

The Georgia APTT Project



A Parent Engagement Program Webinar

<https://attendee.gotowebinar.com/recording/7714382850244572418>

November 17, 2014

9:00 a.m. – 10:15 a.m.



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Objectives

- Learn About the APTT Model
- View APTT Essential Elements in Action
- Hear from Georgia Title I Schools Implementing APTT
- Discover How to Participate in Georgia's APTT Cohort II



Making The Shift From Parent-Teacher Conferences to Academic Parent-Teacher Teams (APTT)



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Academic Parent-Teacher Teams[®] (APTT)

What is APTT?

1. It is a classroom-based, teacher-led, data-driven family engagement model.
2. It repurposes traditional parent-teacher conferences.

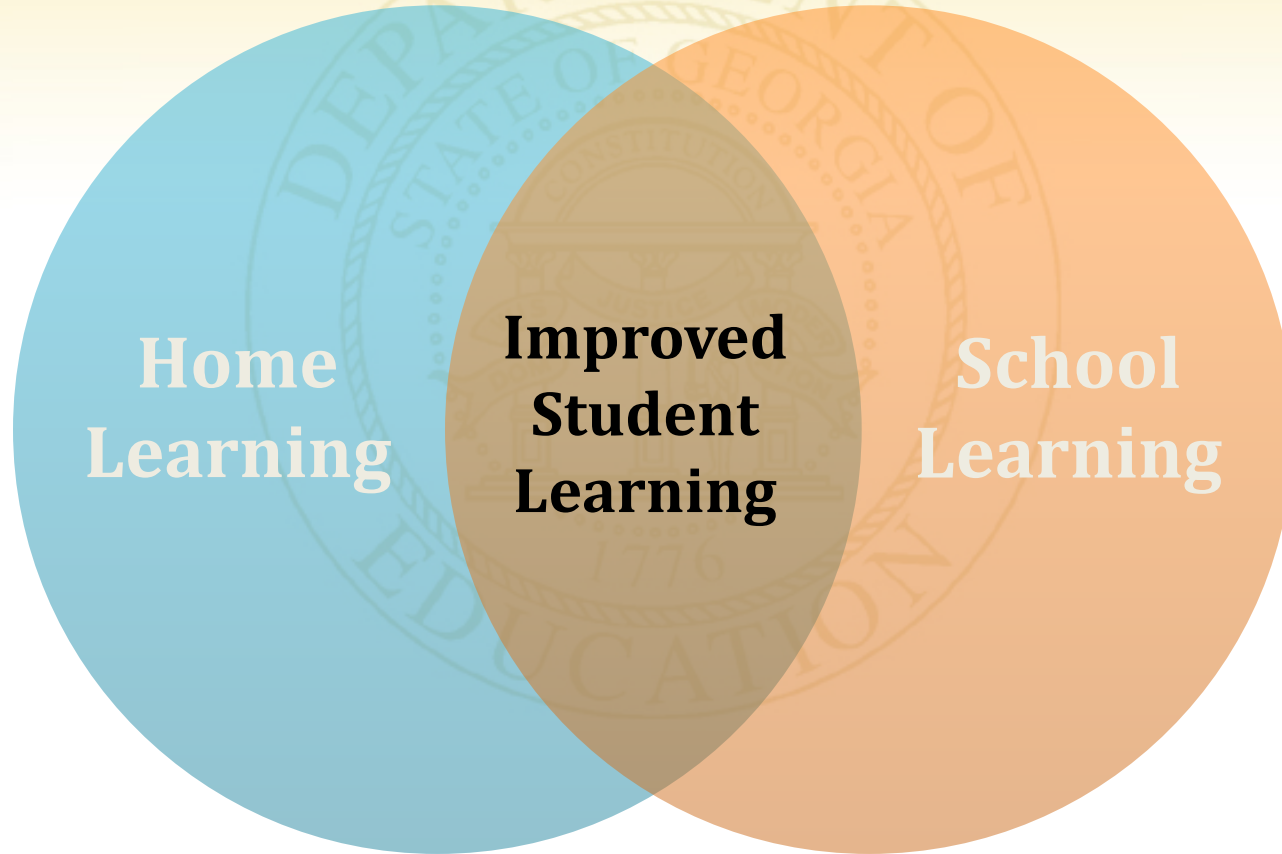
Objectives:

1. Professionalize school-based family engagement.
2. Provide families with information, skills, and confidence to support student learning at home.
3. Build the capacity of educators and families to work collaboratively to drive student achievement.
4. Create a culture of mutual support and shared responsibility.



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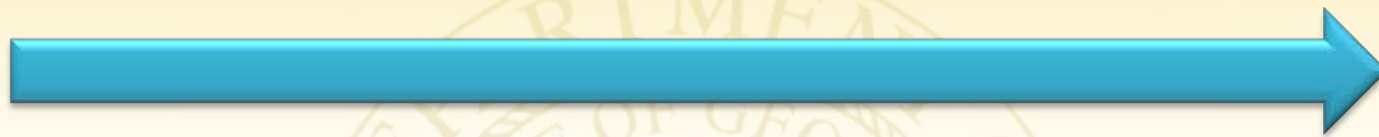
Why Implement APTT in your School?



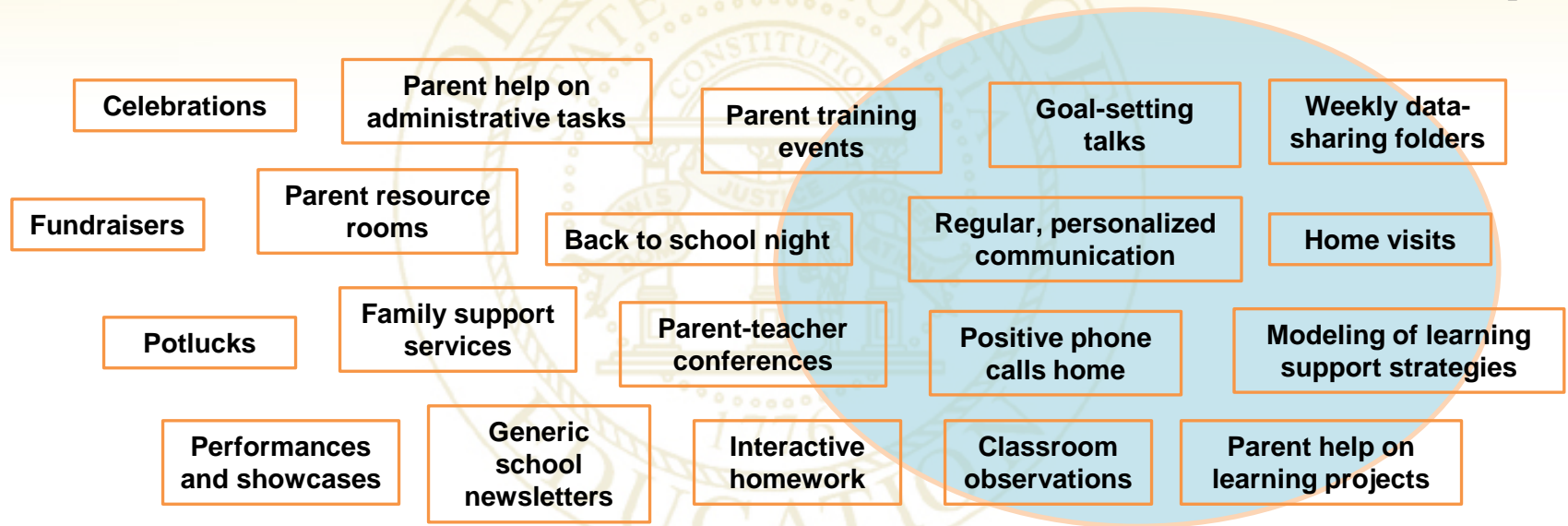
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Relative Impact of Family Engagement Strategies on Student Learning

Lower
impact



Higher
impact



The Flamboyan Foundation defines family engagement as collaboration between families and educators that accelerates student learning.



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School-Based Family Engagement

Parental Involvement

Everything *the school does* to bring parents onto a school campus

Family Engagement

What parents take with them in the form of *learning and skills* to apply in the home with *their child* to achieve academic success



Remember: School/District must be trained, too, to ensure family engagement effectiveness!



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The APTT Model

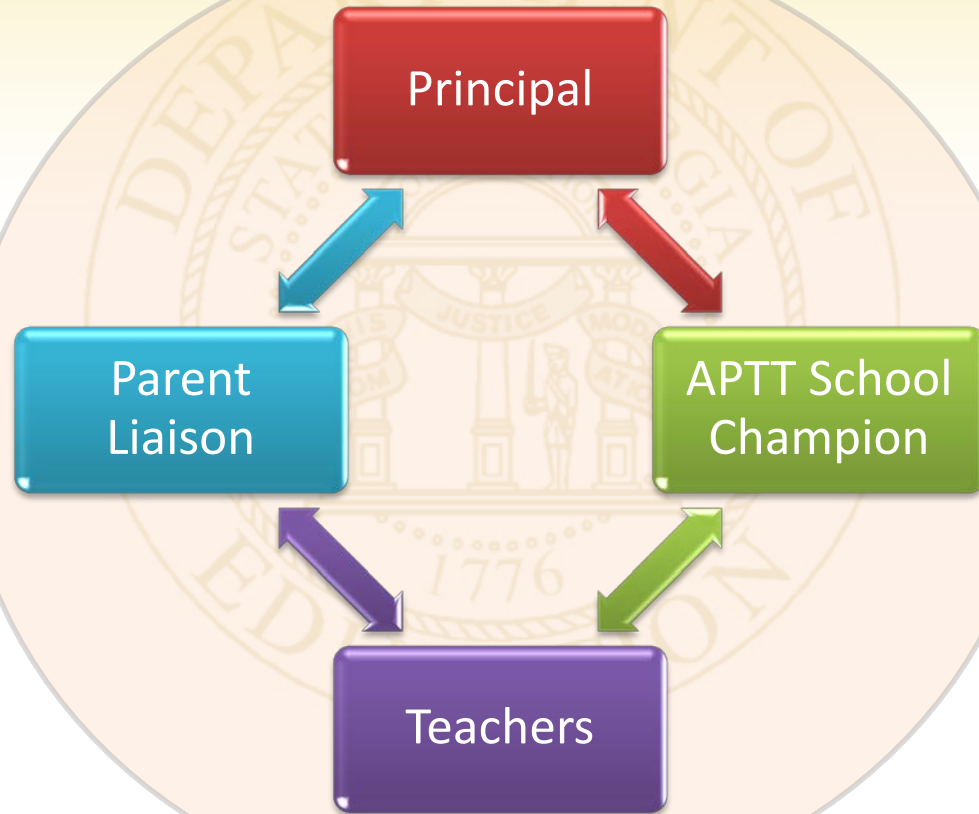


The APTT model increases parent-teacher collaboration time by approximately **600%** over traditional conferences.



The APTT Implementation Team

District

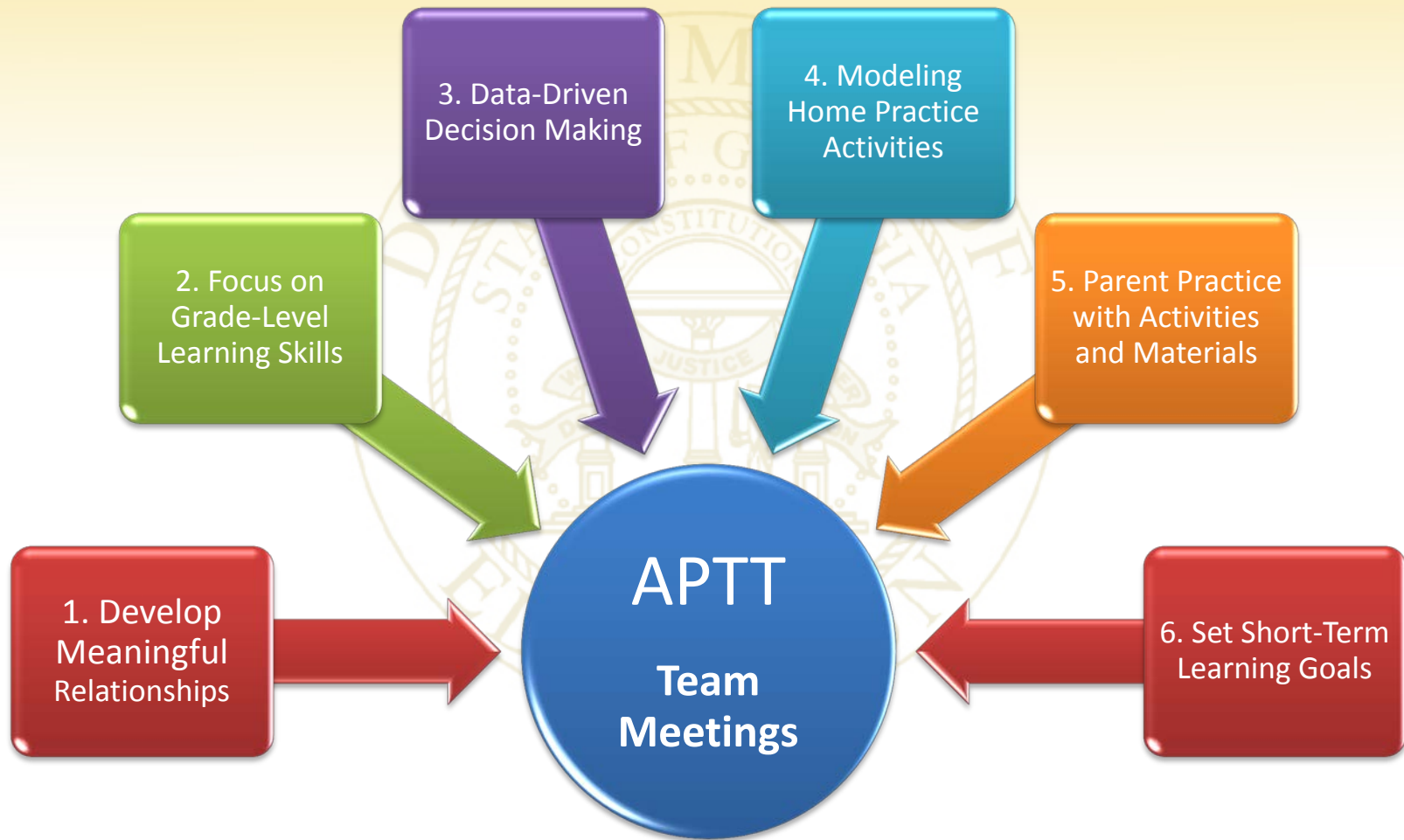


Support



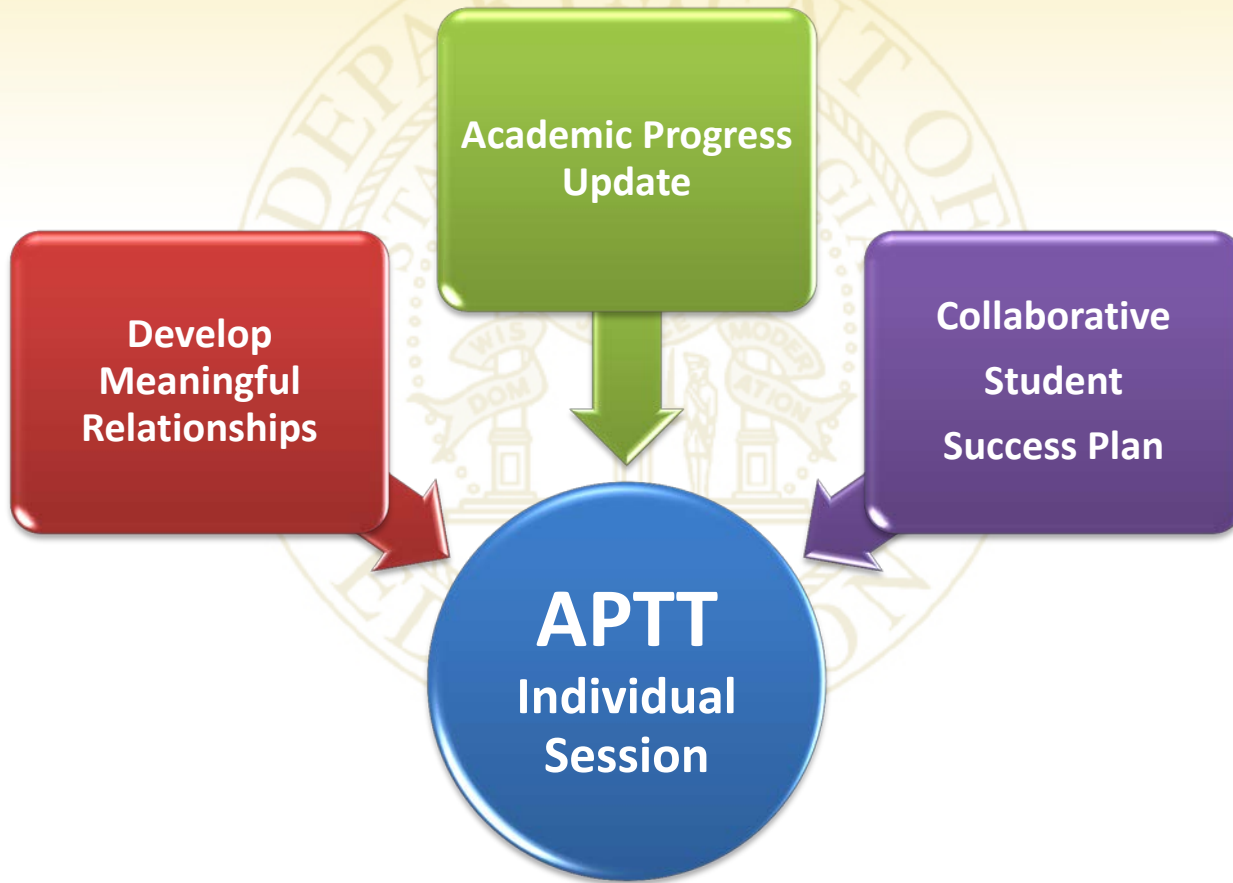
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The APTT Essential Elements



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The APTT Essential Elements



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APTT Cohort 1 Schools/Districts

Canton Elementary
(Cherokee County)

Knight Elementary
(Gwinnet County)

Annette Winn
Elementary
(Douglas County)

Cleveland Elementary
(Clarke County)

Temple Middle
(Carroll County)

Oglethorpe Elementary
(Oglethorpe County)

Ruth Hill Elementary
(Coweta County)

Hillcrest Elementary
(Dublin City)

Ivy Prep Men's
Leadership Academy
(State Charter)

East Broad K-8
(Chatham County)



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Temple Middle School

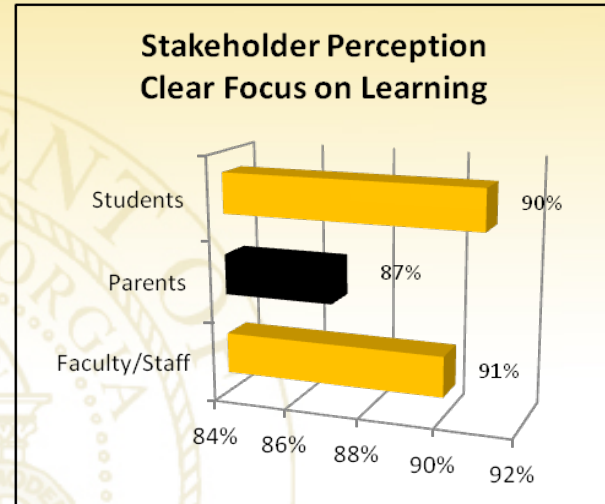
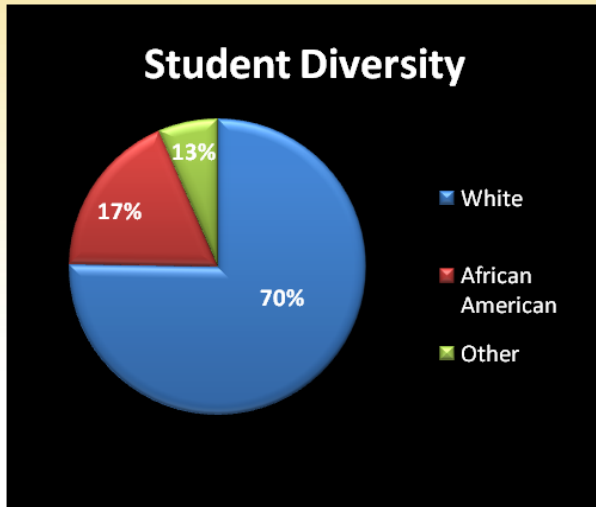


Gail Parmer, Principal



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Why APTT at Temple?



CRCT Meets/Exceeds Data

	6th Grade			7th Grade			8th Grade			6-8 Total		
	2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012
Reading	97%	93%	91%	86%	92%	89%	97%	93%	93%	93%	93%	91%
ELA	88%	85%	81%	88%	88%	89%	88%	85%	90%	88%	86%	87%
Math	77%	71%	56%	80%	86%	87%	64%	70%	56%	74%	72%	66%
Science	73%	68%	56%	77%	82%	76%	69%	68%	75%	73%	73%	69%
SS	76%	69%	47%	73%	69%	69%	65%	60%	69%	71%	66%	62%
8th Writing		NA	NA		NA	NA	75%	71%	75%	75%	NA	NA

How did we develop a Core APTT Team at the school and what are those team members' roles?

Considered those who had continual contact with parents across all grade levels

- Katie Bryant (TMS Counselor) – **School Champion**
- Pam Gordon (TMS Secretary) – **Parent Coordinator**
- Denise Kuzy (Lead Social Worker) – **District Parent Coordinator Representation**
- Gail Parmer – **TMS Principal**



How did we conduct staff debriefing sessions after the first APTT meeting?

- Post planning day – met with whole faculty for debriefing
- Discussion of what went well
- Discussion of practices to continue
- Discussion of adjustments or changes for second meeting
- Met with individual teachers



Overall Impression of APTT

- Biggest challenge - teachers' comfort level of teaching math lessons
- Greatest benefit of APTT to this point - interaction with parents
- Positive reaction from first set of APTT meetings
 - Parents and teachers very enthusiastic and excited
 - Overall parent attendance was 56.42%; exceeded 50% goal



Ruth Hill Elementary School



Dr. Aaron Corley, Principal



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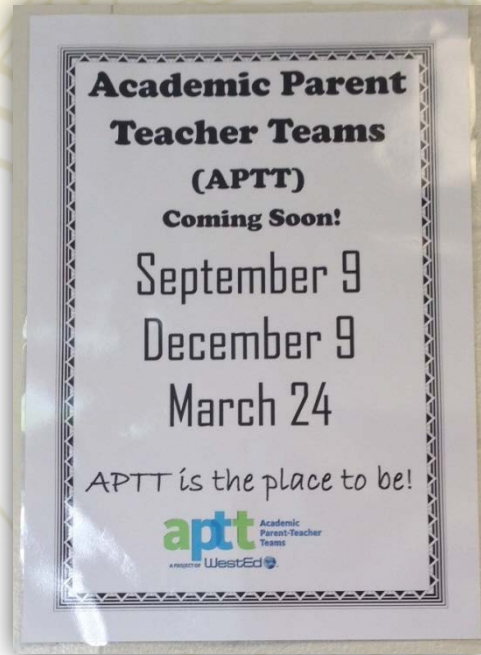
Why APTT at Ruth Hill?

- 462 students
- Urban environment, neighborhood school
- 11% Hispanic
- 43% African-American
- 41% White
- 4% Multi-Racial
- 80% Free or Reduced Lunch (**highest in system**)
- CCRPI score: 65.9 (**lowest in system**)



What was our APTT parent outreach and communication plan?

- Website
- Flyers
- Posters around building
- APTT shirts for car rider crew
- Twitter
- Remind texts
- School sign
- Stickers for students
- One Call reminders
- Newsletters
- Local newspaper
- Letters
- Phone calls
- Home visits
- Blendspace page
- IPTV (local, closed circuit TV)



How are we supported by WestEd and the GaDOE for APTT?

- Ongoing training, resources, and support
- Many models of what is expected
- Observations of initial meeting
- Debriefing afterwards to provide constructive feedback
- Quick support and help via phone/email



Overall Impression of APTT

Positive Reactions

- Great turnout (over 50% of students) for a pure academic school event
- Worth the time and effort, helped teachers develop relationships with parents, made grade levels work together and engage in important academic conversations, parents viewed as investment in their child, great conversations amongst parents
- Positive media coverage/good PR for school

Challenges

- Staying faithful to the full model with other ongoing school, district, and state initiatives



East Broad Street School



Kimberly Chappell-Stevens, Principal



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Why APTT at East Broad?

- Urban, inner-city environment
- 715 students K -8
- 96% free and reduced lunch
- K-5 CCRPI Score: 60.6%
- 6-8 CCRPI Score: 59.9%
- Rewards School status for High Progress during the 2013-2014 school year
- 2013-2014 Finalist for the Georgia Family Friendly Partnership Award



How did we get staff buy-in for APTT?

- The APTT initiative was introduced by using a needs assessment and survey to gain a perception of how staff felt about engaging parents actively
- Staff was given an overview at the end of last school year of the APTT initiative and what to keep in mind for the upcoming school year



How did we plan for our first APTT Meeting?

- Planning meetings with APTT Core Team
- School level APTT Team bi-weekly meetings
- Preplanning session/training
- Extended planning for each grade-level (3 hours of planning) before each Teacher Team meeting
- Debriefing sessions
- Support during planning from District personnel, Title Program Manager, Literacy, & Math Coaches



Overall Impression of APTT

Benefits

- Sharing of student data
- Academic focus on Student achievement
- Parent & teacher partnerships
- Parental understanding of curriculum & assessment
- Goal setting
- Shared responsibility for student achievement

Challenges

- Time
- Parent attendance
- Clarity of presentation
- Implementing process school-wide
- Transportation



Canton Elementary School



Beth Long, Principal



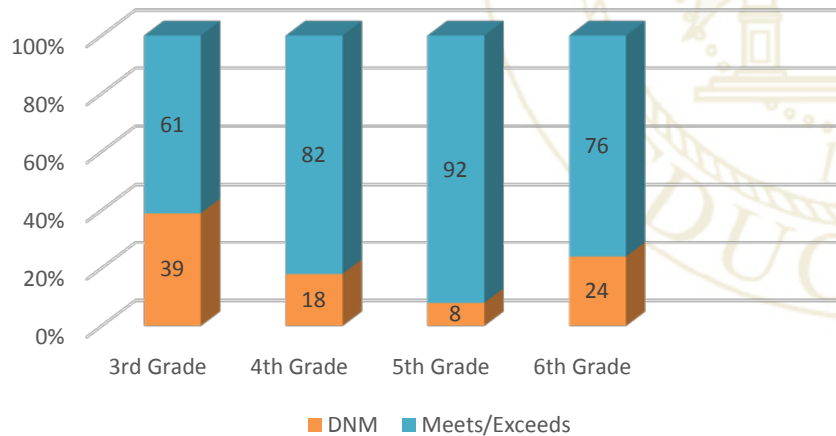
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Why APTT at Canton Elementary?

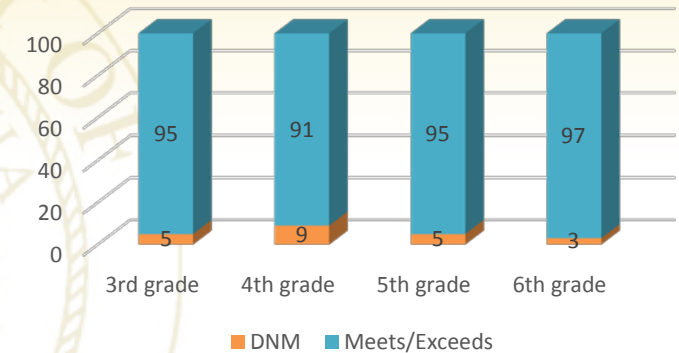
Free/Reduced Lunch

Grade	# Free	# Reduced	Total	% of Grade
K	99	1	100	83%
1	97	5	102	87%
2	103	3	106	83%
3	120	6	126	90%
4	97	3	100	88%
5	94	6	100	86%

Canton ES Stem Academy 2014 CRCT Math



Canton ES STEM Academy 2014 CRCT Reading



Demographics

Ethnicity	Total	Percentage
Hispanic/Latino	476	62%
Asian	4	0%
Black	72	10%
Indian	1	0%
White	195	25%
Multi-Racial	23	3%
No Race Indicated	0	0%
Total	771	100%



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How did we conduct staff training for APTT?

- Whole school orientation in May 2014
- K-2 training in July 2014
- Several collaborative grade level meetings during common planning
- Whole day planning with subs provided
- Debriefing meetings after APTT #1



How did teachers determine/create/develop lessons for the APTT meetings?

- Discussion during planning meetings
- “APTT Champion” brought examples to meetings for teachers to view
- Activities were chosen to provide practice for the foundational grade level skills that were engaging
- Canton ES STEM [YouTube channel](#) to support ELL families.
- Created DVDs/flash drives/CDs to support ELL families without internet access



Overall Impression of APTT



Canton Elementary STEM Academy
 APTT #1 Attendance Data: K, 1, 2
 August 2014

Grade Level	Classroom Teacher	Attendance
K	Watson	76%
K	Carter	63%
K	Fenn	50%
K	Roper	45%
K	Chee-How	90%
K	Lam	80%
Grade Level Average		67%
1	Morgan	79%
1	Dunn	68%
1	DiPierro	70%
1	Hardman	79%
1	Joyave	53%
1	Diller	75%
Grade Level Average		71%
2	Warrix	61%
2	Trejo	82%
2	Reinhart	76%
2	Frazier	83%
2	Bussey	100%
2	Barnes	61%
2	Moss	79%
Grade Level Average		78%
School Average		72%

Greatest Benefit

Teachers and parents working together to help each student be successful

Biggest Challenge

Differentiation



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How to Join Georgia's APTT Cohort II

- The GaDOE is seeking **10** new Title I schools/districts to participate in Cohort II (APTT training spring 2015 and school implementation 2015-2016 school year).
- Interested schools must **notify their Title I/Federal Programs Director** of their interest as school district commitment is required. **District staff participation is required** to ensure on-going capacity building throughout the district in years two and beyond.
- An interested district may select **one** Title I elementary or middle school to initiate development of APTT.



How to Join Georgia's APTT Cohort II

- The school district, as well as staff at the selected school, must commit to **train at least one other Title I elementary or middle school in the district** the following year, while also maintaining the APTT model in their school for year two.
- Selected schools must be able to send a team of four to the Macon City Center Marriott for training (**March 9 – 10 and April 29 -30**). The team members must consist of:
 - 1) Principal
 - 2) School Parent Involvement Coordinator
 - 3) District Administrator
 - 4) Academic Coach/Instructional Coordinator or school staff member responsible for professional learning



How to Join Georgia's APTT Cohort II

- The total amount that must be covered by school and school district funds is a base of **\$5,500**.
 - The district-identified Title I school must budget **\$4,125** in its FY15 Title I school budget for the training as well as an additional amount for associated in-state travel to the training meetings.
 - The school district must also budget the remaining **\$1,375** in its FY15 Title I budget for the district level team member's participation in the trainings and an additional amount for associated in-state travel to training meetings.



How to Join Georgia's APTT Cohort II

- If the school is selected to participate and use FY15 Title I funds, the district must ensure that all **FY15 Title I plans (CLIP and school wide)**, as well as related **FY15 budgets**, are appropriately amended and submitted to the GaDOE for review and approval.
- The state will cover the remaining **\$4,500** for the school's participation (total fee for the training is \$10,000 per school) as well as the meeting space and working meals during the training days in spring of 2015.



Only FIVE Slots Still Remain So Do Not Wait to Sign-Up Your District!

To apply please have your Title I Director complete this form:

<https://adobeformscentral.com/?f=lsu7Rt3KgGpN-xgnOGA8Bw>

Districts will be notified of their APTT acceptance or waitlist for FY16 after application is submitted.



Questions



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