Tried & True
2014 – 2015
A selection of best practices to boost student achievement through school, family and community partnerships.
A Note from the Editors:

Please enjoy this complimentary copy of Tried and True! The Kennewick School District created this publication to showcase stellar activities that capture school, family and community partnerships in action in Kennewick schools. All schools that are featured, in addition to the district, are members of the Johns Hopkins national network of Partnership Schools (NNPS) directed by Dr. Joyce Epstein.

If you have any questions or would like more information about any featured activity found in this booklet, please contact us. For more information about NNPS, please visit www.partnershipschools.org.

Yours in partnership,
Sarah, Kelly and Annabell

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Awards

The Kennewick School District and several schools have received Partnership Awards from the NNPS at Johns Hopkins University.

Schools, districts, state departments of education, and organizations with excellent programs of school, family, and community partnerships are invited to apply for NNPS’s Partnership Awards each spring. These awards recognize members that have worked with NNPS for at least two years, demonstrate high quality plans and practices, and make continuous improvement in their partnership programs from year to year.

2010
Park Middle School
Kennewick School District

2011
Amistad Elementary School
Park Middle School
Edison Elementary School
Kennewick School District

2012
Amistad Elementary School
Edison Elementary School
Eastgate Elementary School
Kennewick School District

2013
Amistad Elementary School
Eastgate Elementary School
Westgate Elementary School
Park Middle School
Kennewick School District

2014
Amistad Elementary School
Park Middle School
Kennewick School District

2015
Vista Elementary School
Westgate Elementary School
Kennewick School District
A Note from NNPS

It is a pleasure to say hello to the Kennewick community and to send “Congratulations!” on the good work in the new edition of Tried and True: A Selection of Best Practices to Boost Student Achievement through School, Family, and Community Partnerships. With this publication, Kennewick’s Action Teams for Partnerships (ATPs) learn about others’ efforts and may adopt or adapt good ideas.

Kennewick started to work with the National Network of Partnership Schools (NNPS) at Johns Hopkins University in 2008. The district and schools have made steady progress ever since. Now, 13 schools (with more slated) are members of the Kennewick and NNPS networks of Partnership Schools. All schools are committed to continually improving outreach to engage more and different families and community partners in ways that contribute to student success in school. That is an important agenda—central to the attainment of all school improvement goals.

Kennewick’s progress is due to the excellent leadership of Sarah Del Toro, joined now by Kelly Bolson and Annabell Gonzalez, with strong support from Dave Bond, Superintendent; Doug Campbell, Federal Programs Administrator; and many other colleagues. In 2015, the district and two schools earned NNPS Partnership Awards. Over the years, the district earned six such awards and several schools earned one or more awards from NNPS. Even more district and school activities have been published in NNPS annual books of Promising Partnership Practices and featured in other publications. Kennewick’s examples and experiences have helped many leaders and school-based ATPs in this and other countries think creatively about goal-linked partnership practices.

At NNPS, we know that Kennewick will continue to walk the talk of school, family, and community partnerships at the district level and in all schools. Keep up the great work!

Joyce L. Epstein, Ph.D.
Director of NNPS

December 2015
Epstein’s Six Types of Involvement

Keys to Successful School, Family, and Community Partnerships

**Parenting**
Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.

**Communicating**
Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

**Volunteering**
Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.

**Learning at Home**
Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.

**Decision Making**
Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

**Collaborating with the Community**
Coordinate community resources and services for students, families, and the school with business, agencies, and other groups, and provide services to the community.

Academic Goals

Math
Numbers are all around us and a part of everyday life but some students and parents are intimidated by middle school math. In the past, Park Middle School’s ATP (Action Team for Partnership) has struggled to achieve strong family attendance at math events. No longer. Last year, the ATP developed a wonderful way to make math popular and palatable by pairing math with ice cream sundaes. More than 100 students and 300 parents and family members gathered at the school to earn delicious treats by playing a variety of math games at Café Math Night.

Community collaborations helped ensure success. GEAR UP donated materials for math gift bags to be distributed at Café Math and a local casino donated decks of cards for some math games. The school’s math coach incorporated the playing cards in math games aligned with Common Core State Standards.

To promote Café Math Night, the principal mailed home flyers and created a video to show to students during first period announcements. He also reminded staff about the event at meetings and thanked them for their planning and participation. More than 25 teachers built interest and confidence about Café Math Night in advance by teaching students in class how to play the math games that they would play with their family partners at Café Math. Students also helped by creating posters to mark the locations of the different games.

More than 25 teachers built interest and confidence about Café Math Night in advance by teaching students in class how to play the math games that they would play with their family partners at Café Math.

On Café Math Night, families were welcomed by the school secretary and given a menu of games and a map of the game locations. They attended one session to hear about the games and how to play them. To earn ice cream sundaes, families had to visit four math game stations. As an extra bonus, if a family created a homework plan together, they would receive a math gift bag full of games to take home.

At the first hour of stations, families played games that enabled students to show off their knowledge of integers, fractions, multiplication, and probability. One attendee commented, “I didn’t know you could make math fun.” At the fifth station, families watched a slide show explaining how to make an effective homework plan. Families were given...
time to create their own homework plans, and teachers were there to help. The gift bag incentive ensured that families did not skip this important stop. Families were happy to get the gift bags, which contained versions of the math games that they could play together at home. “This is something really fun we can do together at night, instead of you texting on your phone,” one parent was overheard saying to a student.

Café Math Night facilitated school and family communications and showed parents and students that math was nothing to fear. As the principal put it, “Parents learned ways to work on math with students at home in positive and engaging ways, and to be an active participant in their student’s learning.”

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How can we communicate our math standards to our families and give parents necessary teaching tools to work with their children at home? Can we adapt our materials to meet the needs of our Life Skills students? Our “Math for Fun” Night evolved from these questions and a discussion on ways to communicate math standards to our parents with children in grades 3-5. We also wanted to teach families fun math games to play at home to strengthen number sense and problem solving skills. It was decided that Parent Roadmaps to Common Core Standards published by the Council of the Great City Schools would be a useful tool in helping parents understand the math standards their children would be learning in the classroom. We decided that each family would receive a Parent Roadmap and be shown ways to use it in their home.

When our “Math for Fun” Night began, 160 parents and students entered Washington Elementary School gym to sign in. Each family received a plastic baggie filled with math games, manipulatives, and a Parent Roadmap. A team of fourteen staff members had a “bagging party” a week before the event to stuff 280 baggies so that all intermediate and Life Skills students would be able to share a baggie with their families, whether they were able to attend the event or not.

Let the games begin! Parents and students quickly filled the designated classrooms, eager to begin shuffling cards and rolling dice. After classroom teachers shared information about math standards from the Parent Roadmap, parents began to ask questions about the standards. Fortunately, the Parent Roadmap gave ideas and suggestions of ways parents can help their children at home. One parent said, “It gave me the information I need to know so I can help my daughter with math, and I know what she will be learning.”

Soon a family friendly feeling began to permeate the rooms as parents and their children played games from their baggies while chatting and eating refreshments. A team of high school students from Delta High volunteered their time to help teach the math games to the families.

Our team had to address another question. How do we fulfill the needs of our Life Skills students’ families at our math night event? Washington Elementary School has a Life Skills class of ten students. We found ways to include them by adjusting the contents of their baggies to meet their individual skill levels. A letter was sent home, letting parents know that the games in their child’s baggie were designed
The Life Skills class also made personal invitations to invite their parents to our math event. Three out of the ten families attended the event!

To meet the needs of our bilingual families, a Spanish session was held in the library. Materials in Spanish were made available to all who desired them. One parent shared, “We can use these math table games, so that the children learn in a manner that is fun and relaxing.”

The high level of attendance to this math night event is attributed to several factors. Teachers were asked to make phone calls to three or four families in their classrooms who might most benefit, giving personal invitations. Additionally, a teacher dressed up in costume as Miss Multiplication and visited classrooms at lunch to build excitement for the event. Finally, flyers, posters, announcements, and event labels for children to wear home created a “buzz” and a sense of anticipation.

As our “Math for Fun” Night drew to a close, families gathered in the gym to receive a free bag or box of food donated by 2nd Harvest, a local non-profit organization. Seeing the smiles on people’s faces brought a deep sense of satisfaction to us all. Clearly, a family and community connection had been made!

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Many students at Westgate are from families who are refugees or new immigrants from other nations. They speak over 20 languages other than English at home and are not familiar with U.S. schools and children’s curricula. About half of the students are English Learners or receive other bilingual services.

Focus on Math was developed to share some simple math strategies with parents and students that they could practice at home to master skills linked to Common Core State Standards in math. Another goal was to guide families to talk with their children about math at dinner time, bath time, or other free time at home.

The ATP (Action Team for Partnerships) publicized Focus on Math with save the date notices, Facebook announcements, conversations with families, individual invitations, and stickers on students as a final reminder. Each teacher called five families who might not come without the extra touch. The ATP provided bus transportation to pick up families who lived too far to walk. Over 195 families attended with their children. All families received math materials to use at home, whether they attended the evening or not. Focus on Math was conducted on three nights to focus on grade-specific math materials for K-1, 2-3, and 4-5.

When families arrived they were greeted and signed in. Each family received a zip-lock bag of math materials that they would use at Focus on Math and take home. Three presenters rotated from room to room every 20 minutes to share three math strategies and to guide parents and children in that room to use the materials during the session. Math activities included dot cards, number bonds, and number puzzles. They tried out the games and activities with the teachers at Focus on Math and then could play them at home.

After the three presentations, families were invited to the gym, where dinner was served. The ATP partnered with a local church that supplied pizza for the families. Another partner, Second Harvest of Kennewick, a local food bank, provided a tote full of groceries for each family who attended Focus on Math.

All of the parents appreciated the activities at school and the materials to take home. They knew that their children could count on them to support math learning.

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Academic Goals

Reading
The idea of adapting school-wide family events into smaller, grade-level events was introduced to Canyon View at their Action Team for Partnerships (ATP) one-year training earlier in 2014. The team thought it would work well for their teachers and families because they would be able to focus in on exactly what Kindergarten and first grade students need to become excellent readers.

In order to plan this K-1 family literacy night, teachers met and discussed ideas for how to guide parents in ways to practice reading with their children. The planning committee decided that they would focus on reading comprehension and utilize the decodables and letter sound cards as tools for families. The entire price of the event was only $40 for basic supplies.

Teachers signed up to work at different stations families would visit the night of the event in their multi-purpose room. Students benefited from this family reading night because their families came away with strategies to make the decodables more engaging at home. Additionally, all of the students in attendance were empowered to share their reading and writing abilities with their families.

Next year, Canyon View’s ATP has plans to conduct a school-wide event to see if they are still able to focus on grade-level specific reading targets while allowing all students and their families access to this great resource.

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...all of the students in attendance were empowered to share their reading and writing abilities with their families.
Parent Feedback Builds Stronger Reading Nights

Eastgate Elementary School

Thanks to parent feedback, the ATP at Eastgate Elementary plans activities each year for teachers, students and parents to enjoy reading and to show families how to help their children strengthen reading skills at home. Parents enjoy these events, offer suggestions for improvement and look forward to the next reading night. One suggestion was: “Why not include local community members in the fun?”

The ATP agreed that this was a great idea. Last year, Family Reading Night was conducted on the school’s Pajama Day to celebrate Dr. Seuss’s birthday. There was plenty of advance publicity. The ATP sent home flyers and put notices in the school newsletter and on the school website. On the day of the event, teachers distributed reminder stickers that students wore on their pajamas, worn for the daytime celebrate of Dr. Seuss’s birthday. The program for Reading Night featured community leaders including the Superintendent of Elementary Schools, the Chief of Police, a fireman, an artist, players from local sports teams, a DARE officer and bilingual high school and college Eastgate alumni. The community leaders conducted two sessions, each 30 minutes, in eight classrooms to meet and talk with groups of families. Speakers were given guidelines by the ATP to introduce themselves and explain why reading was important to them. Next, they read a favorite story aloud to the families and children.

The participation of bilingual high school and college students, who were Eastgate alumni, was a real highlight. Many families in attendance speak Spanish at home. They are encouraged to attend when they learned that some of the stories would be told in Spanish. The alumni enjoyed giving back to their former school. “It was really fun to come back to Eastgate and read to the kids and families,” said one.

Teachers were in every classroom. After the community leaders read a favorite story aloud, the teachers demonstrated for families how to ask children questions to increase reading comprehension. They distributed bookmarks printed in English and Spanish with simple questions such as “Who are the characters?” and “What is the setting?” Teachers also announced an upcoming raffle featuring a bicycle as the prize. Students could earn tickets by reading at home with their families. “This will
help me ask more questions about the book my child is reading and ask the right questions,” one parent stated.

More than 80 students and about 60 parents attended the community-based Family Reading Night. Family Reading Night concluded with cookies and milk for all.

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Readers are Leaders Family Reading Night
Canyon View Elementary School

Heroes inspire students. If admirable leaders read stories aloud to students, perhaps more students would read more. The ATP (Action Team for Partnerships) at Canyon View Elementary School designed a Family Reading Night where local leaders read aloud their favorite children’s books. Students and families, many English learners and families who are migrant farmers, met the readers and listened to stories to spark students’ interest in reading for pleasure.

Local leaders were recruited from the community as the reading heroes. They included police officers, local semi-professional football players, the school principal, the district superintendent, two Spanish speaking professionals and local high school students. Also, each grade level team of teachers was asked to develop a “make and take” activity for parents and children to do during the evening and that they could take home to help their children practice a useful reading skill.

To cast the community leaders as “reading heroes,” teachers and students were invited to dress up as superheroes that evening.

The school publicized the event actively, including sending home a ticket that could be traded at the Reading Night for new books for each child attending. To cast the community leaders as “reading heroes,” teachers and students were invited to dress up as superheroes that evening. Dinner was provided and served for a half-hour before stories were read aloud.

The school mascot and greeters welcomed about 300 families to the
Reading Night and gave each a map of the school with the schedule of the Leader-Readers and their stories, and make-and-take activities in different rooms. Families chose which story they wanted to hear for 20-minute session, with 5 minutes to change rooms for the next story. Throughout the evening, the make-and-take activity was open for families to visit and families chose the activities to make with children at different grade levels.

After all the reading, the teachers and volunteers were in the cafeteria to trade the entry tickets for a new book to take home. Each child was also given a bag of classroom supplies, donated by teachers. Finally, a booth was set up for families to take photos of their children in their super-hero costumes.

The ATP reviewed the activity and discussed possible improvements. Parents received a survey. Students benefited from the make-and-takes that helped their parents see how to interact with them at home on key reading skills. Canyon View’s ATP always includes a Reading Night for its One-Year Action Plan for Partnerships. This one was a page-turner that everyone enjoyed.

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Fall conferences with parents ignited our ATP (Action Team for Partnership) goal of reaching out to migrant and bilingual families, specifically focusing in on improving reading comprehension and fluency skills. The research team came across a practice called “Reading Gives You More: Ten Guiding Principles,” which was a great platform to increase discussions of comprehension and fluency. This resource led us to develop our own family literacy night for our migrant and bilingual families, “Steps to Success in Family Literacy”.

The night included an opening activity where parents interacted with each other by asking questions about different types of literacy activities at home. This helped set the tone for a fun and meaningful event. One of the goals for the night was to validate our families’ ideas of literacy. We did this by posing questions about literacy and having parents work with each other in pairs to answer them. The event focused on fluency as well as comprehension and decoding.

Students benefited from this activity because the families that attended left with a much better understanding of literacy and how to support their children as readers at home. Families enjoyed this because their ideas were validated and they left feeling empowered that they had the skills to help their children with reading at home. They even received some tools to help with reading including a fluency timer, a free book from the Reading Foundation, some basic school supplies, and pamphlets about the reading strategies.

In total 16 parents and 30 students attended the event, which was a great turn out considering only a specific population – migrant and bilingual students and their families – were invited. One parent said that her favorite part was that the presenter listened to parent ideas and perspectives instead of only talking. One of the district administrators shared “It was amazing to see the parents engaged, laughing, and asking questions. I loved seeing the parents walk away smiling and empowered!”

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To help families make reading a good habit, the ATP (Action Team for Partnership) and teachers at Sunset View Elementary helped plan “Reading: The Best 20 Minutes of Your Day.” Parents on the ATP gave useful input for designing and implementing this event.

The principal kicked off the event by juggling apples, reading a Dr. Seuss book, and explaining three ways to organize short family reading sessions. First, he said, the sessions should be fun. Second, books and stories should be of interest to the child involved. Third, the student should receive a hug, pat on the back, promise of reading the next day or other token of progress at the end of the session.

After the introduction, families participated in breakout sessions on literacy skills by grade level led by 20 teachers. The activities put a spotlight on students and showed parents what their children were learning in reading class. Teachers prepared handouts for parents so they could reinforce the same skills at home when they read stories with their children. For example, kindergarteners played games to improve letter knowledge fluency and rhyming skills. First graders demonstrated five strategies for decoding difficult words and took home star-shaped magnets featuring the tips. Second graders demonstrated a five-point story-retell strategy and received hand-shaped magnets printed with the five points. Students received a free book donated by the National Reading Foundation and practiced reading the book aloud with their families.

The school librarian met with students in grades three through five and their families. Originally, the ATP had not planned to include older grades in the event, but agreed to do so when teachers from these grades showed interest. They were glad they did. The older students were interested in the librarian’s presentation about new books for their reading levels and interests. “Students were excited about reading the new books with their friends and family,” the ATP Chair reported.

A visit from the Community Bookmobile was a highlight of the evening. Some parents and students signed up for library cards and all enjoyed browsing the books. Some checked out books to take home. The Bookmobile visits the school every other week.

The Best 20 Minutes reading night concluded with hot chocolate for all. This activity demonstrated how to create a cozy place for reading at home for 20 minutes.

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Academic Goals

Science
There are many designs for Family Science Nights, where parents learn about the school’s science curriculum and students and parents enjoy hands-on science activities together. A parent on the Edison Elementary School ATP (Action Team for Partnership) had a creative idea— an Egg-Stravaganza based on challenges linked to the common egg. The design spotlighted the importance of STEM subjects (science, technology, engineering, and math).

The ATP invited all fourth and fifth graders and their families to spend an evening using recycled materials to build carriers that would prevent eggs from breaking when dropped. Teachers fueled the students’ interest in Egg-Stravaganza by conducting an entertaining egg drop demonstration on the playground. The families spent an hour constructing carriers out of donated materials such as cereal boxes, egg cartons, rubber bands, and cotton balls that had been collected over the previous month.

More than 100 students and their parents participated. “I was so tired after work and really wanted to stay home,” said a parent, “but now that I’m here, I’m really glad I came.”

After the students and families engineered their egg carriers, they turned them over to local firefighters. The firefighters took the carriers to the top of a fire ladder on a truck in a safety-zone. They dropped each carrier from the same height, as the students and families watched with great expectations. A local Eagle Scout kept track of which egg carriers successfully protected their contents.

“Students benefited by being inspired to engage in hands-on science experiments with their family,” explained the ATP Co-Chairs. “They learned that science and engineering activities don’t require expensive equipment, just common household materials and imagination!”

The egg drop wasn’t the only fun event of the evening. An engineering student from a local university ran an activity in the gym involving eggs and catapults. The principal supervised a station where students competed in building a life-sized Lincoln Log Cabin. An “egg-sticle” course, set up by a teacher, was popular. Students navigated the obstacles while balancing an egg on a spoon.
Edison’s ATP noted that since the school started implementing family science activities, students’ scores on standardized tests have risen nearly 20%. Egg-Stravaganza was an engaging way to teach students and their families basic engineering principles and to strengthen relationships of home, school, and community.

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Vista Elementary School’s ATP (Action Team for Partnerships) developed a STEM Family Night were parents, students, teachers, and community members worked together to engineer a project. The ATP, teachers, and staff at Vista collaborated with the engineering department and students at a local community college to design Catapult Olympics. Teachers, community college volunteers, and students participated in hands-on engineering activities during the school day. Then, they applied the same concepts with their families at an Olympics STEM Night.

The community college engineering students visited classrooms the week before Catapult Olympics to build students’ interest in engineering. For the actual event, families built catapults to shoot mini-marshmallows into the air. The students used their catapults to compete in three events: 2-foot accuracy into a bowl; 4-foot accuracy into a bowl; and farthest overall distance. This required the 4th and 5th grade students to stop during the evening to redesign their projects as part of the engineering process.

On the night of the event, a subcommittee of parents, teachers, and administrators met half an hour early to set up the event stations. The community college engineering students directed the event stations in the gym and the supply table with all the available materials. Four classrooms welcomed families with preliminary information about the Catapult Olympics.

As each classroom filled, teachers presented a PowerPoint that outlined the design challenge, shared
learning objectives, and offered some catapult-design strategies. Teachers then handed out score cards and sent students with their families to the gym to gather supplies. After students selected supplies to build their catapults, they took their creations and their families off to compete in the three challenges.

Community college students monitored activities, and kept track of event leaders. Students were encouraged to work with their families to design and redesign their catapults to make them ever-more accurate and successful. One parent commented, “It’s amazing how something so simple and fun hits all those learning objectives! I can’t wait to do more projects like this at home.”

At Vista Elementary School, the Catapult Olympics: Launching into STEM Night was a great way for teachers, family and the community to catapult students into the world of engineering.

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When students know that their families have access to their grades and attendance records, they become more responsible about schoolwork. That is why Highlands Middle School’s ATP (Action Team for Partnerships) wanted more students’ families, including those of English Language Learners (ELL), to understand the schools’ grading system and to know how to monitor their own child’s grades and progress.

Computer Connection was conducted as two workshops for parents. The first session helped all parents to open an e-mail account that they could use for general communications with teachers and others at school. The second session focused on the PowerSchool Parent Portal. To encourage attendance at both sessions, childcare and light dinner were provided at no cost.

At the first session, teachers and counselors presented a PowerPoint in English and Spanish on the steps to set up a Gmail account. Parents were given a folder, note pad, and pen. Print copies of the presentation were available to families who attended the workshop and those who could not attend. ATP members, counselors, and the afterschool coordinator attended to provide assistance as needed.

The second session offered one-on-one tutoring by teachers with parents on how to use the PowerSchool Parent Portal to access their own child’s grades and other important school information. Each family’s questions were addressed. The goal was for all families to be able to sign on, understand the information on the Portal, and feel comfortable using all sections.

To assist parents who needed childcare, Highlands brought in four members of its 21st Century after-school staff and four middle school student volunteers to take care of younger children in one section of the library. After each workshop, parents and children were invited to join Highlands’ staff and volunteers for a light dinner. This gave parents and teachers a chance to visit and answer questions from the previous sections.

In many schools, there is a digital divide between parents who are computer savvy and those who have limited internet access and computer skills.
skills. With Computer Connection, Highlands Middle School found one way to begin to address this challenge.

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Monthly Dinner and a Show  
Park Middle School

The principal and ATP at Park Middle School knew that many parents would be well served by monthly events that provided dinner, a food bank, and a topic of interest. The team added Monthly Dinner and a Show to its One-Year Action Plan for Partnerships.

The ATP selected monthly themes for these occasions based on parents’ responses to a survey conducted at the start of the year. One month, the theme was “Figuring GPA.” Teachers, staff, and ATP members explained the schools’ online grading system and how grade point averages (GPA) are computed. At the After-School Program dinner and show, the staff from the 21st Century Program introduced the afterschool program to students and parents to encourage student attendance. Four stations were set up with activities like those offered after school.

During the Online Scavenger Hunt evening, students and parents were guided to explore the school’s new website to find information specific to the student’s grade level. They searched for and found online textbooks, links to homework help, school announcements, calendars and activities, and other useful sections. The 10th task in the hunt was “Go enjoy dinner with your family.” Park’s citizenship and behavior program, Make Your Day, was featured at a Monthly Dinner and a Show. Members of the Student Advocate Leadership Team explained the program and performed a skit for families to see how the behavioral process worked at school.

Monthly Dinner and a Show succeeded due to good planning and many able volunteers. The survey of parents at the fall Open House ensured that parents’ suggestions and requests were included among the monthly themes.
Dinner and a Show “always feels casual, engaging, and welcoming.” An ATP member added, “These events help build relationships with our families.”

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Edison had participated in Breakfast for Champions for the past several years but realized that attendance was always smaller than expected because of the early time frame. In order to increase parent attendance, it was decided to make the event a dinner instead. That year happened to be the first year that the students took the Smarter Balanced Assessment. To improve the student’s performance on the test, they decided to pair the two ideas, Dinner for Winners was created.

The ATP team met with all grade levels to brainstorm ideas and visions for the event. They worked together to divide the responsibilities into subgroups; presentation, food, advertising, technology, materials and childcare. Invitations were sent home to each family and information was displayed on the reader board. Calendars were prepared for each classroom to let parents know what days the students would be testing.

As parents came in the building, they were greeted by “sign-in” staff that pointed them in the right direction. Children were led to the “movie theater” (gym) and parents went down the hall to the library for the assessment presentation. According to one parent, Monthly Dinner and a Show events were well advertised in bilingual flyers, the Reader Board, e-mail, daily student video announcements, and personal phone calls to targeted families.

Dinner for Winners
Edison Elementary

They were encouraged to stop at the Card Creation Station, where they could write their child a note of encouragement for the test days.
formatting as compared to previous test. There was a question and answer session. “We fielded a lot of really great questions that all parents got the answers to, which they may not have asked on their own,” said one teacher. Translation headsets were used for Spanish speaking parents.

After the presentation, parents were escorted to the computer lab to experience a practice test. Parents could stay as long as they as they felt necessary. One parent commented saying “assessing the test gave me a good understanding about how to prepare my child.” They were also encouraged to stop at the Card Creation Station, where they could write their child a note of encouragement for the test days. After the parents finished these activities, they were welcomed by hot pizza, cookies and water bottles.

The idea to change it to Dinner for Winners has increased the number of attendees 10 times as compared to the Breakfast for Champions event. Student were able to benefit from the event by having their parents/guardians informed on how to support them and parents benefited with direct practice and face to face questions. “This is very helpful, and I appreciate the chance to see the practice tests with teachers there to help me understand the expectations.” Edison says they will continue this successful practice in the future.

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Books and Brew: A Home Visit Program
Hawthorne Elementary

Books and Brew – A Home Visit Program was proposed by a parent on the school’s Action Team for Partnerships (ATP) to promote positive teacher-parent communications. The ATP partnered with teachers to identify students who would benefit from a home visit. This included students who were struggling academically or whose parents had not previously engaged with the school. The team prepared suggestions for the initial telephone contacts of teachers with students’ parents. The team also purchased supplies and wrote guidelines for the teachers to ensure that the visits would be both purposeful and enjoyable for everyone.

Teachers called parents and arranged appointments for their visits. On the evening of the appointments, teachers stopped by the ATP area at school to pick up a book, a math game and a prize (such as a gift card donated by a community member). They also picked up a cup of coffee – the “brew” in Books and Brew – for the parents. Along with a colleague (e.g., an interpreter, the principal, or an ATP member) the teacher drove to students’ homes. Upon arrival, the teacher offered a cup of coffee to the parents. After friendly introductions, the teacher and student demonstrated a few strategies that the parent and child could use to practice reading and math skills at home. The strategies were linked to the learning goals for the students by grade level.

Teachers kept the visits short, positive, and friendly purposely avoiding discussions of behavior problems. After making the visits, teachers were glad to have met the parents and engaged with their students in their own homes. “It was a good experience,” said one teacher. “I enjoyed talking to the parent at a more personal level. I will do this again!” “The value of these visits is huge,” added another teachers. “I saw a great change in my relationships with the parents and the students.” Students enjoyed the visits so much that they talked about them at school. Soon, their peers were eager for home visits, as well.

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The transition between elementary and middle school can be a tricky one. The Highlands Middle School ATP (Action Team for Partnership) decided to tackle this head-on with the goal being that parents and students would transition successfully into middle school. To achieve this goal, the team decided to focus on: attendance, transitions to middle school, preparing for the future, how to be a successful 7th and 8th grader, parent portal, and students using smartphones. The team believed these would provide a relevant menu for parents to choose from.

In order to make the night happen, flyers were sent out to all students a week before the day of the event and announcements were made during staff meetings to encourage all staff to participate. Leadership students volunteered their time to be translators and childcare providers for the evening. The team also worked with GEAR Up to teach a session.

English and Spanish speakers were on hand at the “sign-in” table and all handouts and documents were in both English and Spanish. Parents were able to choose three sessions to attend with each session lasting fifteen minutes. Some of the topics parents got to choose from were - Attendance Matters; what do I do if my child is sick, how can I help my child get to bed earlier, and learning the routines of a successful student. Another topic was, Preparing for the Future: High school is Coming Fast - learn what you and your student need to do to be prepared for the next step. One of the most attended topics was, Highlands Welcomes Smartphones. Highlands Middle School adopted a BYOD (bring your own device) policy to help students use their device to think creatively, become innovators, and to personalize their own learning.

One parent said at the end of the night, “this was really helpful because I am new to Highlands! I feel much more comfortable now with how to contact teachers and how to get my son’s grades online.” A teacher added, “I didn’t realize how much parents didn’t know. Having a night like this is really important for the success of our students!”

At the end of the evening, the
team asked parents to fill out a short survey and share their thoughts on the evening. At the next ATP meeting the event was informally evaluated. The team thought the event was critical in creating a partnership with new 6th grade families, but learned that if they do this event again they would ask teachers to make personal phone calls home as a means to boost attendance.

Walking the halls at Highlands Middle School is a lot less intimidating to many of the 6th grade students now and their parents are a little more at ease knowing that the school is doing everything it can to help that transition go smoothly.

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Climate of Partnership Goals
Once a month, from 5:30-6:30 p.m., families head to Amistad Elementary School on a Friday night to relax, socialize, and learn strategies to support their students’ learning at home. “We all learn how to work together and learn together,” a parent said. About 60 parents and 120 of their children engage in activities to better understand how to create positive home learning environments, how to use household items to practice math skills, and how to ask questions to improve reading comprehension.

The Action Team for Partnerships (ATP) calls the monthly meetings Amistad Campus Home Involvement Excellence Via Education, or ACHIEVE. The team developed the workshops last year after asking teachers what families need to know about helping their children at each grade level. The team sent ATP event calendars and flyers home to invite families to join the meetings.

Teachers made personal calls to “focus families” whom they believed might especially benefit from attending. On workshop days, students received stickers to wear to remind their families about the A.C.H.I.E.V.E. meeting. “We found that it is best to both invite early and invite late,” the ATP chair explained.

At the first ACHIEVE meeting, teachers and the principal explained the importance of having a dedicated, organized space at home where students could complete their homework. In the second half of the meeting, parents and children worked together to design a homework center complete with tools that families can use to help with math and reading assignments at home.

At the next meeting, parents learned how to reinforce classroom lessons while doing daily chores at home. Then, parents and children used masa (tortilla dough) to form numbers, make patterns, and solve multiplication and geometry problems. At another session, teachers modeled how to ask questions to increase students’ reading comprehension. They demonstrated how to ask students about the setting of a story and character development, or to make predictions and inferences about the story. Finally, parents and children read together and parents practiced how to ask probing questions.

Families completed surveys...
after each meeting. The ATP used the parents' feedback to improve the ACHIEVE workshops. Amistad Elementary will continue to host monthly workshops to strengthen partnerships, extend parents’ social networks, and increase student learning. These are real ACHIEVE — ments!

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C.A.M.P.
Collaborative Atmosphere for Meeting Potential
Lincoln Elementary School

It was a time of drastic change at Lincoln Elementary School. While the building was being remodeled, the “school” moved across town to a temporary old building. The ATP (Action Team for Partnership) and all faculty and staff wanted to make students and families feel welcome in the provisional place. They tripled their efforts to make Lincoln a friendly “home-like” school during the period of change.

Team members wanted to continue to support wonderful parent volunteers and parents who dropped in for lunch with their children. They were especially concerned that students would not be excited about coming to school every day. They brainstormed about ways to make the temporary school welcoming for families and inviting to children. Because everyone was going to be living out of boxes for most of the year, they decided to go with a camping theme. The Principal was the Camp Director.

To Begin, the staff planned an Open House before the official school year started. Each teacher wrote a letter to the families of their incoming students inviting them to the Welcome to CAMP Lincoln Event – promising a Collaborative Atmosphere for Meeting Potential (CAMP). They added a personal message to welcome each student and family to their class.

Teachers began planning for the event before they moved. They spruced up classrooms and decorated the office, entry, halls, and common space in the camping theme. The goals was for students and families to recognize the essence of their old school and feel comfortable in the different building. Many local organizations contributed to the Open House and camp theme. Some donated school supplies that were offered to families who needed them. A local reading foundation donated books that were distributed to the students.

The music teachers used the camping theme for their music and
Because everyone was going to be living out of boxes for most of the year, they decided to go with a camping theme.

The ATP learned many things coping with change. In particular, the team reported that there was a huge pay-off for kicking off the year on a welcoming note – especially before the school year began. An inclusive theme can tie everything together for families, students, teachers and others in the community.

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Surveys for Success:
Using Parent Input to Inform Action
Vista Elementary School

When the ATP (Action Team for Partnership) at Vista Elementary School began drafting its One-Year Action Plan for Partnerships, members realized they were missing something important – all parents’ input. “We felt...that we did not have a lot of data directly from parents on what...they would find more interesting, fun or helpful,” an ATP member said. “We decided it was important to contact more and different parents as we planned the years’ activities and initiatives.”

The most efficient way to accomplish this, the ATP agreed, was with a survey. They created a short, half-page questionnaire with multiple-choice answers that would be quick and easy to fill out. The survey included questions about how parents were presently involved, what prevented or limited involvement at school, their ideas on what the ATP and others might do to increase their engagement, and how satisfied they were with communications from the school.

The ATP determined that the best return rate would come at a popular school gathering, where parents could complete and submit the survey within a few minutes. They selected the school’s annual Winter Music Festival, which had the highest parent attendance of any event of the year. Prior to the Festival, ATP members spoke with teachers about the survey and the importance of collecting as many responses as possible. At the festival, 30 teachers and staff asked parents to complete the surveys when they picked their children up after the performance. Most parents were happy to oblige, resulting in several hundred completed surveys. “We believe that the survey’s brevity and importance helped us to get a high return rate and increased the buy-in of parents and teachers,” an ATP member said.

When the ATP analyzed the information from the surveys, they discovered that parents were particularly interested in evening events focused on the students’ curricula and classwork, particularly math and reading nights. As a result, the ATP planned STEM nights for the 4th and 5th grades. Next year, they will conduct a K-2 reading night. “Surveying the parents directly has...enabling parents to have their voices heard should make them more likely to attend events, and to feel included in the school community. [37]
make them more likely to attend events and to feel included in the school community.

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How to Communicate in Over 20 Languages

Westgate Elementary School

Students at Westgate Elementary School come from as far away as Iraq, Burma, and Somalia and speak more than 20 different languages at home. To ensure that the school reflected this diversity, the ATP (Action Team for Partnership) set a school improvement goal of having parents from at least three different ethnic backgrounds involved in all major school decisions. The first step to achieve this goal was making all families feel comfortable at school by engaging them in activities to improve the school and increase their children’s success.

The ATP realized that it had to solve the challenge of inviting families to the school in their native languages. Translation services were not available for several of the languages spoken by families. The challenge was solved by recruiting students to serve as Student Ambassadors to connect home and school. Each month, school calendars of scheduled events at all grade levels are distributed to students to share the information at home with their parents in their native language.

More than 500 students took the calendars home and discussed them with their families. “It is so cute to see my child explain the calendar to us each month,” said a parent. “He takes it really seriously.”

School staff and ATP members say that the practice has made a real difference in family engagement. “Parents are now aware of what is happening at school, from testing, to field trips, to family engagement activities,” the principal explained. “We have noticed a sharp increase in attendance at ATP events since starting to use the calendar.”

On the first week of each month, the librarian distributed the calendars to the Student Ambassadors during their class library period. She discussed
the upcoming events in detail and reminded the students to share them with their parents in their home language. She asked them to post the calendar on the refrigerator.

This project required the ATP, teachers, school secretary, librarian, community partners, and student Ambassadors to work together to increase communications with all families. “I have noticed a difference in the number of families who call with questions about dates or times of events,” noted the school secretary. Teachers, too, have commented that they now engage with many parents they had not seen at school before.

Westgate Elementary has implemented and improved this practice for three years. Now, "students from diverse backgrounds encourage their parents to participate in school events and increase their sense of belonging in the school community," explained the principal. The creative implementation of Student Ambassadors is particularly exciting because it builds all students' confidence by giving them an important role in increasing positive school and family connections.

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“I value my time at Amistad. I am clearing my calendar for next year so I can make an even greater commitment to this school. I can’t think of a more worthwhile project in our community.” These are words of a Kiwanis Club volunteer at Amistad Elementary School. The Kiwanis Club met with the Principal and the ATP (Action Team for Partnerships) to learn if the school wanted the club as a community partner. Of course, they said, “Yes!”

The Kiwanis volunteers come to school several times a week to lead or participate in activities with students. One Kiwanis project is a flag football game for 4th and 5th grade students held during lunch recess. Students earn the right to play the game by demonstrating good citizenship on and off the field, participating in class and completing homework.

One student reported, “We earn flag football by making good choices. And it’s fun. It’s not really about the score. It’s just having fun.” Good choices have good consequences. A 5th grade teacher at Amistad reported, “...Flag football...has motivated the more aggressive boys in my classroom to think twice before reacting in a negative manner. They have worked diligently to solve their problems positively.”

Flag football is just one of many ways volunteers are making a difference at Amistad. To plan more options for community volunteers, two Kiwanis volunteers are active members of the ATP and attend meetings and events. They continually identify ways that volunteers can make a difference at the school, matching needs of teachers and administrators with the talents and skills of eager volunteers. For example, volunteers have helped families establish homework centers, learn read-aloud strategies, and talk about math with their children at home.

School volunteers also come twice a month to Mentor Lunches with
a group of students who are struggling in school. These students, in need of positive adult role models, eat and talk with policemen, Kiwanis volunteers, firefighters, and others. The ATP at Amistad welcomes volunteers as valued partners in education and success of students. The team reports, “Our volunteers have been amazing! The volunteers at Amistad always find a way to help teachers, students, and families – because it matters.”

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Empower a Parent
Eastgate Elementary School

Eastgate students were not turning in their homework. Their parents were questioning how they could help their child if they were not familiar with Common Core State Standards. Eastgate ATP was determined to change this around. They wanted to make parents feel confident in being able to help their child at work, so they came up with the idea of empowering a parent.

The main idea of Empowering a Parent is that parents would come into a classroom and watch a math lesson from the teacher. “We want them to know what is going on in their child’s classroom and feel comfortable talking to their child’s teacher about a math concept.”

To keep it manageable, teachers, grades 1, 3 and 5 only, were asked to submit three to five names of students that would benefit from the program. Teachers did not have to make any changes to their daily schedule, they would just have the parent just sit in to their regular classroom routine. Spanish only speaking parents would be assigned to a Spanish Teacher if needed.

The math lessons were only 30 minutes long and parents did not have to have a discussion following with lesson if they didn’t want to. Parents were able to see how the lesson was taught, vocabulary used and what areas their child was having difficulties in. Two parents spoke of how they liked learning about the discipline methods. “I want to get in there as much as I can. I learn so much watching [the teacher].” Said one parent.

“I learn so much watching [the teacher]. We did not learn math this way when I was in school.”
-Parent
parent. Another parent mentioned, “We did not learn math this way when I was in school.”

“Empower a Parent has really afforded our parents an opportunity to learn how to help their kids at home. The parents I have talked to about the program have been excited and enthused about what they are seeing in the classrooms. They feel welcome in the building and more prepared to help at home,” said the Principal of Eastgate.

This practice benefited 45 parents, 23 parents/guardians and 13 teachers. Teachers were able to make better connections with the parents as more parents were able to have an enlightened dialog with them. Students were excited to have a parent/guardian attend their classroom. Eastgate would like to continue this practice. Education is something that needs to be everywhere, including the homes of our community.

Building Teacher Capacity for Parent Orientations

Hawthorne Elementary School

At parent orientation meetings, families seek information on school-year academics, activities, and expectations. To help teachers reach out to parents, Hawthorne Elementary School implemented Building Teacher Capacity for Parent Orientations. This activity helped teachers create and share a body of knowledge in visually appealing and easy to understand presentations that all teachers could use at orientation session with their students’ parents.

Members of the school’s ATP (Action Team for Partnerships) developed the approach with teachers during their weekly team meeting time. The ATP gave a short presentation about the importance of two-way communications between teachers and parents. Then, the group moved to the computer lab. There, each teacher worked to develop a content-full, grade-appropriate PowerPoint presentation.

The presentations were designed to inform parents about specific math, science, reading, writing, and behavior standards for each grade level. The teachers used templates that guided them with headings such as, “math content we will cover this year.” Teachers were able to share their work to help each other improve their presentations. They also built in time for parents to ask questions and provide comments.

Building Teacher Capacity really
school year. Teachers made their presentations to parents at the Orientation Meeting. Parents learned the academic and behavioral goals that were set for their child, which enabled them to discuss these expectations with their child at home. The school gave a clear message to parents that communications would be key for teachers, parents, and students, and that everyone was actively involved in the school’s culture of success.

With this professional development activity, teachers became tech-learners so that they could, then, present information that would enable all parents to support their children in the new school year.

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**Lincoln Family Night at the Gesa Carousel of Dreams**

Lincoln Elementary School

During winter break, a Lincoln ATP co-chair visited the Carousel of Dreams and had a conversation with a board member that initiated the beginning of a wonderful partnership with the community. Lincoln wanted to build relationships with students, their family and their staff and they were able to partner with Gesa Carousel of Dreams and the Reading Foundation to create an event that would energize an atmosphere for bonding and support. Planning started on this event with meetings with members of the carousel board, administrators and ATP. Teachers promoted the event in their classrooms and sent notes home to inform parents of what they were learning. An assembly for the students and parents of Lincoln was organized. Students and parents learned about the history of the carousel and answered questions to earn them a ticket for a free ride. “Best assembly ever!” commented the teachers. One student remarked, “Thank you Grandpa Phil. We learned a lot about the carousel and how it came to be in our city.”

As the day grew closer, the event was publicized on the reader board and a newsletter was sent out to families to invite them to the
Lincoln Night at the Gesa Carousel of Dreams. The day of the event came and parents and students alike were excited. The Reading Foundations gave a book to each student. They also provided free popcorn and other prizes. Gesa Carousel of Dreams donated 100 tokens to the staff to use for incentives and personal use. Each student that attended was given a complimentary ride ticket. Students had been told at the previous assembly that they were to model “great behavior” and they did this flawlessly. They were able to interact socially with their peers and students from other grade levels. “It was really fun. Lots of my friends were there so that was even more fun,” exclaimed one 4th grader. Parents, teachers, and community members had the opportunity to network and socialize.

Over 130 students, 80 parents/guardians, 25 teachers and 15 community members benefited from this event. Some families stayed for 20 minutes while others were present for more than 2 hours. One 3rd grade student stated, “My mom said we could ride one time. I begged her to let me ride again. Then I got the brass ring so I got to ride again. We stayed for 2 hours. My mom was tired.” Parents expressed great appreciation for organizing an event that gave them the opportunity to engage with their children. “This was great. We have never taken the time to come visit the Carousel, so this worked out perfect. Thanks,” said one parent.

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When you hear from a school, your first thoughts are usually negative, thinking that your student did something wrong. Well, Southgate Elementary wanted to change that. They came up with the idea that parents should get something from the school that was encouraging and favorable.

At a staff meeting, the idea of handwriting and distributing Southgate postcards to students that were caught doing something amazing, was introduced. They encouraged...
all teachers to send one postcard to each student at least once a year, more if possible. The postcard had the school dragon mascot on the front. “Southgate Elementary Award” was marked on the front, followed by a quote “It’s a great day at Southgate! Southgate Dragons are kind, considerate, and make a difference for others!” The back of the card said, “Southgate Elementary, It’s a great day at Southgate! Congratulations! Today we honor you! You are Dragon-riffic!”

Not only were teachers sending these postcards but para-educators, reading specialist, nurses, and principals were also encouraged to send them to out to students. Printing and postage for the postcards cost around $200.00 from the building budget. The labels were preprinted with the student’s addresses to make it easier on staff to send the letters.

630 students were able to benefit from these positive letters. Having teachers, and other mentoring figures giving students positive reinforcement for behaving or making good choices at school is a great way to change the culture of a school. Students were excited to receive mail from their teachers at their houses. One teacher recalled a student who did not have a great home life. He had to bring three items to share with the class and two out of the three were Positive Postcards that he had received from two different teachers months before. He was so proud of them and the other students were happy for him that he had earned two of them.

Parents enjoyed getting a positive comment from the school and teachers had a quick and convenient way to interact with families throughout the year. Lincoln will continue this practice as they feel that making students feel noticed, appreciated and important will encourage them to go to school.

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District Level Goals
August was a good time for the Chairpersons of schools’ ATPs (Action Team for Partnership) to reflect on the prior year’s program of family and community engagement and their plans for the new school year. The district’s ATP coordinators facilitated this process by asking more than a dozen ATP chairs to complete self-evaluation forms (adapted from one developed by the Pasco School District). The ATP chairpersons identified areas of excellence, skills that had improved over the year, and leadership skills that they wanted to strengthen. The district’s leaders for partnerships analyzed the results and used them to design a one-day ATP chair retreat.

The retreat began with a light breakfast and icebreakers. The district leaders for partnerships welcomed the group and explained that the purpose of the day was to help all ATP chairs strengthen their leadership skills to continue improving their teams and their school-based partnership programs. The first topic on the agenda was the art of delegating tasks to share leadership with others. Many ATP chairpersons had reported that they struggled to effectively delegate tasks to others. The district coordinators focused on how to assign meaningful roles to all ATP members and led the chairs in a role-playing exercise. “Role play can be a very strong learning experience, but also may be a bit scary for some,” one of the district leaders cautioned. “It is important to create a safe environment for learning.”

Next, the group focused on how to recruit and retain parents on their ATPs. This module explained the importance of personally inviting parents to participate, and maintaining their participation by soliciting and utilizing their input during ATP meetings. This module also included a role-playing exercise for ATP chairs to practice these skills. “I feel like I have a better understanding of how to involve parents,” an ATP chair commented afterward.

The last module helped chairpersons understand the “big picture” of the ATP model. The chairs learned how to communicate what an ATP is and how it benefits a school community. Then, they were given time to use the information from the Retreat to “tweak” and improve their
One-Year Action Plans for Partnerships for the next school year.

Thanks to the chair retreat, district leaders noted a marked improvement in ATP shared leadership and parent involvement throughout the school year. “ATP Chairs were more intentional in their communications in team meetings about their action plans and progress,” a district leader said.

The retreat shows how Kennewick’s district leader for partnerships is responsive to their ATPs. They asked the chairpersons what skills they wanted to strengthen and then proved targeted training on those skills. This kind of deliberate design of a chair retreat contributes to stronger leadership for effective partnership programs at the district and school levels.

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Building on Strengths:
Understanding Your Team

Kennewick School District

Kennewick School District’s Leader for Partnership knew that the chairperson of each school’s ATP (Action Team for Partnerships) had unique strengths and talents. If their “true colors” were identified, then the district leaders could tailor ways to engage the school leaders and their teams. The ATP chairs found the strategy so enlightening, they used the same technique to learn the strengths and talents of their own team members.

True Colors, used at a National Migrant Conference, was explained in a book, Showing Our True Colors by Mark Miscisn (2010). In this activity four personality-types or colors are listed: Green (Conceptual); Blue (Compassionate); Orange (Spontaneous); and Gold (Responsible). People do not fall clearly into these four characteristics. Indeed, everyone has all four characteristics, but some people are particularly strong in one way or another when contributing to a team activity.

At the district’s ATP retreat, district leaders asked the schools’ chairpersons to select one color that best described the role they take as a team chairperson. The groups were asked to design a winter party for their school. After about 10 minutes, the groups presented their party plans. Amazingly, each group’s plan reflected the personality trait they selected as their “true color.” For example, the Gold (Responsible) group was the only one with a complete schedule of party time, activity segments, and potluck assignments for all members of the group. The Blue (Compassionate) group wanted to ensure that everyone felt included in their party, including children and pets. The Green (Conceptual) group established a budget and delegated planning to people who most enjoyed the task, and the Orange (Spontaneous) group planned a white water rafting adventure.

The district leaders explained how this kind of activity can help any group develop plans and practices that make use of individual strengths, talents, and preferences in how they work with others. They developed a chart that listed many ATP duties and matched the duty with the true
color that might be most happy and successful performing that task. For example, people who are Blue might enjoy being greeters, inviters, and consensus builders for ATP activities. Those with Gold talents might enjoy being in charge of the detailed plans for scheduled activities, signing in parents and community members, or collecting data. The Orange types might like generating new ideas, being an Emcee for an event and lightening the mood of a workshop. Those with Green skills might like to develop a project budget, head a sub-committee, or solve problems.

District Leaders for Partnerships noted that everyone was a rainbow of colors, but the activity produced interesting insights in the value of knowing team members likes and preferences. One ATP chairperson, who is most assuredly mostly Blue said, “The color personality part was so much fun! I’m excited to share it with my ATP at our next meeting.”

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