

Family & Parent Partnership Project Mid-Year Report

Edna Elementary School

Labette County USD 506

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The Family & Parent Partnership Project has provided the staff and parents of Edna Elementary School with numerous opportunities to increase our student's achievements. The goals of our project are to welcome all families in the school and support student success.

One project that addressed these goals was the construction of welcome bags for each family. Each bag was individualized for families based on the grade levels of their children. Materials included in the welcome bags were:

- A magnet with the school's phone number, fax number, and mailing address
- Notepads with school information printed on them
- Pencils for each student to begin the year
- Grade level expectations provided by KPIRC
- EGS pamphlet containing classroom schedules and parent volunteer hours
- Home literacy environment checklist
- Music concert and program dates
- EGS Parent Involvement Plan
- Parent access codes to PowerTeacher—our electronic grade book
- H1N1 district policy
- District wellness brochure
- The ABC Book of Educational Terms provided by KPIRC
- A Family Guide to Multi-Tier System of Supports (MTSS) provided by KPIRC
- Shining Stars Kindergartners Learn to Read provided by KPIRC
- Shining Stars First Graders Learn to Read provided by KPIRC
- Shining Stars Second & Third Graders Learn to Read provided by KPIRC
- Teenagers—This is Normal? Provided by KPIRC

The welcome bags were distributed at Edna Elementary School's annual Back-to-School Night. During this time, staff members are introduced and parents have the opportunity to meet their child's teacher and visit their classroom. This is a wonderful time for parents and teachers to meet and establish communication.

Our school district hosted an annual Title 1 Parent Meeting. It was open to all parents in the district to attend. This year, Tammie Benham of the Kansas Parent Information Resource Center spoke to parents. Parents were given the opportunity to share their thoughts and opinions about various strategies to increase attendance at parent events and avenues to improve communication. The technical assistance that she provided was a valuable experience for not only parents, but staff members as well.

Comments and ideas were also gathered at the Edna SITE Council meeting on October 26, 2009. Parents shared positive comments about the welcome bags that were distributed as well as other strategies that were implemented such as cookies and punch for parents during Parent/Teacher Conferences in the Parent Resource Center and the creation of a Parent Resource Center in our building.

The Parent Resource Center is located in the building and contains a variety of resources for parents to access. The center was created to support the student's success by providing parents with materials to help their children. The materials that were included in the welcome bags are available as well as other guides to assist parents with homework questions and district policies. A computer is located in the resource center for parents to access the Internet and PowerTeacher to check their child's grades. Due to positive feedback, we plan to expand the Parent Resource Center and provide more resources for parents to access.

Again, one of the overall goals of our Family & Parent Partnership Project is to welcome all families into our building. A banner was purchased with our school theme printed on it, "We aren't a small school; we are a large family." Our Title 1 Schoolwide Leadership Team chose this theme because it reflected the culture of our community.

Parents and families that are new to our district and community have shared in the past that a map of the school would be a welcomed addition in the foyer of the building. This year, a bulletin board was placed in the hallway of the main entrance to the building. A map of the school, with classroom labels, is displayed in the center of the board. Surrounding the map are pictures of every staff member in the building and the position that they hold.

Collectively, these strategies have made a positive impact on student success. This is evident in our schools Multi-Tiered System of Support, or MTSS, results. Classrooms in grades Kindergarten through eighth grade began meeting with MTSS groups in September after diagnostic reading assessments had been administered. Students received research-based intervention instruction during this time that was individualized to meet their specific needs. Forty-seven students at Edna Elementary School were in a MTSS group in September. By the end of December, seventeen students had transitioned out of an intervention group. As a result, only thirty students are currently in MTSS groups at the end of the first semester. The results are a result of focused instruction and strong communication between school and home. Parents were frequently updated on their child's progress. They were also given the child's grade level expectation at Back-to-School night. This informed parents of the skills that their child would be expected to learn throughout the school year.

