

Involvement Through Empowerment

Relationships, Relevance and Rigor: Parent Involvement



Ingrid Reynolds, Principal
Gaywood Elementary School
“Work Hard, Get Smart!”

Prince George’s County Public Schools

Gaywood Elementary

At-a-Glance



Demographics:

- 462 Students---Grades PK-5
- 67% Hispanic; 29% African-American; 3% White, >1% Asian
- FARMS 85-90%
- SPED-13%
- 26 Classroom Based Teachers

Program Information

- Comprehensive Special Education Program (CSEP)
- Alternative Governance Since 2010-2011
- Full Title I Program Participant Since 2011-2012 School Year
- In School Improvement Year 4
- Little to No Parental Involvement/No Formal Parent Group

MSA DATA

Reading

	2009	2010	2011
All	64.8	72.8	77.10
Afr-Am	61.3	69.9	62.7
Hisp	69.5	74.0	86.0
White	60.0	80.0	72.7
ESOL	64.9	70.8	83.3
SPED	36.1	39.3	41.0
FARM	65.9	73.8	77.8

Mathematics

	2009	2010	2011
All	70.3	77.2	74.70
Afr-Am	69.7	69.9	59.3
Hisp	72.6	85.4	86.0
White	60.0	90.0	72.7
ESOL	64.9	84.3	85.9
SPED	34.4	39.3	41.0
FARM	72.8	77.0	85.9

Principal's Connection to Title I



- I Have Walked In My Students' Shoes
 - Grew Up In Urban Area
 - Single Parent Home
 - Recipient of multiple social service benefits: Welfare/Food Stamps/Medical Assistance/Free Lunch
- Attended schools that received Title I Funding
 - School Was A Safe Place With Caring Adults
 - Looked Forward To Going Everyday
 - Expectations Were High
 - Effort Based Education Was Emphasized
- Sum Of Experiences Have Afforded Me Inroads With Students and Parents
- Product of "Title I" and I "Get It"!

Step 1: Building Trust

- Consistent and Ongoing Relationship Building
- Present at All Times/Open Access to Principal and Parent Support Personnel
- Transparency
- Spanish and French Spoken
- Cultural Respect
- Solid Commitment and Follow Through
- Willingness to Listen, Learn and Engage
- Non-Biased Approach to Meeting Needs
- Non-Wavering Focus on the Whole Child



Step 2: Reaching Out

- Identify Key Parents
- Developed a Parent Advisory Committee
- Finding Out What Families Want for their Children
 - Informal Conversations
 - Chew-n-Chats
 - Personal Invites
 - Networking Through Other Parents
 - Surveys
 - Open Houses
 - Parent Workshops/Family Engagement
 - Attended Community-at-Large Events

Step 3: Empowerment-The Budget

- Tell Parents That the School Belongs to Them
 - How does your “Dream” School Look
- Provide Transparent Budget Information
 - Share Budget Types
 - Relationship Between Budgets and Student Achievement
- Ask How Parents Think The Budget Should Be Spent
 - Core Academic Subject Materials
 - Extended Learning for Students
 - Parent Workshops/Classes
 - Family Involvement Events
 - Opportunities for Learning Beyond the Schoolhouse
- Create New Budget
 - Parent Involvement Funds
 - Student Based Budget and Title I Funds Alignment



Step 3: Empowerment-Improvement

- Share SIP Goals and Real Time Data with Parents
 - Adjust SIP Plan Goals if Needed
 - Identify Next Steps
- Create Current Compact/Plan and Policy Together
 - Ensure Goals of Both are Aligned to Vision and Mission
 - Parent Friendly and Relevant
- Getting the Information Out
 - Back To School Night
 - Parent Events
 - Registrations/Foyer Showcase
 - Dual Language Newsletters

Step 4: Building Capacity

- “How to Have Your Voice Heard”
- Volunteering Through Strengths, Talents and Skills
- Literacy Opportunities in Spanish and English
- Workshops
 - Computer Literacy
 - English Classes
 - Navigating Systemic and State Initiatives
- Recognition of Accomplishments and Service
- Working with Teachers and Collaborating
- Parent Involvement Days
- Whatever It Takes...Getting Them In The Door



Step 5: Continuing the Commitment

- Provide Basics
 - Coats/Hats/Gloves/Mittens
 - Food Drive/Food Bank
 - Clothing Drive/Clothing Bank
 - Holiday Baskets
 - Book Drive
 - Other Items as Needed
- Ongoing Communication About the School
- Constant Seeking Out of Resources and Donations



Thank You

Ingrid Reynolds, Principal

Jacob Novick, Bilingual Character Education
Coordinator

Tanya Thompson, Gaywood ES Parent