

Share Your Story - Effective Parent and Family Engagement (PFE)

This case study form is provided by the Title I, Part A and Learning Assistance (LAP) department at the Office of Superintendent of Public Instruction (OSPI) to gather descriptive information from K-12 schools on specific PFE strategies (i.e., larger LEA-wide initiatives or smaller projects involving one or more classrooms) that have helped to increase student academic outcomes.

Use this for activities that were funded with federal or state dollars *as well as* projects that were supported by local or other funding sources.

Next steps:

1. Complete all questions and save this document for your records.
2. Email completed form to Title1a@k12.wa.us
3. Story review by OSPI staff
4. Selected stories will be highlighted in the PFE newsletter and on the Title I, Part A PFE Website.

General Information *(Replace the gray text with your specific data and narrative.)*

1. LEA Name:	Yakima School District
2. School Name	Robertson Elementary
3. Project Contact:	Kim Newell - Principal
4. Project Contact Email:	Newell.kimberlee@ysd7.org
5. Brief Project Description:	In order to meet our district SEL and DEI requirements we were looking for something that would not only be engaging, easy to use, and fulfill our needs while also giving teachers something to take away and use after every PD. We used the Greg Benner Whole Educator Modules for our opening PD and then based on the needs of our staff we have incorporated the modules throughout the year into our staff meetings and Monday professional development days.
6. Demographics:	450 students PK- 5 th grade/ 72% Hispanic/ 23% White
7. Which funds, if any, helped to support the project? (Check all that apply)	<input type="checkbox"/> ESSA Title I, Part A (Parent and Family Engagement) <input type="checkbox"/> Learning Assistance Program (LAP) <input checked="" type="checkbox"/> Other - please specify: ESSER <input type="checkbox"/> This project was (partially or fully) funded by local dollars.
8. Grades impacted:	K-5
9. Content areas reached with your PFE activities:	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Arts <input checked="" type="checkbox"/> Other If Other, please specify SEL

Initial Planning and Implementation – Sharing Your Story

10. The Setting	The Yakima area has increased in population to nearly 250,000. It is emerging as a significant urban area. Robertson elementary is one of fourteen elementary schools with around 450 students K-5. It is technology rich with every student having his or her own device and hot spots if needed.
11. The Plot	The biggest planning challenge was figuring out within just a few weeks how to support and meet our district DEI requirements. The biggest source of tension was the short

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	amount of time to plan for this. When I was provided a sample of the modules, they were exactly what my Instructional Leadership Team was asking for so we purchased the modules and have been using them all year. They are easy to use, they come with lesson plans and suggestions for use.
12. Key Characters	Assistant principal, MTSS specialist, counselor. They were important to help figure out the needs of our staff and decide modules to use and how to use them.

Evaluating Effectiveness	
13. Describe how this project supported effective academic outcomes.	This project supported effective academic outcomes by providing our staff with the PD needed for their SEL time that has been integrated into our schedule this year. By providing SEL time and a time for students to connect with their teachers these improved relationships with teachers and students and thus academic outcomes. We all know that we need to build relationships first with our students before they will learn from us.
14. Which of the following instruments are you using to collect data? (Check all that apply.)	<input type="checkbox"/> LEA or School Observation Tool <input type="checkbox"/> LEA or school Educator Survey <input type="checkbox"/> LEA or school Student Survey <input type="checkbox"/> OSPI's PFE Surveys <input checked="" type="checkbox"/> Other: We are using instruments that have been developed by other organizations: CEE data . <input checked="" type="checkbox"/> Other: We have developed our own local, site-specific instruments internally.
15. List any known gains in student achievement and how you measured them.	Outcomes (quantitative and qualitative): Were there any student achievement gains? Other outcomes? How did you measure them? <ol style="list-style-type: none"> 1. Participation 2. Parent empowerment to support student academic life at school and at home 3. Student achievement gains Measured by CEE data, attendance, measuring building and grade level goals.
16. Identify the essential conditions necessary for success of your project.	Time to share the modules with staff and people to dig in and figure out which modules we needed to share as a priority.
Making Improvements	
17. How would you change the way you implement this project in the future?	Possibly give every teacher access while also using as a whole group.
18. How would you change the way you evaluate this project in the future?	I need to see how we do this year before I make any changes.
Sharing the Benefits	

19. Sustainability Plans:	The PD we are creating this year will be something we can use in the future. We have multiple people on this team to create, so if one person leaves we are able to sustain.
20. Recommendations for other schools:	What recommendations do you have for other LEAs interested in replicating your project? Watch the introduction modules and see if it is something your school will benefit from. Take it to your Instructional Leadership Team and get them on board first, then create a calendar of when the modules will be shared. Let your leadership team create the calendar and dates of the PD. Once it is coming close to a PD time have your counselor and MTSS specialist working on which modules will be shared based on feedback from staff and the needs of the building.