



Program Evaluation Tool

Galewood Elementary School

Charlotte Public Schools

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Introduction

Evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I Part A, C, and D; Title II, and Title III) require annual evaluation, especially when federal and/or state funds are used to support such efforts. More importantly, evaluation represents good practice and will likely improve outcomes. The Program Evaluation Tool can be used both during implementation to make mid-course corrections as well as following implementation to identify why results turned out as they did and how to improve implementation that will lead to increased student achievement.

Strategy/ Program/ Initiative Description

What is the name of the strategy/ program/ initiative being evaluated?

Galewood Early Elementary Family Literacy Night (March 7, 2019)

Title Funding Source: Title IV, Part A; Function Code 331/Parent Information Meetings

Provide a detailed description of the strategy/ program/ initiative being evaluated.

Galewood Early Elementary School hosted a spring family literacy event the evening of March 7, 2019. The event was implemented in order to assist parents in gaining a deeper understanding of the Kindergarten Common Core State Standards for English Language Arts, particularly the Reading Standards: Foundational Skills. Other standards highlighted included:

- Reading Standards for Literature
- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Anchor Standards for Reading
- Anchor Standards for Writing
- Anchor Standards for Listening and Speaking

Ten family-friendly activities were devised and implemented based upon a building-wide camping theme (Camp READ S'More). Additionally, as part of our commitment to educate parents and caregivers, evidence-based practices were highlighted, discussed and modeled via an Eaton RESA Early Literacy Specialist who not only provides support to our district, but county-wide. Through their time with her, all were provided with information pertaining to Michigan's "Read by Grade Three" law, tips and evidence-based practices for promoting and supporting reading skills while at home, as well as a deeper understanding of phonemic awareness.

What is the need being addressed by the strategy/ program/ initiative?

The need being addressed within this Program Evaluation Tool (PET) is the overall effectiveness of such family events.

What is the reason for selecting the strategy/ program/ initiative including intended results?

The reason for selection is due to the amount of Title IV funding allocated for this event. The intended results are to not only identify the strengths of family engagement activities, but also to identify areas where improvement is needed in order to ensure higher degrees of

parental engagement all the while increasing student achievement.

Cite the research supporting the strategy/ program/ initiative, including a brief summary of research findings and targeted population.

Via the Michigan Department of Education's Website:

The Michigan Department of Education (MDE), the State Board of Education and the Office of Educational Supports (OES) are committed to increasing student achievement and supporting Michigan's districts by providing them with the best possible parent engagement resources. Extensive research conducted over the past forty years indicates that when parents are engaged in their children's education academic achievement increases.

The "Collaborating For Success" Parent Engagement Toolkit. Michigan Department of Education.

Why Parent Engagement Is Important: What Experts Say

Research over the last forty years provides educators and parents with a substantial body of evidence that parent involvement and engagement is associated with children's academic performance and social competence. Comprehensive surveys of this research document the following benefits for students, families and schools:

1. Students achieve more, regardless of socio-economic status, ethnic/racial background or the parents' education level.
2. Students have higher grades and test scores, better attendance, and complete homework more consistently.
3. Students have higher graduation rates and greater enrollment rates in post-secondary education.
4. Educators hold higher expectations of students whose parents collaborate with the teacher.
5. Student achievement for disadvantaged children not only improves, but can also reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains.
6. Children from diverse cultural backgrounds perform better when parents and professionals collaborate to bridge the gap between the culture at home and at the learning institution.
7. Student behaviors such as alcohol use, violence, and antisocial behavior decrease as parent involvement increases.
8. Students will keep pace with academic performance if their parents participate in school events, develop a working relationship with educators, and keep up with what is happening with their child's school.
9. Junior and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future. Students whose parents are not involved, on the other hand, are more likely to drop out of school.

According to research, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which

that student's family is able to:

1. Create a home environment that encourages learning.
2. Communicate high, yet reasonable, expectations for their children's achievement and future careers.
3. Become involved in their children's education at school and in the community.

These three seemingly simple steps require dedication and commitment from all students, parents and school personnel. The resulting benefit of this investment in time and effort is well worth the future aspirations and success of every child.

Additional Information and Resources:

1. A new wave of evidence: The impact of school, family, and community connections on student achievement. (<http://www.sedl.org/connections/resources/evidence.pdf>)
2. Reframing Family Involvement in Education: Supporting Families to Support Educational Equity. (<http://www.hfrp.org/publications-resources/browse-our-publications/reframing-family-involvement-in-education-supporting-families-to-support-educational-equity>).

1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Overall Rating: 4.0

Statement or Question:a) What is the evidence regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy/ program/ initiative?

Response:

- Meeting agendas/minutes
- Books/papers about the program
- Professional development materials

What does the evidence show regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy /program/ initiative?

As cited above, research spanning the last forty years provides educators and parents alike with a substantial body of evidence that parental involvement and engagement positively impacts academic performance and social competence of students, regardless of socio-economic status, ethnic/racial background or the parents' education level.

All staff members within Galewood Early Elementary School place great value on such involvement and fully recognize its impact. As an early childhood building, great pride is taken to forge positive and lasting partnerships with our parents and/or caregivers. Further, we aspire to ensure that such relationships are highly collaborative, and student centered, so as to foster continuous engagement and student growth.

As much work has been conducted within this area across the district during the course of the past several years, the evidence shows that Galewood staff members were fully prepared to devise and implement the literacy event being evaluated here.

Statement or Question:b) What is the evidence regarding stakeholders (staff/ students/ parents) having a shared vision and strong commitment to the strategy/ program/ initiative?

Response:

- Meeting agendas/minutes
- Books/papers about the program
- Professional development materials

Development and adoption of building-wide Core Beliefs

What does the evidence show regarding stakeholders (staff, parents, students) having a shared vision and strong commitment to the strategy/ program/ initiative?

Galewood Early Elementary school was re-opened as an early childhood building this school year, 2018-2019. As part of the foundational work, numerous stakeholders were invited to join the building principal in order to establish a shared vision, mission and core beliefs-- all of which are utilized to shape our climate and culture through the anchoring of what we deeply value. Spanning several days, the process was highly collaborative, dynamic and inclusive. Thoughtful conversations regarding the direction of the school occurred in order to determine the school's future direction. Half of our nine mutually agreed upon Core Beliefs pertain to the initiative being evaluated here and serve as the essence of who we are, individually as well as collectively, as well as what we stand for:

- We believe that parents are their child's first teacher.

- We believe that school is fun!

- We believe in the power of positive relationships.

- We believe that all children are capable and learn differently.

- We believe that children learn best in a nurturing environment through meaningful and engaging experiences.

Statement or Question:c) What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

Response:

- Meeting agendas/minutes
- Staff surveys

What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

In order to ensure high degrees of success, a "Literacy Night" committee was formed based upon mutual interest of varying staff members. Numerous planning meetings took place weeks in advance with notes being taken in order to memorialize the work. As concerns presented themselves, they were addressed among the committee members with input from related stakeholders such as the building principal, business office officials and staff. Focus groups, staff surveys as well as collective discussions promoted the work and helped see it to fruition. Concerns that were raised during this initiative included, but are not limited to, ensuring that all activities (including those presented during parent education sessions) were linked directly to the CCSS and were evidence-based, understanding the need to survey our families (never was done in the past and prior to the current appointment of the building principal), securing enough staff to fully support the evening, as well as determining the best use of available fiscal resources.

Statement or Question:d) What is the evidence regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

Response:

- Meeting agendas/minutes

What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

As stated previously, all staff members within Galewood Early Elementary School place great value on parental involvement and fully recognize its impact. As an early childhood building, great pride is taken to forge positive and lasting partnerships with our parents and/or caregivers. Further, we aspire to ensure that such relationships are highly collaborative, and student centered, so as to foster continuous engagement and student growth.

As much work has been conducted within this area across the district during the course of the past several years, the evidence shows that Galewood staff members were fully prepared to devise and implement the literacy event being evaluated here, and do so within the guise of our existing work.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/ program/ initiative.	Stakeholders were fully prepared to implement.	4

What action steps are needed to increase readiness to implement the strategy/ program/ initiative?

To further increase readiness, the following actions steps are needed:

- Begin the planning process earlier in the school year.
- Ensure that an educational rationale is provided to parents/caregivers for each activity presented, as well as utilize "exit tickets" to evaluate understanding of said rationale.
- Identify and employ activities that are not common to parents/caregivers, and that stretch their thinking by increasing their overall knowledge.
- Research best-practices in survey design in order to ensure that the questions meet the objectives of the initiative and are not only clearly defined, but easily understood by the target group (i.e. parents/caregivers).

2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

Response:

- Minutes of professional conversations
- Professional learning agendas, sign-in sheets

Stakeholder perception surveys

What does the evidence show regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

According to research, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which a student's family is actively involved. Through the participation within our Literacy Night, it is our hope that parents and/or caregivers were able to:

- Gain a deeper understanding of the Common Core State Standards in English Language Arts at the Kindergarten Level.
- Experience, first-hand, evidence-based literacy strategies and teaching methodologies.
- Reinforce and/or create a home environment that encourages learning beyond the school house.
- Communicate high, yet reasonable, expectations for their children's achievement.
- Become involved in their children's education, as well as engaged members within the school community as a whole.
- Recognize our commitment to them as their collaborative partners working toward the common goal of educating their student.

Statement or Question:b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Response:

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- Minutes of professional conversations
- Self-assessment checklists
- Professional learning agendas, sign-in sheets

Self-selected professional readings/book studies

What does the evidence show regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Throughout the course of his 26 years in education, the building principal possesses a wealth of knowledge pertaining to this initiative. Much of what has been acquired was gained from working alongside outstanding educators within the field, particularly those specializing in state/federal mandates (i.e. Intermediate School District Supervisors, specialists within the Michigan Department of Education's Office of Educational Supports). An avid reader of professional journals and/or publications, he further hones his skills and remains in-the-know regarding current educational topics and trends. Work on this initiative was refined and further shaped based upon his input and/or suggestions.

Statement or Question:c) What is the evidence regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

Response:

- Minutes of professional conversations

What does the evidence show regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

On-going professional development is conducted with colleagues throughout the building as well as in conjunction with Eaton RESA, and is viewed as a collaborative staff activity. Strategically aligned to state, district and/or school-level goals, our professional development initiatives afford ample opportunities for staff members to reflect upon their content and pedagogy all the while increasing student achievement and consistency in instructional practices. Most of the work associated with this initiative was extremely well understood heading into the planning process and as a result, made the acceptance of newly identified non-negotiables (i.e. ensuring that all activities and parent sessions were linked directly to the Common Core State Standards, the need for parent education sessions, as well as a parent/caregiver evaluative survey) much easier to digest. Once the staff understood the rationale behind these needs (some of which were required based upon guidelines set via particular funding sources) they were able to work collaboratively during committee meetings as well as building-wide sessions in order to further their understanding, acquire additional skills necessary for the success of the initiative, etc.

Statement or Question:d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?

Response:

- Minutes of professional conversations

What does the evidence show regarding staff ability to apply the acquired knowledge and skills?

As previously stated, most of the work associated with this initiative was extremely well understood heading into the planning process and as a result, made the acceptance of newly identified non-negotiables (i.e. ensuring that all activities and parent sessions were linked directly to the Common Core State Standards, the need for parent education sessions, as well as a parent/caregiver evaluative survey) much easier to digest. Once the staff understood the rationale behind these needs (some of which were required based upon guidelines set via particular funding sources) they were able to work collaboratively during committee meetings as well as building-wide sessions in order to further their understanding, acquire additional skills necessary for the success of the initiative, etc.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/ program/ initiative.	Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.	3

What action steps are needed to improve participants' knowledge and skills?

To further increase the staff's knowledge and skills, the following actions steps are needed:

- Continue to gain a deeper perspective and understanding of the regulations and requirements associated with the use of both Title and At-Risk funds.
- Further research best-practices in survey design in order to ensure that the questions meet the objectives of the initiative and are not only clearly defined, but easily understood by the target group (i.e. parents/caregivers).

3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

Overall Rating: 4.0

Statement or Question:a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

Response:

- Agendas/minutes
- Action plans
- Email correspondence
- Budget sheets

What does the evidence show regarding the sufficiency of administrative support to achieve the intended results?

The building principal has made it a priority to establish a culture where all constituents (district officials, school leaders, teachers/staff, parents, students, community members) contribute to a cumulative, purposeful and positive effect on student learning all the while raising student achievement. As such, he fully supported this initiative from its inception and provided guidance to the members of the committee. Some of the main support came in the form of providing the staff as a whole with a deeper perspective and understanding of the regulations and requirements associated with the use of both Title and At-Risk funds. Additionally, he identified the non-negotiables of the event (i.e. ensuring that all activities and parent sessions were linked directly to the Common Core State Standards, the need for parent education sessions, as well as a parent/caregiver evaluative survey), and made available fiscal resources.

Statement or Question:b) What is the evidence regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

Response:

- Agendas/minutes
- Email correspondence
- Staff meeting results

What does the evidence show regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

As previously stated, most of the work associated with this initiative was extremely well understood heading into the planning process and as a result, made the acceptance of newly identified non-negotiables (i.e. ensuring that all activities and parent sessions were linked directly to the Common Core State Standards, the need for parent education sessions, as well as a parent/caregiver evaluative survey) much easier to digest. Once the staff understood the rationale behind these needs (some of which were required based upon guidelines set via particular

funding sources) they were able to work collaboratively during committee meetings as well as building-wide sessions in order to further their understanding, acquire additional skills necessary for the success of the initiative, etc.

Statement or Question:c) What is the evidence regarding the sufficiency of resources - including financial, time and personnel - to achieve the intended results?

Response:

- Agendas/minutes
- Email correspondence
- Budget sheets
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

What does the evidence show regarding the sufficiency of resources - including financial, time, and personnel - to achieve the intended results?

School leaders have put effort into the organization and management of the building in order to support teaching and learning. The vision, mission and educational goals of the district, as well as the school itself, focus on high degrees of student achievement as well as engagement, and resources (human, fiscal, materials, time, space) are data-driven and allocated based upon the related educational goals as identified within the School and/or District Improvement Plans. Title IV funding was the main funding source for this initiative. However, realizing that more funds were needed, the building principal also allocated funds drawn from the building's discretionary account. Further, the Galewood PTSO provided a large donation of print material that was acquired via funds generated during our fall Book Fair. The committee was comprised of 4-5 core staff members. As plans came together, they secured additional human capital from various staff members as needed in order to ensure overall success.

Statement or Question:d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/program/initiative?

Response:

- Agendas/minutes
- Email correspondence
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

What does the evidence show regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/ program/ initiative?

The Galewood staff takes pride in their ability to continually acquire and use the skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all. Staff members have extensive knowledge of their content area and/or grade level and maintain that

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knowledge through accessing high quality professional development, as well as sharing their knowledge through collaboration with other staff. Collected evidence pertaining to this initiative highlights high degrees of team and building-wide collaboration, as well as risk-taking and reflective practice.

Statement or Question:e) What is the evidence regarding structures being in place to collect and review implementation data?

Response:

- Agendas/minutes
- Email correspondence
- Focus group and/or anonymous surveys

What does the evidence show regarding structures being in place to collect and review implementation data?

The generation, identification, collection and storage of various forms of data are an identified priority in order to enhance the staff's ability to make informed decisions that have a direct impact on student achievement. Staff members continue to receive support from the district and/or building principal in the form of professional development/training in order to deepen their awareness of the processes for managing and interpreting multiple types of data. Through routine analysis, they are also deepening their understanding of how to convert obtained metrics into useful information in order to summarize, examine, predict and prevent. In order to monitor the effectiveness of this initiative, the planning committee devised and implemented a short survey that was voluntarily completed by parents and/or caregivers upon the conclusion of the evening. Of the 80 families that took part in the initiative, 37 (or 46%) provided feedback and submitted a survey. The committee members invested the necessary time and energy to engage within robust and deliberate dialogues regarding the interpretation and explanation of acquired data. Through that process, it was determined that the survey did not adequately meet the objectives associated with the initiative. However, it was noted that a fair number of parents felt that the planned activities were helpful to them and their child, and that they gained a deeper understanding of the Kindergarten ELA CCSS.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.	Necessary support and resources (time, funding, and attention) were solidly in place.	4

What action steps are needed to ensure opportunity for high quality implementation?

Action Steps to Ensure High Quality Implementation:

To ensure high quality implementation, the following actions steps are needed:

- Further research best-practices in survey design in order to ensure that the questions meet the objectives of the initiative and are not only clearly defined, but easily understood by the target group (i.e. parents/caregivers).

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- Continue to monitor programs and building-wide processes, and adjusted accordingly, based upon acquired data and related data dialogues.
- Continue to receive support from the district and/or building principal in the form of professional development/training in order to deepen awareness of the processes for managing and interpreting multiple types of data in order to promote high degrees of engagement and academic achievement.
- Continue to build upon and strengthen an understanding of shared leadership to further promote an environment conducive to effective teaching and learning via a spirit of building-wide collaboration, inquiry, risk-taking and reflective practice

4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding a process being in place to monitor fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

Response:

Agendas

Email Correspondence

Collaborative Models

Staff Meeting Results

What does the evidence show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

Acquired evidence shows that the initiative was devised and implemented with high degrees of fidelity, particularly regarding the non-negotiables (i.e. ensuring that all activities and parent sessions were linked directly to the Common Core State Standards, the need for parent education sessions, as well as a parent/caregiver evaluative survey). Ten family-friendly activities were devised and implemented based upon the Kindergarten Common Core State Standards for English Language Arts, particularly the Reading Standards: Foundational Skills. Other standards represented included:

- Reading Standards for Literature
- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Anchor Standards for Reading
- Anchor Standards for Writing
- Anchor Standards for Listening and Speaking

Each of the standards were prominently displayed on the event Program, as well as in each of the locations hosting said activities. Staff members interacting with parents and students expounded upon the standards and brought them to life through direct and/or scaffolded modeling. Additionally, as part of our commitment to further educate parents and caregivers, evidence-based practices were highlighted, discussed and modeled via an Eaton RESA Early Literacy Specialist who not only provides support to our district, but county-wide. Through their time with her, participants were provided with information pertaining to Michigan's "Read by Grade Three" law, tips and evidence-based practices for promoting and supporting reading skills while at home, as well as a deeper understanding of phonemic awareness. In order to monitor the effectiveness of this initiative, the committee devised and implemented a short survey that was voluntarily completed by parents and/or caregivers upon the conclusion of the evening.

Statement or Question:b) What is the evidence regarding positive or negative unintended consequences that may have occurred, if any?

Response:

- Surveys

Planning Committee Agendas

Email Correspondence

Collaborative Models

Staff meeting Agendas

What does the evidence show regarding positive or negative unintended consequences that may have occurred, if any?

Despite the many efforts and commitment to this initiative, there were unintended consequences in that the parent/caregiver survey did not adequately meet the objectives associated with the initiative. As a result, it did not yield the outcomes the committee had hoped. Deeper levels of reflection also indicated that while conveniently located (near the cafeteria where dinner was being served), many families did not complete a survey as they were more eager to sit for dinner. Finally, as the committee continued to invest the necessary time and energy to engage within robust and deliberate dialogues regarding the interpretation and explanation of acquired data, it was determined that those attending the parent/caregiver education session may have been confused on what was training vs. an activity.

Statement or Question:c) What do implementation data and student achievement results suggest for implementing/modifying the strategy/ program/ initiative?

Response:

- Surveys
- Agendas and minutes of common planning time/meetings

Email Correspondence

Collaborative Models

Staff Meeting Agendas

How might these affect the integrity of the results?

While the initiative was implemented with fidelity and as intended, modifications are needed for future implementation based upon the realized unintended consequences. Moving forward, staff will:

- Begin the planning process earlier in the school year.

- Ensure that an educational rationale is provided to parents/caregivers for each activity presented, as well as utilize "exit tickets" to evaluate understanding of said rationale.

- Identify and employ activities that are not common to parents/caregivers, and that stretch their thinking by increasing their overall knowledge.

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- Research best-practices in survey design in order to ensure that the questions meet the objectives of the initiative and are not only clearly defined, but easily understood by the target group (i.e. parents/caregivers).

- Increase fiscal resources.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	Critical elements have been implemented, but work on consistency and depth remains.	3

What action steps are needed to ensure faithful implementation of program plans?

The following action steps are needed to further implementation:

- Ensure that an educational rationale is provided to parents/caregivers for each activity presented, as well as utilize "exit tickets" to evaluate understanding of said rationale.

- Identify and employ activities that are not common to parents/caregivers, and that stretch their thinking by increasing their overall knowledge.

- Research best-practices in survey design in order to ensure that the questions meet the objectives of the initiative and are not only clearly defined, but easily understood by the target group (i.e. parents/caregivers).

- Increase fiscal resources.

Impact: What was the impact of the strategy/ program/ initiative on students?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) What is the evidence and what does it show regarding achievement of the measurable objective for all students when compared to baseline state and local data?

As stated in the description of this initiative (top of document), the main purpose for its implementation was to assist parents in gaining a deeper understanding of the Kindergarten Common Core State Standards for English Language Arts, particularly the Reading Standards: Foundational Skills. Additionally, as part of our commitment to educate parents and caregivers, we hoped to highlight, discuss and model evidence-based practices that parents could incorporate at home in order to further establish an environment that encourages learning. Through our work with them, parents were also provided with opportunities to communicate our (and their) high expectations for their children's achievement and become further involved in the school community as a whole. Due to the focus and anticipated outcomes of this initiative, baseline and local student achievement data and/or measurable objectives were not formulated.

b) What is the evidence and what does it show regarding achievement of the measurable objective for subgroups and their counterparts when compared to baseline state and local data?

Due to the focus and anticipated outcomes of this initiative, baseline and local student achievement data and/or measurable objectives were not formulated.

c) What is the evidence and what does it show regarding stakeholder (staff/ students/ parents) satisfaction with the results?

In order to monitor the effectiveness of this initiative, the committee devised and implemented a short survey that was voluntarily completed by parents and/or caregivers upon the conclusion of the evening. Of the 80 families that took part in the initiative, 37 (or 46%) provided feedback and submitted a survey. The committee members invested the necessary time and energy to engage within robust and deliberate dialogues regarding the interpretation and explanation of acquired data. Through that process, it was determined that the survey did not adequately meet the objectives associated with the initiative. However, it was noted that a fair number of parents felt that the planned activities were helpful to them and their child, and that they gained a deeper understanding of the Kindergarten ELA CCSS. Further, several parents wrote in comments indicating that they and their children enjoyed the event, loved the activities, etc.

	Statement or Question	Response	Rating
	d) Were the objectives for this strategy/ program/ initiative met?	Yes	N/A

Impact Conclusion

Statement or Question:Should the strategy/ program/ initiative be continued or institutionalized?

Response:

- Yes

a) What is the evidence and what does it say regarding whether this was the right strategy/ program/ initiative to meet your needs?

In-house data as well as parental perception survey results indicate that this initiative met our needs. A fair number of parents felt that the planned activities were helpful to them and their child, and that they gained a deeper understanding of the Kindergarten ELA CCSS. Further, several parents wrote in positive comments indicating that they and their children enjoyed the event, loved the activities, etc.

b) What is the evidence and what does it say regarding whether the benefits of the strategy/ program/ initiative are sufficient to justify the resources it requires?

Based upon the collected evidence (see above), it has been determined that the resources (human, fiscal, materials, time, space) needed to ensure full implementation and fidelity to this initiative were justified. As modifications will be needed for future implementation (based upon the realized unintended consequences), additional resources (particularly fiscal) will need to be allotted.

c) What adjustments, if any, might increase its impact while maintaining its integrity?

While the initiative was implemented with fidelity and as intended, modifications are needed for future implementation (based upon the realized unintended consequences) in order to maintain integrity. Moving forward, staff will:

- Begin the planning process earlier in the school year.
- Ensure that an educational rationale is provided to parents/caregivers for each activity presented, as well as utilize "exit tickets" to evaluate understanding of said rationale.
- Identify and employ activities that are not common to parents/caregivers, and that stretch their thinking by increasing their overall knowledge.
- Research best-practices in survey design in order to ensure that the questions meet the objectives of the initiative and are not only clearly defined, but easily understood by the target group (i.e. parents/caregivers).

d) What is needed to maintain momentum?

While the initiative was implemented with fidelity and as intended, modifications are needed for future implementation (based upon the realized unintended consequences) in order to maintain integrity. Moving forward, staff will:

- Begin the planning process earlier in the school year.

- Ensure that an educational rationale is provided to parents/caregivers for each activity presented, as well as utilize "exit tickets" to evaluate understanding of said rationale.

- Identify and employ activities that are not common to parents/caregivers, and that stretch their thinking by increasing their overall knowledge.

- Research best-practices in survey design in order to ensure that the questions meet the objectives of the initiative and are not only clearly defined, but easily understood by the target group (i.e. parents/caregivers).

e) How might these results inform the School/District Improvement Plan?

Galewood Early Elementary School, as well as all other buildings within the district, has worked diligently in order to maintain purposeful, active and positive relationships with families, as well as community members. Diversity among the population is highly valued, and we are constantly seeking ways to bridge the home/school gap in order to further engage parents/families as collaborative partners in helping students, as well as the school, succeed. Numerous opportunities are provided throughout the district and/or community allowing parents to enhance their own education, as well as to reinforce and support their children's learning at home. As we move forward, we will continue to:

- Employ a variety of techniques in which to communicate with families and/or community members, as well as promote open and two-way communication.
- Devise and implement staff professional development sessions in order to facilitate open communication with and develop a deeper understanding of diverse families.
- Encourage parents and/or community members to volunteer within the building, gain a deeper understanding of their child as well as others, and focus their work on the goals stated within the School Improvement Plan.
- Put forth effort in order to promote a structure where parents can serve as liaisons, as well as provide feedback, in order to enhance and improve student achievement and/or overall school success.
- Invite parents and community members to be active participants of our School Improvement Team.

Report Summary

Scores By Section

