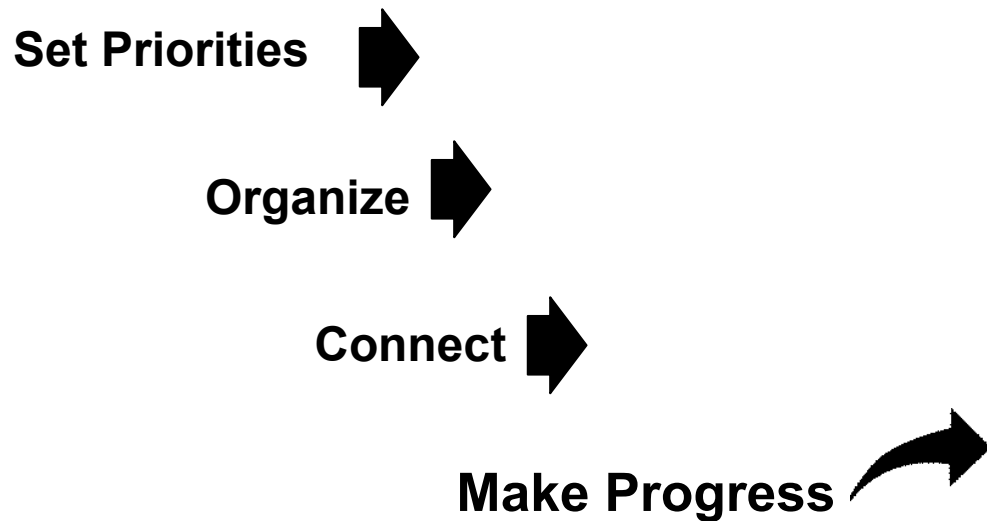


# School-Home-Community Connections

## Resources for FACE Managers



Polk Bros Foundation Community Schools Leadership Network

<http://teacher.depaul.edu>

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## Plan Comprehensively for Parent Involvement--EXAMPLE

<i>1<sup>st</sup> quarter</i>	<i>2<sup>nd</sup> quarter</i>	<i>3<sup>rd</sup> quarter</i>	<i>4<sup>th</sup> quarter</i>
<ul style="list-style-type: none"> <li>&gt; Weekly home notes—written by students (ongoing)</li> <li>&gt; Open House</li> <li>&gt; Workshops (ongoing)</li> <li>&gt; Family Literacy Fair</li> <li>&gt; Newsletters (ongoing)</li> <li>&gt; 12<sup>th</sup> Grade parents: college prep</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Family Art Fair</li> <li>&gt; Parent computer network</li> <li>&gt; 7<sup>th</sup> and 8<sup>th</sup> grade parents: High School Prep</li> <li>&gt; Parent book club</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Family Math Games</li> <li>&gt; Health Forum/Fair</li> <li>&gt; Student-led parent programs</li> </ul>	<ul style="list-style-type: none"> <li>&gt; High School and College Prep sessions—parents and students</li> <li>&gt; Volunteer Recognition</li> </ul>

## OUR PLAN

<i>December-January</i>	<i>3<sup>rd</sup> Quarter</i>	<i>4<sup>th</sup> Quarter</i>

## *Expand Parent Involvement*

Parents can help make great use of out-of-school time to reinforce learning.

*This list includes some effective parent involvement plans.*

- ✓ *Once-a-month parent “open house” for specific programs or departments.*
- ✓ *Send home a list of vocabulary of the month for parents to reinforce.*
- ✓ *Give students career-related math activities to do with parents.*
- ✓ *Make a parent preview, listing topics, skills, and activities of the quarter.*
- ✓ *Call one parent each day to discuss one student’s progress.*
- ✓ *Students write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying.*
- ✓ *School provides technology classes for parents—and expand other opportunities for technology access and learning.*
- ✓ *The school coordinates with agencies to organize health and nutrition workshops for parents.*
- ✓ *School organizes a grandparent and foster parent “network” including workshops and meetings.*

*Note your own parent involvement plans here:*

***ACTION PLAN TO INVOLVE AND EDUCATE PARENTS***

**GOAL:**

<b>Action</b>	<b>When</b>	<b>Who</b>

**Status:** This form can be used to monitor and adjust the plan.

## Communicate to Connect

**What is important to make school-home communications progressive?**

1. Positive tone
2. Respectful
3. Concise
4. Clear
5. Includes contact information
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**What kinds of communication should the school emphasize?**

- weekly phone calls by \_\_\_\_\_
- student-written notes to parents
- parent newsletter
- LSC and/or PAC Updates
- updates on what students are learning and how parents can support
- Emails including link(s) to relevant websites
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **Communicate What's Important**

What kinds of information are most important to parents?

To answer this question, start with your own ideas.

Then ask parents—and students.

## Parent Workshop Planner

Focus: \_\_\_\_\_

Date and Time: \_\_\_\_\_

Who will present? \_\_\_\_\_

Who will facilitate? \_\_\_\_\_

Outcomes—What will the workshop result in?

Who will be invited?

How will we invite parents?

How we will remind participants about the workshop:

Materials: What will they receive?

Activities: What will participants do?

Follow up: How we will follow up on the session



## Parent Literacy Workshop Plan--EXAMPLE

**Focus: Reading More Nonfiction**

**Date and Time:** \_\_\_\_\_

**Who will present?** Teacher, Students, Network Literacy Specialist

**Who will facilitate?** Principal

**Outcomes—What will the workshop result in?**

Increased knowledge about Common Core and what it requires  
Strategies to help their child read more nonfiction

**Who will be invited?**

All parents

**How will we invite parents?**

Announcement in school newsletter  
Special announcements  
Student-written invitations

**How we will remind participants about the workshop**

Phone calls by parent leaders and teachers  
Students write reminders—personal notes

**Materials: What will they receive?**

Examples of Common Core items from PARCC  
List of questions to ask when your child reads nonfiction  
List of TV programs that would give students more background knowledge in science and social studies  
List of internet sites to help expand student knowledge including online texts  
List of topic-related vocabulary

**Activities: What will participants do?**

List ways reading nonfiction is different from reading a story  
Have a “mini lesson” from a teacher on a common core aligned reading activity  
Identify ways they can increase the time their child watches educational TV and reports learning from it  
Start a glossary activity that their child will continue

**Follow up: How we will follow up on the session**

Weekly reminders students write and take home about learning from nonfiction  
Monthly list of recommended TV programs  
Invitation to next workshop on math and science

## **Upper Grade Parent Workshop Plan--EXAMPLE**

### **Focus: High School Prep**

**Date and Time:** \_\_\_\_\_

**Who will present?** Principal, 8<sup>th</sup> grade Teacher, High School Graduates from School

**Who will facilitate?** Principal

#### **Outcomes—What will the workshop result in?**

Parents will have strategies they can use to guide their children to learn more.  
Parents will know more about what is required to succeed in high school.  
Parents will make specific plans to motivate their child—including getting their child to learn more.

#### **Who will be invited?**

Parents of students in grades 6-8

#### **How will we invite parents?**

Letter from principal  
Letter students write  
Phone calls by teachers

#### **How we will remind participants about the workshop**

Students prepare announcement personalized  
Text messages

#### **Materials: What will they receive?**

List of ways to help your child study  
Samples of EXPLORE items so they see what the test is like  
Schedule of CPS Tests  
Vocabulary list—high school prep vocabulary  
List of Internet sites students can use to learn more

#### **Activities: What will participants do?**

List ways to motivate their child to succeed in school  
Make schedule of home learning  
Watch a segment of an educational TV program and discuss how to get their child to watch more educational TV—and learn from it.  
Use the Computer Lab to go on the Internet and see skills-development sites  
Make a “virtual visit” to a college and make a plan to have their child become college and career focused.

#### **Follow up: How we will follow up on the session**

Students interview parents about what they gained from the session.  
Send home once-a-month updates on high school prep.

## High School Parent Workshop Plan--EXAMPLE

### Focus: COLLEGE PREP

**Date and Time:** \_\_\_\_\_

**Who will present?** Principal, Counselor, College Graduates from School, College Representative

**Who will facilitate?** Counselor

#### **Outcomes—What will the workshop result in?**

Parents will have strategies they can use to guide their children to learn more.  
Parents will know more about what is required to succeed in college.  
Parents will know what they need to do to organize financial plans for college

#### **Who will be invited?**

Parents of all students, particularly juniors and seniors

#### **How will we invite parents?**

Letter from principal  
Letter students write  
Phone calls by teachers

#### **How we will remind participants about the workshop**

Students prepare announcement  
Text messages  
Parent leaders call parents

#### **Materials: What will they receive?**

List of ways to help your child study  
Samples of ACT and WORK KEYS items so they see what the test is like  
Vocabulary list—college prep vocabulary  
List of Internet sites students can use to take free online courses  
Information on financial planning for college and scholarship opportunities

#### **Activities: What will participants do?**

List ways to motivate their child to succeed in school  
Use the Computer Lab to go on the Internet and see skills-development sites  
Make a “virtual visit” to a college  
Make a plan to work with their child to make a college-career timeline

#### **Follow up: How we will follow up on the session**

Students interview parents about what they gained from the session.  
Send home once-a-month updates on college prep.

## Parent Workshop Evaluation

***How useful were these parts of the workshop?***

Presentation	<input type="checkbox"/> not useful	<input type="checkbox"/> useful	<input type="checkbox"/> very useful
Activities	<input type="checkbox"/> not useful	<input type="checkbox"/> useful	<input type="checkbox"/> very useful
Materials	<input type="checkbox"/> not useful	<input type="checkbox"/> useful	<input type="checkbox"/> very useful

**What were the most important ideas or information you gained?**

**What will you do based on this session? Check any you will do.**

- share information with other parents
- participate actively in parent meetings and workshops
- follow up with teachers
- encourage my child to “exceed”—do more than meet!
- make sure my child knows that every learning activity is important
- motivate my child to plan for college and career progress

---

**On a scale of 0 to 5, how useful was this workshop?** \_\_\_\_\_

**Other comments:**

## Strengthening Connections for Your Network

**GOAL:**

Action	When	Who

# PARENT INVOLVEMENT COLLABORATIVE

Supporting School-Community Connections

## Community Organizations, Churches, Local Groups

Organization	Focus	Representative

## Agency Partners

Agency	Focus	Representative

## Education Partners

Organization	Focus	Representative

## City and State Government

Organization	Focus	Representative

**INVOLVE STUDENTS: THEY CAN ORGANIZE A COMMUNITY AGENCY GUIDE**

*This is an opportunity to contribute to your school community. It is a service learning project. In service learning, the people who do the service learn a lot and also contribute to others.*

Make a Community Resource Guide

Use this chart format to organize your guide.

Community Asset	How It Supports Our Community	Location and Contact Information

You can organize one big guide listing all of the resources or set it up in categories such as Education, Health, Recreation, Safety.

You can assign different parts of the guide to individual or groups of students. Use this format for an action planner to organize this service learning work.

Who	Does What	When
	Collects information.	
	Prepares the guide.	
	Shares the guide by _____	

**Report Progress**

Write a reflection. That is an analysis you do after you finish a project. Tell:

- What you learned about yourself.
- What you learned about your community.
- What skills you improved.
- What value you added. Value added means what you have changed. What is the result of the service?

## **AGENCY/PARTNER MEETING PLANNER**

**Focus:** \_\_\_\_\_

**Frequency:** \_\_\_\_\_

**Who leads?** \_\_\_\_\_

**Outcomes—What will the meeting result in?**

**Who will be invited?**

**How?**

**How we will remind participants about the workshop:**

**Materials: What will they receive?**

**Activities: What will participants do?**

**Follow up: How we will follow up on the session**



## Examples of Literacy Resources

## Harold Washington's Acceptance Speech – April 12<sup>th</sup>, 1983

Chicago, IL

As transcribed by Hannah Lantos, from <http://www.chicagopublicradio.org/Content.aspx?audioID=15929>.

*The following excerpt is from the speech that Mayor Harold Washington made when he won the election in 1983.*

Tonight we are here. Tonight we are here to celebrate a resounding victory. We, we have fought a good fight. We have finished our course. And we have kept the faith.

We fought that good fight. We fought it, with unseasoned weapons and with a phalanx of people who mostly have never been involved in a political campaign before. This has truly been a pilgrimage. Our government will be moving forward as well, including more people. And more kinds of people, than any government in the history of Chicago. Today... today... today, Chicago has seen the bright daybreak for this city and for perhaps this entire country. The whole nation is watching as Chicago is so powerful in this! Oh yeah, yeah, they're watching. They're watching.

Out of the crucible... Out of the crucible of this city's most trying election, carried on the tide of the most massive voter turn out in Chicago's history. Blacks. Whites. Hispanics. Jews. Gentiles. Protestant and Catholics of all stripes. Have joined hands to form a new democratic coalition. And... and to begin in this place a new democratic movement.

The talents and dreams of our citizens and neighborhoods will nourish our government the way it should be cherished and feed into the moving river of mankind. And we have kept the faith in ourselves as decent, caring people who gather together as a part of something greater than themselves. We never stopped believing that we were a part of something good and something that had never happened before.

We intend to revitalize and rebuild this city. To open its doors and be certain that its babies are healthy! And its old people are fed and well-housed. We intend, we intend that our city will grow again and bring prosperity to ALL of its citizens. We have been victorious. But I am mindful that there are many other friends and neighbors who were not a part of our campaign. But that's alright! That's alright! That's alright! You never get 'em all! That's why we have a democracy. Because there are many opinions in a city as diverse and multi-ethnic as the city of Chicago.

To those who supported me, I offer my deepest thanks. I will initiate your reforms. But I charge you... I charge each and every one of you to rededicate your efforts to heal the divisions that have plagued us. Each of us must reach out, in open arms. Together we will overcome our problems, and restore Chicago to its proper position as one of the most dynamic cities in all the world!

### **THINK CLEARLY**

What is the main idea of the speech?

Prove it—underline five examples that tell you it is the main idea.

### INFERENCE EXAMPLE

This example develops Common Core Literacy Standard 1's Priority: Read closely, then make logical inferences that you support with evidence.

INFERENCE	QUESTION	ANSWER	EVIDENCE
<i>Infer from context</i>	<i>What does <u>pilgrimage</u> mean?</i>		
<i>Infer motive</i>	<i><b>Why did</b> some people vote for Harold Washington?</i>		
<i>Infer cause-effect relations</i>	<i><b>What caused</b> problems that the new mayor would face?</i>		
<i>Infer predictions</i>	<i><b>What do you think</b> one of the people who heard the speech <b>did next</b>?</i>		
<i>Infer feelings</i>	<i>How do you think Harold Washington <b>felt about</b> the people who had voted for him?</i>		
<i>Infer traits</i>	<i><b>What is a trait of</b> Harold Washington?</i>		
<i>Infer the main idea</i>	<i>What is the <b>main idea</b> of the speech?</i>		

## Who are Community Heroes?

*I can identify the main idea and supporting information (CCSSR2)*

The following passage is from LISC/Chicago's *A Tribute to Community Heroes*:

The words “community” and “hero” are powerful in their own right, bringing to mind common bonds, shared fates, courage, strength and self-sacrifice. Bring the words together—“community hero”—and the expression takes on greater meaning.

Community heroes are those individuals who offer their courage, strength and self-sacrifice in the service of a neighborhood, benefiting people who may never know them by name, but who will reap the rewards of their work.

Community heroes are leaders, teams and families who not only use their individual skills and knowledge to do good work, but also engage the resources and strength of the entire community to make real, positive change. Community heroes get their neighbors feeling proud of their neighborhoods; get kids excited about the future; get businesses open and services delivered. Community heroes get it done.

“It” can mean a lot of things in Chicago. It can be an old-fashioned tent revival that lasts late into the night, with teenagers dancing and singing with their elderly neighbors. It can be a garden of nutritious vegetables grown by formerly incarcerated people learning new skills. It can be a way out of gang life, a nearby place to get reliable healthcare, or the opening of a new locally-owned business.

Community heroes see challenges and don't wait for others to meet them. They tap into the spirit of their neighborhoods and channel it into real results that enrich peoples' lives. Job opportunities, affordable housing and safer streets are possible because they are meeting community challenges with community solutions.

Community heroes are buoyed by belief in their neighborhoods and drive to tackle challenges that naysayers insist can never be overcome. They are winning because of their willingness to struggle, and they are counting tangible victories—whether in improved schools, cleaner streets, safer parks, healthier habits or the growth of individual leadership skills and power. They are making things better.

### Think It Through

What is the main idea of this passage?

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Underline three statements in the passage that support that idea.

Decide if you agree with the main idea of the passage. \_\_\_agree \_\_\_disagree

List three reasons for your position.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## How Do Individuals Make Progress in Their Communities?

*Extended Response*

*The following passage is from LISC/Chicago's A Tribute to Community Heroes*

### **Monica Haslip**

Monica Haslip's passion for art and desire to portray the importance of African Americans in every aspect of life led her to found Little Black Pearl Workshop, an innovative neighborhood art program designed to show children the vast contributions that African Americans have made to the arts. Created in 1994, the workshop creates an avenue for exposure to art and culture while teaching the profitable connection between art and business. "Art must become and remain a part of the machinery that moves us to change quickly and creatively," she says. "We have always said, and continue to say, the battle we are waging is the battle for the minds of our children. It then becomes very important that art plays the role it should in empowerment, education and survival."

### **Miguel Morales**

In a community struggling with obesity, Miguel Morales understands the importance of proper nutrition and active lifestyles. As coordinator for community Organizing for Obesity Prevention in Humboldt Park (CO-OP HP), an initiative based at the Puerto Rican Cultural Center, Miguel has raised awareness of the problem and expanded choices to help neighborhood residents enjoy healthier lives. His mantra is a good diet and regular exercise. His leadership has led to innovative programs to improve diets, such as monthly visits from a Producemobile to over 100 low-income residents; weekly programs that deliver fresh, organic produce to local families at lower costs than supermarkets and Homegrown Farmers Market. Exercise is stressed through educational efforts in high school classes, pre-schools and local events.

### **Gerald and Lorean Earles**

After nearly two decades as North Lawndale residents, Gerald and Lorean Earles in 1985 gathered their determination to improve their community and started what would eventually become Slum Busters—a group of more than 100 concerned Lawndale citizens who meet regularly to clean up and beautify the neighborhood, one site at a time, every Saturday. To bring in resources, the Earles write and phone aldermen, commissioners and representatives, leveraging their community ties to influence voting for politicians who have responded positively and acting as a voice for the silenced and a face to the invisible.

The Earles remind young Slum Busters that to do nothing is to be nothing—that they should take pride, not just in their appearance, but also in the quality of education and overall lifestyle offered in their community. Both Gerald and Lorean have an interest in photography and keep an extensive archive of history of North Lawndale that they proudly share with young people. The Earles also continue to share their dreams with the youth of Lawndale, reminding them that education is only as good as what you do with it, and encouraging them to look around, take inventory and then take interest—as they themselves have done.

### **Write What You Think about Your Community's Heroes**

Answer the big question for this reading—how do individuals make progress in their communities. Based on what you have read about Community Heroes and your own experience, identify community heroes in your community. Identify and explain the role of at least three persons who have contributed to your community's progress.

## Science Page Reader

Read Closely, then Answer with Evidence.

Underline the 5 most important words from each paragraph.

Then draw a picture that shows what the paragraph says.

When scientists looked at the stars long ago, they saw patterns. They did not understand everything about what they saw. So they kept looking to learn more. That is what scientists do. They ask questions and look for information to answer their questions.

1

Scientists asked questions about Earth, our planet. How old is it? How big? Where is it in space? Our planet is in a galaxy called the Milky Way. The sun is a big star in our part of this giant galaxy. Earth has many neighbors. Scientists learned that our galaxy holds millions of stars. They discovered that two other planets are closer to the sun than Earth: Mercury and Venus. Scientists use telescopes and computers to keep track of all those planets.

2

Scientists know that the sun gives Earth warmth and light. Earth orbits the sun once each year. It travels once around the sun every 365 days. The other eight planets in our solar system also orbit around the sun. Scientists found that they all travel in a pattern called an ellipse, which is a kind of oval. So at times earth is farther from the sun. Scientists figured out that Earth is cooler then.

3

Scientists have learned a lot about the history of Earth. They can tell you about life here thousands of years ago. Scientists are still learning about our planet. There is much to discover. They use telescopes, computers, and questions to learn more every year.

4

**What is the main idea of this passage?**

## Lector de Página

<p>Cuando la gente miró las estrellas hace mucho tiempo, ellos vieron modelos. No entendieron todo sobre lo que ellos vieron. Entonces Galileo inventó el telescopio, y la gente podía ver objetos distantes en el cielo más claramente. Ellos siguieron mirando para aprender más. Eso es lo que los astrónomos hacen. Como todos los científicos, ellos hacen preguntas y buscan la información para contestar sus preguntas.</p>	
<p>La Tierra es un planeta que los científicos han estudiado más porque está aquí mismo. Nuestro planeta está en una galaxia llamada la Vía Láctea. El sol es una estrella grande en nuestra parte de esta galaxia gigantesca. Nuestra galaxia contiene millones de otras estrellas. El sol es muy importante para nuestro planeta. El sol nos da luz durante el día. Nos da calor, también.</p>	
<p>La Tierra da la vuelta alrededor del sol una vez cada año. Viaja una vez alrededor del sol cada 365 días. Los otros ocho planetas en nuestro sistema solar también giran alrededor del sol. Todos viajan en la misma dirección. Ellos viajan diferentes velocidades.</p>	
<p>Los científicos todavía están aprendiendo acerca de nuestra galaxia. Hoy tenemos telescopios mucho más poderosos. Y mandamos naves espaciales lejos en la galaxia a reunir información. Entonces los científicos estudian esos datos y responden preguntas y encuentran más. La ciencia es acerca del pensamiento. Los científicos hacen preguntas y encuentran respuestas. Después hacen más preguntas.</p>	

**¿CUÁL ES LA IDEA PRINCIPAL DE ESTA PÁGINA?**

## BUILD A STRONG VOCABULARY

Common Core emphasizes academic vocabulary.  
Build yours here.

TOPIC: \_\_\_\_\_

WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Make the writing connection!  
Use the word bank to write about this topic.



# BANCO DE PALABRAS

TEMA: \_\_\_\_\_

PALABRA	Demuestra lo que significa. Haz un dibujo.	Escribe otra palabra que describa esta palabra. (Puede ser esta palabra en otro lenguaje.)



¡Haz la Conexión de Escritura!  
Utiliza tu banco de palabras para escribir acerca de este tema.

## BUILD A STRONG VOCABULARY

Common Core emphasizes academic vocabulary.  
Build yours here.

TOPIC: \_\_\_\_\_

WORD	Synonym	Antonym

Write with your words. Use them to explain the topic.

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## How to Summarize

Common Core requires students to read closely, then summarize what they learn from reading nonfiction.

Topic: \_\_\_\_\_

List the “top ten” words that are part of what you read about it.


What are the two or three most important points you find in your reading?

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Write a one-paragraph summary. Include the main points.

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### Como Resumir

Tema: \_\_\_\_\_

*Haz una lista con las “diez palabras importantes” que son acerca de lo que leíste.*


*¿Cuáles son los puntos mas importantes que encontraste en tu lectura?*

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*Escribe un resumen de un párrafo. Incluye los puntos centrales y más importantes.*

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## Connect Science Learning and Careers

### What Can I Do With a Major in Biology?

#### Sample Occupations:

Acupressurist  
Dietician  
Medical Researcher  
Agricultural Researcher  
Ecologist  
Microbiologist  
Animal Biologist  
Exercise Physiologist  
Athletic Director  
Fitness Instructor  
Parasitologist  
Bacteriologist  
Food Chemist  
Biochemist  
Forensic Scientist  
Pest Control Specialist  
Biological Photographer  
Forester  
Pharmaceutical Salesperson  
Biophysicist  
General Practitioner  
Physical Therapist  
Botanist  
Health and Nutrition Consultant  
Physiologist  
Pathologist  
Chiropractor  
Licensed Practical Nurse  
Psychobiologist  
Marine Biologist  
Curator  
Strength and Conditioning Specialist  
Cytotechnologist  
Medical Doctor  
Toxicologist  
Medical Examiner  
**Astronaut**

## Connect Science Learning and Careers

**Topic:** \_\_\_\_\_

**I am a** \_\_\_\_\_

(Choose a job that someone does who uses this science. For example, if the subject is astronomy you can be an astronaut. If the subject is botany you can manage a plant store.)

List words that you need to know to use this science.


Then use them to write about your work. Describe what you do. Tell how you use science.

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## You're the Astronomer

Common Core emphasizes academic vocabulary.  
It also requires students to know grammar.  
This exercise helps them learn the parts of speech.

List words that you would need to know to explain the solar system.

Then use your words for one of these projects:

- Write your autobiography
- Write a page in a textbook
- Write an application for a job at NASA

nouns	verbs	adjectives

## Tú eres el Astrónomo

*Enlista las palabras que necesitas para explicar el sistema solar.*

*Después utiliza tus palabras para uno de los siguientes proyectos:*

- escribe tu autobiografía
- escribe una página en tu cuaderno
- escribe una aplicación para un trabajo en la NASA

<b>Nombres</b>	<b>Verbos</b>	<b>Adjetivos</b>



## Action Plan to Improve Student Achievement through Parent Involvement: IMPROVED ATTENDANCE

School Year: \_\_\_\_\_

_____ Name of School	_____ Unit	_____ Cluster	_____ Area
_____ School Address	_____ Telephone Number		
_____ LSC Chairperson Signature	_____ Principal Signature		
_____ NCLB Chairperson Signature	_____ Additional Commitment Signature		

*Which stakeholders contributed to the completion of this plan? Check all that apply.*

- |   |  |
|---|--|
| <input type="checkbox"/> Parents/Primary Caretakers   | <input type="checkbox"/> Support Staff (non-instructional) |
| <input type="checkbox"/> School Principal             | <input type="checkbox"/> Community Members                 |
| <input type="checkbox"/> Other Administrators         | <input type="checkbox"/> Partnership Facilitator           |
| <input type="checkbox"/> Local School council Members | <input type="checkbox"/> Students                          |
| <input type="checkbox"/> Teachers                     | _____  |

*How did stakeholders participate in decision-making?*

- through group discussion     meetings and/or workshops     surveys
- \_\_\_\_\_ (other)

Date of Completion of this Plan: \_\_\_\_\_

### Goal for Attendance for this School Year:

Student Attendance Rate: Last School Year: \_\_\_\_\_%

Target set for the school: \_\_\_\_\_%

*Parents' Value Added: Involved parents will increase student attendance and on-time arrival to school so that our school exceeds the target. The following plan will increase parent involvement to support this progress. It is based on the school's policy and compact for effective parent involvement and focuses on progress that is essential to NCLB.*

**Our Plan to Support Our School's ATTENDANCE Progress**  
**Plan para Apoyar el Progreso de ASISTENCIA de Nuestra Escuela**

*Our Goal / Nuestra Meta* \_\_\_\_\_

\_\_\_\_\_

*The basic plan / el plan básico:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Stakeholder Roles and Responsibilities / El Papel de los Responsables*

<b>Stakeholders</b> <b>Responsables</b>	<b>How They Will Participate / Como Participarán</b>
<i>School Administration</i> Administración Escolar	
<i>School Support Staff</i> Personal de Apoyo Escolar	
<i>Teachers</i> Maestros(as)	
<i>Parents</i> Padres	
<i>Community</i> Comunidad	
<i>Students</i> Estudiantes	

**Parent Involvement Activities and Structures Support this Plan**

<b>Type of Activity— Based on the Epstein Framework*</b>	<b>Activities and Structures to Support Parent Involvement to Increase Attendance / Actividades y Estructuras para Apoyar Participación de los Padres e Incrementar Asistencia</b>
<p><b>1. Parenting / Padres</b> Assist families in understanding child development, assist schools in understanding families</p>	
<p><b>2. Communicating / Comunicación</b> Establish effective school-to-home and home-to-school communications.</p>	
<p><b>3. Volunteering / Voluntarios</b> Provide training, a variety of opportunities, and ways for parents to support student and school progress.</p>	
<p><b>4. Learning at Home / Aprendiendo en Casa</b> Support a variety of learning activities at home.</p>	
<p><b>5. Decision-Making / Tomar Decisiones</b> Provide a range of organizations and opportunities for parents to participate actively in school decisions and governance.</p>	
<p><b>6. Collaborating with Community / Colaborando con la Comunidad</b> Coordinate community agencies and businesses to provide services and supports to students, families, and the school.</p>	

*This page includes the six types of involvement identified by Joyce Epstein and presented in Epstein, J.L., et al, School, Family, and Community Partnerships: Your Handbook for Action, Thousand Oaks, CA: Corwin Press, 1997.*

## Start clearly / Comienza Claramente

*How we will introduce the plan to the school community*  
**Como introducir el plan a la comunidad escolar**

*Time-Line for the Start-Up / Línea de Tiempo para el Comienzo*

<b>When Cuando</b>	<b>What Happens Que Sucede</b>	<b>Who Is Responsible? ¿Quién es Responsable?</b>	<b>Who Checks? ¿Quién Revisa?</b>

## Continue effectively / Continua Efectivamente

*Time-Line for Implementation / Línea de Tiempo para Implementar*

<b>When Cuando</b>	<b>What Happens Que Sucede</b>	<b>Who Is Responsible? ¿Quién es Responsable?</b>	<b>Who Checks? ¿Quién Revisa?</b>

**Monitor the plan. *How we will make sure it happens.***  
***Monitorea el plan. Como estaremos seguros de que sucederá.***

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**Progress Log / Registro de Progreso**

This form will be used to keep track of progress / *La tabla se utilizará para anotar el progreso*

	Quarter Progress ➡ <i>Progreso</i>	Quarter Progress ➡ <i>Progreso</i>	Quarter Progress ➡ <i>Progreso</i>	Quarter Progress ➡ <i>Progreso</i>
Percentage gains on attendance	Target / <i>Meta</i> :	Target / <i>Meta</i> :	Target / <i>Meta</i> :	Target / <i>Meta</i> :
	Actual:	Actual:	Actual:	Actual:
Number of Parents Actively Involved in the Progress / <i>Número de Padres involucrados en el Progreso</i>	Target / <i>Meta</i> :	Target / <i>Meta</i> :	Target / <i>Meta</i> :	Target / <i>Meta</i> :
	Actual:	Actual:	Actual:	Actual:

Recognize the progress. *How we will celebrate the achievements.*  
*Reconoce el progreso. Como celebraremos los logros.*

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