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**May 2018**

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## **Noteworthy with Dr. Shelly Ellis**

Happy May and Happy End of the School Year! I hope that your summer break includes long naps, ice cream, time spent with friends and family, and renewal for next year. I know that you all have much to accomplish to wrap up the school year, so I will keep my article brief and provide you with some important dates you need to know for School Support:

June 15, 2018 – Sustainability Plan due (FY18 SW/SI Plan Amendment Upload)

June 30, 2018 – FY18 Fiscal year ends; last day to encumber funds

June 30, 2018 - Currently designated sites exit designation

July 1, 2018 – FY19 Project 515 Budget opens

August 1, 2018 – FY18 Claims deadline

September 1, 2018 – All carryover funds loaded into GMS (earlier if possible)

October 1, 2018 – FY19 Project 515 Budget due

December, 2018 - New Comprehensive Support & Improvement (CSI) sites released

December 31, 2018 – FY17 Allocation (\$22,221.89) expires

June 30, 2019 – FY19 fiscal year ends

July 1, 2019 – FY20 Project 515 Budget opens

August 1, 2019 – FY19 Claims deadline

September 1, 2019 – All carryover funds loaded into GMS

December 31, 2019 – Final Allocation expires

Please note that your Sustainability Plan is due by June 15. As always, your assigned School Support Specialist or I are always happy to help you. Please let us know if there is anything we can do for you. We hope to see you at EngageOK this summer. Happy summer!!

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## Grant Talk with Zada Sery

- Project 515 and SIG funds for FY18 expenditures must be encumbered by 6/30/2018 and claimed by 8/1/2018.
- Claims submitted after 8/1/2018 are considered late and will require an explanation as well as approval by the State Board of Education.
- Funds not claimed in FY18 will carryover to FY19. Our office will complete the closeout after the August State Board meeting and carryover will be loaded no later than 9/1/2018.
- LEAs are not responsible for closing out SIG or Project 515.
- The Project 515 allocation made in March 2017 will need to be encumbered by 9/30/2018 and will expire 12/31/2018. There are no exceptions or extensions.
- The final Project 515 allocation made in March 2018 will be available for all of FY19.
- LEAs opting to release the funds can do so after 6/30/2018 by submitting a letter on letterhead, signed by the Superintendent, to Dr. Shelly Ellis.

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## Leading Edge

Written by Jan Foreman

### Building Family-School Partnerships to Increase Family Engagement

When discussing family and community engagement, traditional events come to mind: parent/teacher conferences, open house events, and “Back-to-School” nights. Typically, attendance in the lower grades is high while at the secondary level, participation dramatically declines. Too often, families are perceived as uncaring, apathetic, or too busy to become academic partners in their children’s education; thus, family engagement is viewed as a challenge that is out of the school’s control. However, family and community engagement is not an impenetrable barrier if family-school partnerships are forged.

In “A Framework for Partnerships,” Dr. Steven Sheldon provides an in-depth look at process conditions and organizational conditions. Sheldon defines process conditions: a

series of actions, operations, and procedures that are part of any activity or initiative. These conditions are critical in building the capacity of families and school staff to partner to support student achievement and school improvement. Dr. Sheldon lists the initiatives:

- Linked to Learning – Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students.
- Relational – A major focus of the initiative is on building respectful and trusting relationships between homes and school.
- Developmental – the initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program.
- Collective/Collaborative – Learning is conducted in group versus individual settings and is focused on building networks and learning communities.
- Interactive – Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice.

In addition to process conditions, Sheldon also identifies organizational conditions that support fidelity and sustainability. Initiatives must be:

- Systemic – Purposefully designed as a core component of educational goals such as school readiness, student achievement, and school turnaround.
- Integrated: Embedded into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration.
- Sustained: Operating with adequate resources and infrastructure support.

With the established common goal of improving family engagement, efforts are then focused on **building the capacity** of school stakeholders and families/community members **to engage in partnerships**. Sheldon breaks down capacity into four components, “the 4 Cs”:

- Capabilities: Human Capital, Skills, and Knowledge
- Connections: Important Relationships and Networks – Social Capital
- Confidence: Individual Level of Self-Efficacy
- Cognition: a person’s assumptions, beliefs, and worldview

Sheldon concludes that once school staff and families have built the “4-Cs,” they will be able to forge partnerships that will support student achievement and student learning. School staff members that are prepared to partner with families can:

- Honor and recognize families’ existing knowledge, skill, and forms of engagement.
- Create and sustain school and district cultures that welcome, invite and promote family engagement and development.
- Develop and connect all family engagement initiatives to student learning.

Research indicates that families, regardless of their race or ethnicity, level of education, gender, disability or socioeconomic status, are prepared to engage in partnerships with schools and districts. Sheldon identifies the different family roles:

- Supporters of their children’s learning and development
- Encouragers of an achievement identity, a positive self-image, and a “can-do” spirit in their children
- Monitors of the children’s time, behavior, boundaries and resources
- Models of lifelong learning and enthusiasm for education
- Advocates/Activists for improved learning opportunities for their children and at their schools
- Decision-makers/choosers of education options for their children, the school and community
- Collaborators with school staff and members of the community on issues of school improvement and reform

Dr. Sheldon’s chapter “A Framework for Partnerships: The Dual Capacity Building Framework for Family-School Partnerships” may be found in *The Handbook on Family and Community Engagement*, Sam Redding, Marilyn Murphy, and Pam Sheley, Editors. The Handbook on Family and Community Engagement was created with funding and support from the U.S. Department of Education’s Office of Elementary and Secondary Education to the Academic Development Institute and the Center on Innovation & Improvement. The Center on Innovation & Improvement is a national content center supported by the U.S. Department of Education’s Office of Elementary and Secondary Education. [www.schoolcommunitynetwork.org](http://www.schoolcommunitynetwork.org)

Steven Sheldon is a research scientist with the Center on School, Family, and Community Partnerships and Director of Research for the National Network of Partnership Schools at Johns Hopkins University. Dr. Sheldon is a member of the National Working Group on Family, School, and Community Engagement and is the chair of the American Educational Researchers Association special interest group on

Family, School, and Community Partnerships. He earned his Ph.D. in Educational Psychology from Michigan State University.

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## School Spotlight- Briggs Public School



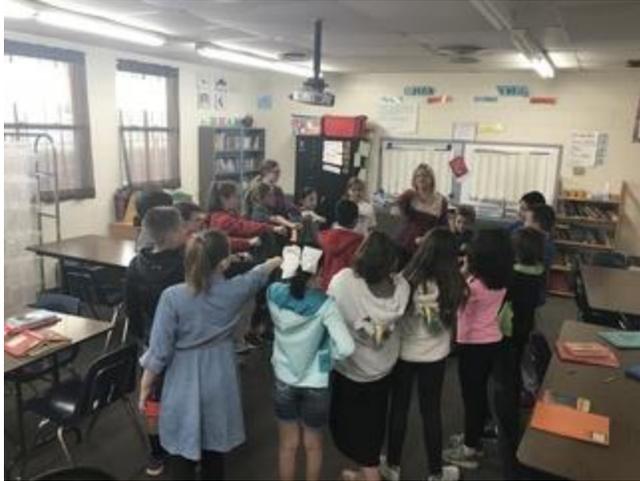
Written by Kair Ridenhour

Briggs Public Schools has been very fortunate to receive the School Improvement Grant and the 21st Century Community Learning Center Grant from the Oklahoma State Department of Education. The funding and support from both grants has allowed the staff and students at Briggs to improve in many academic areas.

With the School Improvement Grant, the district partnered with the Success for All Foundation (SFAF) to implement a new curriculum for Reading and new cooperative learning methods for teaching Math. SFAF has provided many hours of professional development and on-site coaching to successfully implement a program that has increased the Kindergarten – Eighth grade students on grade-level reading percentage from 34% to 77%, according to the SFAF – Grade Summary Form, over a course of two years. The Math program, Eureka Math, has increased the First grade - Eighth grade students at or above proficiency by 10%, according to the STAR Math Benchmark, in three quarters.

The 21st Century Community Learning Center Grant has provided the teachers at Briggs the opportunity to extend the momentum of success in the regular school day and the School Improvement Grant initiatives into the after-school program. With the additional funding, the district has added teachers to tutor students that are currently struggling in the areas of math and reading. The grant has also ensured an alignment of the academic content being taught in the after-school program to support that which is taught during the school day. Finally, the teachers coordinate activities in the after-school program with the students' homework and daily classroom activities.





The collaboration of the expectations for both grants has created exciting opportunities for the staff, students and community members in the Briggs School District. The success of the students in reading and math are proof that when a staff works smarter instead of harder great things happen! Briggs Public School appreciates the continuing support from the State Department, and with that support will continue to be innovative to meet the needs of every student. Briggs Public School believes that Every Student has a Story!

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## Learning Opportunities

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**engageok**  
**ON THE ROAD**

JULY 9   ADA	JULY 17   DURANT
JULY 10   OWASSO	JULY 18   DUNCAN
JULY 11   BARTLESVILLE	JULY 19   WOODWARD
JULY 12   NORMAN NORTH	

**REGISTER TODAY!**

**THE POWER OF MINDSETS**  
**PROMOTING POSITIVE SCHOOL CLIMATES  
AND MOTIVATION IN STUDENTS**

Led by **Robert Brooks, Ph.D.**  
HARVARD MEDICAL SCHOOL

 **INSTITUTE FOR THE STUDY  
OF HUMAN FLOURISHING**  
*The UNIVERSITY of OKLAHOMA*

**JUNE 11-13, 2018**  
**NORMAN HIGH SCHOOL**

We are pleased to announce a free workshop for Oklahoma school teachers, staff and administrators on “[The Power of Mindsets: Promoting Positive School Climates and Motivation in Students](#).” The workshop, which is sponsored by the Institute for the Study of Human Flourishing, will take place on June 11-13, 2018 at Norman High School (911 W Main St, Norman, OK 73069), and will be led by Dr. Robert Brooks (Harvard Medical School). More information about the event and registration instructions can be found on the event page linked below.

Event webpage: <http://ou.edu/flourish/events/2018/workshop-the-power-of-mindsets>

Short Link: <http://bit.ly/mindsets-workshop-june2018>

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