receiving IEP services. Weekly eNews sent home via email to families Schoolwide use of Schoology to list assignments, track progress, etc Monthly visit to local transitional housing complex to meet with students and families Periodic emails to families about relevant issues or emerging problems or good news	VISION: This year our focus concerns communication between the school and families as well as building climate.	Initiating	Initiating/Emerging	Initiating	Initiating/Emerging	Emerging	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Roxhill Elementary	Our school will increase parent/family engagement. We are excited to use the resources of the Families Education Levy (FEL) and Collaborative Schools for Innovation and Success (CSIS) to increase family involvement here at Roxhill. We are partnering with Communities in Schools to provide comprehensive, wrap-around support to our students and families. In addition, we have a Neighborhood Health Center here at Roxhill to provide support to our students and families. In collaboration with our work incorporating the FEL and our partnership with CSIS, Roxhill will hire 5 parent leaders who represent the diverse cultures at our school. The role of the parent leaders is to provide outreach to our families and to assist us in ensuring all families feel welcomed and an integral part of the school community. Family newsletters are translated into Spanish, Vietnamese, and Somali. Roxhill will host a series of family nights, specifically designed to meet the identified needs of our families. There will be three to four evenings throughout the school year. Our Family Engagement Action Team (FEAT) meets twice a month to strategize and prioritize engagement opportunities and support for our families. The Parent Involvement Plan will be reviewed during the December PTA meeting. In addition, it is always available in the school office. This information and invitation to families to review it is in every parent newsletter in both English and Spanish. Homework policy is determined by department and individual instructors.	It has Communities in Schools part on its website. Beth Graves heads up our Communities in Schools team. More information coming soon!	Emerging	Initiating	Emerging	Initiating	Emerging	Initiating/Em erging	
Sacajawea Elementary School	Our school will increase parent/family engagement. There are many ways in which Sacajawea families stay involved and engaged at Sacajawea. One way is through connections with teachers and classrooms. We begin the school year with Parent Partnership Conferences and/or WaKIDS Family Connections conferences that give each family an initial opportunity to get to know their child's teacher, and to tell the teacher about their child. In addition, we hold progress monitoring conferences for each child during the third week of November, and a curriculum night or open house early in the school year. Volunteering at Sacajawea is encouraged and supported in many different ways. Classroom volunteers read with children, help with classroom projects and assist teachers in many ways. Our volunteer coordinator helps these volunteers with the district procedures for volunteering and also helps to place and coordinate volunteers in school-wide activities such as our weekend food program, field day, office help, picture day and many more activities and opportunities. In 2016-17, over 200 people volunteered, provided close to 18,000 hours of their time at Sacajawea. We also have a strong PTA and Racial Equity Team that provide many opportunities for involvement. Our PTA sponsors several family game nights, guest speakers, our annual Math and Science Fair, Arts Festival, Field Day, Move-a-Thon fundraiser, Spring fundraiser, and Welcome back potluck. Our Racial Equity Team helps to bring a variety of voices and perspectives to decision-making and educating our community on racial and equity issues at Sacajawea. In addition, the Equity Team and PTA co-sponsor Heritage potlucks to honor and highlight the variety of cultures and people represented at Sacajawea. In 2017-18, the parent committee within our Racial Equity team is exploring providing a series of forums for families and community. In the Spring of 2017, a small committee within PTA began forming around inclusion practices for students with special needs and their families. We are working to help these families become more engaged by exploring specialized childcare options, and adding practices such as a quiet room and noise cancelling head-phones checkout at special events. We communicate out to families through our website and PTA Websites, classroom weekly newsletters, an outdoor reader board and informational bulletin board and school-wide weekly Sacajawea Community News newsletter.		Emerging	Emerging	Emerging	Initiating	Emerging/Est ablished	Emerging/Est ablished	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Salmon Bay K-8	<p>Our school will increase parent/family engagement. There is a long tradition of family engagement at Salmon Bay through volunteering, advocacy, and support for school programs. Friends of Salmon Bay (FOSB), our parent organization, has a close partnership with the school. School and FOSB leaders meet monthly to discuss any areas of concern, as well as upcoming collaborations. We have 2 parent representatives on our Building Leadership Team and seek to involve parents on all interview teams. FOSB meetings are held monthly and feature teacher spotlights as well as administrative updates for families. Our volunteer coordinator, along with front office staff, are key connection points for families as they seek to get involved in the school. At the start of the year, our middle school hosts an orientation night where students and families receive schedules and learn about team expectations, fall camps, and meet the teachers. We utilize School Messenger to send a weekly bulletin that reflects events from the week, informs families of upcoming events, and provides families with information from the school. Elementary teachers send home regular letters to keep parents and guardians connected to the work of the classroom. Middle school teachers utilize the Source and Schoology to keep parents in the loop regarding grades and assignments, and prioritize assisting students and families with troubleshooting Source and Schoology accounts when necessary. We would like to continue to strengthen our communication with parents by developing more content for our website, as well as ensuring that families can access needed information as seamlessly as possible. Salmon Bay's Homework Policy Homework can help students practice, prepare for, and/or extend classroom-based learning. Homework also is intended to help students with organizational skills and build responsibility to complete and return work independently. Homework at Salmon Bay looks different at each grade level. Amount: While there is little homework beyond daily reading in the early elementary grades, homework expectations increase with age. Middle school students may be assigned between 60 and 90 minutes of homework per night, including reading. Daily reading: All Salmon Bay students are expected to read daily. At the younger grades, this may take the form of parents reading aloud to children. When they are ready, students should begin reading "just right" or leveled books to build fluency and comprehension skills. Expected daily reading time varies by grade, beginning with 10–15 minutes a day and rising to 30 minutes. Other subjects: In addition to daily reading, students may receive math, writing or research homework to support classroom learning or make progress on an assigned project. At times, they may be asked to finish incomplete classwork at home.</p>	<p>SMART goal: Hold a Family Literacy Night (October) Utilize Elementary Screening for early literacy indicators and communicate these results to families at parent conferences.</p>	Initiating	Emerging	Emerging	Emerging	Emerging	Initiating	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
	<p>Our school will increase parent/family engagement. We have two parent positions on the Building Leadership Team, a highly engaged Parent Teacher Association, a Family and Community Engagement Committee and an Advanced Learning Opportunities Committee who all influence decision making at Sand Point Elementary. Spring 2016 Family Survey Results: The survey data is only representative of about 1/3 of our parent community. The survey shows families are satisfied with the many components of Sand Point Elementary but would like a higher degree of communication from the school about what their child is learning, the child's academic progress and programs that support their child. We need to actively engage families who self-identify as Black, Hispanic and Asian and may speak languages other than English at home. Who responded? -100% of the respondents self-identified as White or Multi-racial -100% of the respondents self-identified as having a household income of over \$200,000 of did not respond -100% of the respondents self-identified as speaking English at home always What do parent say about Sand Point Elementary? -There is at least one adult in this school I can talk to if I have a concern. 98% responded favorably -I feel my child is safe at school. 95% responded favorably -Teachers and staff at school care a lot about my child's academic success and personal well-being. 93% responded favorably -Teachers and staff at school are knowledgeable and respectful of different cultures and races. 93% responded favorably -I feel confident discussing my child's education with teachers at school. 91% responded favorably -The school provides a positive social and emotional environment for my child. 91% responded favorably -I have opportunities to influence what happens at the school. 81% responded favorably - The school does a good job sharing information about my child's academic progress. 55% responded favorably -I know what my child will learn this year at school. 65% responded favorably -I know special programs available at school or the district to help my child. 55% responded favorably -The school has successfully overcome cultural barriers between staff and families. 56% responded favorably Action Steps: We now have a Family Engagement Committee who is planning and leading our family engagement work this year. We are planning targeted family focus groups to get more feedback from more representative sample of our families before we decide how to move forward. We are also conducting additional family climate surveys across the school year. Teachers will continue regular and on-going communication with families in various forms. *Family Survey Results are not yet available from the 2016-2017 school year. We will revise this section when this data becomes available. 2017-18 HOMEWORK POLICY At Sand Point Elementary, we believe that students work hard throughout the school day and that learning occurs in a variety of ways and places outside of school. During school, we focus on students learning at their just-right level. Additionally, homework should be tailored to the needs and interests of each child and his or her family. Homework at Sand Point includes: Grade Level Minimum Reading Recommendations K-2nd grade 30 minutes 3rd- 5th grade 60 minutes • Reading (independent or with an adult or another child reading to them) for at least 30 minutes daily o Our intention is that this reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child's love of learning. Each child will record their reading on a reading log. The purpose of the log is to help students reflect on their patterns as a reader. • Mathematics/Word Work Practice o Short mathematics practice as assigned by the teacher will help build fluency with mathematics facts. We will send home practice if these three conditions exist 1. The work is relevant to work in the classroom at that time 2. Students can complete the practice independently 3. Students will be given feedback regarding the work • Completing in-class work or extensions/projects from classwork as assigned by the teacher and/or as child is inspired to pursue o We will send work/projects home to complete if these three conditions exist: 4. The work is relevant to work in the classroom at that time 5. Students can complete the task independently 6. Students will be given feedback regarding the work • Participating in the School-Home Partnership of our Social Emotional Literacy Curriculum In addition to assigned homework, we encourage children and their families to use after school time to explore other interests and foster growth and responsibility. These may include: • Family chores—setting the table, doing the dishes, cleaning room(s) of the house, caring for pets and self, doing yard work... • Free/imaginative play time alone, with siblings, or with friends • Activities outside of school such as sports</p>								

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Sanislo Elementary	Every major student learning goal includes activities and strategies for increasing parent involvement.- Two parents will serve on Building Leadership Team. -Our Counselor will make regular contact with families and attend SIT, BLT and PTA to assess needs and deliver service. The counselor and Youth Services Assistant will be the lead along with the principal on monitoring attendance of students. -Families will be welcomed at a family night, where they will be supported with strategies for helping students with math at home -Sanislo will host multiple educational nights to support educational strategies at home. -A curriculum night will be held in October to engage families into the culture of the school and the instructional program -Staff plans to review strategies for increased attendance -The Family Engagement Team will be implemented this year to help direct the efforts to increase family engagement -Reading Nights for Parents will be held twice per year to support parents in reading strategies to implement at home. -Math Nights for Parents will be held twice per year to support parents in math strategies to implement at home. - Cultural family nights for Multicultural Pot Luck will focus on literacy and student performances. -A review of our title 1 program will be included in the program at our open house and literacy night -We send home our homework policy annually to enhance the school-home connection	The school hosts a welcome back event for incoming students and invite their families to tour the school and meet the staff and students in August. -Ice Cream Social -Kindergarten Welcome Event - Local Preschools visit in the spring annually	Initiating	Established	Initiating/Em erging	Initiating	Emerging	Initiating	
Seattle World School	Every major student-learning goal includes activities and strategies for increasing parent involvement. The Family Engagement Action team (FEAT) which includes staff, parents and bilingual community based organizations is active in identifying, planning and supporting parent events. Support and outreach include, mid-quarter Progress Reports, personal invitation telephone calls to families, bus transportation to school events and "event topics" selected by the families and communities. Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area: Principle 7: Family and community engagement Title Component 6 Strategies to increase parent/family engagementIndicator: P7 - IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home) 2017 - 2018 SMART Goal: During the 2017 - 2018 school year, through providing communications, conferences and school meetings designed to encourage parents and guardians to become actively involved in supporting their students at home and at school, w hich will result in 75% or more of full time students, enrolled within the first two weeks of each quarter, earning at least 1.5 credits per quarter (all of their credit bearing classes). Notes: 1.5 credits per quarter are possible for full - time students enrolled within the first two week each quarter in six (6) classes (2.5 credit per class) Data will be uploaded into the "File Cabinet in Indistar" followi ng each quarter Tasks: • Create a role of School Improvement Parent Navigator to model, train and coach 3 - 5 parents to su pport decision making (highest level of family engagement) of the FEAT goals and school improvement planning. • Host a family literacy night to engage students and families with bilingual books and materials • Hold two parent - teacher conference days - target students with a D or an E in one or more classes, truancy or any behavior issues. Then open the schedule to all parents who would like a conference. Parent Conferences will be held on Saturday, November 30, 2016 and April 29, 2017, for all parents. Parents who are unable to attend on Saturday will be scheduled during the week. Parent Conferences will be held each semester.	The school hosts a welcoming event for incoming students and invite families to tour the school and meet staff and students. Administrative & FEAT members run two times a week Family Orientation for the first two months of school. The FEAT team members will conduct orientations in the future. World Family Center will conduct New Family Orientation for students and families after November 1, 2017, on entering the SWS; those meetings will be conducted weekly based on enrollment.	Emerging	Established	Emerging/Est ablished	Established	Emerging	Emerging/Est ablished	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
Seattle Skills Center	We are increasing the use of communication to Skills Center parents and are designing a student/family survey to get input on the types of courses and locations that would best serve our families. We have provided information regarding our courses in the top six languages of the district. Our team also recently participated in the "Engaging Families in High School Success" professional development session and will use our grant funds to communicate with incoming 9th graders to make sure their families know about our free Skills Center summer program. We have participated in family nights and career fairs at our host schools, and we will continue to explore and implement ways to engage families, including a focus on our ELL families. The Skills Center plans to increase collaboration with the ELL Department and other departments and community partners. Teachers in the Skills Center make use of homework to keep students engaged in learning at home and to practice skills they have learned. Each teacher provides their homework policies in their classroom expectations or syllabus. Skills Center teachers will work towards developing a single homework policy in the 2017-18 school year.	The Seattle Skills Center supports the transitions of new students and families to the school by providing opportunities to explore course offerings and career pathways through our Skills Center summer program before students are eligible for the regular school year courses (offered for 16-20 year olds). They also join the host schools in welcoming families at events like family nights, curriculum nights, and open houses. These events in the past have included student voice and participation, and we plan to continue this. They are also planning the use of surveys and school messenger calls and emails for new and returning families. They partner with counselors, principals, and other school staff to get to know individual families and students. Staff will reach out to all parents and families of students at the beginning of each semester with the goal of welcoming and building relationships with students and families.	Emerging	Emerging	Initiating/Em- erging	Initiating	Emerging	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communications	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
South Lake High School	<p>Increase parent/family engagement -- Every major student-learning goal includes activities and strategies for increasing parent involvement. As an alternative school, our parental involvement is unique to our population. Parental participation is on an ongoing basis throughout the school year, which also include open house, parent nights, senior project evenings, and cultural activities. Our parents are on call and available to us on a one on one basis. Under Principle 7, Increase parent and family engagement, the Student and School Success Plan (SSSP) includes a SMART goal, completed tasks and active tasks. Below is a summary of the action steps taken in this area: Principle 7: Family and community engagement -- Title Component 6 Strategies to increase parent/family engagement-- Indicator: P7-IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home) 2017-18: SMART Goal: During the 2016-17 school year, South Lake's School Compact will include responsibilities that communicate what parents (families) can do to support students' learning at home resulting in 70% or more of the students, enrolled within the first 2 weeks of each quarter, earning at least 1.5 credits per quarter. • Note: o 1.5 credits per quarter are possible for full-time students enrolled within the first 2 weeks of each quarter in 6 classes (.25 credit per class) o Data will be uploaded into the "File Cabinet in Indistar" following each quarter Tasks: •Create additional in school opportunities to involve parents in development of school mission and vision •Continue to send out good news cards to students home to provide on-going home-school connection •Create a student survey to determine what students believe, feel they need at South Lake on order to be successful. •Create a parent survey to determine what programming parents envision for their children at South Lake. •Teach parents and group leaders how to use The Source so they can keep up-to-date on students' academic progress via Shark Newsletter, providing a link on school website, staff make an effort to inform parents whenever they have an opportunity to communicate with them</p>	<p>The school hosts a welcoming event for incoming students and their families to tour the facility and meet staff and students.</p>	Initiating/Emer	Established	Initiating	Established	Emerging	Emerging	

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
South Shore Pre K-8	<p>We will continue to work with our Family Engagement Liaison to implement the use of the Dual Capacity Framework. We will extend the TEN survey to all teachers and we will set classroom parent/family and building priorities based on the information we gather from our families. We will also look engagement to include training on the Dual Capacity Framework in our PD plan.</p>	<p>The school uses Culturally Responsive Methods of teaching to increase family and community engagement with learning. Multi-tiered System of Support Implementation Guide made available for families and community partners. Hoping to build a Natural Leaders-like program that will allow have families be the lead in reaching out to families who are English Language Learners. Next year we will develop a cadre of families who can reach out and support our increasingly diverse population of families. In conjunction with our PTSA, we will set up a program similar to Natural Leaders. This program engages family leads to support new support families and students entering our building. Family members set as leads will support families from their own ethnicity groups - hoping to address any cultural mismatches - making school more accessible along with understanding of the cultural norms of the families who come to our school. These leads will also be trained in the Dual Capacity Framework. As a staff, we will also build family engagement by using the Teaching Excellence Network tool, which allows community stakeholders (families, students, staff, and leadership) to select their most important educational priorities. Teachers will then discuss and adjust practice. In the spring, community stakeholders will evaluate staff on how they are delivering these priorities. We will build out our understanding of the priorities by engaging a sample of families in a deeper discussion</p>	Emerging	Emerging	Emerging/Established	Established	Established	Established	Needs more detailed explanation of TEN, Natural Leaders, and communications in the CSIP. I know what those mean, but anyone should be able to read it.

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
	<p>Families are engaged in our school community and in the education of their children. We have a very involved core of parents who support staff and students as classroom volunteers, on field trips, with after school programs, through PTA and other events. Most families attend curriculum night in the fall, parent-teacher conferences in November and Japan Night or La Fiesta in the spring. The PTA also hosts several other events during the school year which many families attend. Families are also encouraged and invited to be part of their children's academic progress through SIT (Student Intervention Team) and IEP meetings, and/or frequent communication with teachers. In addition, teachers communicate with families through newsletters. In 2017-2018 our goals are to: The Principal will continue to collaborate with the PTA leadership to streamline communication and re-evaluate communication channels to reduce or eliminate repetitive communication. Enhance our language affinity groups. Our Spanish and Japanese language groups met several times during 2016-17. In 2017-18, our goal is to ensure that these groups are a place where these parents' needs are being met. We will begin an affinity group for African American parents. Examine our schoolwide celebrations to deepen and enrich the events we focus on. Investigate our family climate data to understand our strengths and areas for growth. We</p>								

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
-------------	----------------------------------	-------------------------------------	-----------------	--------------------	-----------------	--------------	-----------------------	-----------------------	-------

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica- tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
-------------	----------------------------------	-------------------------------------	---------------------	-----------------------	--------------------	--------------	--------------------------	--------------------------	-------

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
-------------	----------------------------------	-------------------------------------	-----------------	--------------------	-----------------	--------------	-----------------------	-----------------------	-------

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
-------------	----------------------------------	-------------------------------------	-----------------	--------------------	-----------------	--------------	-----------------------	-----------------------	-------

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
-------------	----------------------------------	-------------------------------------	-----------------	--------------------	-----------------	--------------	-----------------------	-----------------------	-------

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica- tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
-------------	----------------------------------	-------------------------------------	---------------------	-----------------------	--------------------	--------------	--------------------------	--------------------------	-------

CSIP Analysis

School Name	Family Engagement plan paragraph	Any other info relevant to families	Communica-tions	Linked to Learning	Decision making	Deliverables	Welcoming Environment	Culturally Responsive	Notes
-------------	----------------------------------	-------------------------------------	-----------------	--------------------	-----------------	--------------	-----------------------	-----------------------	-------

Area	Initiating	Emerging	Established
<i>Communications</i>	<ul style="list-style-type: none"> - One way communications - Flyers, info sheets, newsletters, handbooks, letters home, etc., all in English 	<ul style="list-style-type: none"> - Multiple modes of communication, translated into multiple languages - Info about student progress, web access to student data/information (that parents understand and can use) - Some two-way communication, school initiated and parents respond to teachers for specific things 	<ul style="list-style-type: none"> - Multiple forms of communication in home languages of all families (at least one form) - Two-way communication, welcoming families' input and feedback, both initiate - Helps parents engage effectively and positively with the school, not defensive (ex. parent-teacher teams go over data, set goals, check in as grade level) - Clear, timely communication between teachers and parents, especially if there is a disagreement or an incident
<i>Links to Learning</i>	<ul style="list-style-type: none"> - Events are mostly separate for parents and students - Only include events such as: community-building, festivals, student presentations or shows, fundraisers, etc. 	<ul style="list-style-type: none"> - Events connected to specific student learning and outcomes that involve parents and students - Events such as: Literacy Night, Math Night, Curriculum Night, Attendance Initiatives, parent classes on learning strategies, etc. 	<ul style="list-style-type: none"> - Specific, targeted tools taught to parents to help support learning at home - Student-led conferences - Parents involved in goal-setting, homework, and reviewing work with the teacher
<i>Decision-Making</i>	<ul style="list-style-type: none"> - Low parent participation on advisory or decision-making groups at the school - Only a few parents involved - No parent feedback on school policies or programs 	<ul style="list-style-type: none"> - Parent participation on PTA/PTSA only - Some diversity in representation reflecting school demographics, or at least trying to involve more parents 	<ul style="list-style-type: none"> - A range of parents are involved in multiple advisory and decision-making groups - Parents provide input and feedback on school policies and programs, which is taken into account
<i>Deliverables</i>	<ul style="list-style-type: none"> - No deliverables or specific goals listed - Goals mention environment or school culture, but do not mention families at all 	<ul style="list-style-type: none"> - One or two deliverable goals are listed - Focus on quantitative data (testing, parent/student survey) - Not a clear path of how to achieve them 	<ul style="list-style-type: none"> - Deliverables and goals that are specific to family engagement, related to parents and teachers gaining more confidence and capacity in their relations - Specific, realistic plan describing how they will improve relationships, including steps and resources
<i>Welcoming Environments</i>	<ul style="list-style-type: none"> - Students enter to a negative or no greeting - Only English-speaking staff on campus - Parents are only "allowed" to come in for certain events or times - Dirty, unsafe, falling apart, scary, or negative school building 	<ul style="list-style-type: none"> - Families and students are sometimes greeted, for events or special days - Parents can come into the school to observe or volunteer, if scheduled - Building is undergoing changes to be more friendly, well-kept, and safe for all students 	<ul style="list-style-type: none"> - Staff and Teachers greet students and families at the door - Safe ways to get to school - Friendly, positive, clean, safe school building - Invites parents into the school to be involved (not just to watch) - Parent room - Open-door policy

<p>Culturally Responsive</p>	<ul style="list-style-type: none"> - No mention of Culturally Responsive staff training or teaching - A "Cultural Night" of some kind 	<ul style="list-style-type: none"> - Specific plan/outline of how they are improving their practice of culturally responsive family engagement - Translators are available only during certain times, or only through a phone service - Teachers and staff opt-in to some kind of diversity and inclusion training each year 	<ul style="list-style-type: none"> - Families help develop/plan programs and initiatives - Translation services available and being used regularly - Events planned around various schedules, norms, relationships - All teachers and staff get training on diversity and inclusion, and how to engage diverse families - Culturally-responsive curriculum is used in classrooms - Race & Equity teams - parent and student representatives - Values literacy in <i>all</i> languages, not just English - Cultural navigator, not just translator
------------------------------	---	---	---

Action Plan _____



**Recommendation
Addressed**

Desired Outcomes:

Outcome Measures:

**Potential
Challenges:**

Lead:

Team:

Activities/Strategies	
Strategy/Activity:	Timeline
Benchmark	Data
Strategy/Activity:	Timeline

Action Plan

<i>Benchmark</i>	<i>Data</i>

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



THE FOUR ESSENTIAL CORE BELIEFS

1. All families have dreams for their children and want the best for them.
2. All families have the capacity to support their children's learning.
3. Families and school staff are equal partners.
4. The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, especially school leaders.

Essential Conditions



Relational: Built on Mutual Trust

Our efforts must be intentional about building relationships of trust and respect with families. Families and school staff have to be given an opportunity to learn about each other, to share stories, and to build partnerships that are based on respect.

Linked to Learning and Development

Whatever we plan for and with families should be linked to learning—in other words, aligned with the learning and development goals for the students.

Asset-Based

Seeing the value of everyone's tools—their skills and knowledge—is what it means to have an asset- or strength-based mindset. When your family engagement practice is developmental, it assumes that families already have assets on which you can build (as opposed to regarding families as empty or damaged vessels in need of services and “fixing”).

Culturally Responsive and Respectful

Recognizing families' cultural ways of being and using that cultural knowledge to inform, cultivate and sustain family partnerships—all the while, understanding the importance of being in relationships and having a social-emotional connection to families.

Collaborative

Bringing families and teachers together so that they can learn from and with each other. By collaborative, we mean that this relationship between families and practitioners is reciprocal and builds on the strengths of both parties.

Interactive

We adults learn by doing. In fact, active learning is even more important for adults than for children! To master any skill, we all need a chance to practice it; thus our family engagement events should be interactive (and fun!).

