RECOMMENDATIONS FOR INCREASING PARENT INVOLVEMENT IN A

TITLE I HIGH SCHOOL

by

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Dedication

This dissertation is dedicated to my children, Madison, Patrick, and Shannon, who have continuously cheered me on during this journey. To my students who, without always understanding the source of my exhaustion, smiled and put up with me anyway. And to my friends, who believed I could do it even when I wasn't so sure I could.

Acknowledgments

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Executive Summary

The Title I school at the center of this research project is located in the southeastern region of the United States. The school is designated as Title I because more than 40% of its students (grades 9–12) receive free or reduced-price lunch. Because of the Title I distinction, the high school receives federal funds, a percentage of which must be spent on parent and family engagement efforts. While the school follows mandated guidelines for developing and publishing a family engagement policy and schedules meetings for providing parents with important information, school administrators have expressed that there is still a need for an intervention or solution that would increase parent participation in school events scheduled specifically to encourage parent engagement and involvement.

As a teacher at the school, I have been entrusted with developing a solution to the problem of low parent involvement by collaborating with key and primary stakeholders to complete an environmental analysis. I have relatively easy access to all stakeholders, including administrators, other teachers, and counselors. Resources available through the school district are available to me through both face-to-face and remote communication. Title I funding for parent involvement is also available for proposed interventions.

The performance analysis and methodology align with the school's Title I designation and its goals regarding increased parent engagement and involvement, which are evident in the school's most recent improvement plan that includes Overarching Need #3 which states, "Involving parents and encouraging their engagement in student learning." By 2023, the school improvement plan overarching need related to parent engagement changed to "Increase in parent and community engagement with a focus on providing targeted events by grade level and subgroup needs."

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Performance analysis is guided by the International Society for Performance Improvement (ISPI) HPT Model, which encompasses both an organizational and an environmental analysis. Use of this model encourages a systematic examination of the current level of parent involvement compared to the desired level of parent involvement in order to discover the gaps in performance and to find opportunities to close these gaps. Together with other analysis tools, the ISPI HPT Model allowed me to move forward with the analysis in a step-by-step manner so that root causes of the problems are discovered and addressed rather than the focus being on symptoms at the surface.

Thomas Gilbert's Behavior Engineering Model (BEM) was also used during this analysis to examine the environmental aspects of the organization as well as the individual characteristics of the people involved. While some problems with human performance are caused by personal factors, Gilbert's BEM puts most of the focus on environmental factors that may influence people's behaviors. Environmental characteristics are the most influential and the least costly when it comes to improving performance (Winiecki, 2015).

The performance analysis included an organizational analysis that provided information regarding the vision, mission, and goals for parent engagement at the high school. Data sources included administrator interviews, the 2020–2023 School Improvement Plans, and the school's current Parent and Family Engagement Policy. An environmental analysis began with an examination of parent meeting sign-in sheets since the 2014–2015 school year, which were provided by an administrator at the school who also holds the title *school improvement administrative lead*.

Gap analysis procedures included a tabletop analysis with ten project team members, including myself. The team used the first five of Harless' 13 Smart Questions to identify three

critical gaps which were low parent attendance at events, an overall communication deficit, and a lack of connection to the school community. The 5 whys root cause analysis method (Ohno, 1988) was then used to identify the root cause of the problem, which emerged as ineffective modes and methods of communication.

The project team provided the school principal with three immediate intervention options: a) weekly school newsletter, b) weekly video announcements, and c) an Instagram calendar for parent events. The team also proposed the implementation of a parent-led organization as a possibility for the beginning of the next school year. During a meeting with the principal, it was decided that the best course of action for closing the gap in communication was to implement a weekly newsletter to be posted prominently on the school website. Implementation took place in April 2024.

The project team then developed an evaluation plan which included formative, summative, and confirmative evaluation. Formative evaluation was conducted as the intervention was designed and developed and continued into implementation. Because of the project team's varied schedules, we used alternative methods of internal review and an evaluation meeting for formative evaluation. Summative evaluation focused on gathering feedback from parents and website analytics to determine the immediate impact and value of the intervention. The confirmative evaluation plan will begin in three months when the 2024–2025 school year begins and will include review of parent meeting attendance sheets (once a month), the school's comprehensive needs assessment survey scores, and the state's parent survey scores. After one year, parents, teachers, and other school staff will be surveyed regarding the intervention's overall impact on the problem of low parent involvement.

Chapter 1: Introduction

The purpose of this study was to examine the reasons for low parent involvement at a Title I high school. School administrators expressed a need for an intervention or solution to increase parent participation in school events, especially those for which Title I requires parent input. I used the Human Performance Technology (HPT) model (Van Tiem et al., 2012) to conduct a comprehensive analysis of the problem to identify performance gaps and root causes, select and implement an intervention, and evaluate the intervention's effectiveness for increasing parent involvement.

Chapter 1 describes the organizational context and problem of practice and presents five research questions. Also included in the chapter is a literature review of related research regarding the engagement of parents in their children's public school experience. An overview of the conceptual framework, a list of terms and definitions, an explanation of the organization of the research, and a chapter summary are also included.

Background

Organizational Context

This research focused on a high school located in the southeastern region of the United States. The school's location is fairly rural with a total enrollment of approximately 1,300 students. Fifty-eight percent of the students are ethnically identified as Hispanic. The school is one of seven high schools in the local school district. The high school is a Title I school with approximately 67% of its students receiving free or reduced lunch. Title I, Part A of the Every Student Succeeds Act (ESEA) of 1965 allows schools with high percentages of children from low-income families to receive federal financial assistance (U.S. Department of Education, n.d.). Schools in which students from low-income families make up more than 40% of the school's

enrollment are eligible for Title I funds, which are used to establish and conduct programs that serve all children in the school. These programs aim to increase achievement levels of the lowest-achieving students in the school. One requirement of schools receiving Title I funds is the development of a parent and family engagement policy (State Department of Education, 2020).

In 2001, when the ESEA was amended by the No Child Left Behind (NCLB) Act, the term parental involvement was defined and clarified as, "the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities" (Georgia Department of Education, 2020, p. 11). Parents are expected to play an integral role in their child's learning and be full partners who are active in their child's education at school (Georgia Department of Education, 2020).

In order to encourage a high level of parent involvement, the administrators at the high school share the current parent and family engagement policy (see Appendix A) on the school's website. Each school year, school personnel, parents, and students at the school jointly create a school-parent compact (see Appendix B) that identifies goals and planned activities for the school year to increase parents' opportunities for involvement as well as defining the roles and responsibilities of all stakeholders. There are several opportunities for parent involvement throughout the school year, which can include informational meetings regarding students' senior year, Free Application for Federal Student Aid (FAFSA) workshops, dual-enrollment information sessions, and a school improvement plan feedback meeting. Parents are also encouraged to participate in open-house activities, new student orientations, and parent-teacher conferences. The Problem of Practice focused on the relatively low number of parents who regularly attend parent meetings, join school improvement committees, and participate in the parent engagement survey. The school administration views low parent attendance rates as a

problem because abundant research on the topic shows that parental involvement is a major predictor of student success and academic achievement (Shim, 2013; Téllez & Waxman, 2010).

Stakeholders

The school's administrative team consists of one principal and three assistant principals. One assistant also serves as the athletic director. The entire administrative team knows the importance of improving parent engagement within the school and with their children's education in general. All team members participated in the project by answering interview questions (see Appendix C) concerning parent engagement. The building principal and the administrative lead for school improvement provided guidance during different steps in the project, including the process developing project team activities (gap and cause analysis) and providing extant data (parent attendance numbers). As members of the school's family and community engagement committee, the assistant principal/athletic director and the assistant principal for curriculum and instruction served on the project team during both gap and cause analysis and assisted with intervention selection.

The original project team consisted of ten full-time employees at the school, including five regular classroom teachers, two administrators, two school counselors, and the school's parent liaison. All project team members agreed to participate in the project by reviewing data (parent attendance numbers, administrator interviews, the most current school improvement plan), contributing to gap and root cause analysis discussions, and developing intervention recommendations. During the course of the project, the parent liaison left the position, and one teacher transferred to another school. The newly hired parent liaison and another full-time teacher at the school agreed to join the project team and were able to participate in the root cause analysis and intervention recommendations. Because of the nature of the gap analysis

procedures, the new parent liaison and teacher were able to review all information presented during the gap analysis as well as the project team's discussion and decisions made regarding gap criticality. All team members participated in the intervention recommendation and development.

Problem of Practice

A problem of practice is a complex and persistent issue within an organization that, if addressed, can lead to significant improvement in performance, knowledge, and understanding. The problem should be viewed as urgent for organizational leadership, actionable, feasible, and strategic (Perry et al., 2020). The problem of practice statement describes a specific problem perceived by organizational leadership and offers the rationale for using improvement science techniques in order to discover root causes of the problem and the best possible interventions for improving the problem.

In this study, the problem of practice is the low parent involvement at a Title I high school in the southeastern United States. While administrators and staff have used different research-based strategies over the last few years to get more parents involved, the problem persists. Through this improvement project, a team of administrators, counselors, and teachers wanted to discover the root cause(s) of low parent involvement at the school and develop solutions to engage more parents.

Urgent Need for Organizational Leadership

An assistant principal at the school, who also serves as the school improvement administrative lead, expressed the school's need for a program, intervention, or solution that would increase parent participation in school events that are scheduled specifically to encourage parent engagement and involvement. A strong parent engagement program is important for local

school leadership because it has the potential to improve students' overall academic success, as well as promote a sense of belonging in the school community. A program for getting parents involved could improve the students' educational experience in general, leading to a better overall graduation rate and graduates who are better prepared for college or a career (Shim, 2013; Téllez & Waxman, 2010).

The urgency of this change is evident in the current school improvement plan, which lists the following overarching need: "Increase in parent and community engagement with a focus on providing targeted events by grade level and subgroup needs." There are four specific action steps listed under this overarching need. These include having focused monthly informational meetings for parents, positive communication with the home through varying avenues, providing staff with professional development targeting parent engagement strategies, and hosting a Hispanic/Latino parent night at the end of each grading period. These action steps were developed by administrators and teachers acting as the school improvement committee and are believed to be the best ways to encourage and increase parent involvement and engagement. Because the problem of practice is relevant to an already existing mandate, building administration supports a change that would increase overall parent involvement, which is recognized as one important way to create a positive school climate and increase student learning and growth.

Actionable

I am a teacher at the school where the problem of low parent involvement exists and entered my fifth year at the school in August 2023. Because of my capacity to build positive rapport and effectively communicate with all stakeholders both as a teacher and the yearbook adviser, administrators were confident in my ability to lead an analysis of low parent engagement

and the development and implementation of any interventions that would increase the level of engagement.

The process of developing a solution to the problem was a collaborative effort that involved administrators, a parent liaison, the Title I administrative lead, school counselors, and full-time teachers. The wide array of stakeholders in this coalition enabled us to see the problem from different perspectives because of our varying relationships within the school and with families.

Feasible

The intervention for the problem was developed specifically for the local school-based parent population and their families. Since the problem has been occurring within the school where I serve as a faculty member, I was able to easily make and maintain contact with those involved in both the analysis of the problem and the development of the intervention. I also have close contact with collaborators like administration and the parent liaison as well as the participating teachers through phone calls, emails, and in-person meetings.

Because the implemented intervention to the problem will be ongoing, I was able to enact the initial intervention within the specific time frame of my three-year program of study. Within the first year, supporting literature was examined, a plan for conducting gap and cause analysis was created, and communication and change management plans were introduced. Beginning in September 2021, extant data (parent sign-in sheets) and current data from administrator interviews were collected, analyzed, and interpreted. During the next two school years, newly acquired parent sign-in sheets (see Appendix D) allowed me to add data related to the problem. A project team gap- and cause-analysis was completed in September 2023 and was followed by collaborative intervention selection and recommendations in February 2024.

Throughout the project, I was able to use resources that are currently available through the county school district, including Remind, the school's website, Canvas, and other social media as well as resources and tools to create an atmosphere where administrators, teachers, and other stakeholders can communicate, cooperate, and play an active role in the way the school functions.

Strategic

The analysis and methodology plan was aligned with the school's Title I designation and its ongoing goals and priorities regarding increased parent engagement and involvement. The recommended interventions were aimed at addressing the overarching need of parent involvement and engagement as described in the school improvement plan. Overarching Need #2 states, "Increase in parent and community engagement with a focus on providing targeted events by grade level and subgroup needs." Schools receiving Title I funds must meet some regulations regarding parent involvement. These regulations stipulate that school leaders and parents must jointly develop (newly each year) a parent engagement policy and a school-parent compact. Both documents serve to clarify how programs, activities, and procedures will be implemented for parent engagement and how parents, staff, and students are expected to share in the responsibility of improving student achievement through developing partnerships (State Department of Education, 2020). The Title I designation also means that the school is provided with a budget for parent involvement at the school level.

Research Questions

The overarching research question was "What is the best strategy for improving parent involvement at a Title I high school?" To maintain focus for this project, five sub questions were developed which pertain specifically to the school. The answers to these questions provide

invaluable insight into parent involvement at the school, the barriers parents face, and what steps school staff and administrators can take to improve parent involvement. The questions are as follows:

RQ1: What are the trends in parent involvement numbers over the past nine years?

RQ2: What are the barriers that keep parents from becoming more involved in school events?

RQ3: How does school-parent communication affect overall parent involvement?

RQ4: What are the views of the administration regarding increasing parent involvement?

RQ5: What parent involvement intervention best suits this school, community, and population?

Review of Relevant Research

Coverage

For the purpose of this literature review, research involving the engagement of parents in their children's public school was examined. The reviewed research studies can be sorted generally into the following categories related to parent engagement: improving communication between parents, teachers, and school administration; strategies to increase parent involvement; building home-school connections, developing community programs, and the relationship between school leadership and parent engagement. Specific articles focus on important aspects of the parent involvement topic, including varying definitions of parent involvement, public policy and its relation to parent involvement, and what kind of parent involvement has the strongest relationship with student academic achievement. While some of the relevant literature is dedicated to the overall concept of parent involvement (regardless of race, ethnicity, language, or socio-economic status), most is geared specifically toward parent involvement as it pertains to

certain groups. Much of the research (including nine articles reviewed here) focuses on the involvement of immigrant parents, especially those who are English language learners (ELLs) from Hispanic cultures. Nine scholarly articles and two dissertations focus specifically on Hispanic ELL parents. Three scholarly articles address parent involvement as it correlates to student achievement. Four articles address parent and educator perceptions of parent involvement. Two articles focus on the role school leadership plays in parent engagement. One article focuses on the history and definitions of parent involvement in the United States as it relates to public policy, and one article specifically explores the roles of African American parents in their children's education. All literature was located using ProQuest through the University of West Florida Libraries and Google Scholar.

Context of the Problem

The current problem of practice focuses on the lack of parent involvement and participation in events designed for parents to gather information at the school. It is clear from previous and abundant research on the topic that parental involvement is a major predictor of student success and academic achievement (Lin et al., 2014; Schueler et al., 2017; Shim, 2013; Téllez & Waxman, 2010; Watson et al., 2012). While the current problem of practice is not focused on a specific subgroup of the parent population, articles focused on Hispanic ELLs are relevant and important to include in this review since the student population of the high school in this study is close to 60% Hispanic, including 16% who are English language learners. Previous research significantly supports the presence of barriers to ELL parent involvement in public schools that include lack of formal education, low English language proficiency, lack of understanding of local school systems, scheduling conflicts, and lack of access to resources (Fuga, 2016; Shin & Seger, 2016). But ELL parents are not the only ones who are affected by

barriers like scheduling conflicts, lack of resources, not understanding how best to engage in their child's education, and not feeling like they are a necessary part of the school community. The high school that is the subject of this study is labeled a Title I school since 56% of its students receive a free or reduced-price lunch due to low household income. This Title I designation requires school officials and parents to work together in creating a parent engagement policy, but this is difficult, if not impossible to accomplish, when parents do not become involved. It is important to note that generally articles either describe previous studies of parental involvement at urban schools with a high percentage of minority groups (Berkowitz et al., 2017; Lin et al., 2014; Trotman, 2001) or at rural schools with a low percentage of minority groups (Parsons & Shim, 2019; Shim, 2013). This study of the parent population of a Title I high school in the southeast United States will add a new aspect to existing research since it is a rural school with a high percentage (69%) of minority students.

Rather than add more research regarding the importance of parent engagement in their child's schooling, further research is needed that can lead to new and innovative ways of successfully engaging parents. While providing a caring and inviting school atmosphere, communicating with parents in their first language, and employing a parent-liaison are all positive traditional steps that the school has taken toward encouraging increased parent involvement, these steps do not seem to be working well for the parents at the school. A study of this current problem of practice will uncover insights into parents' perceptions of the school environment as well as their specific barriers to involvement and can lead to the development of a sustainable intervention that will allow parents to become actively involved no matter their ELL status, socio-economic situation, work schedule, or lack of other resources.

Defining Parent Involvement

The terms *parent involvement* and *parent engagement* have been used interchangeably throughout past research, so the current problem does not make a specific distinction between the two. *Parent involvement* is the term most often used in previous studies, in which parents are encouraged to participate in their own child's educational experience. Both terms can refer to any of a number of ways in which parents become involved in aspects of their child's education. Both involvement and engagement could mean helping with homework, completing assignments as a family, or communicating regularly with school administration and teachers (Parsons & Shim, 2019; Shin & Seger, 2016). Traditional parent involvement activities also include participating in parent-teacher conferences, volunteering, and serving on committees (Lin et al., 2014). More recently, parent involvement has been viewed as an essential partnership between families, schools, and the larger community. However, contradictions can arise from the differing perspectives and viewpoints about how parent involvement is defined and what it should look like (Lin et al., 2014).

Parents Who Are English Language Learners

Studies completed over the last ten years show that ELL parent involvement has become an important concern to public schools in the United States (Parsons & Shim, 2019; Shim, 2013). These studies have been included in the literature review because of their relevance to the population of students and parents at the high school. While parental involvement is positively correlated with children's academic achievement (Crea et al., 2015; Fuga, 2016), many parents of immigrant students who are English language learners are less likely to participate in their children's schooling than native English-speaking parents (Shin & Seger, 2016). Previous research also significantly supports the presence of barriers to ELL parent involvement in public

schools that include lack of formal education, low English language proficiency, lack of understanding of local school systems, scheduling conflicts, and lack of access to resources (Fuga, 2016; Shin & Seger, 2016).

Approaches and Strategies for ELL Parent Involvement

Many approaches for increased ELL parent involvement have been developed and used with varying degrees of success in public schools across the country (Arias & Morillo-Campbell, 2008; Panferov, 2010; Shin & Seger, 2016). These approaches offer similar methods to increase engagement of parents and include strategies like ensuring two-way communication, delivering messages that are multimodal and offered in the parents' native language, and using a parent buddy-system (Panferov, 2010). Other recommendations are to create a caring and receptive school environment, employ a school-to-home liaison, provide a multilingual telephone homework line, and schedule regular meetings for parents and families at a central community location (Arias & Morillo-Campbell, 2008).

Current studies regarding the involvement of ELL parents in their child's schooling focus on increasing student achievement and motivation which, consequently, positively affects overall academic success (E. J. Johnson & A. B. Johnson, 2016; Shim, 2013; Téllez & Waxman, 2010). Several studies point out specific barriers that keep some ELL and immigrant parents from becoming more involved in schools (Arias & Morillo-Campbell, 2008; Fuga, 2016; Shin & Seger, 2016).

There are several studies that recommend strategies for enhancing ELL parent involvement in schools. Arias and Morillo-Campbell (2008) advocate for a parent liaison, home visits, and bilingual newsletters in order to create a more welcoming and receptive environment for ELL parents and families. While E. A. Johnson and A. B. Johnson (2016) focus on ELL

student achievement through their own interests and home-school connections, they acknowledge the importance of family engagement strategies to help support students. Fuhriman-Ebert (2016) expresses a need for deeper parent understanding of school policies and processes so they can more effectively advocate for their ELL children. Fuhriman-Ebert (2016) also promotes the idea that parents must be continually informed and educated regarding their children's progress as English language learning students.

Barriers Specific to ELL Parent Involvement

Several barriers to parent involvement are a direct result of being English language learners. While there are numerous barriers that result from parents' personal environments, like lack of English proficiency, parental education level, and a disconnect between school and home cultures (Arias & Morillo-Campbell, 2008; Aykac & Msengi, 2019; Crea et al., 2015), there are many school-based barriers as well. These barriers include a negative school climate, having a deficit perspective of ELL parents, microaggressions that manifest through language usage in the classroom, lack of cultural understanding, and even the differences in socio-economic and ethnic backgrounds between teachers and students (Arias & Morillo-Campbell, 2008; Aykac & Msengi, 2019; Crea et al., 2015; E. J. Johnson & A. B. Johnson, 2016; Parsons & Shim, 2019). No matter the types of programs schools put in place to increase parent involvement, these environmental factors, if not corrected, will continue to work to keep parents away. Although many of these environmental barriers are created unintentionally, consequences still arise in the form of ELL and immigrant parents feeling judged as intellectually and ethically deficient and lacking resources to support the education of their children (Arias & Morillo-Campbell, 2008; Crea et al., 2015; Parsons & Shim, 2019).

Other Environmental Barriers to Parent Involvement

Regardless of whether or not parents are English language learners, research shows that there are several barriers common to parents who rarely become involved at the school even when they want to be. These barriers include limited time due to busy schedules, childcare issues and obligations, as well as ineffective communication and lack of adequate and timely information (Berkowitz et al., 2017; Trotman, 2001; Watson et al., 2012). Parents who do not get paid sick days may have less time to devote to school involvement, which can cause school personnel to be unappreciative of other strategies that these parents use to support their children's education (Watson et al., 2012). In fact, many of these environmental barriers contribute to parents' perceptions of the school culture and climate, which in turn, affects their motivation to become involved in the school.

Parent Perceptions

Some research shows that parents who do not face environmental barriers like rigid work schedules and childcare obligations still do not become involved because of their perceptions of school personnel as unwelcoming or even hostile toward parent visits (Baker et al., 2016; Watson et al., 2012). Parents' sense of belonging in the school community is an important factor in their willingness to be involved (Baker et al., 2016). Parents may perceive themselves as unequipped to help their children succeed in school, and this may also contribute to a lack of involvement (Berkowitz et al., 2017).

Suggested Strategies for Increasing Parent Involvement

Approaches to increasing parent involvement vary by school and may be influenced by a number of different factors. Methods can depend on whether the school is considered urban or rural, whether a large percentage of parents are English language learners, families are

socio-economically disadvantaged, or there is a large number of different cultures that make up the school's population. However, most research related to engaging parents in their children's schools suggests similar strategies. These include describing parent involvement as a partnership between parents and school personnel (Housel, 2020; Parsons & Shim, 2019; Watson et al., 2012; Wherry, 2009), improving communication to parents about school events, having more frequent and consistent communication from teachers to parents (Aykac & Msengi, 2019; Baker et al., 2016), and working around parents' schedules and other responsibilities by holding some activities on weekends or providing childcare (Baker et al., 2016). Other viable strategies for increasing parent involvement include creating a feedback loop between parents and school administrators (Panferov, 2010; Parsons & Shim, 2019), having an open door policy for parent visits (Aykac & Msengi, 2019), developing parent-lead programs like a parent-teacher association (PTA) or booster club that allows parental decision-making (Aykac & Msengi, 2019), making a concerted effort to become more culturally responsive, and encouraging parent-teacher collaboration (Crea et al., 2015).

Parents and School Administration

School leadership is what drives school climate and parent-school-community relationships (Weiss et al., 2010). Many parents see the school principal as the one responsible for setting the tone for the school when it comes to having a vision, improving accessibility, and communication between school and families (Barr & Saltmarsh, 2014). For this reason, principals play a critical role in building welcoming school cultures. The culture of a school comes from the top down, starting with the principal's vision, which is shared by the teachers and then the parents and students (Barr & Saltmarsh, 2014).

Barr and Saltmarsh's (2014) interviews with parents of high school students found many parents feel that strong two-way communication can break down in a secondary school because of the hierarchy of administrators, teachers, and other staff. The delegation process that principals put in place may make them seem unavailable or even detached. Parents see a principal's attitude as a reflection of how inclusive, familiar, and welcoming a school is (Barr & Saltmarsh, 2014). Administrators who take the time to visit and get to know families can create genuine relationships and encourage more parents to be involved, but it is also important for administrators to provide teachers and staff with professional development opportunities focused on the benefits of family engagement and implementing school-wide and individual practices that actively involve parents (Heinrichs, 2017).

Conclusion

While previous research shows that parental involvement in children's education has a positive effect on school culture and student achievement, schools must develop their own strategies for engagement based on grade levels, population, location, socio-economic status, and families' cultural backgrounds. However, there are several researched strategies that have produced positive results for increasing parents' involvement in their children's education. These strategies revolve around strong two-way communication, cultural awareness, and viewing parent involvement as a partnership between the school community and families.

Conceptual Framework

The field of human performance technology (HPT) operates under the belief that organizations are systems, that human performance takes place within a systemic context, and cannot be examined in isolation (Brethower, 2006). Although Title I regulations stipulate that parental involvement is expected and necessary for student success and achievement,

administrators at the high school find that most parents do not become involved in parent engagement opportunities offered by the school (R. Carey, personal communication, February 16, 2021). Through systematic examination of the school's vision, mission, and goals for Title I parent involvement, the HPT Model, used in conjunction with other tools, helped me, administrators, and other stakeholders determine the gaps between the desired and current performance.

International Society for Performance Improvement (ISPI) HPT Model

The use of an analysis model helps to avoid simply addressing the symptoms of a problem and to conduct a comprehensive analysis in an organized, systematic, logical way (Boise State OWPL, 2016). This study used the International Society for Performance Improvement (ISPI) HPT Model (Van Tiem et al., 2012) to guide both an organizational analysis (desired performance) and an environmental analysis (actual performance). Use of this model (see Figure 1) encourages a systematic examination of the current level of parent involvement compared to the desired level of parent involvement in order to discover the gaps in performance and to find opportunities to close these gaps. Key stakeholders can then determine realistic goals for closing the gaps by using the most appropriate cause analysis tools.

Figure 1

International Society for Performance Improvement/HPT Model

Performance Improvement/HPT Model
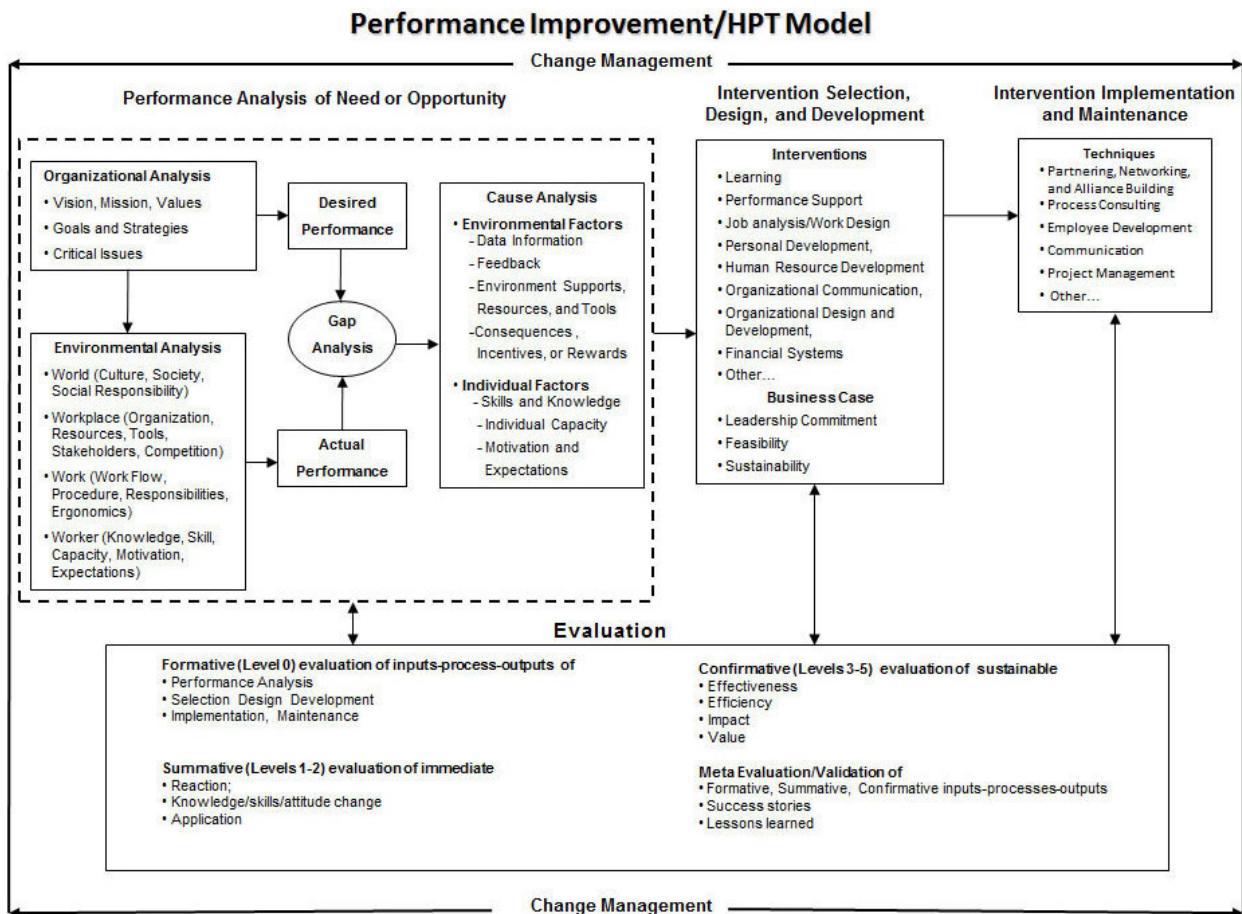
Note: A dashed line surrounds the Performance Analysis of Need or Opportunity section of the Performance Improvement/HPT Model Diagram. This systematic analysis model will be used as the framework for completing the analysis plan. From "Fundamentals of Performance Improvement: Optimizing Results through People, Processes, and Organizations," by D.M. Van Tiem et al., 2012, p. 43. Copyright 2012 by Wiley Books. Reprinted with permission (see Appendix E).

The ISPI HPT Model allowed me to follow steps in a specific order, ensuring that all possible aspects of performance were examined, and gaps were discovered before a cause analysis was performed. Only after the root causes are revealed does the ISPI model allow us to move forward with intervention selection, design, and development. This process kept me and other members of the team from jumping directly to interventions that may not be related to or help solve the problem. Evaluation is connected to all facets of the ISPI HPT model to demonstrate an iterative process of analysis, evaluation, and revision. The model also illustrates that the steps of the ISPI HPT Model occur within an overall change management plan. The change model that will be used during this project is Kotter's 8-Step Process (Pollack & Pollack, 2015). This model was applied because of its ability to fit well into the environment. The steps fall into three categories (creating a climate for change; engaging and enabling the organization; implementing and sustaining) that help to ensure a successful and sustainable change in parent involvement at the high school (see Table 1).

Table 1

Applying Kotter's 8-Step Model of Change for Increased Parent Involvement

Steps	Application
1) Create urgency	Because the school is designated as Title I, we are required to develop a parent engagement policy that must have input and be approved by parents. With low overall participation from parents, administrators and teachers cannot be sure that all parents' needs are being met regarding access to information and other needs for their children.
2) Form a coalition	A project team that included administrators, counselors, teachers, and the school parent liaison was assembled. The team, composed of staff from different departments and levels of leadership allowed us to make decisions and enact change from different viewpoints and gain support from others around the school.

Table 1

Applying Kotter's 8-Step Model of Change for Increased Parent Involvement (cont.)

Steps	Application
3) Create vision for change	The project team examined gaps between what we were getting and what was desired for parent engagement. Administrators' and teachers' vision for increased parent involvement included increased parent attendance at meetings and other events, increased parent engagement with the school's digital platforms, and increased knowledge of school-provided support and information.
4) Communicate the vision	The vision was communicated to all administrators and teachers through in-person conversations, email, and social media. A detailed communication plan was enacted to keep stakeholders involved and knowledgeable throughout the process.
5) Empower action	Regular faculty members and staff were able to provide ideas and suggestions for improvement. Decisions were made by the team after considering input from other staff members and administrators. All ideas were welcomed and considered by the project team.
6) Create quick wins	Quick wins were announced to faculty, staff, and parents, including principal approval of new strategies for parent engagement and involvement of students in some strategies.
7) Build on the change	The change was a small step towards creating more ways for parents to be involved and informed about meetings just for parents, school events, and family and community events. As more parents become involved, adjustments and additions will be made to create an overall more welcoming school culture.
8) Make it stick	Different faculty members will take charge of the change by providing timely information about meetings, school events, student projects, and community events. A systematic approach to gathering and disseminating information will be developed and communicated so that the change stays in place even when faculty and other staff members leave the school.

Note: Kotter's 8-Step Model of Change (Kotter & Cohen, 2002) was applied to the organization under study, its environment, and the stakeholders involved.

Definitions of Terms

The following is a guide to the key terms and concepts used throughout the study.

Cause Analysis

The cause analysis process is a framework for discovering underlying causal factors of a human performance problem. It does not provide solutions for correcting the problem (Chevalier, 2006).

Confirmative Evaluation

This term refers to the evaluation of an intervention's impact or effectiveness and happens between three and twelve months after an intervention has been put in place (Dessinger & Moseley, 2006).

Environmental Analysis

This term refers to the examination of environmental factors (workplace organization and resources, stakeholders, procedures, knowledge, motivation, and expectations) that may have influence over human performance (Van Tiem et al., 2012).

Evaluation

In the context of this study, evaluation refers to the examination of an intervention's effectiveness, impact, and value (Van Tiem et al., 2012). Formative evaluation occurs throughout each phase of the performance improvement model to create a feedback loop between the practitioner, project team, and other stakeholders.

Gap Analysis

Gap analysis is part of the performance analysis process during which the gap between desired performance and actual performance is determined (Van Tiem et al., 2012).

Intervention

This term refers to the deliberate, planned, and purposeful course of action taken to improve performance and solve problems (Pershing, 2006; Van Tiem et al., 2001).

Intervention Implementation

This term refers to completing all tasks required to put the selected interventions into place (Van Tiem et al., 2012).

Intervention Selection

Intervention selection is the result of the performance (organizational, environmental, gap, and cause) analysis and includes identifying specific interventions or solutions that will close the performance gap. Often a set of possible interventions is identified and prioritized (Van Tiem et al., 2001).

Organizational Analysis

This term refers to the desired performance, taking into account an organization's vision, mission, values, and goals (Van Tiem et al., 2012).

Parent Engagement

Parent engagement refers to parents' knowledge of and participation in school events, activities, and meetings and includes parents' action both inside and outside the school building (Posey-Maddox & Haley-Lock, 2020).

Parent Involvement

This term refers to parents' participation in on-campus events, activities, and meetings. During this study, both parent engagement and parent involvement were used interchangeably to refer to the time parents spend on campus and their knowledge of school-provided support and information.

Performance Analysis

This term refers to first step in the performance improvement process and encompasses the organizational, environmental, gap, and cause analyses (Van Tiem et al., 2012).

Performance Improvement

This term refers a systematic method of analysis to improve performance of individuals or organizations (Van Tiem et al., 2012). This approach allows the practitioner to avoid simply addressing the symptoms of a problem and to conduct a comprehensive analysis in an organized, systematic, logical way (Boise State OWPL, 2016).

Stakeholders

This term refers to individuals or groups that stand to be affected by a performance improvement project (Pershing, 2006). For this study, administrators, teachers, counselors, and parents are the stakeholders.

Summative Evaluation

This term refers to the ways in which the practitioner judges the merits of an implemented performance improvement initiative (Pershing, 2006). This type of evaluation happens immediately and may include participant reactions and how stakeholders feel about the intervention (Dessinger & Moseley, 2006).

Organization of Research

This dissertation in practice includes an executive summary and four chapters. Chapter 1 introduced the research by presenting the organizational context of the problem. Five research questions were presented along with a review of relevant research regarding increasing parent involvement in a high school. The chapter explained the conceptual framework through which the problem was analyzed, described the Performance Improvement/HPT model, and showed

how Kotter's 8-step model of change was applied to the project. Chapter 1 concluded with a list of definitions for terms and concepts that are used throughout the study.

Chapter 2 presents the data collection analysis, and findings beginning with details about the population, sampling techniques, and participant selection. Data analysis includes document reviews and administrator interviews. The chapter then explains the use of the Performance Improvement/HPT model's steps for organizational, environmental, gap, and root cause analyses and the project team's use of digital platforms to conduct both the gap and cause analysis. Chapter 2 then explains the intervention selection process, what recommendations were made, which intervention was approved, and the rationale for the decisions. Alignment with the school's vision and goals is explained as well as required resources, implementation timeline, communication plan, and possible barriers to success.

Chapter 3 provides details of the design, development, and implementation of the intervention. The chapter includes the decision-making process and a detailed stakeholder impact/involvement statement. Chapter 3 again shows how each step of Kotter's 8-step model applies to the organization. The time and strategies used during implementation are also explained. The chapter ends with formative and summative evaluation explanations and a plan for confirmative evaluation.

Chapter 4 provides implications of the research for the organization, parent and community engagement, faculty and staff, and school culture. Suggestions for future research and practice are also included. The chapter concludes with a reflection on my own decision-making processes and lessons learned throughout the course of the research.

Chapter Summary

Chapter 1 introduced a Title I high school in the southeast region of the United States as the focus of research. Administrators identified low parent involvement as the problem of practice to be addressed. Although different strategies had been used to increase parent involvement over the years, the problem persisted.

Improving the problem of low parent involvement at the school was determined to be an urgent need by school administration because consistent parent involvement can improve students' academic success and promote a sense of community between parents, students, and the school. Because of my teaching position at the school, the problem of practice, related research, and interventions were both actionable and feasible. Research methodology was aligned with the school's priorities regarding parents' increased involvement and engagement.

A review of relevant research defined parent involvement and included such topics as specific strategies for parents who are English language learners, barriers to parent involvement, parent perceptions, strategies for increasing overall parent involvement, and the administration's role in creating a climate for increased involvement.

Chapter 1 discussed the conceptual framework within which the research was completed. A ten-member project team of administrators, teachers, counselors, and the parent liaison came together to examine the problem using the Performance Improvement/HPT Model (Van Tiem et al., 2012). Following the steps of this model ensured the project team analyzed all aspects of the problem by examining gaps and root causes before an intervention was selected and designed. Kotter's 8-step change management process was applied to the project because it fit well within the environment. Finally, the chapter included a list of definitions for key terms and concepts used throughout the study.

Chapter 2: Data Collection, Analysis, and Findings

Chapter 2 begins with ethical considerations and my positionality as a teacher at the high school where the research took place. The chapter continues with a description of the organizational analysis that was conducted, including data collection, participant selection, and instrumentation. Organizational analysis results include coding and analysis of administrative interviews and document review of the school's parent engagement policies. Emerging themes are then discussed. Chapter 2 also includes an environmental analysis involving document review of parent attendance sheets. The gap analysis protocol used by the project team is described as well as the root cause analysis procedures and intervention selection procedures. Chapter 2 then explains intervention recommendations made by the project team, a description of the approval process, and a development plan including scope, required resources, possible barriers to success, a timeline for implementation, and a communication plan. The chapter ends with a summary.

Ethical Considerations and Researcher Positionality

Approval for this research project was granted by the Institutional Review Board (IRB) on February 9, 2022 (see Appendix F). Extension requests were approved by the IRB on January 15, 2023, and January 7, 2024. District approval was granted by the office of the superintendent on January 19, 2022 (see Appendix G). Site approval was granted by the principal of the school on January 4, 2022 (see Appendix G).

As an employee of the organization, I am familiar with the culture and work alongside administrators on a daily basis and have established trust over the last few years with not only the administrative team, but also teachers, counselors, and other stakeholders who have been called on to provide insight or scrutiny regarding the research procedures. I have triangulated

data by using different methods to gather the data (interviews and tabletop analysis) and by gathering data from a range of different documents.

Researchers can strengthen the validity of the research findings by articulating how researcher positionality may influence all aspects of the research process (Rose & Johnson, 2020). Positionality describes the researcher's world view, including their position regarding their own research and the context in which the research takes place (Darwin Holmes, 2020). It is the researcher's responsibility to recognize and describe any influences that have the potential to impact the research process (Bourke, 2014), including politics, race, gender, culture, sexuality, and socioeconomic status (Bourke, 2014; Darwin Holmes, 2020; Rose & Johnson, 2020).

The topic selection for the current study resulted from low numbers of parents involved in parent meetings and other parent engagement opportunities at a Title I high school in the Southeast part of the United States. I am currently in my fifth year as a regular education teacher at this Title I high school and was encouraged to pursue the research topic of parent engagement by the current administration. As a teacher with 24 years of experience in several different school districts, I have experienced different levels of parent engagement at both Title I and non-Title I middle and high schools.

While I subscribe to the importance of parent engagement in students' academic successes, this belief had no bearing on the process of data collection from attendance and sign-in sheets for parent meetings over the last eight school years (2014–2019 and 2021–2023). However, I could not ignore the small number of parents who attend regularly scheduled meetings and other events where they can receive important information regarding their child's education. While teachers (myself included) tend to blame parents for their lack of engagement, I used Gilbert's (1982) Behavior Engineering Model as a guide to avoid assuming that parents are

unmotivated or lack interest. Gilbert (1982) distinguishes between environmental aspects of behavior and people's own "repertories" like knowledge, capacity, and motives (p. 25). When human performance is not optimal, suspicion should first lie with the environment in which the performance is expected. So, while it may be tempting to blame parents' lack of involvement on their own low motivation, it is more likely that something to do with the environment (inadequate communication, confusing expectations, not receiving feedback) is the culprit.

My own experience as an ESOL (English for Speakers of Other Languages) endorsed teacher serves to mitigate bias regarding parents whose ability to speak English may inhibit them from engaging in school activities as much as they might if there were no language barrier. While the current research involves all parents, this distinction is important because the student population of the school involved in the study is almost 60% Hispanic with 16% of students who are English language learners.

To avoid any conflict of interest during the study, I did not record names of parents who attended parent meetings in case they could be traced back to my own current students or those of colleagues. I also turned down an offer to join the Parent and Family Engagement Committee for the 2021–22 school year to avoid having any influence on the committee's or individual committee member's decisions regarding parent engagement opportunities or events.

Besides collecting data from parent attendance numbers, relevant information was collected from school administrators who answered interview questions regarding their own vision and goals for parent engagement. To establish face and content validity, the administrator interview questions were reviewed by a panel of experts who have extensive experience in developing and examining family engagement strategies. The panel consisted of teachers who are members of the school's family and community engagement committee. Yearly, the

committee members work together to develop plans for increasing parent involvement at the school and were able to provide constructive feedback regarding the interview questions' alignment to the information I was seeking.

To further increase the study's credibility, it was important to conduct several debriefing sessions and create opportunities for scrutiny of the project (Shenton, 2004). Throughout the study, I consulted with the assistant principal who serves as the school improvement administrative lead. These debriefing sessions consisted of discussions about preliminary findings, coding and categorizing interview data, and drawing conclusions based on parent attendance numbers at scheduled parent meetings. It was also important to conduct member-checks with the administrators who were interviewed. This process increases credibility as it allows participants to confirm the accuracy of their answers, correct any errors, give additional information, and ensure that what I recorded is the message they intended to relay (Doyle, 2007).

I made the decision to assemble a project team because there is significant value in diverse perspectives and a range of expertise afforded by the collaborative efforts of a group of people working toward the same goal (Cassidy & Cassidy, 2006; Wallace, 2006). The team consists of a combination of teachers with intimate knowledge of the parent involvement issues at the school, guidance counselors who work with students and parents to help students graduate and make plans for college and careers, administrators who are intent on implementing solutions that work to increase parent engagement, and a bilingual parent liaison who communicates with Spanish-speaking parents daily through phone calls, in meetings, and during parent-teacher conferences. Of the eight parents who were invited, two initially stated they would join the team but then both decided that they were too busy with work and other issues to be able to devote the time that was needed. These stakeholders' special interest in improving parent involvement at the

school increases the likelihood that they are personally invested in the project and will see the importance of implementing solutions (Pershing, 2006).

Organizational Analysis

Organizational analysis refers to an examination of the vision, mission, values, and goals that articulate the desired performance from a particular organization or group of people (Van Tiem et al., 2012). The organizational analysis of the Title I high school was focused on the vision, mission, and goals for parent engagement as it relates to Title I regulations, the local school improvement plan, and the vision of school administrators and other key stakeholders. Data sources included the school improvement plans from 2021 to 2024 for the high school and the school's current Parent and Family Engagement Policy. Data was examined within the context of district and state guidelines as articulated in the Comprehensive Needs Assessment District Report for the school district and the 2019–2020 Family Engagement Handbook produced by the Department of Education.

School district and local school parent engagement policies are made available to the public for viewing through state, district, and school websites. The state Department of Education provides guidance and goals for Title I schools in developing and sharing written parent engagement policies. Along with the state and local parent engagement guidelines and policies, a digital School Improvement Planning course for 2021–2022 was made accessible to me through the school's learning management system. This course includes a list of teachers who are current family and community engagement committee members as well as the committee's guiding questions for successfully implementing a welcoming environment and opportunities for family engagement.

An in-depth organizational analysis allowed me to understand the significance of and expectations for parent involvement at this Title I high school. The school developed specific goals and action steps for their school improvement plan; the family and parent engagement policy was subsequently developed which included a parent meeting and event schedule, an explanation of Title I, and an invitation for parents to join the School Community Team and provide their own ideas, suggestions, and insight. The analysis of these documents, combined with the administrative team's goals, vision, and opinions regarding parent involvement strategies provided me with the organization's desired performance where parental involvement and engagement is concerned.

Data Collection

Population

The focus population for this study is parents of high school students who attend a Title I high school in the southeast region of the United States. This school is one of seven high schools in its district, with an overall student population of approximately 1,300. In 2022, the student enrollment summary report identified 63% of the students attending the school as ethnically Hispanic, 7% as Black/African American, and 26% as White. Students identified as Asian, American Indian, Pacific Islander, and mixed-race make up the remaining 4%. Sixty-seven percent of all students qualify for free or reduced-price lunch based on family income. In the 2023–2024 school year, 64% of students are identified as Hispanic, 8% as black/African American, 24% as white, and 4% as either Asian, American Indian, Pacific Islander, and mixed-race (Student Enrollment Summary Report). While these student numbers do not directly correspond to parents, I know that for the vast majority, students at the school mirror both the ethnic identities and socioeconomic situations of their parents. According to the school's current

parent information provided by the administration, a total of 2,118 parents are listed for the 1,328 students at the school. This information, however, does not account for some parents who are listed more than once if they have more than one child in attendance. It is worth noting that the school's race and ethnic demographic information does not reflect the district's overall population, which is described in part as 60% white and 29% Hispanic (U.S. Census Bureau, 2022).

Another population relevant to the study is the school administrative team, which includes one principal and three assistant principals. Along with their regular administrative duties, each assistant has certain specific designated responsibilities unique to their positions. For example, one assistant principal oversees student course scheduling, one is in charge of student discipline, and one serves as the school's testing coordinator. The principal and all assistants are responsible for teacher observations and evaluations. One assistant principal, who came to the school in 2016, also holds the title of school improvement administrative lead. This administrator oversees and keeps records for all Title I funding at the school, which includes the money that is spent on parent engagement activities. One assistant principal began as a teacher and has been at the school for 20 years (the last five of those as an administrator). The newest member of the administrative team came to the school in 2019. The building principal has served in his current position for the last 15 years.

Participants. Parent participants included those parents who signed in and attended various scheduled informational meetings throughout each school year from 2014 through 2023. There are no demographics questions for parents on the Title I Parent Involvement Survey other than what grade their child(ren) are currently in. Parent sign-in sheets also do not offer any other

information besides the parents' names. These parent participants were chosen to represent the current state of parent engagement and attendance at parent meetings.

All four administrators at the school participated in the study by answering interview questions regarding their opinions, experiences, and goals for the school's parent and family engagement efforts. Recent research shows that parents look to and expect the school principal to set the tone for the school when it comes to parent and family engagement (Barr & Saltmarsh, 2014; Jung & Sheldon, 2020). Since the administrators present a wide range of experience (from three to 20 years) at the school, it was important to understand their previous experiences with parent engagement efforts at the school, their individual opinions regarding different parent engagement strategies used over the years, and their goals and vision for what parent engagement at the school should look like in the future.

Participant Selection. For parents, the voluntary sample was one of convenience (Andrade, 2021) and consisted of existing data from those parents who chose to attend parent meetings. I used this convenience sampling method because the school district did not approve a request to use surveys I developed and interview questions during the current school year. As a result of the convenience sampling, I was unable to control for the number of participants. However, because the problem of practice was focused on the low number of parents in attendance, the convenience sampling was sufficient for understanding the existing state of parent engagement at the school.

Because of the small total number of administrators at the school, I chose to interview all four administrators. This is a purposive sampling technique called expert sampling (Ishak & Abu Bakar, 2014). While all administrators are very familiar with the subject of parent engagement at the school, the school improvement administrative lead has more intimate knowledge of parent

engagement policies, processes, and strategies related to Title I requirements and expectations. Because all administrators view themselves and the school through different lenses, it was important to understand their individual perspectives on parent engagement efforts since they have been in their positions.

Instrumentation

Document Review: 2020-2021, 2021-2022, 2022-23 School Improvement Plans. An analysis of the school's improvement plan was completed in order to gain a solid understanding of how parent involvement and engagement fit into the school's plan for improving student achievement. Review of the school improvement plan document was critical to this study because the goals included in the plan are relevant to the expectations for parental involvement. The school improvement plan is divided into goals, overarching needs, and action steps that should be taken in order to help reach the goal. In the context of the current research, the most relevant information is Overarching Need #2 (involving parents and encouraging their engagement in student learning). Each of the last three school improvement plans (from 2020 to 2023) describe a goal that includes an increase of three points on the state's parent survey. The following four action steps are listed on the most recent school improvement plan (2023–2024) as ways to address the need and improve overall school culture, climate, and student achievement:

- Provide staff with professional learning that targets parent engagement strategies.
- Positive communication with the home through social media, parent newsletter, website, postcards, phone calls. Other communication may also include social/emotional concerns or sharing of community resources.

- Provide opportunities for parents to attend focused informational sessions each month. A parent library is available as support and books/pamphlets are offered as resources.

- Provide a Hispanic/Latino Parent Meeting at the end of each nine weeks.

The number of action steps has changed drastically from the previous three years' school improvement plans, which included between seven and ten action steps regarding parent engagement. School improvement plans are revised from year to year based on information from parent engagement surveys and student achievement levels. The following steps were removed from previous years' school improvement plan:

- Increase involvement with parents through scheduled meetings, Zoom, Canvas, Remind, Facebook, school website, and other social media.

- Provide opportunities for parents to attend informational sessions of choice, including teacher conferences, and gauge parent interest in offering more supports (i.e. language classes).

- Maintain an active parent/school council and have informal meetings with administration.

- Advertise the availability of the media center (including assistance if needed) for parents who wish to log onto websites or learn software to support students academically.

- Increase communication with the middle school community to promote a smooth transition from middle to high school. Hold an information night specifically for parents of these students.

- Implement information tables/booths for parents at extracurricular events.

- Implement a community outreach group that visits nearby community and social spaces (churches, ballparks, neighborhoods, etc).

- Form student community service groups through athletics/clubs and host community events such as health fairs and potluck dinners.

The most recent school improvement plan lists the names of both the leadership team and stakeholders who are part of the school improvement team. The leadership team includes administrators, teachers, guidance counselors, and instructional coaches for a total of 19 members. The stakeholders consist of one school resource officer, one retired teacher, one clergyman, one parent, and three student representatives for a total of seven stakeholders. The school improvement team uses the results of the most recent year's comprehensive needs assessment report to develop the improvement plan.

Document Review: Family and Parent Engagement Policy. In order to encourage a high level of parent involvement, the high school shares its current parent and family engagement policy on the school's website. For this study, review of this document was critical in helping me understand the school's mission and expectations regarding parent involvement within the context of Title I. Each school year, school personnel, parents, and students jointly create a school-parent compact that identifies goals and planned activities for the school year to increase parents' opportunities for involvement as well as defining the roles and responsibilities of all stakeholders. One section of the engagement policy lists several opportunities for parent involvement throughout the school year, which can include informational meetings regarding students' senior year and graduation requirements, Free Application for Federal Student Aid (FAFSA) workshops, dual-enrollment information sessions, and a school improvement plan feedback meeting. Parents are also encouraged to participate in open-house activities, new student orientations, and parent-teacher conferences.

The parent engagement policy also explains what Title I is and how it relates to school improvement and parent involvement. The policy defines parent engagement as "the participation of parents in regular two-way and meaningful communication involving student academic learning and other school activities." Responsibilities of both parents and the school are listed. Parents are expected to be actively involved in their child's learning by participating in scheduled activities and, where appropriate, serving on decision-making and advisory committees. The school promises to take the following measures to support parents and family members and reach the school's goals for improvement:

- Hold parent-teacher conferences to discuss and monitor student progress and review student achievement data in all academic areas.

- Utilize the district learning management system, Canvas, as a way to communicate and share instructional strategies and materials with parents.

- Hold parent workshops for Upcoming 9th graders and current seniors about understanding graduation requirements which include course requirements for all academic areas.

- Provide resources for all academic areas through teacher Canvas courses, U.S.A. Test Prep, IXL, and other software.

The parent engagement policy also includes an invitation for parents to become part of the School Community Team to share ideas and ways for increasing involvement of other parents and family members. Included in the parent engagement policy is a section on which parents can sign up for the School Community Team or to offer suggestions for the overall plan. The principal's name and school phone number are listed, and parents are encouraged to contact

the school with any questions, ideas, or suggestions related to the school improvement plan or the parent engagement policy.

Administrative Team Interviews. Interview questions were written specifically for current administrators to examine the vision, goals, and strategies of the school as a whole, as well as to collect the goals and opinions of the individuals on the admin team. Administrative team interviews uncovered individual administrators' goals for parent engagement opportunities at the high school. Besides general title and years of experience information, each interview consisted of four open-ended questions to address the following research questions:

RQ 4) What are the views of the administration regarding increasing parent involvement?

RQ 5) What parent involvement intervention best suits this particular school, community, and population?

Administrators were asked to articulate the administrative team's current goals for parent involvement, what strategies to increase parent involvement they have seen used in their past experience at this school, which of these strategies have been successful or unsuccessful, and their personal vision for successful and sustainable engagement strategies.

Validity and Credibility. To establish face and content validity, the administrator interview questions were reviewed by two colleagues who are practiced in doctoral research. Two members of the school's family and community engagement committee also reviewed the questions. Current UWF doctoral students have reviewed the questions through cognitive pre-testing, which allowed me to understand how respondents may interpret the different items (Gehlbach & Brinkworth, 2011). In order to address construct validity, the questions were worded specifically to obtain responses explaining the school's goals for parent involvement, what strategies they have seen work in the past, and to explain what each administrator's

personal vision is for parental involvement. As Shenton (2004) suggests, there are several ways to ensure trustworthiness and establish credibility of a particular study, one of which is peer scrutiny from colleagues and academics for a fresh perspective which may also help the researcher recognize their own bias. For this reason, I asked each reviewer to provide constructive feedback regarding the interview questions' alignment to the information being sought.

One reviewer expressed the opinion that no changes were needed to the original questions, and one reviewer suggested a grammatical change that was not implemented. Two of the four reviewers made the same suggestion regarding a question that asked administrators to talk about strategies that worked well for increasing parent involvement. The question was worded, "In your opinion, which strategies in the past have worked for increasing parent involvement?" The two reviewers suggested also asking which strategies were used but did not work for increasing parent involvement. This was added to the administrator questions because the answers regarding what strategies have both worked and not worked would be helpful during the project team's intervention selection procedures.

Four administrator interviews were conducted in person and recorded on my phone. As the interviewer, I am the only person who had access to those recordings and who transcribed the interviews. Each interviewee signed a consent form (see Appendix H) for both the in-person interview and the recording of it. The use of identification codes on printed transcripts kept any information stated in the interviews anonymous. Member-checking is a commonly used process in qualitative research to maintain validity and establish trustworthiness of the collected data (Candela, 2019; Doyle, 2007; McKim, 2023). The process of member-checking ensures that the researcher is working with accurate data and gives participants the opportunity to correct errors,

clarify responses, or add relevant information (McKim, 2023). Once the interviews were

transcribed, I provided each interviewee with a printed copy and asked them to review it for

accuracy. All administrators responded to the review request and agreed that the transcriptions of

their individual interviews were accurate. I was then able to move forward with the analysis of

data gathered from the interviews.

Organizational Analysis Results

Administrative Team Interviews

Each of four administrator interviews was digitally recorded and transcribed verbatim

using Microsoft Word's dictation feature. I edited each interview for clarity, providing

punctuation, capitalization, and tag lines to indicate who was speaking. Each interview was

printed out separately and labeled with an identification code known only to me to ensure

anonymity. Two colleagues who are familiar with qualitative research processes volunteered to

code the four interview responses. Coding is a process by which the researcher is able to make

sense of the dense text data that is provided in interview conversations (Elliott, 2018). This can

be done by tagging, labelling, or coding data that are relevant to a specific point or research

question (Elliott, 2018). Intercoder reliability (ICR) promotes trustworthiness in qualitative

research by showing that the analysis of language-based qualitative data like transcripts of the

administrator interviews is not dependent on or affected by a single researcher's biases or

interpretations (O'Connor & Joffe, 2020; Saldaña, 2016).

Coding Process. The coding process included my development of short, descriptive

labels that were assigned to sections of the data. A code book and the four administrator

interviews were emailed to the two intercoders. The code book included ten codes along with

inclusion criteria, exclusion criteria, and exemplars for each code (see Table 2). Each intercoder

independently coded each interview using the provided codebook. Coder #1 used Microsoft Word's comments capability to write codes in the margins for each interview and emailed her coded interview transcripts back to me. Coder #2 printed each interview, coded by hand, and called me. I then recorded the codes on my own copies of the interview transcripts.

To determine intercoder reliability, we compared between 25 and 45 lines (between one-third and one-half) of each interview depending on the interview's length. The level of agreement between myself and each intercoder was calculated for all interview transcripts by tallying the total number of agreements and disagreements, and then dividing the total number of agreements by the total number of agreements and disagreements. Intercoder agreement between me and coder #1 was 81%, while agreement with coder #2 was 83%. These percentages fall within the 80–90% benchmark for intercoder agreement described by Saldaña (2016).

Table 2

Codebook for Administrator Interviews Concerning Parent Involvement

Code/Description	Inclusion Criteria	Exclusion Criteria	Example
CS – Current Status/Progress	Include when interviewee talks about how the school is currently performing regarding parent involvement.	Exclude specific strategies used in the past.	"I think it's a very passive approach." "I can't say we've made tremendous progress."
PG – Administrators' Personal/Individual Goals	Interviewee describes their personal goals for parent involvement outside of the formal school improvement goals.	Exclude anything related to the formal school improvement goals.	"It's about partnership and working together."

Table 2

Codebook for Administrator Interviews Concerning Parent Involvement (cont.)

Code/Description	Inclusion Criteria	Exclusion Criteria	Example
OC – Ways of Involving Parents on Campus	Include descriptions of different strategies currently used (or used in the past) whether successful or not.	Exclude descriptions of what the interviewee would "like to do" or "like to see happen."	"Open house is a catch-all for parent involvement." "We intentionally provide a couple of parent-teacher nights to give them an opportunity to come talk to teachers."
SS – Successful Strategies	Include only what the interviewee deems successful as an involvement strategy.	Exclude strategies that interviewee is not sure about or is ambiguous about.	"Trying to reach out more intentionally to our Latino families." "We've been more successful when we've asked teachers to contact specific parents."
US – Unsuccessful Strategies	Include only what the interviewee deems unsuccessful as an involvement strategy.	Exclude strategies that have not been tried or that have been unsuccessful at other schools.	"When we have a parent night that's not personal invite."
TG – Administrative Team Goals	Include anything related to the formal school improvement goal and any descriptions of the administrative team goals.	Exclude anything interviewee mentions regarding their own ideas and opinions of things we "could" or "might" or "would like to" do.	"In general, it's just to increase parent involvement." "By the end of the school year to add at least three points to our CNA data collection."
PP – Parent Perceptions/Feelings	Include comments interviewees make about what they think parents' perceptions or feelings are toward being involved in the school.	Exclude comments about what parents actually do.	"I think if we go out into their part of the world, they'll come to ours." "Once kids get to high school, parents sort of back off."

Table 2

Codebook for Administrator Interviews Concerning Parent Involvement (cont.)

Code/Description	Inclusion Criteria	Exclusion Criteria	Example
KS – Keys to Successful Parent Involvement	Include general statements regarding the most successful ways to increase parent involvement.	Exclude statements regarding ways to increase involvement that have sometimes been successful.	"Parents have to feel like they're getting something out of their involvement." "Constant communication."
TR – Teacher Responsibilities	Include any mention of teacher actions regarding parent involvement.	Exclude an interviewer's comments about parents contacting teachers.	"Personal invites – I think it goes a long way." "Teaching coaches how to work with parents."
BPI – Benefits of Parent Involvement	Include any comments that interviewees mention regarding how parent involvement can benefit students and/or the school.	Exclude parent perceptions or feelings as described by interviewees.	"We know when parents are involved, it makes things better – the climate, the achievement, everything." "If kids can get connected to school, they'll do better. Part of that is getting parents connected."

Interview Responses. After administrator interviews were coded and ICR was established, answers to the interview questions were grouped under the code headings of Administrative Team Goals, Administrator Personal Goals, Current Status, Successful Strategies, Unsuccessful Strategies, Keys to Successful Involvement, Benefits of Parent Involvement, Opportunities for On-Campus Involvement, Teacher Responsibilities, and Parent Perceptions and Feelings. Administrators believe increased parental involvement means that student achievement increases, parents get needed resources, parents are more informed, the school can

benefit from parents' ideas, thoughts, and opinions, students and parents will feel more connected, and the overall school climate will improve. Administrators also believe that there are some specific keys to successful and sustainable parent involvement. These include creating a partnership between parents and the school, constant communication with parents, catering to specific parent populations at different times, and adapting as parents' needs change. While administrators want parents to participate more and come to the campus, there do not seem to be opportunities for this beyond the open house at the beginning of the school year, two parent-teacher conferences, and several athletic and fine arts events. There is no active parent-teacher association (PTA) through which parents can lead and make decisions.

Related to the school's current status concerning parent involvement, administrators mentioned that the school has a passive approach to parent involvement and that we make an effort to communicate with parents through mass communication using school resources like Infinite Campus and Remind. Social media is also used for school-to-parent communication. One administrator noted that the school's Facebook page was "doing well" and that a Facebook page for Spanish-speaking parents had also been developed. Administrators admitted that it is "challenging to bring parents in" and that "our numbers aren't where we want them to be." One administrator noted that the communication is typically "one-sided," where the school makes announcements and sends out information, but parents have no way to respond or ask immediate questions.

Goals (team and personal) for parent engagement include increasing the number of parents who get involved, getting parents involved in different kinds of events, helping the surrounding community understand the steps the school is taking to increase student achievement, using service projects to increase parent involvement, and wanting parents to get to

know the teachers. According to the administrators, some successful strategies for pulling more parents in have been hosting an open house, meetings for specific grade levels, parent liaison contacts, announcements on social media, parent-teacher conference nights that include other activities (Title I meeting, financial aid information, school club and organization information booths, games and food for younger children), and personal invitations made by teachers. Conversely, unsuccessful strategies included holding meetings without parent liaison or teacher invitations to specific parents and sending written information home with students. Scheduled meetings like informational meetings for athletics or Title I fund distribution are poorly attended.

Administrators believe that parents want to know information regarding their students mostly when they enter the school in ninth grade and when they enter their senior year and base this assumption on the large attendance numbers for the ninth-grade orientation and senior meeting each year. Two administrators believe that parents may not feel the need to be as involved once their children reach high school, and one administrator stated that "parents understand that we care when they see us go out into the community," referring to athletes and club members who volunteer their time off campus.

To increase parent engagement, the administration encourages teachers to personally invite specific parents to meetings, conferences, and other events, interact with parents outside the classroom, send periodic email updates, and make an effort to give parents positive feedback rather than only calling or emailing when students' grades or behavior are poor. Teachers participate in professional learning regarding increasing parental engagement, although this does not include engagement of ELL parents specifically.

Emerging Themes. Through coding and analysis of the administrator interviews, three major themes emerged. These are frequent communication with parents, individualized attention,

and the importance of a school-parent partnership. These themes consistently appear in the literature related to increasing parent engagement in schools. Many of the strategies listed in the literature are employed by the school—communication in the parents' native language, support from a parent liaison, using the term partnership, and professional learning opportunities for teachers.

Based on the interview responses, the school's administrators understand the importance of and encourage consistent communication between teachers and parents. However, this may not be enough to considerably increase parent engagement at the school. The literature also suggests some strategies that the school does not use but may be worth considering. One administrator explained that, in his 23 years of working at the school, there had never been a parent-teacher association (PTA). But Aykac and Msengi (2019) suggest forming a PTA that would put parents in leadership and decision-making roles. While not mentioned in the administrator interviews, it is also worth noting that some parents may feel disconnected from the school community because of a lack of cultural understanding, language usage in the classroom, and teachers or staff who have a deficit perspective (intentional or not) of ELL parents (Arias & Morillo-Campbell, 2008). Though teachers are provided professional development for increasing parent involvement in general, there is nothing geared specifically toward developing relationships with ELL parents. Since the school's student population is largely Hispanic, this may be an extra step in the direction of noticeably increasing parent involvement.

Discussion of Organizational Analysis Results

The organizational analysis focused on the vision, mission, and goals for parent engagement at the school. Through document reviews of school improvement plans and the

parent engagement policy, I found that parents can get information and assistance and help make decisions regarding Title I funds, set goals, and make plans for the upcoming school year. Parents are also invited to join the School Community Team by which they are given the chance to share their own ideas for increasing parent involvement.

The school improvement plan consistently addresses parent engagement as an overarching need and includes action steps to be taken in hopes of increasing parent involvement at the school. Yearly, the school improvement team and other stakeholders analyze data from parent engagement surveys and student achievement levels to determine what the overarching needs for the school are and how best to meet those needs.

As part of the organizational analysis, one administrator interview question was asked pertaining to the administrative team's goals for parent involvement. Responses to this question included the following:

- To increase the number of parents involved.

- To add at least three points to our comprehensive needs assessment (a survey voluntarily taken by parents each year).

- To have parents involved in different events.

- To get more parents on campus.

Through the organization analysis, it is clear that there is alignment between the goals of school administration and the processes by which parents are encouraged to participate in parent meetings and other events that give them opportunities to become involved.

Environmental Analysis

The second step of the overall performance analysis in the HPT model (Van Tiem et al., 2012) is an environmental analysis, during which the current state of the organization is

described (Van Tiem et al., 2012). To gain a complete understanding of the need for improvement and where the most opportunity for improvement lies, an environmental analysis of the current level of parent involvement was conducted. This analysis required an examination of parent meeting sign-in sheets from the 2014 to 2019 school years, and the 2021–2023 school years. This research does not include the 2020–2021 school year since Covid-19 restrictions interrupted in-person student attendance and meetings at the school. Parent meeting sign-in sheets were determined to be the best way to gauge parent involvement since these meetings are specifically tailored to help meet the academic needs of students. These sign-in sheets were made available for me to examine by the school improvement administrative lead (assistant principal), who keeps parent sign-in sheets archived in binders at the school as part of the record-keeping required of Title I schools. Analyzing these attendance documents provided the results necessary to answer RQ1: What are the trends in parent involvement numbers over the past eight years?

Knowing the number of parents who attend these meetings is important in understanding the level of parent involvement over the course of the last several years. The scheduled parent meetings are announced in the school's written parent and family engagement policy and include topics like new student orientation, information for senior parents, input on the Title I school improvement plan, registration requirements, and financial aid assistance.

Instrumentation

Document Review: Parent Meeting Attendance Sheets. Sign-in sheets are filled out by hand by individual parents in attendance at all scheduled meetings. Entries include parent/guardian name, student name, student grade, and parent contact information.

Trustworthiness. When determining trustworthiness of a document for analysis, it is important to establish the document's authenticity and purpose (Merriam, 2009). To that end, it

is important to note that the sign-in sheets that were examined were the original sheets collected from each meeting and housed in a Title I binder that is not allowed to be removed from the school building site. These binders are public record and contain many other Title I compliance documents and information. They must be made immediately available to district personnel who may randomly audit the school's Title I documentation. I was able to "check out" these binders two at a time from the school's main office storage shelves in order to locate all parent sign-in sheets for each school year. I was responsible for making sure that all binders stayed in the school building (in my own classroom) and were returned to the administrative school improvement lead once collection of the relevant data was complete. All parent sign-in sheets available from the 2014–2019 school years were scanned, printed, and placed in my own binder for analysis. All Title I documentation began to be collected and kept in digital format from the 2021–2022 school year. Original parent sign-in sheets were scanned by the administrative school improvement lead and placed in Google Drive folders for the 2021–2022 and 2022–2023 school years. These folders were shared with me by the administrative school improvement lead. All parent sign-in sheets from these two years were then printed by me and added to the binder.

Environmental Analysis Results

Parent Meeting Attendance Sheets

During document analysis, it is important to acknowledge that the documents in question are not necessarily precise, accurate, or complete (Bowen, 2009). Each Title I binder between 2014 and 2019 was assembled slightly differently, so finding the parent sign-in sheets required flipping through several hundred pages one by one. Title I documentation was made completely digital from the start of the 2021 school year, so parent sign-in sheets were scanned and placed in Google Drive folders that were shared with me. The 2021–2022 and 2022–2023 school years

were housed in their own Google Drive folders which contained subfolders for each parent meeting that was held. Parent meeting sign-in sheets from the 2019–2020 and 2020–2021 school years were not included in this research because of Covid-19 restrictions on in-person meetings from March 2020 to May 2021. Meetings during this time period were held through the Zoom communication platform. Sign-in sheets were not kept.

All sign-in sheets follow a uniform format, which includes the title of the meeting and the date the meeting took place at the top of the page. There are either 12 or 15 spaces on each page for parents to sign in. There are also spaces for their child's name and grade and for parent contact information (phone number and email address). In most cases, the sign-in sheets can be matched up with a meeting title listed on that year's schedule of parent meetings. Each school year has some cases in which either a sign-in sheet exists for a meeting that does not appear on the printed schedule or sign-in sheets are not available for meetings that do appear on the printed schedule. It is not clear whether these missing sign-in sheets are a result of a meeting being canceled, an absence of all parents, or simply that someone did not place the sheets in the corresponding binder.

My first step in analyzing the parent sign-in sheets was to count the number of parents who were present at every meeting. It became clear that many meetings are repeated year after year, and some are repeated during the same school year, once per semester. The yearly meeting titles included the Annual Title I Meeting, Infinite Campus/Technology Help, Financial Aid Night, Senior Graduation Information Night, Dual Enrollment, and College Readiness/Apply to College Night.

In the 2014–2015 school year, only one sign-in sheet (the Title I Annual meeting) was kept in the binder. All other meeting attendance numbers were listed by hand on a cover sheet for

that year. A total of ten meetings/events (one per month) were held for the school year. For the 2015–2016 school year, there were 11 scheduled parent meetings/events. Individual sign-in sheets were available for seven of those events. Sign-in sheets were not included for four of the events, but the reason for this is unclear. Parent meeting and attendance records for the 2016–2017 school year were difficult to match up with scheduled meetings. While there were ten meetings scheduled, only three of those meetings had corresponding sign-in sheets, while there were four more sign-in sheets with meeting titles and dates that had not been previously scheduled. There is no explanation provided for what could be the result of cancellations, rescheduling, or additions to the list of meetings. For the 2017–2018 school year, there is no copy of the meeting schedule provided, and one could not be located online. Based on the parent sign-in sheets from that school year, there were seven parent meetings held. There were ten meetings listed on the schedule for the 2018–2019 school year. However, there were only five sign-in sheets that matched up with a scheduled meeting. There were two meetings held that were not on the original schedule, and sign-in sheets were kept for both of those meetings. For the 2021–2022 school year, only five sign-in sheets were available for the ten parent meetings that were scheduled between August 2021 and May 2022. Ten parent meetings were scheduled for the 2022–2023 school year, and eight sign-in sheets were available. Any missing parent sign-in sheets for these meetings could be the result of no parents in attendance, someone neglecting to distribute, collect, or archive the sheets, or canceled meetings.

I first determined exactly what types of meetings were held and how often (see Table 3) by examining both the sign-in sheets and the schedule of meetings from 2014 to 2023.

Table 3

Parent Meeting Titles and Frequency (2014-2023 School Years)

Title of Meeting	Frequency
Infinite Campus/Tech Help for Parents	9
Financial Aid/FAFSA/Scholarships	8
Dual Enrollment	7
Graduation Info for Seniors	7
Annual Title I Meeting	6
Apply to College/College Fair	4
Curriculum Night	3
Upcoming 9th Graders	2
Title I Input Meeting	2

Note: The information in the table is based on parent attendance sign-in sheets that were present in the Title I binders and Google Drive folders for each school year, cross-referenced with the advertised schedule of meetings for each year. This list may not include all meetings that were held because of missing parent sign-in sheets and/or a 2017–2018 schedule that cannot be located.

I then examined the attendance numbers of meetings that were held four or more times during the 2014–2023 school years for any discernible trends in attendance (see Table 4).

Table 4

Most Frequently Held Parent Meetings with Attendance Numbers

School Year	Financial Aid/FAFSA/ Scholarships	Dual Enrollment	Graduation Info for Seniors	Infinite Campus/Tech for Parents	Annual Title I Meeting
2014-2015	10	-	34	3	27
2015-2016	26	-	87	7	36
2016-2017	57	21	95	-	3
2017-2018	42	48	117	3	-
2018-2019	-	47	122	-	7
2021-2022	11	5	43	7	-
2022-2023	32	-	59	4	9

Note: Parent attendance numbers show increasing interest in some types of meetings over the course of the seven years included in the document analysis. Dashes in place of numbers indicate that either no meeting was held with this title or there was no available parent attendance sheet.

In examining the numbers, the most obvious trend is the increase each year in parent attendance at the meeting for senior graduation information. After Covid-19 restrictions were lifted, attendance was lower, but numbers increased from school year 2021–2022 to 2022–2023. This meeting is always held during the last week of August (each school year typically begins the first week of August in this region of the country). Two more meetings where attendance

follows a more-or-less upward trend are the financial aid/FAFSA/scholarship meeting and the dual enrollment meeting. These meetings are typically held more than once each school year. These upward trends were clearly interrupted by the Covid-19 year (2019–2020), but attendance numbers seem to be on the rise since 2021–2022.

Dual enrollment became an option for students of the district in 2016, which explains the missing data for 2014 and 2015. There was no dual enrollment meeting scheduled for the 2022–2023 school year. Two financial aid meetings were scheduled for the 2018–2019 school year, but no corresponding sign-in sheets were available for those meetings. The four previous years' meetings show an upward trend in attendance. Both dual enrollment and financial aid meetings are clearly geared toward parents of students who are interested in applying for college and those who would be successful in college classes even before graduating high school. While dual enrollment is available to qualifying students in grades 10–12, the meetings attract mostly parents of students in grades 10 and 11. Over the course of four years, 76% (107 out of 140) of attendees at dual enrollment meetings were there for 10th- and 11th-grade students. Six years of financial aid/FAFSA/scholarship meetings were attended exclusively by senior parents (with the exception of two 11th-grade parents in 2015). These meetings are for interested parents and students, and do not provide a good estimate of the number of students who actually participate in the dual enrollment program or who ultimately accept financial aid for college. However, the meeting titles do suggest that a particular audience (parents of college-bound students) is being targeted for these meetings. The examination of attendance numbers at these meetings shows that, overall, a relatively small number of parents find reason to attend these specific parent meetings. Dual enrollment students make up roughly 9% of the student population, while the senior class only accounts for about 17% of the student body.

Each yearly schedule of Title I meetings seems to be leaving out a significant portion of the parent population who share the following characteristics: are not parents of graduating seniors, do not have students who qualify for or wish to participate in dual enrollment, and do not need financial aid information. Other meetings that are open to a more generalized audience of parents do not seem to attract parent interest. This is evident when examining the consistently low attendance numbers for Infinite Campus/Technology training meetings and the overall decline in numbers for the Annual Title I meeting.

Administrative Team Interviews

For the environmental analysis, members of the administrative team were asked questions about the current status of parent involvement, strategies that had been successful, and strategies that had been unsuccessful. Regarding the current status, administrators made the following observations:

- We have a very passive approach to parent involvement.

- Our numbers aren't where we want them to be.

- It's challenging to bring parents in.

- We make an effort to communicate with parents.

- Title I nights are the worst attended.

- We offer free resources for parents.

- We use mass communication tools.

- Our Facebook page is doing well.

Administrators noted several successful strategies from the last few years, including open house, personal contact and invitations from teachers to parents, personal contact from the parent liaison to parents, updated social media accounts, parent nights that build in other informational

meetings and activities, and 9th-grade orientation. Conversely, the interviews revealed several unsuccessful strategies like Title I night without personal invitations from teachers, the Title I Annual Input meeting, informational meetings related to athletics, and sending written announcements/invitations home with students.

Discussion of Environmental Analysis Results

First, it is important to note that all goals expressed for parent involvement are school-centric, meaning that parents' physical presence at the school is required (Posey-Maddox & Haley-Lock, 2020). Providing only these kinds of opportunities for parents may cause the school to miss opportunities for understanding and building upon parents' interests, assets, and life experience (Posey-Maddox & Haley-Lock, 2020). While administrators mentioned that some students are involved in community outreach projects, this does not mean that students and staff encounter or engage with parents in the community.

Of all the scheduled meetings held at the school since 2014, the Annual Title I Input meeting is the only one in which parents can offer input. All other meetings are for information dissemination and assistance for things like filling out financial aid forms and learning how to navigate the school's student information system.

The most-attended meetings are those relevant to parents of students who are college bound or who qualify to take college courses (through dual enrollment) in high school. The FAFSA help and dual enrollment meetings only address about 17% and 9%, respectively, of the student population. Even if we assume that these groups of students do not overlap, the meetings with the highest attendance only account for about a quarter of the student population, which means most parents may not have a good reason to attend meetings that are irrelevant to them

and their children. The graduation information meeting clearly draws the biggest crowd because graduation is a goal most parents have for their children.

Gap Analysis

Comparing the organizational analysis (expected performance) with the environmental analysis (current performance) results in the identification of gaps in performance. Analyzing these gaps is the next step in the Human Performance/HPT model (Van Tiem et al., 2012). The gap analysis not only identifies existing problems of performance but can also help in determining possible solutions for these problems (McGoldrick, 2015). The gaps in performance are what prompt a plan for change. This phase of the performance analysis involves the conceptualization of a project or program that will solve a performance problem (Watkins et al., 2012).

Procedures

Armed with organizational and environmental analysis data, I planned and prepared for a tabletop analysis, a small group discussion that is designed to identify performance gaps, deficiencies, or communication problems within an organization (Watkins et al., 2012). The advantages of this technique include the low monetary cost, short time frame, and active participation of those involved (Watkins et al., 2012). Because the project team consists of full-time teachers, school counselors, and administrators who rarely have schedules that allow regular in-person meetings, I chose to conduct an asynchronous form of tabletop analysis using Miro, an online visual workspace for collaboration.

As a collaboration space, Miro acts as a digital whiteboard that allows teams to work both synchronously and asynchronously (E. K. Johnson, 2022). For this analysis, the team members were asked to examine the data I collected from administrator interviews, Title I parent

involvement information, and the most recent school improvement plan details related to parent involvement. Miro allows participants to place virtual sticky notes on the board. These notes were used to address specific questions presented to the team members. Participants could then read each other's answers to questions. Miro also allows participants to add comments to others' posts. I encouraged the use of comments to ask questions, explain further, add thoughts, and provide clarity when necessary.

While Watkins et al. (2012) recommend that an in-person tabletop analysis be completed in two separate sessions on different days, I instructed the project team to complete different sections of the Miro board by specific dates. Activities to complete were listed as numbered steps to follow. These steps included:

1. View a video overview of gap/cause analysis rationale and procedures.

2. View and analyze data from parent meeting sign-in sheets.

3. Review the most recent school improvement plan (specific to parent involvement).

4. Review answers to administrative interview questions.

5. Identify gaps in performance.

6. Prioritize gaps.

7. Analyze possible causes of gaps using the 5 Whys Analysis method.

8. Identify themes that became evident through the use of the 5 Whys Analysis method.

This asynchronous tabletop analysis involved key stakeholders and decision-makers within the school as well as primary and secondary stakeholders who communicate with parents on a regular basis. A tabletop analysis was chosen for this process because it promotes buy-in since stakeholders take an active part in the process of defining needs, generating ideas, and considering options (Watkins et al., 2012). Members of the group included two assistant
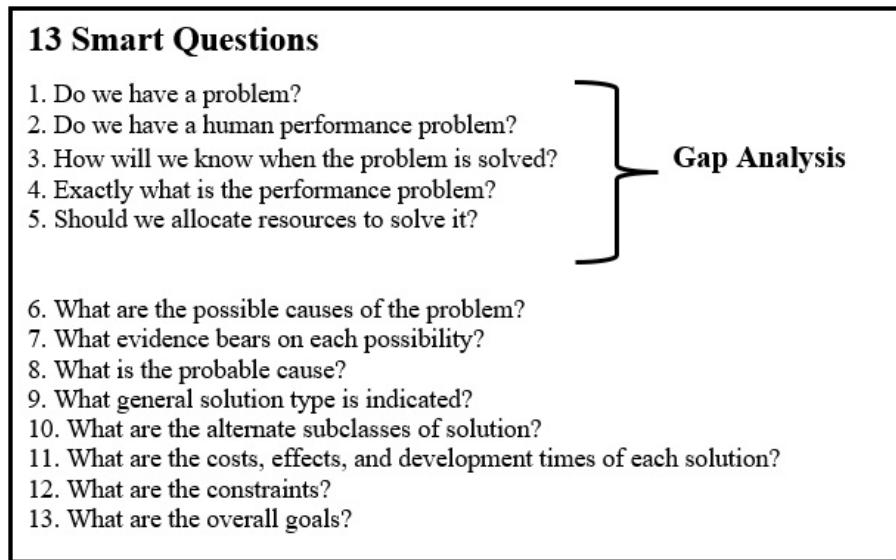
principals, five full-time teachers, two school counselors, and the parent liaison. This group was and continues to be referred to as the project team.

Gap Analysis Protocol with Miro. Protocol for the asynchronous tabletop analysis included a video explanation of participant responsibilities and expectations along with instructions for how to navigate and add information using Miro. This video also included an explanation of the process of the dissertation in practice, including the use of the performance analysis section of the Performance Improvement/HPT Model (Van Tiem et al., 2012), how gaps are determined, and how the tabletop analysis fits into the performance improvement process. All team members were expected to actively participate in each step of the asynchronous discussion and were encouraged to offer their opinions, feelings, and ideas regarding the performance gaps and the criticality of these gaps as they relate to the vision, mission, and goals of the school within the context of Title I parent engagement expectations and the school improvement plan. After viewing the video, team members were instructed to review tables showing trends in parent attendance at parent meetings from 2014 to 2022, review the recurring themes from administrator interviews, read Title I information directly related to parent involvement, and review the overarching need and action steps listed in the 2021–2022 school improvement plan. This information was added to the Miro board as PDF documents (see Appendix I) that could easily be clicked through and read.

After the participants completed reviewing the provided information, team members used Miro sticky notes to answer the first five of Harless' 13 Smart Questions (Harless, 1973), which were used to begin the gap analysis and encourage further discussion (see Figure 2).

Figure 2

Harless' 13 Smart Questions for Gap Analysis

13 Smart Questions

1. Do we have a problem?
2. Do we have a human performance problem?
3. How will we know when the problem is solved?
4. Exactly what is the performance problem?
5. Should we allocate resources to solve it?

Gap Analysis

6. What are the possible causes of the problem?
7. What evidence bears on each possibility?
8. What is the probable cause?
9. What general solution type is indicated?
10. What are the alternate subclasses of solution?
11. What are the costs, effects, and development times of each solution?
12. What are the constraints?
13. What are the overall goals?

Note: The first five questions of Harless' 13 Smart Questions were used for engaging in discussion with key stakeholders about their perceptions of the problem and what opportunities exist for developing solutions to that problem. From McGoldrick, B. (2015). Blending Front-End Analysis. *Cases on Human Performance Improvement Technologies*, p. 357. Reprinted with permission (see Appendix E).

Harless's Smart Questions Responses. Responses to Harless' Smart Questions were added to the Miro board as sticky notes (see Appendix J). All ten project team members answered that the school does have a problem. Regarding whether this problem is a human performance problem, four team members initially agreed that it was. The remaining members stated that they were not sure if it was a human performance problem. Instead, all of them stated that the problem was a cultural issue. After I explained that having a cultural difference or disconnect could be a cause of a human performance problem, we agreed that, in fact, parents are not performing to expectation by becoming involved in parent meetings and other school events.

Six team members stated that the problem may not ever be solved completely but acknowledged that the gaps will be noticeably reduced when there is "a drastic increase in parent attendance," "when we no longer wonder if parents will show up to our meetings," "when there is more engagement and participation from parents," and "when parents show up consistently and in bigger numbers." One team member also stated that we would know the problem was solved when "we have a variety of systems in place that are successful in keeping parents informed and involved in the school."

Regarding the question "Exactly what is the performance problem," the team answered in various ways. Team members agreed that the performance problem is parents are not connected to the school and parents/families are not "showing up" at the school. Four members again mentioned a cultural disconnect. Nine team members adamantly agreed that resources like time, money, technology, and people should be allocated to solve the problem of low parent involvement. One team member stated that "this question really cannot be answered…without knowing what other needs our school has that might be more critical."

After one week, I added the next step, which was to identify gaps that became apparent as they reviewed the data. Based on participant responses, I created a list of specific gaps in performance that were determined through the course of the Miro discussion. Team members listed the following as specific gaps:

- overall low parent involvement/attendance at meetings and conferences
- information provided is not relevant to all parents
- ineffective avenues of communication
- no/not enough language services
- students attend many events on their own

- few events offered to underclassmen

- overall low parent participation numbers at athletic and fine arts events

- no buy-in or investment in the school from parents

Gap Criticality. I divided the list of identified gaps into three main categories: low parent attendance, communication deficit, and lack of connection with the school community. These categories were listed on a Google Form (see Figure 3) and shared with all project team members. Each member chose one gap they viewed as the most critical and could make the most impact on the problem of low parent engagement if addressed.

Figure 3

Google Form for Gap Criticality


All project team members filled out the gap criticality form by clicking on one gap that each considered the most critical and would make the most positive impact if focused upon. The

results of this survey were added to the Miro board in graph form (see Figure 4). Eight out of ten

members chose "lack of connection with the school community" as the most critical gap. One

member chose "communication deficit" and one chose "parent meeting attendance."

Figure 4

Gap Criticality Results Graph
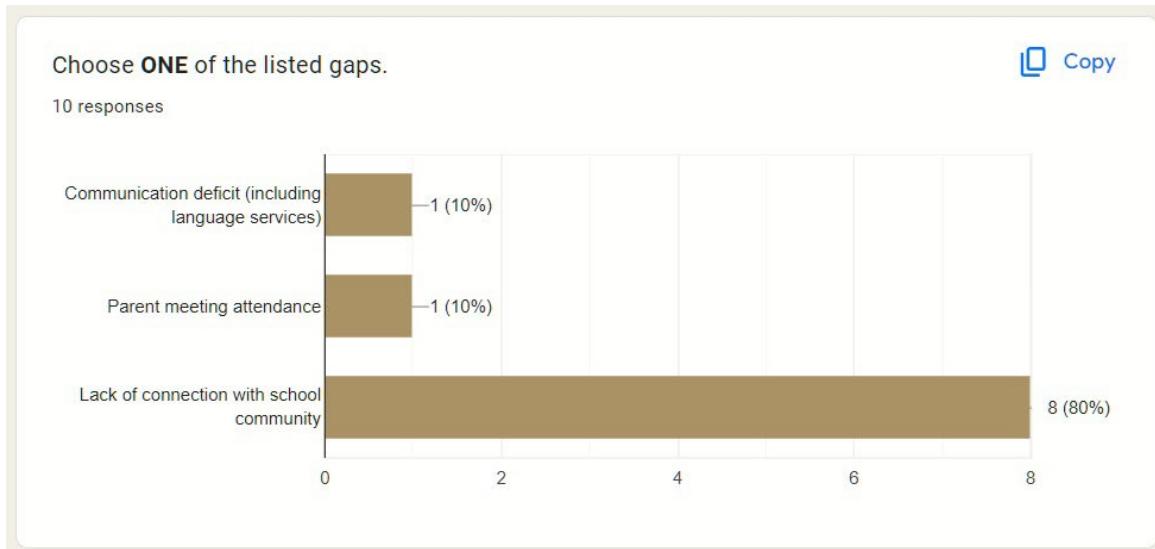
Trustworthiness and Credibility. According to Langdon (2006), the gap analysis

should be more than a brainstorming session or guessing exercise. Instead, the analysis of gaps in

performance should follow directly from and be a result of trustworthy and reliable data

collection during the performance analysis. Members of the project team were presented with

parent attendance numbers that can be verified through school Title I records, Title I parent

engagement expectations that are available to the public, the current school improvement plan

that is created using data from the most current annual Comprehensive Needs Assessment survey

completed by parents, and themes that emerged from administrator interviews that were coded

by two colleagues and me, all of whom are experienced with the coding process and qualitative

research.

To be sure that project team/tabletop analysis participants received the most accurate and reliable information regarding administrator interviews, the interviews were transcribed verbatim, and presented to each interviewee who were then able to read through their own responses. This process of member checks ensures accuracy of the data, thereby strengthening the credibility and trustworthiness of the entire study (Shenton, 2004).

According to Guba (1981) and Shenton (2004), one strategy for promoting confidence in a qualitative research study is gaining an early familiarity with the culture of the school. All project team members have at least three years of experience working with the school's students and parents as classroom teachers, administrators, and counselors. Two members of the project team are school alumni. All members of the team, as well as myself, have prolonged experience with the school, people, and culture and are trusted by the school community based on previous actions and involvement with the school.

Gap Analysis Results

All members of the project team examined data from parent meeting sign-in sheets, reviewed the school improvement plan, and read administrators' answers to interview questions about their vision and goals for parent involvement at the school, including what past strategies they considered to be successes and failures. The team then participated in an asynchronous tabletop discussion to examine gaps in performance regarding parent involvement at the high school.

Discussion of Gap Analysis Results

Through answering the first five of Harless's 13 Smart Questions, we found that there is a human performance problem at the school. Parent attendance numbers are very low for many important informational meetings and other events related to their children's education. During

the gap analysis, team members pointed out specific gaps like low parent attendance at meetings, not many events geared towards underclassmen, lack of relevant information for parents, hidden student and family resources, and language barriers/lack of accessible language services. The team's identified gaps fit into the three categories of low parent attendance, communication deficit, and lack of connection with the school community.

The team decided that lack of connection to the school community was the most critical gap when looking to improve overall parent engagement at the school. However, building a home-school connection is something that cannot happen immediately. Over time, with the right parent engagement strategies, school staff and teachers may see improved parent involvement.

As Shin and Seger (2016) indicate, parents who are English language learners (ELLs) are less likely to participate in their children's schooling. This information is relevant and important to this project because of the high number (64%) of Hispanic students at the school, many of whom have parents with limited English proficiency. Barriers for ELL parents include low English proficiency, lack of formal education, scheduling conflicts, and lack of access to resources (Fuga, 2016; Shin & Seger, 2016).

Regardless of whether parents are ELLs, it is important that they have a sense of belonging in the school community (Baker et al., 2016). It is important to define parent involvement as a partnership between parents and school staff (Housel, 2020; Parsons & Shim, 2019; Watson et al., 2012; Wherry, 2009), but while administrators used the word "partnership" in their interviews, there is still an obvious gap between the school's goals for parent involvement and what is actually happening.

Root Cause Analysis Procedures

Getting to the root cause of a performance problem is perhaps the most difficult part of the entire performance analysis process since there can be multiple causes that lead to the same problem (Rothwell, 2005). Causes and their effects do not necessarily line up neatly one-to-one. Other potential problems with cause analysis can be produced by the people who are working to identify the root cause. We might bring biases from previous experience that cause us to jump to the wrong conclusions, stop the cause analysis too soon, or miss an important causal factor. To avoid these kinds of potential problems, an HPT practitioner should provide a problem-solving model with steps that explain to participants the specific details about what should occur during the analysis (Okes, 2019). One root cause analysis method is a critical questioning process called the 5 Whys Method. This method was used by the project team in analyzing and identifying the root cause(s) of low parent involvement.

5 Whys Method

Originally developed to identify the root causes of manufacturing and production problems, the 5 Whys method is an analysis tool that has been utilized successfully in many kinds of organizations, especially in conjunction with other tools (Braglia et al., 2017). In order to get to the root cause of a problem through the 5 Whys method, the human performance practitioner turns the problem into a why question. Although the actual number of questions may be more or less than five, the idea is that once there are no more reasonable questions to ask, then the root cause of the problem has been identified (Kohfeldt & Langhout, 2012).

The 5 Whys method is suitable for the project team members because it does not necessitate advanced statistical tools. It does, however, require adequate knowledge of the system under investigation (Braglia et al., 2017). In this case, the participants answered the

questions based on their professional knowledge and experience working at the high school. The combined experience of the project team members allowed them to brainstorm and hypothesize about the cause(s) of the problem in a way that avoids making assumptions that are not supported by their experience and the data with which they have been presented (Braglia et al., 2017). The 5 Whys is an effective method that requires critical questioning and reflection in both the development of the questions and the brainstorming of the most probable answers (Kohfeldt & Langhout, 2012).

After the gap analysis was completed, I added directions and an informational video to the Miro board that explained the 5 Whys process. The YouTube video (JCG Management Consulting, 2020) was viewed by the project team members who did not have previous or direct formal experience with human performance improvement or the 5 Whys Method. I also met with each team member individually to distribute the paper copy of the 5 Whys worksheet that I created (see Figure 5) and explained how to fill it out.

Figure 5

The 5 Whys Analysis Worksheet
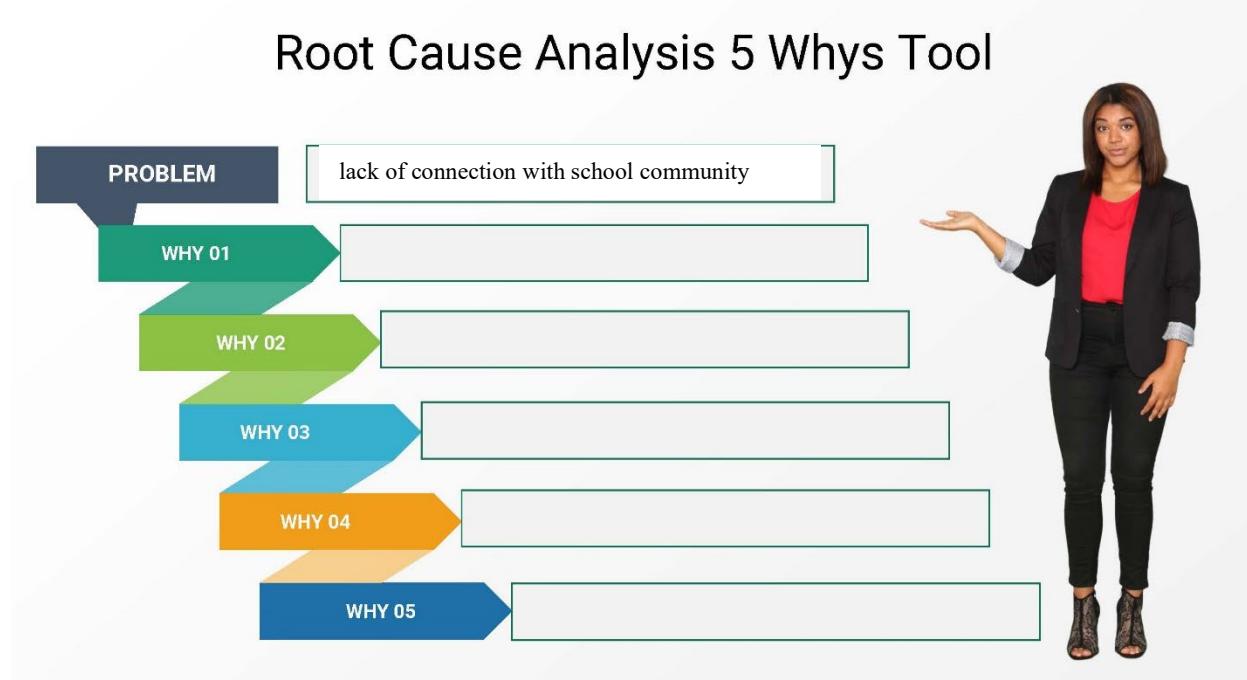
Note. Project team members received the Root Cause Analysis 5 Whys Tool with the problem written at the top. Team members completed the 5 Whys process by reflecting on data that was reviewed during the gap analysis. Team members were given one week to complete the cause analysis and return the paper copy to me.

Cause Analysis Results

The problem, as stated and voted on by the project team and supported by parent meeting attendance charts and administrator interviews in relation to the school improvement plan and Title I expectations for parent involvement was "lack of connection with school community."

After all ten worksheets were completed and gathered, I typed the responses exactly as written and added the next step to the Miro board. For this step, team members were asked to

read through all other responses and ask questions or make comments using the sticky notes (see Appendix K). Common answers during the 5 Whys process included the following:

- many families are new to the area

- parents don't see the need to participate once their children are in high school

- our communication plan does not reach all parents

- some parents don't have access to the internet or communication apps the school uses

- staff does not understand parents' needs

- scheduling conflicts

- language barriers and literacy problems

- relevant topics for parents are lacking

Team members' questions and comments reiterated that parents may feel disconnected from the school community because they are self-conscious about their own education levels, they face long work hours and have other family priorities, they lack social supports, many don't have access to resources that are provided, there are not enough opportunities for parents to contribute using their own culture, and there is not enough staff dedicated to informing families of available supports.

Team members were then asked to state common themes they recognized after reading all 5 Whys answers and reviewing others' comments and questions. Again, team members posted these themes on Miro with sticky notes (see Appendix L). Major themes that the team noticed included issues caused by language barriers, cultural differences, and scheduling problems. But the most prevalent theme was lack of or ineffective communication. Four participants described this as "ineffective communication," "problem with the modes and methods of communication," "need to make communication more effective," and "lacking

communication." Three other responses could be considered symptoms of the communication problem. These responses were "families are unfamiliar with supports the school offers," "isolation in company," and "the need for better understanding between the school and parents." Based on the Miro discussion board responses, lack of parent involvement at the school stems largely from ineffective communication between the school and parents.

Discussion of Cause Analysis Results

The team's conclusion is interesting because lack of or ineffective communication was one of the major issues that came to light during the gap analysis. Several studies suggest effective communication is one of the most important factors in maintaining parent involvement at school (Arias & Morillo-Campbell, 2008; Aykac & Msengi, 2019; Baker et al., 2016; Crea et al., 2015; Panferov, 2010). However, schools should not depend simply on providing important information through one-way communication (Panferov, 2010). This is important to note because one administrator described the high school's communication of school events and opportunities for parents as "one-sided."

Another important point is that some members of the project team mentioned language barriers that keep parents from calling or coming to the school. Having school personnel who cannot speak directly to parents because of low English proficiency can make communication less personal and prone to misunderstandings (Parsons & Shim, 2019). This can reasonably lead to feelings of disconnection on the parents' part.

Participant comments related to ineffective communication at the school focused on ELL parents who may be able to speak Spanish, but not read it well. While the school sends text-based messages and announcements in both English and Spanish, these parents may still not receive the messages in a way they can fully understand. Efforts to communicate may also not

reach parents who do not have access to certain technology or apps that are used by the school. Schools with large immigrant and low socio-economic status populations (like the Title I high school in this study) must consider that language minorities, adults with less than a high school education, and those from households with a yearly income of less than $30,000 tend to have limited access to the internet (Shin & Seger, 2016).

Trustworthiness and Credibility

The seeming simplicity of the 5 Whys process is the basis of criticism that insists this process does not allow for any real depth when searching for the root cause(s) of a performance problem. However, there are ways to be sure that the participants in the cause analysis are looking beyond just the symptoms to the lower-level root causes. These include a facilitator who knows how to ask the right critical thinking questions and participants who can look beyond current information (Serrat, 2017). Several times during the asynchronous cause analysis, I used Miro's sticky notes to get clarification on comments and ask questions that led to more in-depth responses.

One point of interest is discussed in Kohfeldt and Langhout (2012), who point out that early in the 5 Whys process, the blame for a problem is usually put on an individual or group that is causing the problem rather than on environmental or contextual factors. Thinking critically about the problem and the possible answers to each question allowed the project team to understand that the lack of parent attendance may have nothing to do with parents thinking that an event at school is unimportant. This idea is in line with Thomas Gilbert's (1982) Behavior Engineering Model (BEM) that shows most human performance problems lie in the environment, rather than with any personal factors (see Table 5). Completing the 5 Whys process

encouraged the team to take a more critical look at the system and how parents interact within different parts of it.

Table 5

Thomas Gilbert's Behavior Engineering Model

	Information	**Instrumentation**	**Motivation**
Environment	- data - feedback	- support - tools - resources	- consequences - rewards - incentive
Person	- knowledge - skills	- capacity	- motives

Note: Gilbert's BEM assumes that most human behavior is influenced by the environment. As such, environmental factors are examined before personal factors. From Marker, A. (2007). Synchronized analysis model: Linking Gilbert's behavior engineering model with environmental analysis models. *Performance Improvement, 46*(1), p. 27.

Summary of Findings

Through performance analysis, I gathered information relevant to the goal of improving parent involvement at the high school. The organizational analysis was completed through interviews with four school administrators, who acknowledged the problem of low parent involvement with statements, including the following:

- Our numbers aren't where we want them to be.

- It's challenging to bring parents in.

- We want to increase parent involvement as best we can.

Administrators also stated that parents are drawn to scheduled meetings and events for different reasons. Meetings that bring in the most parents include information for incoming ninth graders, graduating seniors, FAFSA assistance for college-bound seniors, and one open-house

event at the beginning of each school year. Administrators see a need for more events that are personalized and relevant to specific populations within the school. These include information for what to expect at all grade levels and meetings with personal invitations from teachers. Most recently, meetings for Hispanic/Latino parents to reach the largest ethnic population in the school have been added to the parent engagement policy.

The environmental analysis included an examination of parent attendance sheets for meetings held from 2014 through 2023. The goal of increased parent involvement includes only meetings held at the school, and most of these meetings specifically target about 25% of the student population (those going to college and those interested in taking college courses while still in high school). Only one meeting (Annual Title I Input) asks parents to participate in decision-making for the school's Title I funds. This meeting has drawn less than ten parents a year since 2016. Meetings for assistance with apps or the student information system or offering athletics information have very low attendance year after year.

During gap analysis, the project team concluded that there were three major gap categories, which were low parent attendance, a communication deficit, and lack of connection to the school community. Lack of connection was the gap the project team decided was the most critical and could make the most positive impact if closed.

The cause analysis examined why such a disconnection was apparent between parents and the school. The project team discovered that communication between the school and parents is ineffective, specifically addressing it with phrases like "ineffective communication," "problem with modes and methods of communication," "need to make communication more effective," and "lacking communication."

Intervention

After the cause analysis was completed, the project team moved onto the next step in the performance improvement process. The team followed the intervention selection process (see Figure 6) mapped out by Van Tiem et al. (2001) with modifications for the team's specific situation.

Figure 6

Intervention Selection Process Model
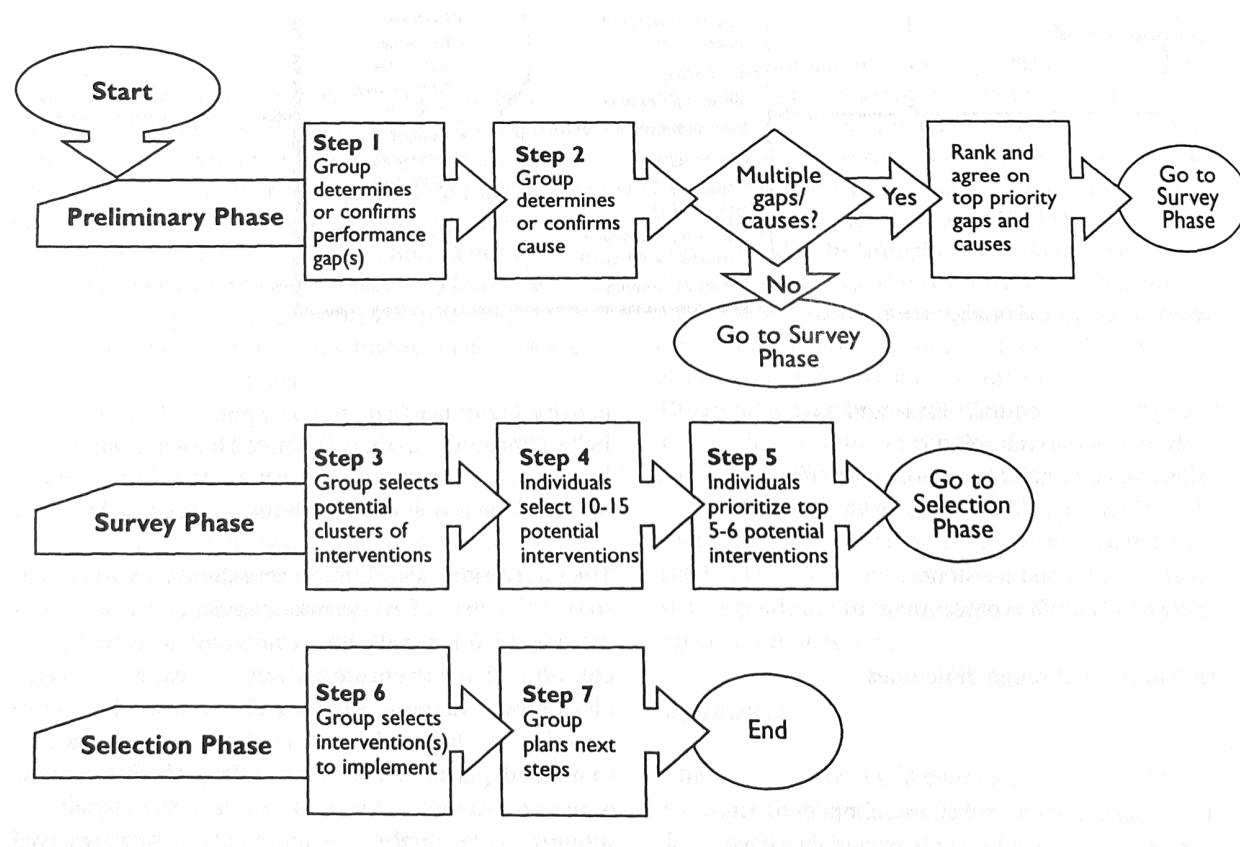
Note. From *Performance Improvement Interventions: Enhancing People, Processes, and Organizations Through Performance Technology* (p. 320) by D. M. Van Tiem, J. L. Moseley, and J. C. Dessinger, 2001, International Society for Performance Improvement. Reprinted with permission (see Appendix E).

All steps within the preliminary phase were completed during the gap and cause analysis. During the survey phase, the project team held a meeting to discuss the findings of the root cause analysis and participated in a brainstorming session which culminated in the selection of four potential interventions as the most feasible and most likely to successfully close the performance gap. During the selection phase, the project team members presented the building principal with our proposed interventions and rationale for each. In our case, selecting the intervention to implement was not a group decision. The final decision fell to the principal.

Selection Procedures

An in-person meeting was held with all ten project team members present. I presented the team with the cause analysis results, emphasizing that while we began the cause analysis by addressing the problem of parents' lack of connection with the school community, the most prevalent theme in our root cause analysis responses was ineffective communication. I listed specific concerns mentioned by several members of the team, which included the following:

- ineffective communication

- problems with modes and methods of communication

- lacking communication

Team members were presented with a document detailing the results of the Miro board gap and causes analysis (see Appendix M). I explained that problems with communication between the school and parents could lead to other concerns also expressed during cause analysis, which included lack of understanding between school staff and parents, parents' feelings of isolation, families being unfamiliar with supports offered by the school, and lack of understanding about the value of a strong parent-school partnership. The team was then presented with a list of research-backed best practices for communication with parents, including

two-way communication, multimodal messages offered in parents' native language, multilingual phone help or information line, frequent and consistent communication from teachers to parents, and a parent-led program (Arias & Morillo-Campbell, 2008; Aykac & Msengi, 2019; Baker et al., 2016; Panferov, 2010).

After the presentation, team members discussed possible interventions, possible resources required for these interventions, and which of the interventions would most likely produce the desired outcome of increased parent participation. A proposal (see Appendix N) that included the root cause analysis, evidence-based communication strategies, and the team's top four recommendations was then written and presented to the building principal for review and approval.

Evidence-based Recommendations

The team's intervention recommendations were based on the following themes that came to light during the root cause analysis:

- ineffective communication methods

- inconsistent communication methods

- lack of overall social media engagement

- too many avenues of communication

- communication is not simple and straightforward

- language barrier

Weekly Newsletter. The weekly newsletter was suggested to communicate upcoming relevant events in a timely manner on the school's website. Accessing the website does not require parents to download special applications or create new accounts. The newsletter can be easily linked on the website landing page by the site manager each week. The same newsletter

template can be used each week, and the staff member in charge of producing the newsletter may be given extra planning time as compensation. The district provides different creative applications that can be used for the creation of a newsletter template. Information from administrators, faculty, counselors, and the school calendar would need to be gathered by the staff member in charge of producing the newsletter. Required resources for the creation and publication of a newsletter would be the extra time needed for one staff member to gather and place information on the template and the planning time offered as compensation.

Weekly Video Announcements. Another way to communicate upcoming school events is to produce weekly video announcements on the school website. The videos could be easily posted prominently on the school website by the site manager. Allowing different students to volunteer each week may encourage more parents to visit the website to watch the video featuring their own children. Information in the video would need to be gathered from administrators, faculty, counselors, and the school calendar by the supervising teacher. The school district provides resources for editing video but does not have recording hardware beyond what the yearbook teacher and staff use for recording video (a smartphone and one microphone). Resources required for producing weekly videos include the time volunteered by students and the supervising teacher, and new school-owned recording equipment.

Instagram Calendar for Parent-Only Events. School administrators and several club advisors run individual Instagram accounts. One is specifically for upcoming weekly athletic events. Following this example, an Instagram account could be created strictly for parent events scheduled for the upcoming week. This intervention would require at least one staff member to create the account and hold the password. Like the athletic Instagram calendar, graphic arts students could be assigned to this project, which would require them to design a calendar

template and collect parent event information from administrators and counselors. Under a supervising teacher, these students would post updated parent event information each week. Resources required for producing a weekly Instagram parent calendar include the time volunteered by students and the supervising teacher.

Parent-led Organization. A parent-teacher organization (PTO) was also suggested as a way to involve more parents, not only by encouraging them to attend events, but also by allowing them to help make decisions and plan events for the school. The process for getting a high school PTO started would include finding an initial group of parents who have the same goals and are motivated to plan and organize parent events, school fundraisers, community outreach programs, and promote connections with school staff, parents, students, and the larger community. Resources required to begin a successful and ongoing PTO include the time volunteered by parents, the time and support of administrators and other school staff, and the use of school resources like common spaces for meetings, digital platforms, school social media, and office supplies.

Alignment With Organization Vision and Mission

The recommendations from the project team align with the administrators' current vision and mission for increased parent engagement at the school. According to administrator interviews, the vision for parent involvement at the school includes increasing overall parent engagement, focusing on community service involvement, increasing parent involvement in their students' learning, having well-informed parents who are involved in school events, and creating a culture parents want to be a part of. The suggested weekly newsletter, video announcements, Instagram calendar, and establishing a PTO can encourage parents to become involved at different levels. Use of social media and the school website to provide information in a timely

and consistent manner allows parents to be informed and make room in their schedules for school events, while creating a parent-led organization encourages personal involvement and ownership of the school improvement plan.

Intervention Approval

The building principal met with me after he had a chance to read the project team's proposed interventions. After some discussion, he chose the weekly newsletter as the best option for gaining parent engagement since a weekly newsletter placed prominently on the school website would most quickly address the major root cause themes of inconsistent communication, too many avenues of communication, and the lack of simple and straightforward communication. A consistently posted weekly newsletter would encourage parents to access the school website for timely information at their own convenience without being subjected to multiple messages from varying sources.

Design, Development, and Implementation

Scope. The scope of a project includes the project's boundaries and constraints (Andreadis, 2006). Most constraints fall under the categories of time, money, or quality constraints. The newsletter requires no extra funding, but the quality of information and the time it will take creating and maintaining the newsletter will be ongoing concerns. Ultimately, the responsibility of gathering information, transferring it to the newsletter, and forwarding it to the website manager falls to one person.

Resources. Resources required for the intervention include a shareable template design for the weekly newsletter, the people responsible for gathering newsletter information on a rotating basis, department heads, club and organization advisers, counselors, administrators, and any other staff who contribute information to be shared in the newsletter. The person responsible

for gathering information will need to request it through weekly emails to staff and administrators and through the school event calendar. The school website manager is responsible for posting the updated newsletter each week. The most obvious required resources are the people and time it will take to organize and produce an updated weekly newsletter. Technology resources include the use of the school's Canva account for creating the newsletter, the school's email system, and the school website.

Barriers to Success. The success of the weekly newsletter intervention depends on the staff's willingness and ability to give timely information when it is requested and the ability of the person responsible for updating the newsletter to keep up with the weekly task of gathering information and forwarding the finished product to the website manager. The website manager must also be able to keep up with posting the newsletter on time each week and making sure it is accessible to website visitors. Any breakdown in this process will create a barrier to success. Other potential barriers include a lack of promotion for the school website and newsletter and a lack of parents' knowledge of the newsletter's availability on the website.

Timeline. Since the school year closes at the end of May, the project team suggested that we create a template and begin posting the newsletter as soon as possible. The first newsletter was scheduled for the week of April 15, 2024. Weekly newsletters are to be produced and posted on the school website each Friday for the following week until the week of May 20, 2024. After that time, the newsletter will continue on a bi-weekly basis since there are no regular parent or student activities during the summer months. There will, however, be information for parents regarding summer school, registration, senior class preparation, and school year kick-off events. Weekly newsletters will resume on the week of July 29, 2024.

Communication. Throughout the implementation process, communication with the project team and school staff has been through school email and in person conversations. Parents were notified of the newsletter through the school's Remind app. All stakeholders were provided with an announcement to introduce the newsletter and a link to the school website landing page where the newsletter is posted.

During the summer months, communication with the website manager, administrators, and counselors will continue through email, text messages, and phone calls since they will be on campus with an abbreviated schedule throughout the summer. A calendar of dates for summer newsletter publication will be shared with all staff who wish to add upcoming events to the newsletter. Teachers who are off campus and not regularly checking emails during the summer will begin work on July 29, 2024, and will resume responding to requests for club events, field trips, and other information for parents and students.

Chapter Summary

In Chapter 2, the organizational analysis discovered the expectations for parent involvement at the school based on Title I stipulations, the school's improvement plan, and parent engagement policy. Administrators were interviewed and asked about current and past strategies for increasing parent participation and their goals and vision for what parent engagement at the school should look like. Data collection instruments included three of the most recent school improvement plans, the family and parent engagement policy, and the administrator interviews.

During the environmental analysis, parent involvement was gauged through the examination of sign-in sheets from parent meetings from the 2014 through the 2023 school years. These numbers illustrated the problem of low ongoing and persistent parent involvement

at the school. Trends in parent attendance at meetings were difficult to spot because of some missing attendance data. Some meetings showed increased attendance over time until Covid-19 restrictions affected in-person meeting policies. Some meetings show consistently very low parent participation with three to seven people in attendance. For the 2022–2023 school year, parent attendance for the most frequently held meetings ranged from four to 59 people. In a school of approximately 1,300 students, these are low parent numbers.

Administrator interviews included questions regarding the school's current status concerning parent involvement. Administrators described the school's one-sided passive approach to communicating with parents, admitted that it is challenging to bring parents in, and stated that numbers are not where the administrative team would like them to be.

During the gap analysis, a project team of ten teachers, administrators, counselors, and the parent liaison used an asynchronous tabletop analysis to examine information from the environmental and organizational analysis. Without approval for interviews with parents, the project team combined analysis information with their own knowledge of and experience with Title I school populations to discover the gaps and decide on the most critical, which were 1) parent meeting attendance, 2) communication deficit, and 3) lack of connection with the school community. The lack of connection was judged by the team as the most critical gap to close to increase parent engagement and participation.

During root cause analysis, the project team used the 5 whys process to examine the disconnection between parents and school. The root cause was determined to be ineffective or lack of communication from the school to parents.

Specific concerns mentioned during the root cause analysis were ineffective and inconsistent communication methods, too many avenues of communication, and lacking simple and straightforward communication. The following interventions were proposed:

- weekly newsletter

- weekly video announcements

- Instagram calendar for parents only

- formation of a parent-led organization

The newsletter, video announcements, and Instagram calendar were aimed at passing on information to parents in a timely, well-organized, and consistent manner. Better informed parents would be able to plan for future events and meetings. The ability to add any of these recommendations to the school website would place information in a central location that is easy to find and available any time parents wish to access it.

The recommendation of forming a parent-led organization was suggested as a way for parents to become more involved on campus and in some decision-making processes for the school. All interventions were aligned with the organization's vision for increased parent engagement and participation at different levels both on and off campus.

Chapter 3: Intervention Design, Development, Implementation, and Evaluation

Chapter 3 provides a description of the design, development, implementation, and evaluation of a school newsletter to increase parent engagement. An explanation of the impact on and involvement of individual stakeholders is provided along with the timing of implementation and strategies used to notify stakeholders of the newly developed newsletter. Chapter 3 concludes with a description of both the formative and summative evaluations, a plan for confirmative evaluation of the intervention, and a chapter summary.

Intervention Design, Development, and Implementation

Intervention

The purpose of this study was to identify strategies to increase parent participation in a Title I high school. Through a gap and cause analysis, the project team determined that parents are disconnected from the school community because communication from the school to parents is ineffective. Because effective communication is deemed one of the most important factors in gaining and maintaining parent involvement at school (Arias & Morillo-Campbell, 2008; Aykac & Msengi, 2019; Baker et al., 2016; Crea et al., 2015; Panferov, 2010), the project team and building principal decided that a centralized form of communication like a weekly newsletter would help take pressure off of parents who receive a constant stream of information from several different avenues which may or may not directly apply to them. Since school personnel should not depend strictly on one-way communication to encourage parent involvement (Panferov, 2010), the newsletter will be an added form of communication between teachers, staff, and parents.

The selection of a weekly newsletter as the intervention for low parent engagement was a decision based on root cause analysis results. While the school attempts to communicate with

parents, the project team found that overall communication from the school and its staff members comes from many different directions, including Remind messages from individual teachers, administrators, and coaches, email blasts from Infinite Campus, and Instagram announcements for athletics, clubs, and organizations. There was no central location where parents and students could locate all important events and activities. Once in place, a weekly newsletter can hold all events for the upcoming week and can include links to more specific information parents may need. The project team decided the best place for the newsletter to be posted was the school website since it can be accessed by parents at any time.

The weekly newsletter falls under the umbrella of organizational communication interventions. According to Van Tiem et al. (2012), providing defined channels of communication and transmitting timely messages to the intended receivers adds predictability to an organization. A consistently updated newsletter that can be found in the same place each week will provide that predictability for parents.

The intervention was formally named the [School Mascot] Weekly Newsletter (see Appendix O). The project team decided that it should be divided into the following sections:

- Notes from Admin

- Counseling Center

- Just for Parents

- Clubs and Organizations

- Seniors Only

- Looking Ahead

Other sections can be added depending on upcoming events, which might include standardized testing schedules, special performances and events, honors/awards nights, special

announcements, and end-of-year information. The project team decided the newsletter should be limited to two pages, be formatted as a PDF, and be created using the district's Canva account, a graphic design platform which is available for use by all staff and students. The PDF format allows the designer to add images and clickable links to external sites, flyers, or related school website pages that parents and students may need for more specific information.

It was important to the building principal that the responsibilities of information-gathering and updating the newsletter each week did not fall to one person. He suggested that a rotating schedule be developed between the administrators, counselors, and me, the project manager. I was tasked with designing the newsletter template. Once the template was designed, a prototype was shared with all project team members and the principal, who made suggestions of small changes for ease of readability and user-friendly organization. Once all team members were happy with the design, I began gathering information for the first newsletter to be published on the school website detailing events for the week of April 15, 2024.

Stakeholder Impact and Involvement

Stakeholders — including parents, administrators, project team members, and other school staff — will be impacted by and involved in the intervention at several different levels and times. Stakeholder impacts and involvement (see Table 6) were charted and shared with the principal, other administrators, and project team members as a way to communicate expectations and responsibilities during the design and implementation processes.

Table 6

Stakeholder Impact and Involvement

Stakeholders	Impact	Involvement
Parents	Parents can be confident that the newsletter is always up to date with the coming week's events.	Parents' initial involvement started by receiving announcements about the newly created newsletter.
	As with any organization or business, parents will be able to go to the school website and find what they are looking for.	Once the newsletter is accessed, parents can read it, download the PDF for future reference, and click links for more information.
	Separate sections from administration, the counseling center, club sponsors, the media center, and other relevant groups makes the newsletter easy to navigate and allows parents to feel included in the school's events.	Because the newsletter can be accessed at any time, parents can return to it when needed. They will be able to work meetings and other events into their schedules or at least know when events are occurring during each week.
	When parents feel included and can find information in one central location, they may be more inclined and able to avoid scheduling conflicts and be more involved on the campus.	
Administrators	Administrators need to be aware of what information parents will need on a weekly basis. This will require them to look ahead at the school calendar and be able to provide timely and relevant information.	School administrators will have a weekly responsibility to provide timely information that will be added to the newsletter.
	Providing a weekly message will require administration to consistently consider parents' needs.	Most importantly, messages from administration should be welcoming to all parents who visit the website and open the newsletter. These messages could include welcome letters, encouragement and tips for testing, course and program options, or tips for being a successful student.

Table 6

Stakeholder Impact and Involvement (cont.)

Stakeholders	Impact	Involvement
		Other information might include general information about the school, Title I information, congratulatory comments for students, teachers, and staff, or registration and credit requirements.
Counselors	Counselors will consider weekly what opportunities they are offering for parents and students to engage in meetings and be aware of scholarship opportunities, college applications, and career prospects. They may also find it necessary to make time to communicate with parents who wish to speak in person.	School counselors will have a weekly responsibility to provide timely information that will be added to the newsletter. This information may include meeting dates for counselor-sponsored organizations, scholarship opportunities, parent meetings, graduation requirements, mental health, or self-care tips.
Teachers	Because all teachers, including those who do not sponsor clubs or organizations, receive weekly emails, they will be aware that the newsletter is being updated and always looking for timely information that is provided for parents through the school website.	Each week, teachers (especially club sponsors) will receive an email request to provide information for upcoming meetings, community service events, field trips, or other announcements that involve students or parents. Teachers will also be encouraged to post announcements on their Canvas courses encouraging students and parents to visit the website and check the newsletter each week.

Table 6

Stakeholder Impact and Involvement (cont.)

Stakeholders	Impact	Involvement
Website Manager	The staff member responsible for updating website information has other responsibilities within the media center. Therefore, the web manager may not be able to immediately attend to requests for updating or adding to the website. The manager will need to follow the schedule set by the administration for the posting of the newsletter each week.	The website manager will be responsible for posting the newsletter and any related information on the school website. Information will come to the manager through emails and shared graphics on Canva. The manager will also need to communicate regularly with the person responsible for collecting information, editing the newsletter, and forwarding it to the manager.
Other Staff	Other staff, including those like the media specialist, social worker, parent liaison, or nurse, will be aware of the weekly effort to get information out to parents and may be encouraged to provide pertinent information as well.	Staff members who have information for parents will be able to add their events or reminders to the newsletter when information is requested.

Implementation

Kotter's 8-Step Model. Implementation of the newsletter involved steps four, five, and six from Kotter's 8-step model (Pollack & Pollack, 2015):

- Communicate the vision.

- Empower action.

- Create quick wins.

The project team's vision of a centralized form of communication to parents was communicated to all faculty and staff through in-person conversations, emails, and social media. All teachers and staff were encouraged to view the newsletter design and provide ideas for improvement and

information to add to the newsletter. The team made necessary adjustments according to administrator, teacher, and staff suggestions. These communication efforts allowed stakeholders not directly involved in the creation of the newsletter to become regular contributors who expected a weekly request for information to be added to the newsletter. After the first newsletter was completed and posted on the school website, all staff were encouraged to visit the website, read the newsletter, and share the website link on their Canvas courses and school social media accounts.

The final two steps of Kotter's model — build on the change, and make it stick — will continue to be addressed as more parents become informed and involved in school, family, and community events. As more parents become aware of the newsletter and use the information to become more informed about school and community events, they may feel more comfortable coming to the school and being involved on campus. As parents become more involved, they may make suggestions regarding improvement of the newsletter itself or the information it contains. Since increased parent involvement is a goal for school administration, it is important for the project team, administrators, and other staff to continue providing timely, relevant information. A systematic approach to gathering information will allow the newsletter to become a part of the school's culture in which changes in staff do not affect the newsletter's weekly development or availability.

Timing. With only six weeks left in the school year, it was important for the newsletter to be implemented as soon as possible. A schedule for each week was developed so that the newsletter for the upcoming week could be posted each Friday afternoon. This would allow parents weekend access to information for events that happen early in the week. The staff member responsible for gathering information and completing the newsletter will send out an

email request for upcoming dates and relevant information each Wednesday. These emails should be sent to all faculty and staff with special attention to school counselors, administrators, club sponsors, and performing arts teachers. Information on upcoming scheduled events should also be gathered from the school calendar, which is accessible to all teachers and staff. During the last six weeks of school, the newsletter will become established as a weekly occurrence on the school website.

Although the regular school year ends for students on May 24, 2024, there will be important information for parents and students during the summer break, including summer school, fall registration, athletics participation requirements, open house, and parent input meetings leading up to the new school year. During the summer break, a newsletter will be posted on the following dates:

- June 3

- June 17

- July 1

- July 15

- July 29

While teachers are not usually on campus during these dates, administrators, counselors, the parent liaison, summer school teachers, media specialists, and office personnel are available on an abbreviated schedule. The summer newsletter should contain information that keeps parents notified of important information for the summer and leading up to the opening days of the new school year.

Strategies. Implementing the [School Mascot] Weekly Newsletter required more than simply posting it on the school website. Parents needed to be aware of its availability, so each

newly posted newsletter was advertised on the school's Remind by the administrator in charge of that application. Through Remind, the administrator encouraged parents and students to click on the provided link to the school website to access the newsletter. An email with the link was also sent to the entire faculty and staff, who were encouraged to show students where the newsletter could be found and post it on their Canvas courses, which can be accessed by both students and parents.

During the design and development of the intervention, the project team became aware of outdated information and photos on the school website landing page. The yearbook adviser was asked to provide photos of students and staff participating in school events during the current school year. As the project manager, I worked with the website manager to update the scrolling photos and banners on the landing page. The weekly newsletter was then linked to a banner announcing the newsletter as a new addition and the dates the newsletter covers. Scrolling banners relevant to upcoming events in the newsletter can be designed and posted on the website as well.

While updating the website, it was suggested that a student-produced weekly video update could be attached to the newsletter. Filming and production of a weekly video series would require at least one teacher as organizer and adviser, equipment for recording and editing, and students with the willingness and ability to volunteer their time and talents. While this is a promising idea, creating a weekly video is beyond the scope of this project and can be considered once the newsletter has been established.

Intervention Evaluation

The evaluation phase of the Performance Improvement/HPT Model is integrated throughout all other phases of the change management process and includes four categories of

evaluation that aim to measure the value and merit of the performance improvement project (Van Tiem et al., 2012). The categories of evaluation are formative, summative, confirmative, and meta. Using a model called full scope evaluation (Dessinger & Moseley, 2006), a performance improvement practitioner can continuously monitor the value or an intervention throughout the change management process (see Figure 7).

Figure 7

The Dessinger-Moseley Full Scope Evaluation Model
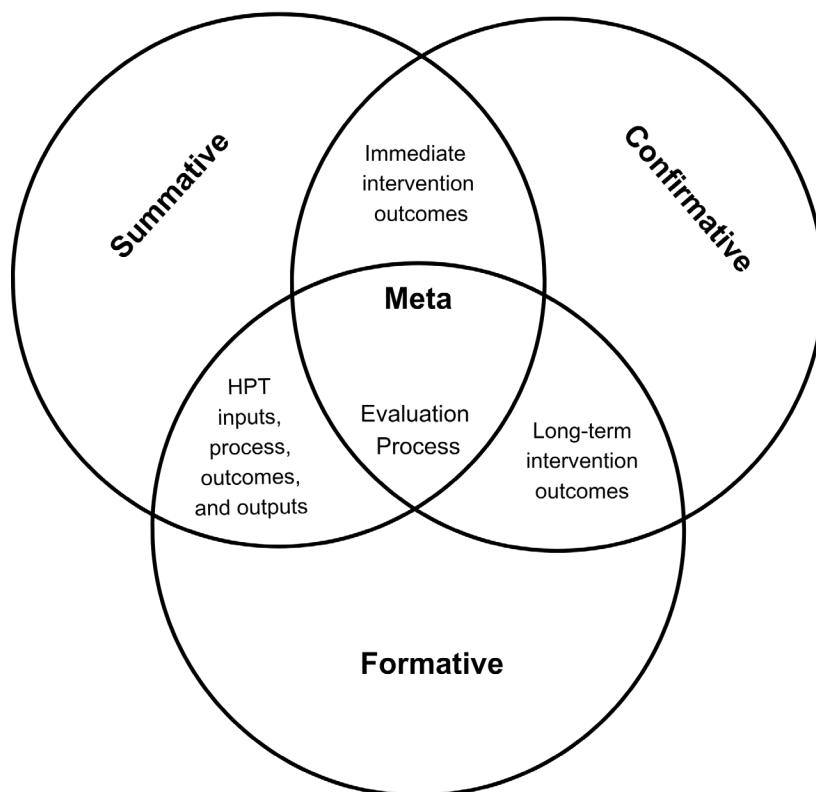
Note: The Dessinger-Moseley full scope evaluation model uses concentric circles to symbolize the iterative nature of the categories of evaluation, includes the focus of each, and illustrates where they overlap within the Performance Improvement/HPT Model (Dessinger & Moseley, 2006). Reprinted with permission (see Appendix E).

Formative, Summative, Confirmative, and Meta Evaluation

Formative evaluation may be viewed as quality control that occurs throughout the performance improvement process. The purpose of formative evaluation is to make sure that an intervention is aligned with the organization's mission and goals and that it will accomplish those goals (Van Tiem et al., 2012). Summative evaluation focuses on the immediate impact and effectiveness of the intervention and happens during and just after implementation (Van Tiem et al., 2012). The purpose of summative evaluation is to gain feedback that addresses two major concerns:

- Did the intervention solve the original problem or reduce the original gap?

- Does the intervention meet the needs of the organization?

In conducting a summative evaluation, the initial reaction to the intervention and immediate change in or improvement of performance are the focus. Performance improvement practitioners may decide to make changes to an intervention based on immediate feedback from a summative evaluation (Van Tiem et al., 2012). The goal of confirmative evaluation is to determine the continued effectiveness of an intervention three months to a year after it has been put into place. Confirmative evaluation focuses on the long-term effectiveness, impact, and value of an intervention (Van Tiem et al., 2012). Meta evaluation measures the quality of evaluation techniques. The focus is on whether the results of the formative, summative, and confirmative evaluations are reliable and valid (Dessinger & Moseley, 2006; Van Tiem et al., 2012). Meta evaluation is implemented in order to improve the quality of formative, summative, and confirmative evaluation, to test whether all evaluations delivered on their promises, and to ensure that results of evaluations are used effectively (Van Tiem et al., 2012).

Evaluation of Weekly Newsletter Intervention

The [School Mascot] Weekly Newsletter intervention was evaluated using the processes of formative and summative evaluation from the Dessinger-Moseley full scope evaluation model. A confirmative evaluation plan was developed and will take place in September 2024, after the fall semester begins and parent meetings and other school events resume. The objective of the formative evaluation was to ensure that the intervention design was aligned with the administrative team's goals for increasing parent involvement and that the intervention could meet those goals. The summative evaluation of the newsletter assessed the immediate impact of the intervention by gathering information from all stakeholders involved.

Formative Evaluation

The goal of the [School Mascot] Weekly Newsletter is to increase parent engagement and involvement in school events. The project team used a participatory approach for evaluation in which team members and some stakeholders are directly and actively involved in the evaluation (Fitzpatrick et al., 2011). Before and during implementation of the newsletter, formative evaluation was conducted using alternative and informal methods. Tessmer (1994) suggests two major factors influencing the decision to use alternative methods: special circumstances and new technologies.

Because the project team consisted of administrators, teachers, counselors, and other staff with varied schedules, meeting in person or organizing an online conversation was nearly impossible without having to use substitute teachers or work around administrative meetings and other school obligations. Time constraints are considered a special circumstance that can necessitate alternative forms of evaluation methods (Tessmer, 1994). Because of this circumstance, the project team decided to communicate through school email accounts for

formative evaluation of the newsletter. We used two non-traditional methods of formative evaluation—internal review and an evaluation meeting.

Internal Review. As the newsletter was conceptualized and developed, project team members and the building principal took part in the internal review of the intervention. The following criteria were developed and used to evaluate the newsletter:

- The newsletter provides relevant information for parents.

- There are an appropriate number of departmental sections.

- The newsletter is easy to read.

- All links work as intended.

- The length of the newsletter is appropriate.

- The newsletter contains the right amount of text and graphics.

- Graphics do not hinder ease of understanding.

After information for the coming week was gathered from teachers, administrators, and other staff, I emailed a copy of the first newsletter to all project team members with instructions to open the attachment, read through the information, and test all links. Most team members chose to respond only if there were any corrections or improvements to be made. The first iteration of the newsletter garnered the following specific feedback:

- The background of text boxes may be too dark for easy reading.

- The standardized testing schedule should be included.

- We need a Spanish version.

The following adjustments were able to be made quickly after the project team's feedback was received:

- The darker text boxes were made lighter, and the regular font was changed to bold to promote readability.

- The testing schedule was included as well as suggestions for parents to help their children be successful during testing.

- An additional "Looking Ahead" text box was created for events happening later in the month.

A Spanish version of the newsletter was not created immediately but is considered important by the project team and administration. The efforts of the parent liaison or other Spanish-speaking staff will be required to accomplish translation on a consistent basis.

Evaluation Meeting. After the initial adjustments were made, an informal in-person evaluation meeting was conducted with teachers not involved in the development of the newsletter. During this meeting, I presented the two-page PDF newsletter on a computer screen. The teachers had no suggestions for further improvement, but all showed favorable reactions to the newsletter and its purpose. One teacher responded with, "I love this!" Another said, "Honestly, this is the first major step towards actually reaching parents and I like it."

Ongoing evaluation. Formative evaluation will be ongoing as an updated newsletter is posted each week. Feedback from project team members, administrators, teachers, other staff, and parents will continue to inform continued development of the intervention.
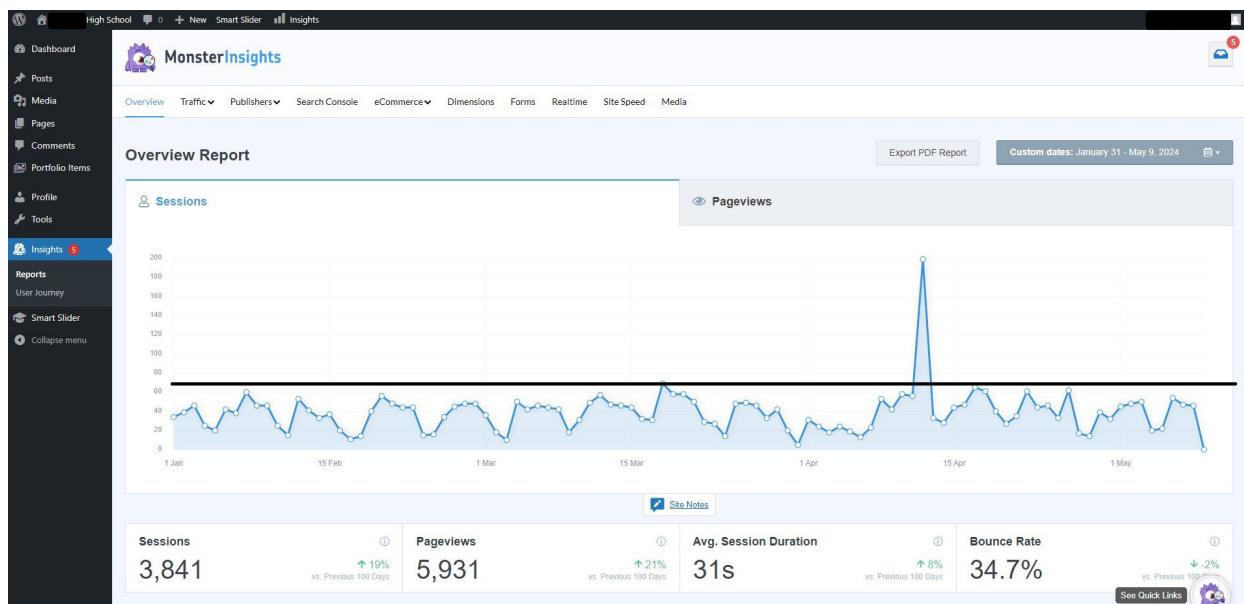
Summative Evaluation

The summative evaluation is focused on the immediate impact of the intervention, but because the newsletter was implemented during the last two months of the school year, there are

no meetings or events scheduled specifically for parents to attend. Since the goal of the project was to increase parent involvement, the project team agreed that tracking the school website analytics would be the best way to judge whether the newsletter had attracted more engagement with the website, and subsequently, with the newsletter itself. While administrators say that they would like more parents to come to the campus for scheduled parent meetings, increasing website traffic and parents' overall awareness of the newsletter and the information provided is a step in the direction towards increased parent attendance and on-campus involvement.

Website Analytics. The first newsletter was posted on the school website April 12, 2024, for the upcoming week. On that day, after the updated website and newsletter were announced to parents through the Remind app, the number of visits to the school website spiked from less than 70 to about 200 (see Figure 8). According to the analytics report (see Figure 9) the number of visitor sessions between April 12 and May 9 increased by 25% over the previous 28 days. Pageviews increased by 17% during the same period.

Figure 8

User Sessions Report January 1-May 9, 2024

Figure 9

User Sessions Report April 12-May 9, 2024
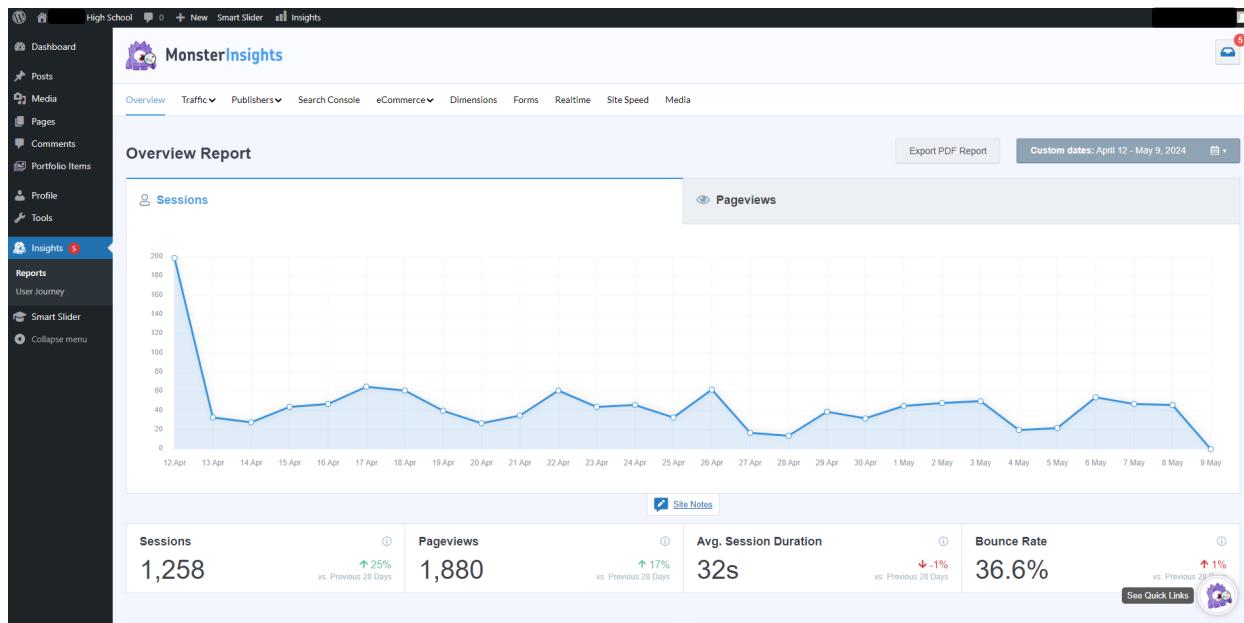
Initial Parent Feedback. Also important in the summative evaluation of the newsletter is parent feedback regarding ease of access, their reaction to the newsletter, and the information they can get from it. Encouraging parents to give immediate feedback provides an avenue for two-way communication that is included in the definition of parent involvement developed by the Georgia State Department of Education (2020). To gain this feedback, parents were provided with a request for feedback link directly on the newsletter. Clicking the link took parents to a Google Forms survey. This informal survey was aimed at gathering information from parents who volunteered to complete the survey. The survey questions focused on parents' attitudes and opinions regarding the ease of finding the survey, its relevance to parents' needs, whether it would help parents plan to attend events, and the likelihood of parents coming back to the newsletter each week. The survey also gave parents the opportunity to elaborate on answers and make suggestions for future newsletters.

Questions on the survey included the following:

1. How easy was it for you to locate the [School Mascot] Weekly Newsletter on the school website?

2. How relevant was the information to you as a parent?

3. How helpful was the information for making plans to attend school events?

4. How likely are you to revisit the newsletter for updates each week?

5. Please elaborate on any of your answers to the previous questions.

6. Tell us what kinds of information you would like to see relevant to parents in future newsletters.

Questions 1 through 4 provided respondents with a scale (see Appendix P) from 1 (most negative response option) to 7 (most positive response option). Questions 5 and 6 were open-ended questions. There were five parent responses to questions 5 and 6 (see Table 7).

Table 7

Initial Parent Feedback for Newsletter

	Positive Comments	Formatting or Tech Issues	Parent Needs
Parent 1	I love having somewhere to go and find out information on upcoming events I may want to attend.	A permanent button would be helpful so people could automatically navigate to it.	I would like to see community events listed that clubs or athletics put on or anything going on in our community.
	I feel this is a very important feature that should be on the website and kept updated.		I would love to see all the band and theater shows. I would like to know when all the club meetings or activities are so that I may remind my child of a meeting.
			I would like listed any new school information of policy changes.
			I would like to know which sporting events require pre-purchase of tickets.
Parent 2			I think we need more on all sports updates. More recognition for more kids.

Table 7

Initial Parent Feedback for Newsletter (cont.)

	Positive Comments	Formatting or Tech Issues	Parent Needs
Parent 3	This newsletter is a terrific idea that will streamline everything if done properly and keep staff, admin, students, parents, and the community and stakeholders on the same page… literally.	Waiting and knowing to wait on the scrolling banner is a bit of a hindrance. It's not an easy read when the contrast of colors is so similar – grey text box over school mascot with black font.	It would be so nice not to have to look at multiple places to know what is going on. Dates for all the happenings, and not having a million Reminds or multiple calendars to sort through would be amazing. One source for everything would be such a helpful, time-saving tool for finding updates, dates, reminders, requirements, tryouts, athletics schedules, application deadlines, etc.
Parent 4		Not all teachers are listed for the faculty emails section.	Link clubs on the side or at the end of the newsletter in case anyone needs additional information.
Parent 5	I love the conciseness.	I think there needs to be a big button that takes you to the site.	

In response to the initial feedback, I darkened the font, lightened the grey text boxes, and lightened the school mascot background for improved readability. The website manager and I changed the placement of the newsletter banner on the website. Instead of the third or fourth banner to scroll by, the newsletter is the first item a visitor sees on the landing page. Information

will continue to be added based on the most important events happening for the week. Beginning in August 2024, all athletics schedules and social media accounts owned by teams, clubs, and other organizations will be permanently linked to the newsletter. Calendars will be updated as seasons change. The newsletter will remain a two-page document so that it does not become overwhelming to viewers.

Confirmative Evaluation

During the environmental analysis, review of parent meeting attendance sheets showed low numbers of parents in attendance at meetings specifically aimed at getting parents involved. The most frequently held meetings for parents between the 2014–2015 and 2022–2023 school years were informational meetings for financial aid/FAFSA, dual enrollment, graduating seniors, Infinite Campus and other technological help, and the annual Title I meeting. Attendance numbers ranged from three to 122 parents. Each year, the graduating senior meeting draws the most parents. The annual Title I and Infinite Campus help meetings draw the least.

The confirmative evaluation plan for the newsletter intervention will begin after three months when the 2024–2025 school year begins in August 2024. Parent meeting attendance sheets will continue to be reviewed and analyzed for numbers of parents in attendance. There is a schedule developed which generally includes one parent meeting a month. Attendance sheets will be shared with me by the administrative school improvement lead.

The school's comprehensive needs assessment survey results will also be examined as part of confirmative evaluation. The goal stated in the 2022–2023 school improvement plan was to show a 2% increase in Standard 1 of the family and community engagement section of the comprehensive needs assessment results by the end of fiscal year 2024. Standard 1 of the 2021–2022 needs assessment report states, "Creates an environment that welcomes, encourages, and

connects family and community members to the school" (p. 22). During their interviews, administrators stated that one organizational goal is to also improve the school's score on the state's parent survey by three points. The survey is completed by parents each year, and results become available in mid-June.

Results from parent meeting attendance sheets, the comprehensive needs assessment, and the state's parent survey will be used to assess whether the intervention has increased parent involvement at the school. Specifically, the score for Standard 1 of the family and community engagement section of the comprehensive needs assessment will determine whether the intervention has made parents feel more connected to and welcomed by the school.

Chapter Summary

Chapter 3 described the design, development, implementation, and evaluation plan for the weekly newsletter intervention. The project team decided to implement a weekly newsletter to be posted on the school website in an effort to increase parent engagement at the school. The newsletter will be an addition to other avenues of communication the school uses to notify parents of events and other important information they should be aware of. The newsletter and website together will become a central location where parents can be confident that they are getting up to date and relevant information.

The design of the newsletter is a two-page PDF document with sections for different departments, including administration, counselors, club sponsors, and the media specialist. Other sections can be added as needed depending on what events are coming up. Links to internal website pages, flyers, or external sites can be added to provide more detailed information.

A stakeholder impact and involvement chart was created to share with all stakeholders. Parents, administrators, counselors, teachers, the website manager, other staff, and project team

members will be involved at different times and have different responsibilities depending on their roles within the school.

Implementation of the intervention aligns with steps four, five, and six from Kotter's 8-step model. The existence of the newsletter for increased parent involvement was communicated to faculty and staff (communicating the vision), who were also encouraged to participate by providing information for future events (empowering action). The project team was encouraged by the staff's willingness to provide timely information for parents, visit the updated website, and post links on their Canvas courses (getting quick wins). Steps seven and eight of Kotter's model will be addressed as more parents became aware of and informed by the newsletter. Parents may eventually make suggestions for improvement or additions to include in the newsletter (building on the change). Using a systematic approach to gathering information and developing the newsletter into what parents need will allow it to become part of the school's communication culture (making it stick).

Quick implementation of the newsletter was important because there were only six weeks left in the school year. The first newsletter was posted on the school website on April 12, 2024 and should subsequently be posted each Friday afternoon so parents can be aware of events happening early the following week. A bi-weekly schedule was then developed for the summer months. To ensure parents' awareness of the newsletter, a Remind notification is sent out each week by an administrator, and teachers are encouraged to share the links with students.

While deciding the best place to post the newsletter, the project team noticed the need for updated photographs and other information on the website landing page. Photographs and information from the current school year were quickly added by the website manager, who will continue these updates as needed.

Evaluation of the intervention included formative and summative evaluation methods and a plan for confirmative evaluation. Formative evaluation was conducted before and during implementation as a quality control tool. Through the alternative evaluation methods of internal review and an evaluation meeting, the project team became aware of necessary adjustments and was able to improve the intervention quickly. Summative evaluation methods included gathering initial parent feedback through a survey linked on the newsletter. Survey questions focused on ease of use and relevance of information. Parents also provided suggestions for information to be added according to their needs. Website analytics were also a part of summative evaluation that allowed the project team to judge the immediate impact of the newsletter through an increase in website traffic. In three months, the confirmative evaluation plan will consist of an analysis of the school's comprehensive needs assessment results, the state's parent survey results, and parent attendance sheets from meetings scheduled for the 2024–2025 school year.

The design, development, and evaluation plan of a weekly newsletter aligns with the administrative goal of increased parent involvement by providing a central location for parents to find relevant and timely information. Throughout the process of ongoing formative evaluation, parents have the opportunity to become involved in the newsletter itself, creating a sense of community between parents and the school. This can encourage parents to become more engaged both on and off the campus.

Chapter 4: Implications and Reflexivity

Chapter 4 includes a description of the implications of this study on the school community, parent and family involvement, the faculty and staff, and the overall culture of the school. Suggestions for future research and practice are also included as well as a personal reflection of my experience as a researcher and human performance practitioner, my decision-making process throughout the project, obstacles that were encountered, and how I navigated through several issues that stalled or threatened to halt the project altogether. The chapter concludes with a summary.

Implications

The positive effects of strong parent involvement in their children's education have been proven through previous research (E. J. Johnson & A. B. Johnson, 2016; Shim, 2013; Téllez & Waxman, 2010). Although the school administration in this study clearly expressed their vision for increased parent involvement at the school, strategies that had been put in place to increase parent involvement in recent years did not have the desired effect. The production of a weekly newsletter that parents can access on the school website at their own convenience has allowed them to be better informed, find the information they need in one place, and have the ability to plan ahead for events they would like to attend. Parents can also be more engaged by giving feedback directly to the school through a link in the newsletter.

Organizational Implications

The development and production of a weekly newsletter along with the consistent updating of photos and other information on the school website has allowed parents to become more engaged with the school community. Parents can see that the school is committed to providing them with relevant, updated information concerning parent meetings, student

activities, important reminders, and scheduled events and performances that are open to the public. While the school has used different avenues for one-way communication with parents over the last few years (social media posts, Remind messages, and email blasts), the newsletter encourages two-way communication by allowing parents to give feedback and a clear way for them to engage by making comments, providing suggestions, and asking questions. The newsletter will allow the school to be viewed as a place that welcomes parents and other community members to become involved.

Since the newsletter can be adjusted to accommodate whatever information is deemed necessary for the coming week, administrators may find it helpful to add links for the state's parent survey and the school's comprehensive needs assessment during the open survey windows each school year. Parents who have made a habit of checking the website for an updated newsletter each week may be more inclined to complete the surveys, which could lead to meeting the administrators' goals for these survey scores as stated in the 2022–2023 school improvement plan.

Parent and Community Engagement Implications

Parents will be able to use the newsletter at their own convenience to stay informed about upcoming events and can make plans to attend either parent-centered meetings or other events that involve students. Even when parents do not become involved on campus, they can be more engaged by checking the website for information, understanding plans for the week and what is required of them and the students, and appreciate the school's commitment to keeping the entire community knowledgeable about school-sponsored activities. Parents and other community members who feel invited and know when events are happening may be encouraged to attend school events more often.

Faculty and Staff Implications

Implications for faculty and staff will involve some planning ahead in order to prepare

calendars and other notifications required for each newsletter to be posted on time with all

relevant dates, events, and information. Faculty and staff who advise clubs and organizations,

coach teams, teach fine arts or performing arts courses, or organize other school events will be

responsible for providing timely information for the newsletter each week. This could involve

making an announcement for an individual event, providing a calendar of events for the

semester, season, or school year, or providing specific information or directions for parents who

have children involved in different activities.

Teachers and administrators may notice more parents and other community members

becoming involved by attending parent meetings, parent-teacher conferences, student

performances, and athletic events. Teachers may be contacted more often by parents who feel

invited and, as a result, more comfortable in doing so. It is important that teachers and other staff

reflect the inclusive tone of the newsletter when parents contact or visit the school with concerns,

questions, or suggestions.

School Culture Implications

Increased parent engagement and involvement improves overall school culture. As the

newsletter evolves based on parents' and students' needs and the website is continuously

updated, the school culture will be viewed as more welcoming. When a few parents can see that

school administrators and teachers are listening to their feedback, making necessary changes, and

inviting them to become involved in school improvement, these parents can encourage others to

become involved as well. Parents who become involved in their children's school and have a

positive attitude about education positively affect student achievement (Yilmaz Bodur & Aktan, 2021). The school culture can then become one of welcome, inclusivity, and high expectations. With an improved school culture comes a community of teachers, parents, students, and community members who actively support each other both on and off campus and who expect and receive a high level of performance from all stakeholders involved.

Suggestions for Future Research and Practice

Low parent involvement is a battle many schools fight. While there are researched strategies that can offer positive results, schools cannot expect these strategies to work within every organizational context. Schools that aim to increase parent involvement should consider their specific parent population and the characteristics of the entire school community. Parents' needs and expectations must be identified so that strategies appropriate and specific to these needs are implemented. For this study, I was unable to survey and interview parents directly during the needs assessment, although for future research, questioning parents about the reasons for their own low involvement at school is the best place to begin.

Initial parent feedback for the newsletter implementation was positive and may influence further intervention implementation, especially of a parent-led organization. This study has shown that parents at the school want to be informed and included and are ready to provide suggestions when asked. Further research may involve ways to expand the newsletter to include student achievement and successes, further update the school website, and involve students in the production of the newsletter with the addition of a weekly video.

Implementation of the weekly newsletter will be added to the school improvement plan for the 2024–2025 school year as an action step for addressing overarching need #3 — increase in parent and community engagement. The results of this study will be provided to the local

school district to offer suggestions on how other district schools may increase parent

involvement.

Reflexivity

Reflexivity is an ongoing process that should happen during a qualitative research effort.

It encourages the researcher to examine any personal, interpersonal, methodological, or

contextual factors that may have had an influence on the study (Olmos-Vega et al., 2023). As a

teacher at the school under study, my attitude toward parent involvement reflects that of the

administration and other teachers. Parent involvement and engagement is important for

encouraging positive student attitudes and achievement and for creating a school culture that is

not only welcoming and inclusive, but also sets high expectations for all school community

members and stakeholders. As a teacher, it is sometimes easy to blame parents for their lack of

participation and involvement at school, but as a performance improvement practitioner, I

understand that most performance problems are a result of the environment (Winiecki, 2015).

For this reason, it was important for the project team to closely examine the school environment

for ways in which the environment itself could be part of the problem.

My first major decision and redirection came before the study could even begin when the

original research proposal was denied by the school district. The surveys and personal interviews

I had planned to conduct with parents could not be used for the needs assessment. Instead, I had

to rely on parent meeting attendance sheets during the environmental analysis to illustrate the

current state of parent involvement and the need for intervention. While parent attendance sheets

show that there is indeed low parent involvement at the school, they cannot show the reasons

parents do not attend these meetings. Without parents' input, the project team used parent

attendance numbers, answers to administrator interviews, the school district's parent and family

engagement policy, and the school improvement plan to identify gaps between the school's expectations for parent involvement and the amount of parent involvement that was actually occurring. Because teachers, administrators, and other school staff made up the project team, I decided to conduct the gap and cause analysis using the Miro online collaboration platform. This was the best way to gather everyone's input since teachers and staff are rarely free at the same time to meet in person. With no less than 120 years of combined experience as teachers, administrators, and counselors in public school systems and at least three years of individual experience at the school under study, the project team was able to use their expertise and wide range of perspectives to conduct the cause analysis. As Gilbert's (1982) Behavior Engineering Model directs and as I was careful to reiterate, team members assumed that parents' lack of involvement was influenced more by the environment than any personal factors.

Of the many things I have learned during the last four years, the most positive is that I have a passion for helping to create a school culture that functions more as a community than anything else. School should be a safe place for students and their parents – where they feel comfortable participating, asking questions, and making suggestions. Parents should feel included and welcomed and asked for their opinions and expertise. I have also learned that parents want to be involved, but school staff must meet parents where they are, ask for parents to engage in different ways, and not simply bombard them with announcements from several different directions.

Through the course of this study, the terms *parent involvement* and *parent engagement* have been used synonymously, but initial parent feedback has shown me that parents do not always have to be present on campus to be engaged in their children's educational experience. Parents who are confident in the school's commitment to sharing consistently updated

information are engaged. Parents who check the school website and newsletter to find out important information are engaged. Parents who make plans to attend only a few events that fit into their schedules are engaged. While an increase in the number of parents who physically come to the campus can be easily observed as an increase in parent involvement, parents' feelings of inclusion and belonging within the school community may be difficult to measure if teachers, staff, and administrators do not ask parents for their feedback. This thought process led me directly to the idea of providing a link that allowed parents to give feedback concerning the newsletter and its ability to keep them engaged in and knowledgeable about school events even if they are not able to attend in person.

Other lessons were not so easy to accept. The hierarchy of leadership in a K-12 school district is quite rigid, and the distance between teachers and principals is rather significant with no steps in between. As the leader of this project, I pulled together a project team of administrators, teachers, and counselors who worked together to analyze data, discover root causes, and select and implement an intervention. While the weekly newsletter was initially suggested by an assistant principal on the project team and approved by the building principal, it was not a school-wide initiative handed down from administration. It may take months of club advisers, fine arts teachers, coaches, and counselors consistently providing information and producing the newsletter before it becomes viewed as an indispensable avenue for improving communication with and engaging parents.

Chapter Summary

In Chapter 4, implications of the study were described. Organizational implications included the intervention's ability to encourage two-way communication between parents and the school, parents who view the school as committed to providing relevant and updated

information, and the advantages of expanding the newsletter to include items related to the

administration's school improvement goals. Implications for parent and community engagement

include well-informed parents who have the option to become involved on campus or choose to

remain engaged by checking the school website and newsletter regularly. Parents and other

community members can remain knowledgeable about events taking place at the school and feel

more welcome because of it.

Implications for faculty and staff will involve a few new responsibilities. School staff

should be prepared to contribute calendar dates and announcements on a weekly basis. While

these responsibilities may add to teachers' workload initially, providing parents with the

information they need will positively affect student attitudes and achievement levels, which will

lead to a positive effect on overall school culture.

Chapter 4 also included suggestions for future research regarding parent involvement in

schools. The chapter concluded with my personal reflection on the results of the study, stumbling

blocks and how these were dealt with, and decision-making processes at different points during

the project.

Low parent involvement is a problem for many Title I high schools regardless of region,

population, parents' native language, or environmental barriers that exist. The subject of this

study was a Title I high school in the southeast region of the United States with a student

population of approximately 1,300, more than 60% of whom are identified as Hispanic.

While the administrative team said they had used several different strategies to increase

parent involvement and parent attendance numbers at specific school events, they continued to

struggle with low parent involvement. After an analysis of parent attendance sheets, the school

improvement plan, administrator interviews, and the family and parent engagement policy, the

project team selected, developed, and implemented an intervention that connects parents to the school by offering relevant and updated information and encouraging two-way communication.

Initial feedback regarding the newsletter was favorable. The intervention was evaluated throughout development and implementation and will continue to be evaluated and revised as more feedback is received from parents. Confirmative evaluation will include continuing analysis of parent attendance sheets, the school's comprehensive needs assessment scores, and the state's parent survey scores. Improved parent attendance and survey scores can help administrators meet goals stated in the school improvement plan.

Fixing the problem of low parent involvement at school is a complex and individualized issue. Instead of exhausting the same strategies year after year and hoping for better results, school administrators and staff must consider changing the school environment. This study used the Performance Improvement/HPT Model to systematically analyze components of the organization and select the best possible intervention based on the characteristics of the school and surrounding community.

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Appendices

Appendix A: Parent Engagement Policy

▮▮▮▮ High School

Parent and Family Engagement Policy and Plan for Shared Student Success

2023-2024 School Year

July 10, 2023

What is Title I?

▮▮▮ High School is identified as a Title I school as part of Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with all parents and family members a written parent and family engagement policy.

School Plan for Shared Student Achievement

What is it?

This is a plan that describes how ▮▮▮ High School will provide opportunities to improve family engagement to support student learning. ▮▮▮ High values the contributions and involvement of parents and family members in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that East Hall will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

▮▮▮ High School invites all parents to attend an annual parent and family engagement input meeting during the spring to review and revise this parent and family engagement policy, as well as the school/district comprehensive needs assessment, school/district improvement plans, school-parent compact, and the parent and family engagement budget. Additionally, our school welcomes parent input and comments at any time during the school year regarding this plan. All parent feedback received during the school year will be used to revise the plan for the next school year. The plan is posted on our school website for parents to view and post feedback throughout the year. We also distribute an annual survey online and make paper copies available for their suggestions on the plan and the use of funds for family engagement. Parent and family members can also give feedback during several parent meetings and activities during the school year.

Who is it for?

All students participating in the Title I and their families are encouraged and invited to fully participate in the opportunities described in this plan. ▮▮▮ High School will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

At the beginning of the year, after revision, the plan is posted on the school's website, emailed through Infinite Campus, presented at the Annual Title I meeting, and paper copies are provided in the school's front office.

2023-2024 ▮▮▮ County District Goals

Goal #1: By the end of FY24, the percentage of students in each subgroup moving into the "Proficient" and "Distinguished" levels of performance on the ▮▮▮ Milestones Assessments will increase by 2% in the "Proficient" and "Distinguished" levels of performance.

Goal #2: Increase the percentage of referred students who access school-based mental health services by 2% each year (with FY21 being the baseline year) to decrease the number of OSS days in grades 6-12.

2023-2024 ▮▮▮ Goals

By the end of FY24, the percent of students scoring proficient or distinguished on ▮▮▮ Milestones EOCs will increase by at least 3 percentage points, and the percent of students demonstrating at or above the midpoint of the Stretch Band Lexile Level will increase at least 3 percentage points.

By the end of FY24, the ▮▮▮ Student Health Survey will reveal at least a 2% increase in positive responses for each indicator.

Resources through the Parent Institute and home communications will provide opportunities to economic disadvantage students that match opportunities provided to students overall.

School-Parent Compacts

As part of this plan, ▮▮▮ High School and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students and teachers. The school-parent compacts are found on the school website. The school-parent compacts are shared through the Annual Title I meeting, Infinite Campus, and posted on the school's website. The school-parent compacts are kept with classroom teachers if parents need another copy.

Let's Get Together!

▮▮▮ High will host the following events to build the capacity for strong family engagement to support a partnership among the school, parents, and the community to improve student academic achievement:

August 2, 2023: 4:00-7:00 p.m.–Open House (Schoolwide) with Ninth Grade Orientation Students and parents can tour the school, meet with teachers, and ask questions about the upcoming school year.

September 12: 2023 6:00-7:00pm - Senior Night. Please join us for an evening of learning about senior year!

September 28, 2023: 10:00 a.m. and 5:30 p.m. Hispanic/Latino Parent Meeting with Parent Liaison (quarterly)

October 19, 2023: 4:00-7:00 p.m.--Parent Appreciation Night (Schoolwide). Parents may schedule conferences with teachers, attend informational sessions, and seek questions to help students at home. Teachers will provide meal for parents.

October 19, 2023: 10:00 a.m. & 6:00 p.m.--Annual Title I Meeting We invite you to a session of learning and sharing about our Title I program including our parent and family engagement involvement policy, the school wide plan, the school-parent compacts and the parents' requirements as well as how Title I funds are being used.

October 24, 2023: College and Career Fair 5-7 p.m. (▮▮▮ High School) Please join us as we host a variety of college and career representatives for student and parent information.

November 8, 2023: College and Career Fair 5-7 p.m. (▮▮▮ Community Center). Please join us as we host a variety of college and career representatives for student information.

December 5, 2023: 5:30 p.m. Hispanic/Latino Parent Meeting with Parent Liaison (quarterly)

January 27, 2023: 9:00-11:00 a.m. FAFSA Event (Learn about College Financial Aid Procedures)

February 8, 2024: 4:00-6:30 p.m.—Registration Event for 2023-24 (Schoolwide) Parents may schedule conferences with teachers, attend informational sessions about registration, and seek questions to help students at home.

February 27, 2024: 10:00 a.m. and 5:30 p.m. Hispanic/Latino Parent Meeting with Parent Liaison (quarterly)

March 11, 2024 Ninth Grade Transition Night (for Upcoming 8th Graders) 6:00 p.m. Upcoming eighth graders and parents are encouraged to attend this event and learn about the upcoming ninth grade year.

April 11, 2024: 6-7 p.m. – FAFSA Event-- Parents and students will learn about the financial aid concepts and procedures.

April 18, 2024: 10:00 a.m. & 6:00 p.m.--Title I Parent and Family Engagement Input Meeting--Parents, families and stakeholders give input to the SIP, CNA, School-Parent Compact, Parent and Family Engagement Policy, and family engagement budget.

May 2, 2024 10:00 a.m. & 5:30 p.m. Hispanic/Latino Parent Meeting with Parent Liaison (quarterly)

Parent Resources Available in Media Center

Come visit the ████ Media Center to check out books and study materials to use at home with your child. Media Center computers are available for parents to explore the Parent Portal and educational resources with staff support.

Monday – Friday, 8:30 am – 4:00 p.m.

Parent and Family Engagement

The ████ High School faculty and staff believes that parent and family engagement means the participation of parents in regular two-way and meaningful communication involving student academic learning and other school activities, including ensuring –

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

████ High is committed to helping our parents and families to attend the parental activities listed in this plan. Please call or email us if you need assistance with childcare or transportation in order to participate in our programs.

████ High School is Branching Out!

The ████ High School faculty and staff will take the following measures to promote and support parents and family members as an important foundation of the school in order to strengthen the school and reach our school goals.

We will –

- ✓ Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, and posted on the school website and emailed through Infinite Campus.
- ✓ Participate in Canvas professional development modules at least four times per year to educate staff on strategies to improve communication with parents and ideas to increase family engagement.
- ✓ Share information in English and Spanish on the school website for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- ✓ Communicate with all families and the community on a regular basis regarding school wide events and activities, such as phone messages, social media, website and flyers.
- ✓ Provide necessary materials for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- ✓ Collaborate with local colleges to increase participation and awareness of the school parent and family engagement plan and activities.
- ✓ Listen and respond to parents' requests for additional support for parent and family engagement activities.
- ✓ Collaborate with the feeder middle school to host an 8th grade parent night for parents and students to assist with the student transition to high school.

Parent and Family Engagement Standards

████ High School and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are –

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

School Community Team

████ High School invites all parents to join the School Community Team to share ideas and ways to involve other parents and family members to build partnerships with school, families, and the community. The team will meet during the school year, but parents can also submit their ideas or suggestions during all activities and meetings as well as through our parent surveys and website. If you would like to learn more about the School Community Team, please contact the principal, ████ or leave a message in the front office.

School Community Team

☐ Yes, I am interested and wish to join the School Community Team.
☐ Please contact me so I can learn more in joining the School Community Team.
☐ Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this policy that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) _____

Telephone Number: (optional) _____

_____

_____

_____

Appendix B: School-Parent Compact

What is a School-Parent Compact?

Our annual school-parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home. This compact will:

• Link to academic achievement goals
• Focus on student learning
• Share strategies that staff, parents, and students can use
• Explain how parents and teachers can communicate about student progress
• Describe opportunities for parents to observe, volunteer, and participate in the classroom.

Jointly Developed

This compact was jointly developed by the ▆▆▆ community (teachers, parents, and students). Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute comments at any time. Please call or email us if you need assistance with childcare or transportation in order to participate in our programs.

Communication about Student Learning

▆▆▆ High School is committed to frequent ongoing two- way communication with families about children's learning. Some of the ways you can expect us to reach you are: Invitational letters, School Calendars, Student Agendas, Parent phone calls, Emails, Parent/Teacher Conferences, School Messenger, and the School/District web sites.

Any teacher's email is ▆▆▆
A full directory of email addresses is found under the teacher's page on our website ▆▆▆

Activities to Build Partnerships

August 2, 2023: 4:00-7:00 p.m.--Open House (Schoolwide) with Ninth Grade Orientation Students and parents can tour the school, meet with teachers, and ask questions about the upcoming school year.

September 12: 2023 6:00-7:00pm - Senior Night. Please join us for an evening of learning about senior year!

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November 8, 2023: College and Career Fair 5-7 p.m. (East Hall Community Center). Please join us as we host a variety of college and career representatives for student information.

December 5, 2023: 5:30 p.m. Hispanic/Latino Parent Meeting with Parent Liaison (quarterly)

January 27, 2024: 9:00-11:00 a.m. FAFSA Event (Learn about College Financial Aid Procedures)

February 8, 2024: 4:00-6:30 p.m.--Registration Event for 2023-24 (Schoolwide) Parents may schedule conferences with teachers, attend informational sessions about registration, and seek questions to help students at home.

February 27, 2024: 10:00 a.m. and 5:30 p.m. Hispanic/Latino Parent Meeting with Parent Liaison (quarterly)

March 11, 2024: Ninth Grade Transition Night (for Upcoming 8th Graders) 6:00 p.m. Upcoming eighth graders and parents are encouraged to attend this event and learn about the upcoming ninth grade year.

April 11, 2024: 6-7 p.m. – FAFSA Event– Parents and students will learn about the financial aid concepts and procedures.

April 18, 2024: 10:00 a.m. & 6:00 p.m.--Title I Parent Stakeholder Input Meeting--Parents, families and stakeholders give input to the SIP, CNA, School-Parent Compact, Parent and Family Engagement Policy, and family engagement budget.

May 2, 2024 10:00 a.m. & 5:30 p.m. Hispanic/Latino Parent Meeting with Parent Liaison (quarterly)

School-Parent Compact for Student Achievement 2023-24

Revised August 24, 2023

Our Goals for Student Achievement

District goals

Goal 1: By the end of FY24, the percentage of students in each subgroup moving into the "Proficient" and "Distinguished" levels of performance on the Georgia Milestones Assessments will increase by 2% in the "Proficient" and "Distinguished" levels of performance.

Goal 2: Increase the percentage of referred students who access school-based mental health services by 2% each year (with FY21 being the baseline year) to decrease the number of OSS days in grades 6-12.

School goal(s) and focus areas(s)

By the end of FY24, the percent of students scoring proficient or distinguished on Georgia Milestones EOCs will increase by at least 3 percentage points, and the percent of students demonstrating at or above the midpoint of the Stretch Band Lexile Level will increase at least 3 percentage points.

By the end of FY24, the Georgia Student Health Survey will reveal at least a 2% increase in positive responses for each indicator.

Resources through the Parent Institute and home communications will provide opportunities to economic disadvantage students that match opportunities provided to students overall.

Teachers, Parents, and Students—Together for Success

School/Teacher Responsibilities:

Hold parent-teacher conferences to discuss and monitor student progress and review student achievement data in all academic areas.

Utilize the district learning management system, Canvas, as a way to communicate and share instructional strategies and materials with parents.

Hold parent workshops for Upcoming 9th graders and current seniors about understanding graduation requirements which include course requirements for all academic areas.

Provide resources for all academic areas through teacher Canvas courses, U.S.A. Test Prep, IXL, and other software.

Family Responsibilities

Attend parent teacher conferences to discuss student progress and achievement data.

Participate in workshops for Upcoming 9th graders and current seniors or visit the school's website for updated information.

Follow the instructional plans and promote the use of resources found in teacher Canvas courses, USA Test Prep, and IXL; in addition, ensure that students participate in credit recovery opportunities or tutoring if needed.

Hold discussions with children that promote sharing about the strategies and activities from Canvas to increase academic achievement in all content areas.

Student Responsibilities

• Strive to give myself a better opportunity for graduation by following the achievement plans created for me, taking advantage of test review/remediation/preparation/enrichment opportunities provided by teacher Canvas courses, U.S.A. Test Prep, IXL, and other provided software.
• Attending class/school daily and maintaining passing grades in order to increase achievement scores and improve chances for graduation. Attend tutoring if needed.
• Discuss class activities found on Canvas with parents and read/study daily to increase academic achievement in all content areas.

Appendix C: Administrator Interview Questions

Administrator Interview Questions

The following questions are aimed at understanding your experience level as a high school administrator and teacher.

Question 1

What is/are your current titles at the school?

Question 2

What are your current administrative responsibilities at the school?

Question 3

How many years of experience do you have as a high school administrator?

Question 4

How many years of experience did you have as a teacher before you became an administrator?

Question 5

How many years have you worked in a Title I high school?

The questions that follow are aimed at gaining an understanding of your opinions, experiences, and goals as an administrator regarding parent engagement and involvement at ▮▮▮▮▮▮▮ High School.

Question 6

As you see them, please explain the current administration's goal(s) for parent involvement at ▮▮▮▮▮▮ High School.

Question 7

What strategies have previously been used to increase parent involvement at the school?

Question 8

Can you elaborate on which of those strategies were successful and why?

Question 9

What other strategies have you used, perhaps in previous positions, that were successful in increasing parent engagement?

Question 10

Describe your personal vision for successful, sustainable parent engagement strategies at ▮▮▮▮▮ High School.

Appendix D: Parent Meeting Sign-in Sheet

███ High School
March 16, 2017
4:30-6:30 p.m.

Curriculum Night/Meet with Advisors

	Parent's/Guardian's Name Nombre del padre/tutor	Position Posición	Student's Name Nombre del estudiante	Grade Grado	Phone Teléfono	E-mail Correo Electrónico
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

Appendix E: Figures Permissions

Figure E1

Permission to Use Performance Improvement/HPT Model

CCC | Marketplace

This is a License Agreement between Heather Tabeek ("User") and Copyright Clearance Center, Inc. ("CCC") on behalf of the Rightsholder identified in the order details below. The license consists of the order details, the Marketplace Permissions General Terms and Conditions below, and any Rightsholder Terms and Conditions which are included below.
All payments must be made in full to CCC in accordance with the Marketplace Permissions General Terms and Conditions below.

Order Date	11-Jun-2024	Type of Use	Republish in a thesis/dissertation
Order License ID	1493552-1	Publisher	Pfeiffer, a Wiley imprint
ISBN-13	9781118260715	Portion	Chart/graph/table/figure

LICENSED CONTENT

Publication Title	Fundamentals of Performance Improvement : Optimizing Results through People, Process, and Organizations	Country	United States of America
		Rightsholder	John Wiley & Sons - Books
Author / Editor	Moseley, James L., Dessinger, Joan Conway., Van Tiem, Darlene M.	Publication Type	e-Book
Date	03/29/2012		
Language	English		

REQUEST DETAILS

Portion Type	Chart/graph/table/figure	Distribution	Worldwide
Number of Charts / Graphs / Tables / Figures Requested	1	Translation	Original language of publication
		Copies for the Disabled?	No
Format (select all that apply)	Electronic	Minor Editing Privileges?	No
Who Will Republish the Content?	Academic institution	Incidental Promotional Use?	No
Duration of Use	Life of current edition	Currency	USD
Lifetime Unit Quantity	Up to 499		
Rights Requested	Main product		

NEW WORK DETAILS

Title	Recommendations for Increasing Parent Involvement in a Title I High School	Institution Name	University of West Florida
		Expected Presentation Date	2024-07-01
Instructor Name	Dr. Byron Havard		

ADDITIONAL DETAILS

The Requesting Person / Organization to Appear on the License	Heather Tabeek

Figure E2

Permission to Use Harless' 13 Smart Questions for Gap Analysis

Order Date	11-Jun-2024	Type of Use	Republish in a thesis/dissertation
Order License ID	1493620-1	Publisher	IGI Global
ISBN-13	9781466683310	Portion	Chart/graph/table/figure

LICENSED CONTENT

Publication Title	Cases on Human Performance Improvement Technologies	Rightsholder	IGI Global
		Publication Type	e-Book
Article Title	Blending Front-End Analysis. chapter 14	Start Page	344
Author / Editor	Stefaniak, Jill E.	End Page	383
Date	01/01/2015	Volume	4
Language	English	URL	http://services.igi-global.com/resolvedoi/r...
Country	United States of America		

REQUEST DETAILS

Portion Type	Chart/graph/table/figure	Distribution	Worldwide
Number of Charts / Graphs / Tables / Figures Requested	1	Translation	Original language of publication
		Copies for the Disabled?	No
Format (select all that apply)	Electronic	Minor Editing Privileges?	No
Who Will Republish the Content?	Academic institution	Incidental Promotional Use?	No
Duration of Use	Life of current edition	Currency	USD
Lifetime Unit Quantity	Up to 499		
Rights Requested	Main product		

NEW WORK DETAILS

Title	Recommendations for Increasing Parent Involvement in a Title I High School	Institution Name	University of West Florida
		Expected Presentation Date	2024-07-01
Instructor Name	Dr. Byron Havard		

ADDITIONAL DETAILS

Order Reference Number	N/A	The Requesting Person / Organization to Appear on the License	Heather Tabeek

Figure E3

Permission to Use Intervention Selection Process Model

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Order Date	11-Jun-2024	Type of Use	Republish in a thesis/dissertation
Order License ID	1493570-1	Publisher	Wiley; INTERNATIONAL SOCIETY FOR PERFORMANCE IMPROVEMENT
ISBN-13	9781890289126	Portion	Chart/graph/table/figure

LICENSED CONTENT

Publication Title	Performance Improvement Interventions : Enhancing People, Processes, and Organizations through Performance Technology	Country	United States of America
		Rightsholder	John Wiley & Sons - Books
Author / Editor	VAN TIEM, DARLENE M., International Society for Performance Improvement., Dessinger, Joan C., Moseley, James L.	Publication Type	Book
Date	04/17/2006		
Language	English		

REQUEST DETAILS

Portion Type	Chart/graph/table/figure	Distribution	Worldwide
Number of Charts / Graphs / Tables / Figures Requested	1	Translation	Original language of publication
		Copies for the Disabled?	No
Format (select all that apply)	Electronic	Minor Editing Privileges?	No
Who Will Republish the Content?	Academic institution	Incidental Promotional Use?	No
Duration of Use	Life of current edition	Currency	USD
Lifetime Unit Quantity	Up to 499		
Rights Requested	Main product		

NEW WORK DETAILS

Title	Recommendations for Increasing Parent Involvement in a Title I High School	Institution Name	University of West Florida
		Expected Presentation Date	2024-07-01
Instructor Name	Dr. Byron Havard		

ADDITIONAL DETAILS

The Requesting Person / Organization to Appear on the License	Heather Tabeek

Figure E4

Permission to Use Dessinger-Moseley Full Scope Evaluation Model

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Order Date	11-Jun-2024	Type of Use	Republish in a thesis/dissertation
Order License ID	1493557-1	Publisher	PFEIFFER
ISBN-13	978-0-7879-6530-3	Portion	Chart/graph/table/figure

LICENSED CONTENT

Publication Title	Handbook of human performance technology : principles, practices, and potential	Country	United States of America
		Rightsholder	John Wiley & Sons - Books
Author / Editor	Pershing, James A.	Publication Type	Book
Date	01/01/2006		
Language	English		

REQUEST DETAILS

Portion Type	Chart/graph/table/figure	Distribution	Worldwide
Number of Charts / Graphs / Tables / Figures Requested	1	Translation	Original language of publication
		Copies for the Disabled?	No
Format (select all that apply)	Electronic	Minor Editing Privileges?	No
Who Will Republish the Content?	Academic institution	Incidental Promotional Use?	No
Duration of Use	Life of current edition	Currency	USD
Lifetime Unit Quantity	Up to 499		
Rights Requested	Main product		

NEW WORK DETAILS

Title	Recommendations for Increasing Parent Involvement in a Title I High School	Institution Name	University of West Florida
		Expected Presentation Date	2024-07-01
Instructor Name	Dr. Bryon Havard		

ADDITIONAL DETAILS

The Requesting Person / Organization to Appear on the License	Heather Tabeek

Appendix F: IRB Approval

Figure F1

Institutional Review Board Approval Letter

UNIVERSITY *of* WEST FLORIDA

Research Administration and Engagement
11000 University Parkway
Building 11, Office 110
Pensacola, FL 32514

DATE:	January 10, 2024
TO:	Heather Tabeek; Principal Investigator
FROM:	University of West Florida IRB
PROJECT TITLE:	[1855819-3] Increasing Parent Involvement in a Title I High School
REFERENCE #:	
SUBMISSION TYPE:	Continuing Review/Progress Report
ACTION:	APPROVED
APPROVAL DATE:	January 10, 2024
EXPIRATION DATE:	January 9, 2025
REVIEW TYPE:	Administrative Review

Thank you for your submission of Continuing Review/Progress Report materials for this project. The University of West Florida IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Administrative Review based on applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a MINIMAL RISK project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of **January 9, 2025.**

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact the Research Integrity Office at 850.474.3484 or irb@uwf.edu. Please include your project title and reference number in all correspondence with this committee.

Figure F2

CITI Certification
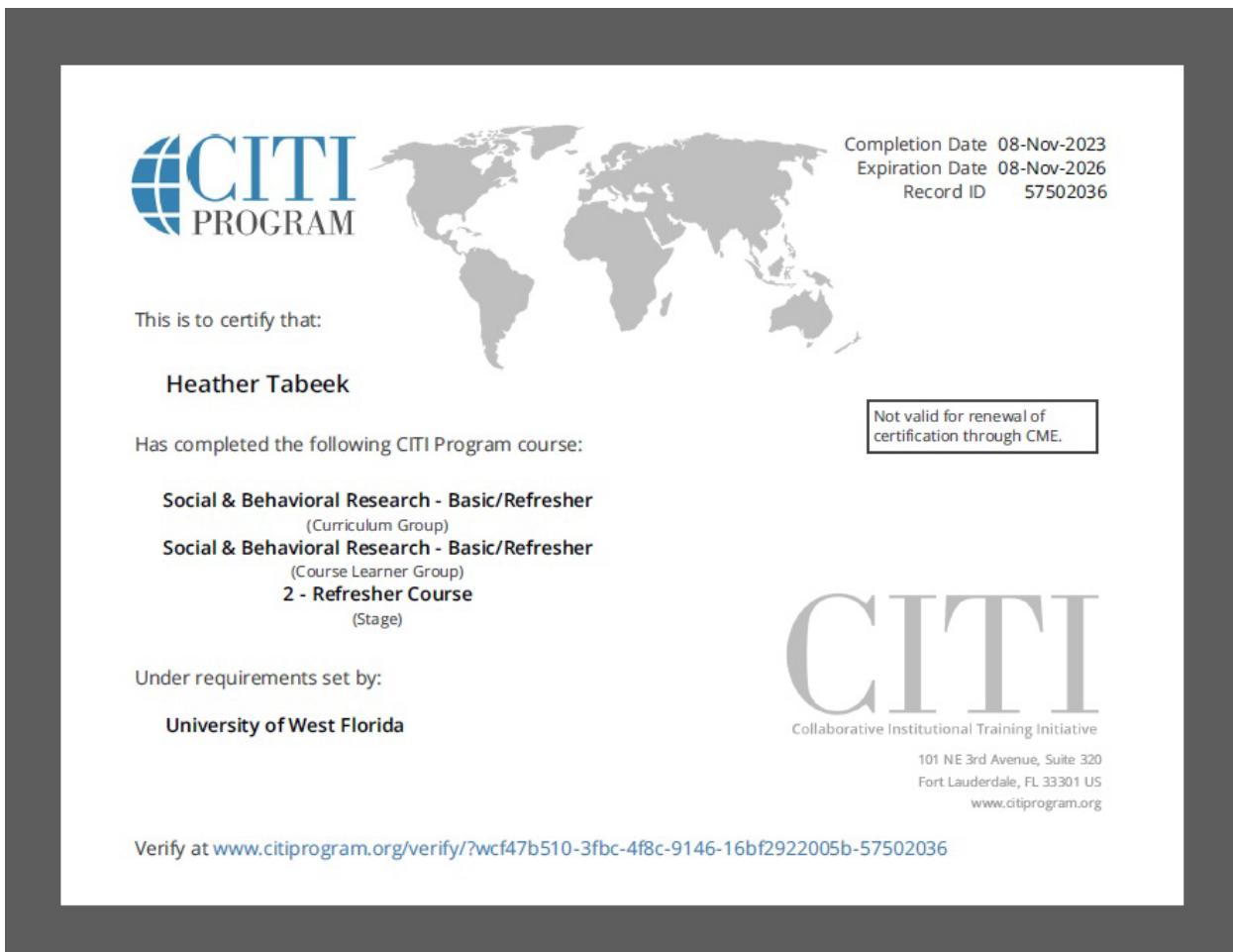
Appendix G: District Permission

Figure G1

District Approval Letter

ASSISTANT SUPERINTENDENT
FOR TEACHING & LEARNING

Superintendent

Research Proposal Approval/Denial Form
School System

January 19, 2022

Dear Ms. Tabeek:

Representatives of the Hall County School System have reviewed your research proposal entitled "**Increasing Parent Involvement in a Title 1 High School**". The representatives have agreed on the decision as indicated below. Please contact ▮▮▮ Central Office if you have any questions about this decision.

___X___   Proposal Approved

_____   Proposal Denied

_____   Proposal Approved with Stipulations

Comments/Explanations:

Accredited by the Southern Association of Colleges and Schools

Figure G2

Site Approval Letter

Heather Tabeek, a student in the Department of Instructional Design and Technology of the College of Education and Professional Studies at the University of West Florida, has requested permission to:

X____ conduct administrator interviews either in-person or through district email

X____ communicate (through email, phone calls, and in person) with administrators and other staff who agree to serve on the project team

X____ examine Title I Parent and Family Engagement Sign-in Forms and Title I Parent and Family Engagement Input/Feedback Forms for the last five school years (2015-2019)

X____ use data collected for her dissertation, maintaining confidentiality

X____ use data, as well as previous research, to develop solutions to the problem of low parent-engagement

I give my permission for the data collection activities that are checked above. I have been apprised of the project the candidate is conducting and the data collection activities that are planned. She has also assured me that all administrators', teachers', and parents' identities will be protected by eliminating their names in any documents or work used in her project.

Signed: ▮▮▮▮▮_____, School Principal

I have explained my project to the school principal and have carefully considered the ethical issues involved. The only persons with access to the raw data are my research instructors and myself. I will maintain confidentiality of administrators, teachers, and parents at the school and will keep all data private. In addition, I have followed all institutional processes required by the Hall County School District for permission to conduct my research.
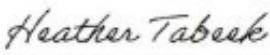
Signed: ____*Heather Tabeek*_____, Doctoral Candidate

Appendix H: Adult Consent and Media Recording

Title of Research: Improving Parent Involvement in a Title I School

I. Federal and university regulations require us to obtain signed consent for participation in research involving human participants. After reading the introductory letter and statements in sections II through IV below, please indicate your consent by signing and dating this form.

II. Statement of Procedure: Thank you for your interest in this research project being conducted by Heather Tabeek, a teacher at ████████ High School and a doctoral candidate at the University of West Florida. This stage of the project involves an in-person interview with the current administrative team. The major aspects of the study are described in the statements below, including the risks and benefits of your participation. Your information will be kept in strict confidence.

I understand that:

(1) The principal and ████ County School District have given permission for this study to be conducted at ████████ High School.

(2) I will be answering interview questions about current administrative goals for parent involvement, strategies that have been used to increase parent involvement, my opinions regarding strategies that have worked or not, and my personal vision for implementing successful and sustainable parental engagement strategies.

(3) Interviews will be completed in-person.

(4) The researcher will keep all interview responses secure and confidential.

(5) My name will be replaced with an identification code known only to the researcher.

III. Potential Risks of the Study:

(1) There are no foreseeable risks involved in the study.

IV. Potential Benefits of the Study:

(1) Data obtained from this study may provide information about how to engage and involve more parents in events at ██████ High School.

(2) Information from this study may help administrators and teachers at ██████ High School better meet the needs of parents and families.

V. Statement of Consent: I have read and understand the above and agree to participate in the research described. Permission is given voluntarily and without coercion or undue influence. I understand that I may discontinue participation at any time. I will be provided a copy of this consent form.

Participant's Name _____ Date _____

Participant's Signature _____ Phone _____

Notice for Recorded Media

Description and Purpose of Recording: The researcher would also like to make a digital recording of the project team meeting. The purpose of recording is to allow the researcher to accurately analyze and interpret the collected data.

Confidentiality: The researcher takes your confidentiality very seriously. Participant names will not be used in any part of the project or in the reporting of results. Recordings will also be password protected and accessible only to the researcher.

Voluntary Consent: By signing below, you are granting the researcher the right to use the recording of the discussion for purposes of analysis and preserving research. No use of recorded media will be made other for the reasons previously stated.

Your participation is voluntary, and you may refuse to participate. You may discontinue participation and withdraw this consent at any time for any reason. If you have any questions, please contact Heather Tabeek at ███████████ or ███████████████.

Participant's Printed Name _____ **Date**_____

Participant's Signature _____

Researcher's Signature _____ **Date** _____

Appendix I: Miro Presentation of Data

Step 2: Examine all provided info

Parent Attendance Table

School Year	Title	Financial Aid/ FAFSA	Dual Enroll- ment	Grad Info for Seniors	Infinite Campus Training (Tech Help)	Annual Title I Meeting	9th Grade Night
2014-2015		10	-	34	3	27	-
2015-2016		26	-	87	7	36	-
2016-2017		57	21	95	-	3	-
2017-2018		42	48	117	3	-	-
2018-2019		-	47	122	-	7	-
2021-2022		76	9	85	7	5	202

Note: The 2021-22 total attendance number for Financial Aid/FAFSA/Scholarship meeting included 11 at the regular meeting, and 65 attendees for the school's first ever Latino College Night. An orientation for incoming 9th graders and their parents was held for the first time in August of 2021 and brought in 110 parents. Dashes in place of numbers indicate that either no meeting was held with this title or there was no available parent attendance sheet.

Note: Parent attendance numbers show increasing interest in some types of meetings over the course of the five years included in the document analysis. Dashes in place of numbers indicate that either no meeting was held with this title or there was no available parent attendance sheet.

I am currently keeping track of this school year's meeting attendance.

Frame 5

Admin Interviews

Administrator Answers to Interview Questions

Interview Question	Comments (from all administrators)
What are the goals of school administration regarding parent involvement?	- We have a goal that our parent survey (Comprehensive Needs Assessment) will increase by at least 3 points. - Let's increase parent engagement, but also we want to focus on service involvement. - In general, it's just to try to increase parent involvement as best we can. - We want folks to be here; we want parents to know their child's teachers; we want them to be involved in our events. - Our overall goal is trying to grow the number of parents that are involved. - To do more things to get more people – more parents – on our campus.
What does sustainable, successful parent involvement look like?	- We need to pay attention to the pulse of the community: what do our parents want? What do they need? And then we provide that. - We've got to stay connected with our parent groups. - It's about partnership and working together with parents at school. - Schools get the benefit of seeking out parental opinions on school programs, and parents feel like they have more ownership in the school. - Continuous communication between parents and teachers throughout the school year. - Letting the community know what steps we are working on to continuously improve as a school.
What strategies have previously been used to engage parents?	- At least once a month, we have a parent information session. - We have community outreach groups through our athletics and clubs.

Note: All relevant administrator feedback to specific questions can be found here. The PDF document is 2 pages. To see the second page, simply highlight the page. You will get a bar where you are able to switch to the next page.

You can also do this with the "Title I Related" information below and the School Improvement Plan.

Title I Related to Parent Involvement
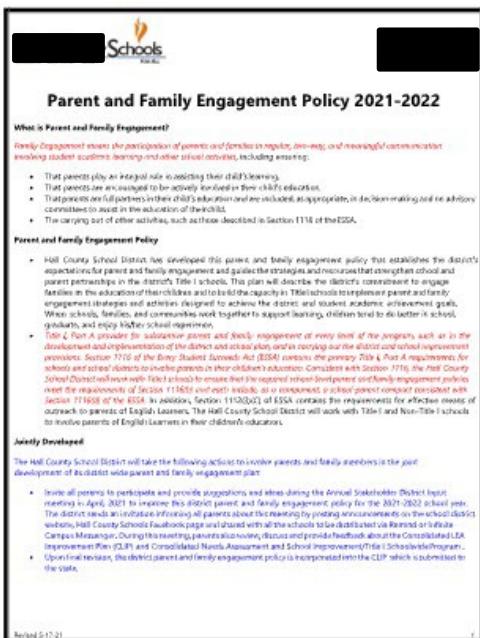
The sections highlighted in red indicate information directly related to Title I legislation. Sections highlighted in blue indicate the steps the Hall County District takes to comply with Title I requirements.

School Improvement Plan 2021-22

The PDF document includes Family & Community Engagement data from the CNA (pgs. 1-3) and Overarching Need #3 plus 10 action steps (pgs. 4-11).

Overarching Need #3: Increase in parent and community engagement with a focus on service involvement.

Action Steps:

1) Increase involvement with parents through scheduled meetings, Zoom, Canvas, Remind, Facebook, school website, and other social media.
2) Provide staff with professional learning that targets parent engagement.
3) Positive communication with the home through Facebook, Twitter, newsletter, school website, postcards, phone calls. Other communication may also include social/emotional concerns or sharing of community resources.
4) Provide opportunities for parents to attend informational sessions each month. A parent night for each semester will be held for parent conferencing and informational sessions of choice. A parent library is available as support and books/pamphlets are offered as resources.
5) Establish and maintain an active parent/school council and informal meetings with administration.
6) Advertise that parents can check student progress in our media center (with assistance) any time during the school day. All parent meetings will have support staff available to help parents log into school sites and software in an effort to support students academically.
7) Increase communication with the East Hall Middle School community to promote a smooth and meaningful transition for upcoming 9th graders. Hold informational parent nights specifically for these students.
8) Implement information tables/booths for parents at extracurricular events.
9) Implement a community outreach group that visits nearby communities (churches, ballparks, neighborhoods, etc.)
10) Form student community service groups through athletics/clubs and host community events such as health fairs and potluck dinners.

Appendix J: Miro Sticky-Note Responses to Smart Questions

Figure J1
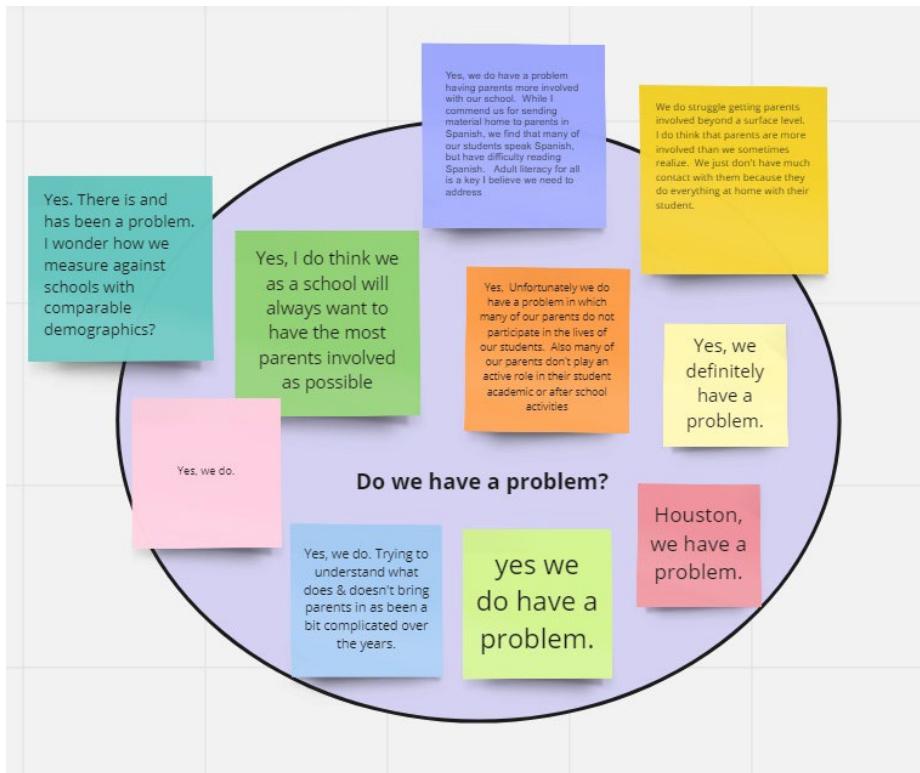
Figure J2
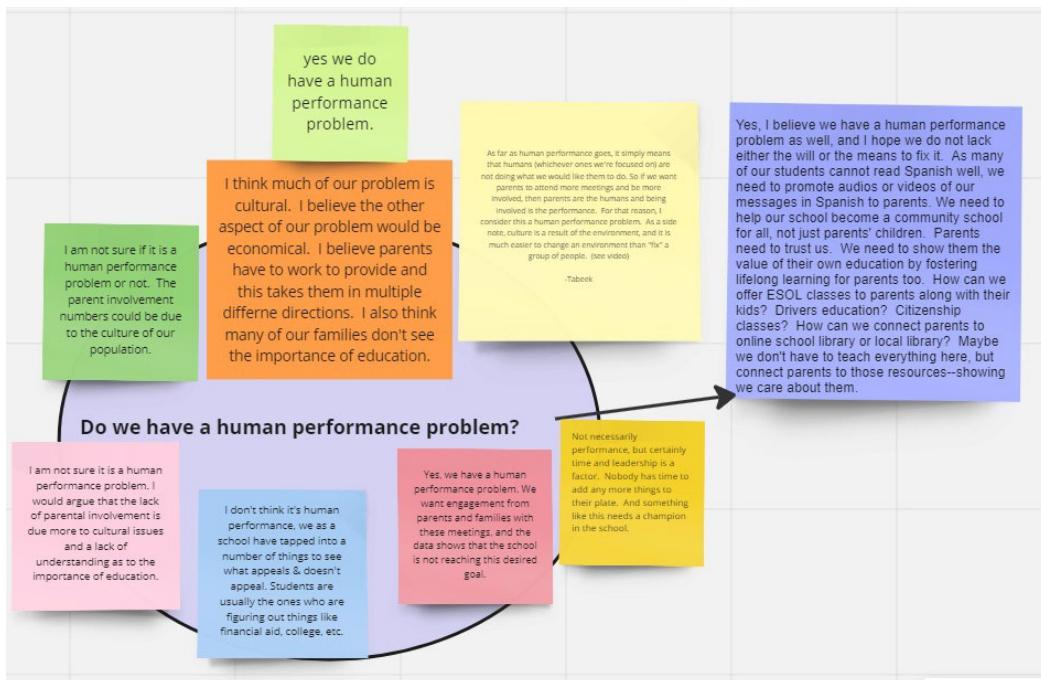
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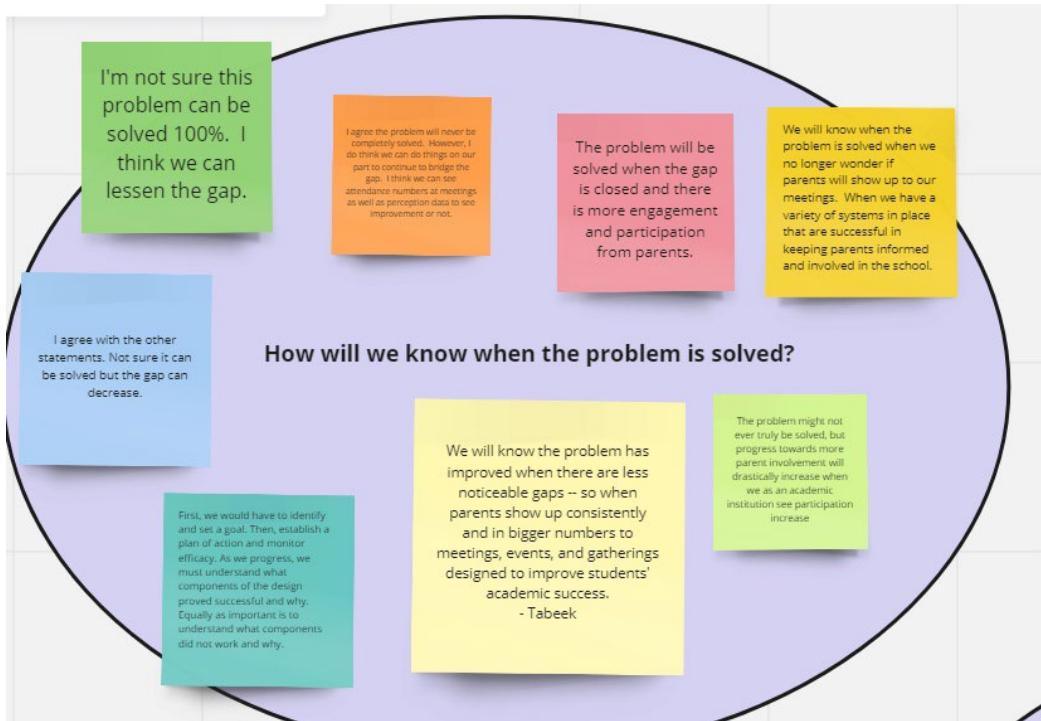
Figure J4

Figure J5
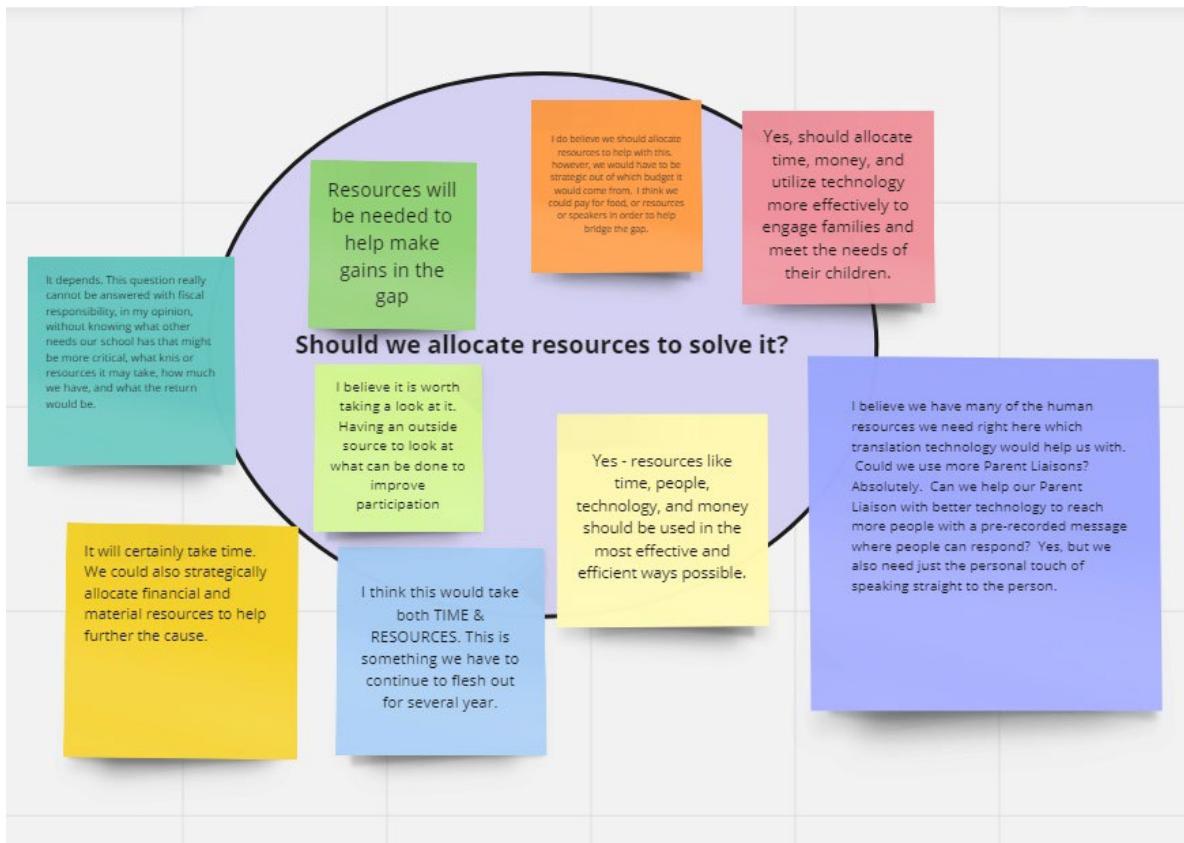
Appendix K: Miro 5 Whys Responses and Comments

5 Why's Results

Results Discussion (10 team members)

This activity is to be completed in two steps:

1) Read through all responses (below), making note of questions or general comments you'd like to add to individual responses. Place these questions and comments around this box using the sticky note tool.
   a. You may respond or add to any question or comment that appears (just like you would for an in-person discussion).
   b. Keep in mind that we're working toward finding a root cause for the "lack of connection with school community" problem.
   c. We need to come as close to agreement as possible.

2) In the box provided (to the right), place a sticky note that includes themes that you notice throughout everyone's 5 Whys Tool. We should be trying to narrow it down to one or two main causes that we can all agree would be worth addressing with some kind of solution.

Team Member 1
Why #1 – Ineffective communication methods (i.e. Remind)
Why #2 – Lack of visibility in community – events take place predominantly at the school
Why #3 – Parent nights are not targeted enough to the info parents actually want
Why #4 – Students are not as involved in extracurricular activities
Why #5 – Parents are not as active/involved in their children's education

Team Member 2
Why #1 – Inability for parents to be a part of it
Why #2 – Jobs and family responsibilities
Why #3 – No family history connection to school
Why #4 – No sense of allegiance to community
Why #5 – Families not from the area

Team Member 3
Why #1 – Teachers lack understanding of our community
Why #2 – Parental buy-in is low/non-existent
Why #3 – Too many jobs not being done
Why #4 – Not enough quality staff
Why #5 – Lack of compensation/salary
Why #6 – Lowering of standards

Team Member 4
Why #1 – Language barriers and people live "in different worlds"
Why #2 – Different languages and working different shifts with kids at home
Why #3 – Literacy barriers and values of education being practical
Why #4 – Less diversity on staff and leadership (perception of Gainesville not being welcoming)
Why #5 – Micro-aggressions that make the campus difficult to navigate and events hard to attend (i.e. those parents/students who don't read well or who work late shifts may say "why bother - education is not for me anyway")

Team Member 5
Why #1 – Language barrier
Why #2 – Lack of interest from families
Why #3 – Inconsistent communication methods
Why #4 – Time/schedules conflict due to jobs
Why #5 – Parents don't see importance of connection
Why #6 – Low comfort level with schools

Team Member 6
Why #1 – Many people do not participate in school-related functions
Why #2 – They do not find them absolutely necessary
Why #3 – They children can go to school and graduate without parental involvement
Why #4 – Parental involvement isn't necessary for graduation
Why #5 – Our school graduates students every year with no parental involvement

Team Member 7
Why #1 – Busy schedules; difficult to prioritize
Why #2 – Don't understand the value of connection
Why #3 – There is a lack of understanding about the opportunities
Why #4 – The information hasn't been communicated well
Why #5 – There isn't a system of proven communication in place that reaches all families

Team Member 8
Why #1 – Lack of Spanish resources made available to parents
Why #2 – Lack of social media engagement overall
Why #3 – Apathy; don't believe parenting may be important at this point in their education
Why #4 – Times for events/activities don't always work for parents' schedule
Why #5 – Lack of topics relevant to what families need

Team Member 9
Why #1 – Families don't feel comfortable or really invited
Why #2 – Ineffective communication resources/lack of teacher/parent relationships
Why #3 – Too many different avenues of communication (overloaded with electronic without human connection
Why #4 – Teachers have so many responsibilities that they use the quickest way to get info out
Why #5 – Different schedules/responsibilities have caused a lack of real communication between families and the school community (unless it's for negative reason - bad grade, poor behavior, etc.)

Team Member 10
Why #1 – Pertaining to Hispanic families, parents don't know ways to get involved.
Why #2 – They don't attend meetings/school events.
Why #3 – They don't have access to the apps we use, like Remind and Infinite Campus.
Why #4 – They didn't understand because of the language barrier.
Why #5 – We aren't communicating with parents in a manner that is simple, straight forward, and easy to understand or that they feel is catered to their specific needs.

Appendix L: Miro 5 Whys Themes Responses

Common Themes We See in the 5 Whys Tool Answers

Place a sticky note in this box with themes that you noticed in reading each 5 Whys Tool.

1st Common thread would be lack of community of value. I put these together because their beliefs are different from the school and their needs to be a shared value in order for both sides to move forward together and create the school community we are striving for. 2nd I would say would be the language barrier. Though we are striving to help with parent liaison and targeted communication, we are still failing to truly reach this portion of our population.

1st Common thread would be lack of community of value. I put these together because their beliefs are different from the school and their needs to be a shared value in order for both sides to move forward together and create the school community we are striving for. 2nd I would say would be the language barrier. Though we are striving to help with parent liaison and targeted communication, we are still failing to truly reach this portion of our population.

Saw a lot of similar themes but the ones that stuck out to me were the lack of connection to school & lack of or ineffective communication (these are themes that we have noticed for years)

A major theme consistent among team members is a lack of connection to the school, particularly on the part of parents. Perhaps because of cultural differences, our parents seem to take a hands-off approach to education. -

consistent theme- families are unfamiliar with what the school has to offer and the value to each support.

One theme I noticed was the need for a better understanding between the school and parents (in both directions). I also noticed that scheduling seems to be a major issue when trying to get parents involved.

It looks like communication from the school and from the parents is lacking. There are also cultural misconceptions about school and the value of parental involvement. That coupled with the natural maturing and separating of our students from their parents makes for an interesting time for parental involvement. I am also not sure how hard we try as a school to intentionally overcome those challenges.

Appendix M: Miro Gap/Cause Analysis Notes

Team Members' Responses to 5 Whys Cause Analysis

Causes related to ineffective communication:
- Ineffective communication methods (i.e. Remind)
- Inconsistent communication methods
- Language barrier
- The information hasn't been communicated well
- There isn't a system of proven communication in place that reaches all families
- Lack of social media engagement overall
- Ineffective communication resources/lack of teacher-parent relationships
- Too many different avenues of communication (overloaded with electronic without human connection)
- They don't have access to the apps we use, like Remind and Infinite Campus.
- They didn't understand because of the language barrier.
- We aren't communicating with parents in a manner that is simple, straight forward, and easy to understand or that they feel is catered to their specific needs
- Language barriers and people live "in different worlds"

What results from ineffective communication:
- Parent nights are not targeted enough to the info parents actually want
- They (parents) do not find them (school functions) absolutely necessary
- There is a lack of understanding about the opportunities
- Lack of topics relevant to what families need
- Pertaining to Hispanic families, parents don't know ways to get involved

Questions raised and other comments made by participants:
- What kinds of topics do families need or find more relevant?
- Is the disconnect due to the school not having personnel available to help inform families about the supports available?
- Adult literacy can be a problem as well, even if written in Spanish. Access to spoken translated messages may be helpful.
- I would argue that all our resources are made available to parents in Spanish and that the disconnect is, instead, how to get the resources to them.
- What info do parents usually want?
- Are we providing the info to the parents in their primary language?
- Is the lack of interest correlated to them not knowing how the info pertains to them?

Themes we noticed:

- Though we are striving to help with parent liaison and targeted communication, we are still failing to truly reach this portion of our population.
- Modes/methods of communication and the availability of these modes/methods to all families, and that there might be a more effective approach to consistently and effectively reach the masses.
- Lack of connection to school and lack of or ineffective communication.
- Need to make our communication very effective--both in our listening for community needs, and in our getting message out with a more multimedia translated approach.
- The need for a better understanding between the school and parents (in both directions).
- It looks like communication from the school and from the parents is lacking.

What research suggests for best communication strategies:

☐ two-way communication

☐ multimodal messages offered in parents' native language

☐ multilingual phone help or information line

☐ frequent and consistent communication from teachers to parents

☐ a parent-led program (like PTA, PTO)

Appendix N: Intervention Proposal

To: Mr. ▮▮▮▮▮
From: Project Team for Improved Parent Engagement (Project Lead, Heather Tabeek)

The project team followed the steps of a tabletop analysis both online and in person. For this analysis, the team members were asked to examine the data collected from administrator interviews, Title I parent involvement information, and the most recent school improvement plan details related to parent involvement.

Through a gap and cause analysis process, team members drew the following conclusions:

Causes related to ineffective communication:
• Ineffective communication methods (i.e. Remind)
• Inconsistent communication methods
• Language barrier
• The information hasn't been communicated well
• There isn't a system of proven communication in place that reaches all families
• Lack of social media engagement overall
• Ineffective communication resources/lack of teacher-parent relationships
• Too many different avenues of communication (overloaded with electronic without human connection)
• They don't have access to the apps we use, like Remind and Infinite Campus
• They didn't understand because of the language barrier
• We aren't communicating with parents in a manner that is simple, straight forward, and easy to understand or that they feel is catered to their specific needs
• Language barriers and people live "in different worlds"

What results from ineffective communication:
• Parent nights are not targeted enough to the info parents actually want
• They (parents) do not find them (school functions) absolutely necessary
• There is a lack of understanding about the opportunities
• Lack of topics relevant to what families need
• Pertaining to Hispanic families, parents don't know ways to get involved

During the process, the following questions were raised by team members:
• What kinds of topics do families need or find more relevant?
• Is the disconnect due to the school not having personnel available to help inform families about the supports available?
• Adult literacy can be a problem as well, even if written in Spanish. Access to spoken translated messages may be helpful.
• I would argue that all our resources are made available to parents in Spanish and that the disconnect is, instead, how to get the resources to them.
• What info do parents usually want?
• Are we providing the info to the parents in their primary language?
• Is the lack of interest correlated to them not knowing how the info pertains to them?

Important themes noted by team members:
• Though we are striving to help with parent liaison and targeted communication, we are still failing to truly reach this [Hispanic] portion of our population.
• Modes/methods of communication and the availability of these modes/methods to all families, and that there might be a more effective approach to consistently and effectively reach the masses.
• Lack of connection to school and lack of or ineffective communication.
• Need to make our communication very effective--both in our listening for community needs, and in our getting messages out with a more multimedia translated approach.
• The need for a better understanding between the school and parents (in both directions).
• It looks like communication from the school and from the parents is lacking.

What research suggests for best communication strategies:
- two-way communication
- multimodal messages offered in parents' native language
- multilingual phone help or information line
- frequent and consistent communication from teachers to parents
- a parent-led program (like PTA, PTO)

Based on all information available and results from the tabletop analysis, the following ideas were suggested by team members to improve parent engagement at ▮▮▮▮▮ High School:

- End Remind messages with a question or another way to gain parent responses (to encourage 2-way communication)
    - Reserve for individual teachers/classes
    - Group messages sent out to all parents on Remind do not accept responses because of the large number of people
    - Encourage teachers to add this to their communication strategies
- Publish weekly newsletter with scheduled parent events/meetings and other information of interest
    - Is there a teacher/staff member who has the time to do this?
    - Would need to offer compensation (extra planning to individual teacher)
    - All other staff members would be expected to provide information for the newsletter in a timely manner
    - Should newsletters be posted on school website and all other relevant social media outlets (Facebook, Instagram, X, etc.)?
        - If so, then school website and social media managers would be responsible for doing this
- Phoneline/hotline parents can call for weekly schedule of events
    - May not interest parents who call for answers to specific questions
    - Newsletter would accomplish the same goal
    - One or two people (English speaking and Spanish speaking) would need time to collect the information and make audio recordings on a weekly basis

- o All other staff members would be expected to provide information for the newsletter in a timely manner
- Weekly student-produced video announcements
  - o To be viewed by students during the school day and linked on school website/Facebook for public/parent access
  - o Would need student volunteers
  - o May need help from graphic arts and EPICC teachers and students
  - o Would need parent permission for videos of students to be on website
  - o Resources available: iPads, editing software
  - o Resources needed: microphones, classroom/media center space for recording
  - o All other staff members would be expected to provide information for the newsletter in a timely manner
  - o Would need time to record, edit, and publish (during/after school)
- Instagram account for parent events and information
  - o Calendar of events to be created and posted weekly
  - o Students who create posts for athletics Instagram calendar could accomplish the same for parent info account
  - o Admin and staff would be responsible for providing relevant information on a weekly basis
  - o Link to calendar/Instagram account could be posted on school website and Facebook
  - o How will parents know the new account has been created?
- Form PTA/PTO/PTSA (Parent Teacher Student Association)
  - o Would need small group of dedicated parents to recruit new members
  - o May need to call on elementary/middle school PTA parents to help get started
  - o Would need space to meet
  - o Gives parents the ability to be decision-makers and leaders within the school
  - o Requires parents to have available time for volunteering

After some discussion, the project team is recommending the following interventions as those that may have the most immediate positive impact on parent engagement:

1) weekly newsletter
2) weekly video announcements
3) Instagram calendar for parent events

The project team also recommends the following intervention to be enacted next school year:

1) Parent-led organization (PTA, PTO, PTSA)

Appendix O: Newsletter Template

Weekly Newsletter

Week of

CLICK HERE
To let us know what you think

From the Admin

Just for Parents

Counseling Center

Clubs & Organizations

Media Center

Seniors Only

Looking Ahead

Appendix P: Google Forms Survey and Responses

Newsletter Reaction Survey

Your honest feedback is very important to us. Thank you!
No emails or other identifying information will be collected. Voluntary participation in this survey serves as permission to use your feedback for evaluation and improvement of the ███ Weekly Newsletter.

███████████████ Switch account

✉ Not shared

How easy was it for you to locate the ███████ Weekly Newsletter on the school website?

	1	2	3	4	5	6	7	
Very difficult	○	○	○	○	○	○	○	Very easy

How relevant was the information to you as a parent?

	1	2	3	4	5	6	7	
Not relevant at all	○	○	○	○	○	○	○	Very relevant

How helpful was the information for making plans to attend school events?

	1	2	3	4	5	6	7	
Not helpful at all	○	○	○	○	○	○	○	Very helpful

How likely are you to revisit the newsletter for updates each week?

	1	2	3	4	5	6	7	
Not very likely	○	○	○	○	○	○	○	Very likely

Please elaborate on any of your answers to the previous questions.

Your answer

Tell us what kinds of information relevant to parents you would like to see in future newsletters.
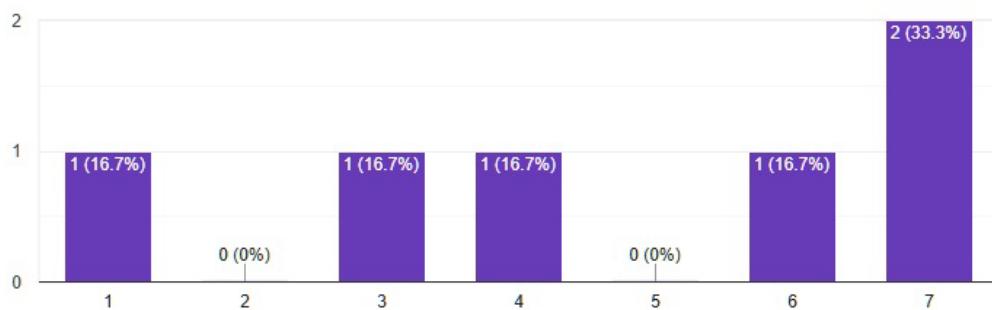
Your answer

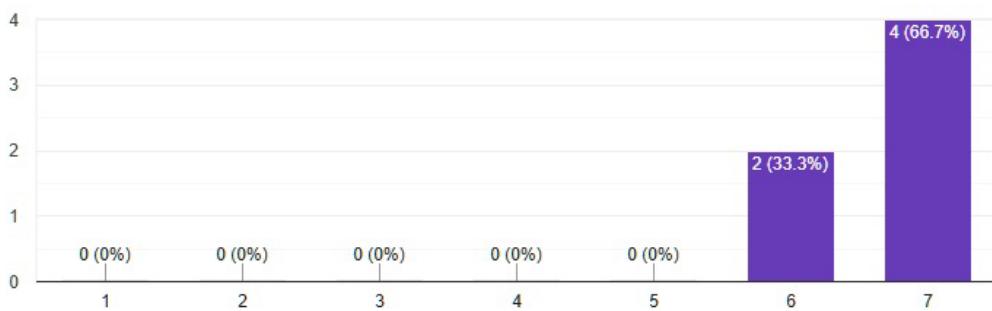Submit   Clear form

How easy was it for you to locate the ▮▮▮ Weekly Newsletter on the school website? Copy

6 responses

1 (16.7%) 0 (0%) 1 (16.7%) 1 (16.7%) 0 (0%) 1 (16.7%) 2 (33.3%)

1 2 3 4 5 6 7

How relevant was the information to you as a parent? Copy

6 responses

0 (0%) 0 (0%) 0 (0%) 0 (0%) 0 (0%) 2 (33.3%) 4 (66.7%)

1 2 3 4 5 6 7

How helpful was the information for making plans to attend school events? Copy

4 responses

0 (0%) 0 (0%) 0 (0%) 0 (0%) 0 (0%) 1 (25%) 3 (75%)

1 2 3 4 5 6 7
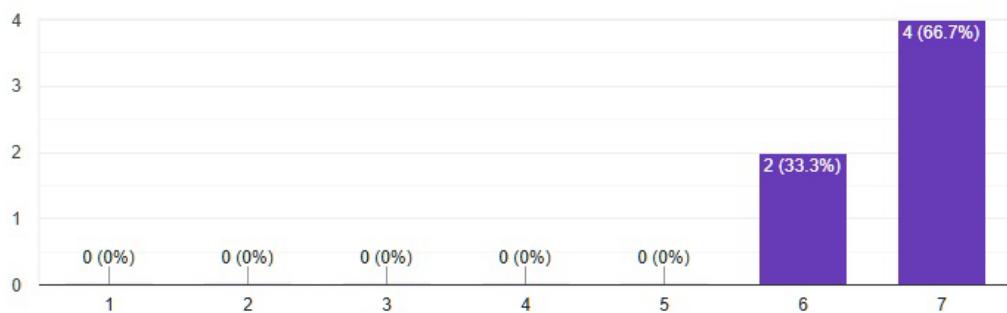
How helpful was the information for making plans to attend school events?

6 responses

How likely are you to revisit the newsletter for updates each week?

6 responses