# K–3 Self-Assessment Validation System (K–3 SAVS)

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## Protocol: Sample Practices of High–Quality Indicators for Family and Community Engagement

The high-quality indicators in Section 3 of the K–3 SAVS Framework, Family and Community Engagement, outline practices that can impact student achievement and the quality of the districts’ K–3 program. Utilizing the practices to shape policy and practice can improve student outcomes, school operations, climate and culture, support for instruction, and general home and school learning partnerships that provide both comprehensive support for children and foster the continual improvement of the program.

Children’s families and the communities in which they live create and sustain a child’s learning and developmental foundation for school and success throughout their lives. If a K–3 program takes steps to provide equitable support for strong families and resourceful communities, children can have improved opportunities to reach their highest level of success.

The impact of goal focused family and community engagement is contingent upon the type of learning partnerships that are facilitated by the school. Districts can maximize the positive impact of their practices by using the K–3 SAVS criteria and indicators to build their capacity to reflect on current practices and increase alignment with the quality indicators.

For consideration purposes, this protocol provides a range of examples including traditional or common activities with little to no impact on student learning and non–traditional activities that have a high–impact for children in the K–3 program. It is intended for use with the *Framework*, *Analytic Rubric*, and consideration as part of the program’s *Growth Plan.* The *Guide to Using the K–3 SAVS* contains additional descriptions and clarification in the *Questions and Answers* section. All resources are located on the [K–3 SAVS webpage](https://www.nj.gov/education/earlychildhood/grkto3/savs.shtml).

### The K–3 SAVS Analytic Rubric

| **No Evidence** | **Emerging** | **Developing** | **Approaching** | **Accomplished** |
| --- | --- | --- | --- | --- |
| There is no evidence in support of the criterion or indicators. | Very basic evidence exists to support the criterion and indicators. The need for change is recognized. | Evidence shows that the criterion and indicators are being supported but are still unmet. Plans and early steps have been developed and initiated. | There are several examples of evidence to show that the criterion and indicators are addressed, but not yet fully accomplished. Practice has shifted to the implementation phase. | There is an abundance of evidence to show that the criterion and indicators are being accomplished. |

### Section 3: Family and Community Engagement

| **Criteria and Indicator** | **Traditional Sample Practices** | **Enhanced Sample Practice** | **Optimal Sample Practices** |
| --- | --- | --- | --- |
| **Section 3. A. Educators and staff support active parent and family engagement in children’s learning and development.** | * Back-to-School meeting success measured by attendance numbers and sign-in-sheets * Translated event information sent home * Mid-year Parent Teacher Conferences * Volunteer chaperones recruited for annual field trips * End-of-year visit to the student’s next grade | * Interpreters and childcare at Back-to-School meeting and other on-site meetings * Back-to-School meeting recorded and uploaded to school website * Announcements translated and sent home at least five days before events * School calendar posted, printed, and updates sent home in back packs * Identify and utilize community resources to enhance communication with and services for families * Specific staff member assigned as parent and family liaison | * On-site meetings offered during the day and again in the evening, live streamed, and recorded for website with feedback enabled * On-site meetings include translators, childcare, and (where necessary) transportation. (If transportation is a general issue that prevents families from coming to school, arrange for school busses to make pick-ups at highly populated family areas.) * Back-to-School meeting agenda includes annual school-wide academic goals; breakout sessions offered by grade bands to discuss, age appropriate learning and development, goals for growth, classroom DAP * Teachers commit to develop and maintain a daily or weekly interactive website outlining learning unit goals and opportunities to support that learning outside of school. The site will provide look–fors and methods for parents to communicate their observations to teachers. * Homework assignments will include sample guiding questions so that families can prompt the student’s critical thinking * Quarterly workshops to help parents and caregivers learn about and build their capacity around DAP and gain insight on instructional support strategies that strengthen in-class learning * Two–way home and school communication after every marking period * Use ESSA funds to hire multilingual staff members for parent and family activities |