



MASTER PLAN

Family & Community Engagement

2023- 2024

Chief: Dr. Lori Canning

Assistant Director: Nadia Bryan Clarke

Contact(s): Sophie Cariveau

Course Group Number: [39002427]

Purpose

“When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life.” (*Florida Department of Education*).

The Division of Family and Community Engagement (FACE) supports the District’s commitment to improving the achievement levels of all children. The goal is for families to partner with school staff and community members to continue a tradition of excellence in Broward County Public Schools.

FACE is committed to delivering research-based initiatives that engage, inform, and strengthen families by offering access to resources and learning experiences within the District and community.

The role of FACE is to improve the achievements levels of all children and introduce systemic reforms in the area of family and community engagement.

According to the National (Parent Teacher Association) PTA, “Families are excellent partner to schools in the shared mission to help every child to reach their full potential.” PTA developed the National Standards for Family-School Partnerships that have contributed to greater awareness and capacity for improving family-school partnerships across the country and internationally over 20 years.

The Standards are one of few recognizable and concrete guideposts for family engagement across the education system, complementing important work such as the Dual Capacity-Building Framework for Family-School-Community Partnerships. The National Standards for Family-School Partnerships have been used by PTAs, schools, districts, state education agencies, and the U.S. Department of Education for accountability and support for strong family engagement, including as the foundation for PTA’s own Schools of Excellence program which supports over 300 local PTAs and their schools annually.

National PTA identifies six Standards that can help schools, PTAs and school districts improve their family-school partnerships so that all students can thrive:

- 1) Welcome All Families
- 2) Communicate Effectively
- 3) Support Student Success
- 4) Speak up for Every Child
- 5) Share Power
- 6) Collaborate with Community

State Statute

1002.23 Family and School Partnership for Student Achievement Act. -

(1) The purpose of the Family and School Partnership for Student Achievement Act is to:

- (a) Provide parents with specific information about their child’s educational progress;
- (b) Provide parents with comprehensive information about their choices and opportunities for involvement in their child’s education; and
- (c) Provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel.

Each district school board, school district superintendent and teacher shall fully report and cooperate in implementing a well-planned, inclusive, and comprehensive program to assist parents and families in effectively participating in their child's education.

(2) To facilitate meaningful parent and family involvement, the Department of Education shall develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child's educational progress and how they can help their child to succeed in school.

(3) The Department of Education shall develop and disseminate a checklist for school districts to provide to parents to assist with the parent's involvement in their child's educational progress.

(4) Each district school board shall adopt rules that strengthen family involvement and family empowerment. The rules shall be developed in collaboration with parents, school administrators, teachers, and community partners and shall address:

(a) Parental choices and responsibilities

(b) Links with community services;

(c) Opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs; and

(d) Opportunities for parents to participate on school advisory councils and in school volunteer programs and other activities.

(5) Each school district shall develop and disseminate a parent guide to successful student achievement, consistent with the guidelines of the Department of Education, which addresses what parents need to know about their child's educational progress and how parents can help their child to succeed in school.

(6) Each school district shall develop and disseminate a checklist of parental actions that can strengthen parental involvement in their child's educational progress, consistent with the requirements in subsection (3). The checklist shall be provided each school year to all parents of students in kindergarten through grade 12 and shall focus on academics, especially reading, high expectations for students, citizenship, and communication.

[Statutes & Constitution :View Statutes : Online Sunshine \(state.fl.us\)](#)

State law requires districts to provide professional development for school personnel on parent and family engagement ([Professional Development on Family Engagement - Florida | State Policy Database \(nasbe.org\)](#))

SBBC Policy - 1165

The parent/family involvement policy is adapted from "National Standards for Parents and Family Involvement Programs developed by National PTA, and consistent with the State of Florida Goal 8 for Parental/Family and Community Involvement.

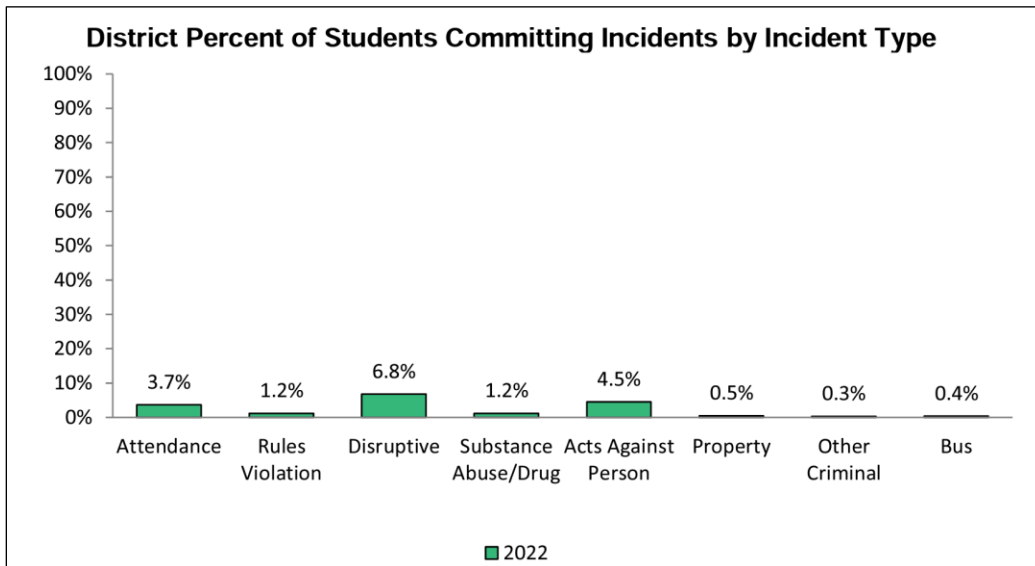
In keeping with the belief that learning should take place at home, in school and in the community and with research showing that parent involvement is the single most important indicator of school success, the School Board of Broward County has identified "***Empowering Parents and Community Through Participation***" as a major system priority. **Needs Assessment**

Uniquely and together, families and schools serve as a foundation upon which children build academic, behavioral, and social-emotional skills. When families and schools work together, and families are engaged in their children's education, children benefit academically, socially, and behaviorally (Reinke, Smith, & Herman, 2019). BCPS prioritizes the importance of supporting families and communities by strengthening family engagement which leads to improve the overall outcomes of our students. One meta-analysis synthesized 117 group-design studies with 592 effects and found that family-school interventions (including both parent involvement and family-school partnership) significantly enhanced children's social-behavioral competence and mental health (Sheridan et al., 2019).

BCPS maintained its District grade of “B” for SY 2021-2022 and promotion rates for all grades were at or above 98%. However, there are noted disparities among race/ethnicity groups and other demographic factors. A large-scale meta-analysis synthesizing 77 studies of family-school partnership interventions found that interventions significantly improved children's academic achievement and academic behaviors, for example, task persistence and time spent on homework; Smith, Sheridan, et al., 2020).

During school year 2021-2022, the incident rate was 31.2%, representing 82,707 incidents in BCPS district. As seen in figure 1. disruptive incidents were registered by the largest percent of students across the BCPS district followed by acts against a person, and attendance. Black students registered the highest incident rate, with their incident rate more than two times higher than that of Hispanic and White students. In a study by Smith, T. E., et al. (2019), data was taken from two randomized controlled trials that evaluated the efficacy of teacher training in universal classroom-management practices. Participants included 3,174 students and 207 teachers across 21 elementary and middle schools in the Midwest. The study found that family school engagement was significantly higher in elementary than in middle schools. Student level characteristics (race and socioeconomic levels) were associated with disruptive behavior and the level of school engagement. The study's findings also indicated family school engagement predicted positive end-of-year behavioral outcomes (i.e., increases in youth prosocial skills and decreases in youth concentration problems, disruptive behaviors, and emotional dysregulation), Smith, T. E., et al. (2019). Family engagement leading to enriched social experiences is a significant predictor of children's cognitive skills, and social-emotional skills, including motivation, attention, impulse control, and self-confidence ([Boberiene 2013](#)).

Figure 1. Percentage of students committing incidents by incident type Districtwide for the 2021-2022 SY. Sources: [BCPS Discipline/Suspension/Incident Report 21-22](#)



According to the “Parent Engagement and Student Achievement in Turnaround Schools”, one of the findings to the question “How much do beliefs explain engagement behaviors among parents?” was on average for each 1-point increase in parents’ role and responsibility score, At-Home involvement increased by almost a half point on the scale, meaning that the less parents perceived themselves as responsible for ensuring their child’s academic and emotional development, the more effort they reported in providing academic and social support to their child outside of school (Student Assessment and Research Department). Professional development that builds the cultural competency of teachers helps them understand and value how parents from various cultures define their roles in supporting their children’s education (Olivos 2012)

FACE conducts a post-survey of all staff members who participate in learning opportunities. 56 participants responded. The results measure participation, limitations, and needs. The 2021/22 FACE surveys included specific questions regarding professional learning for instructional and non-instructional employees. A significant number of participants responded to the survey. According to the data collected, the response to the question asking which information or areas would most benefit the individual in School year 2022-23 align to the goals of this Master Plan. The responses included: Mental Health Resources for parents, Wellness Services, Community Resources, learning about ways to actively engage parents, Parent Collaboration, how to engage non-English speaking parents, Non-profit Organizations and Business Partners, improving communication with parents, how to build effective family-school partnerships are currently covered in our course offerings. These responses will guide and inform the focus of learning opportunities in the upcoming fiscal year.

Desired Outcomes and Performance Indicator

1.0 All Staff			
1.1 Desired Outcome: School-based leadership and relevant staff will implement skills acquired through the engagement courses to effectively engage families by amplifying family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure efficacious response to stakeholder needs.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Participants have developed greater awareness of effectively establishing deeper partnerships with parents/caregivers and stakeholders.</p> <p>Participants have developed more knowledge and skills needed to amplify family and community voice with equitable multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs.</p> <p>Participants are aware of the District’s Strategic Plan 2024, Initiative 5: Family & Community Engagement and apply majority of the Family and Community Engagement key tactics to improve their school’s culture with continuous evaluation and improvements.</p> <p>Additionally, each participant possesses the skills and knowledge to provide training.</p>	<p>Participants have developed greater awareness of effectively establishing deeper partnerships with parents/caregivers and stakeholders.</p> <p>Participants have developed more knowledge and skills needed to amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs.</p> <p>Participants are aware of the District’s Strategic Plan 2024, Initiative 5: Family and Community Engagement and apply some of the Family and Community key tactics to improve their school’s culture.</p>	<p>Participants are aware of how to effectively establish deeper partnerships with parents/caregivers and stakeholders, but do not have the knowledge needed to amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs without assistance from FACE staff. They are aware of the District’s Strategic Plan 2024, Initiative 5: Family & Community Engagement but are not yet fully able to follow through with applying key tactics to improve their school’s culture.</p>	<p>Participants are aware of how to effectively establish deeper partnerships with parents/caregivers and stakeholders, but do not have the knowledge needed to amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs.</p>

1.2 Desired Outcome: Staff will learn and acquire knowledge of the systematic processes that can match available resources within the school and community to meet the needs of students and families to create more successful students.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Participants have developed greater awareness of the systematic process that can match available resources within the school and community to meet the needs of the students and families. Additionally, each participant possesses the skills and knowledge to provide training.	Participants have developed greater awareness of the systematic process that can match available resources within the school and community to meet the needs of the students and families.	Participants are aware of the systematic process but do not have the knowledge needed to match available resources within the school and community to meet the needs of the students and families.	Participants have some knowledge of the systematic process but do not have the knowledge and the skills needed to match available resources within the school and community to meet the needs of the students and families.

1.3 Desired Outcome: Staff will be able to successfully identify school and community assets and specific details about the resources and services that are available within the school, neighborhoods, larger community, and State to support students' success.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Participants have developed greater awareness of successfully and effectively identifying school and community assets and specifying details about the resources and services that are available within the school, neighborhoods, larger community, and State. Additionally, each participant possesses the skills and knowledge to provide training.	Participants have developed greater awareness of successfully and effectively identifying school and community assets and specifying details about the resources and services that are available within the school, neighborhoods, larger community, and State.	Participants are aware of identifying school and community assets but do not have the knowledge needed to specify details about the resources and services that are available within the school, neighborhoods, larger community, and State.	Participants have some knowledge of the school and community assets.

Data Collection Plan: All Staff

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PD Management System Feedback Attendance	1x/workshop	Facilitator
2. Participants' Learning	Group discussions Pre/Post Tests	1x/workshop	Facilitator
3. Organizational Supports	District records of communication with school administrators	2x/year	District Staff
4. Participants' Practice	District resources and databases, including RTI team, Social Work/SPARKS Feedback, Equity, Diversity & School Climate Needs Reports, Guidance References, TERMS, BASIS, Community Liaisons Activities.	1x/month	Facilitators, school and District Administrators
5. Student Outcomes	Transitions to appropriate placements Attendance Rates Continued progression vs. Retention Graduation Rate	Yearly or as needed	Facilitators, School-based and district stakeholders

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Staff	PD Management System Feedback Attendance	Summary of PDMS Feedback Summary of attendance
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Staff	Pre/Post Tests Group Discussions	Analysis of pre/post test results Summary of Group Discussions
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Staff	District records of communication with administrators	Annual summary of district support provided to administrators
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Staff	District resources and databases, including RTI team, Social Work/SPARKS Feedback, Equity, Diversity & School Climate Needs Reports, Guidance References, TERMS, BASIS, Community Liaisons Activities.	Annual summary of staff implementation Annual analysis of data
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
All Staff	Transitions to appropriate placements Attendance Rates Continued progression vs. retention. Graduation rate	Annual summary of student outcomes /data

References

Reinke, W. M., Smith, T. E., & Herman, K. C. (2019). Family-school engagement across child and adolescent development. *School Psychology, 34*(4), 346–349. <https://doi.org/10.1037/spq0000322>

Tyler E. Smith, Wendy M. Reinke, Keith C. Herman, James Sebastian,
Exploring the link between principal leadership and family engagement across elementary and middle school, *Journal of School Psychology*, Volume 84, 2021, Pages 49-62, ISSN 0022-4405,
<https://doi.org/10.1016/j.jsp.2020.12.006>.

Boberiene L. V. (2013). Can policy facilitate human capital development? The critical role of student and family engagement in schools. *American Journal of Orthopsychiatry, 83*(2–3), 346–351.