



Step Two: USE DATA TO CREATE MULTI-TIERED FSCP ACTION PLANS (More About How)

Application #2: Create Data-Based, Tiered Action Plans Instructions, Examples

1. Introduction

Application Activity #2: Create Data-Based, Tiered Action Plans

This activity uses the basic problem-solving process of *DEFINE, ANALYZE, IMPLEMENT, EVALUATE* and summarized data to prioritize goals into a simple action plan. Plans include SMART goals and identifying concrete, specific actions – for families and educators. SMART goals are **Specific, Measurable, Attainable, Relevant, and Time-Based**. Goals are to align with one or more of the *National Standards for Family-School Partnerships*. Then there is evaluation based on data. Individuals or groups can use the planning process. Action planning is for all stakeholders. Plans can be used to help guide family or educator actions. The goal is ongoing strategic implementation and continuous improvement.

2. Instructions

This activity can be done individually or in groups, as part of training or individual study.

Materials: Existing data from family, school, and community partnering activities, events, surveys, teams, individuals; data tools such as found in the *MTS FSCPS Partnering Implementation Guide: Key Measures; Universal – Surveys, Feedback and Planning, Tracking; Targeted and Intensive Tiers and the Special Education Process*

Outcome: Participants will access data sources to use in action planning. They will analyze existing data and any collected data from families and educators, individual or group completion as to strengths and concerns and then prioritize; then create, implement, and evaluate a plan for educators, families, and community members if relevant. They will use the MTSS problem solving process of *DEFINE, ANALYZE, IMPLEMENT, and EVALUATE*.

Instructions: (These can be varied to fit audiences.) Please review any existing data about current individual and/or team and/or organization and/or school partnering practices (a data summary sheet can be helpful). It is suggested that participants complete two of the three Key Measures: *Challenges and Solutions; MTSS Personal Partnering Beliefs, Practices and Needs Assessment; Multi-Tiered Family, School, and Community Partnering (FSCP) Supports Checklist*. And then see if additional information or data would be helpful. It is also suggested that data be summarized and prioritized in a systematic way. Use the MTSS problem solving process to create an action



plan using the data, prioritized SMART goals, and actionable steps. Implement and evaluate. Think about the tiers and action plan appropriately.

Conclusion: Individual, team or organization uses data to create, implement, and evaluate a data-based action plan for universal and/or targeted and intensive tiers.

3. Examples

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Data-Based, Tiered Action Plan Sample Template - Universal Tier

INSTRUCTIONS: Please use existing and collected data to prioritize measurable partnering goals and steps for the universal tier. Build dual capacity by considering both family and educator data and needs, and community resources when appropriate. **Use SMART Goals – Specific, Measurable, Applicable, Relevant, and Time-Based.** Align with the *National Standards for Family-School Partnerships*. Identify specific action steps and then responsibilities, resources, timeline and evaluation measure (s). Implement, and evaluate effectiveness using data. This plan can be used by individuals or groups for continuous improvement and as a component of such processes as the Unified Improvement Plan (UIP) or performance evaluations or personal growth plans or group discussions or team planning.

School: MIDDLE

Role/Team/Group: SCHOOL STAFF

Planning Date: 8.1.0.17

Review Date: 12.15.17

DEFINE. (Cite Applicable Data Sources and Data Points.)

Key Measures: *Multi-Tiered FSCP Supports Checklist, Challenges and Solutions*

Additional Instruments: *Team Tracker, National Standards Tiered Reflection and Planning Tool*

- 98% reported observing the school creating a welcoming environment, providing information on the importance of families, and integrating partnering language
- 5% reported observing the assurance that every family was communicating with teachers
- None of the polled school teams reported talking about partnering nor aligning with the National Standards



- 70 % of stakeholders identified Standards #2 (Communicating Effectively) and #3 (Supporting School Success) as needing the most attention at this time

ANALYZE.

Strengths:

- The majority of families and educators observe welcoming climate and culture of partnering
- Agreement on two standards needing action

Concerns:

- School-based teams, groups don't address family-school partnering
- Lack of focus on home-school technology access and two-way sharing for every family

Priorities:

- Creating time to develop two-way communication structures
- Tying communication to supporting student learning

IMPLEMENT. Prioritized SMART Goal(s): Every (100%) teacher and family will have two-way communication established by December 2017 as measured by documented reciprocal connection through email, phone, text, electronic school-wide technology system, face-to-face, or written communication. Each (100%) student will be included in this communication loop as is appropriate. Every professional learning community (PLC) will discuss family-school partnering data and effective strategies at least once a month.

Check National Standard(s) Addressed:

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



| IMPLEMENT. Prioritized Measurable Action Steps for Educators, Families, and Community Resources | | Responsibilities Who Will Participate? | Resources What funding, time, people, materials/tools are needed? | Timeline By when (day, month, year) will it be completed? | Measures What data sources and points will be used? |
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| 1. | <ul style="list-style-type: none"> Each teacher will connect with every family (which can include extended family or other caregivers) and student to establish best communication path; this includes reaching out with information about how two-way communication can positively support student learning; follow up. | <ul style="list-style-type: none"> Building leadership team will lead, coordinate and problem solve Each teacher School mental health team Interpreters Families Students | <ul style="list-style-type: none"> Compensatory staff time for after-hours work; flexible hours Electronic record keeping system of contacts School-wide message sharing this goal, explaining importance and that teachers will follow-up; delivered in multiple languages and modalities Personal outreach to staff, families who might be hesitant or need support Community resources as needed (libraries, recreation centers) Interpreter time and costs | 12.15.17 | <ul style="list-style-type: none"> Teacher records of percentage of two-way connection and student assignment collection using <i>Two-Way Communication Checkpoints</i> Adapted <i>Event Feedback Form</i> (electronic and hard copy and individual teacher-family connection) |
| 2. | <ul style="list-style-type: none"> Each teacher will assign an “interactive homework” activity for each student to discuss with family about how to use two-way (or three-way) communication in a way that works for them. | <ul style="list-style-type: none"> Teachers Students Families | <ul style="list-style-type: none"> Interpreter time and costs | 12.15.17 | <ul style="list-style-type: none"> Record of assignment completion and percentage of students and families who complete assignment |



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| 3. | <ul style="list-style-type: none"> Each Professional Learning Community (PLC) will include family-school partnering on its agenda at least once a month. Data will be reviewed and related action plans developed and monitored. | <ul style="list-style-type: none"> Building leadership team will lead, coordinate and problem solve PLC teams | <ul style="list-style-type: none"> Time at meetings Data collection and analyses in shareable format – clerical support | 12.15.17 | <ul style="list-style-type: none"> <i>Team Data Tracker</i> Meeting agendas and minutes; action plans and data |
| <p>EVALUATE. Data Points: Goal 90%; 90%; 90% Action # 1 100% Action #2 80% Action #3 100% Was the plan implemented as described? YES Were there sufficient data? YES Was the specific measurable goal reached? NO Were resources appropriately allocated? YES Were results used? YES Were results shared? YES and CELEBRATED</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> Create new action plan, based on collected data, for review June 1, 2018 Include the following; <ul style="list-style-type: none"> Identifying students/families who were not able to participate and reach out personally to problem solve and encourage communication by March 31, 2018, tapping building and community resources Continue action plan and responding to data as indicated Evaluate all individual and school data by June 1, 2018 to guide 2017-18 individual and school-wide partnering planning | | | | | |

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Data-Based, Tiered Action Plan Sample Template - Targeted and Intensive Tiers

INSTRUCTIONS: Please use existing and collected data to prioritize measurable partnering goals and steps for the targeted and universal tiers. Build dual capacity by considering both family and educator data and needs, and community resources when appropriate. **Use SMART Goals – Specific, Measurable, Applicable, Relevant, and Time-Based.** Align with the *National Standards for Family-School Partnerships*. Identify specific action steps and then responsibilities, resources, timeline and evaluation measure (s). Implement, and evaluate effectiveness using data. This plan can be used by individuals or groups for continuous improvement and as a component of such processes as the Unified Improvement Plan (UIP) or performance evaluations or personal growth plans or group discussions or team planning.



School: HIGH SCHOOL

Role/Team/Group: INTERVENTION AND IEP TEAMS

Planning Date: 8.15.16

Review Date: 6.1.18

IDENTIFY. (Cite Applicable Data Sources and Data Points.)

Key Measures: *MTSS Personal Partnering Beliefs, Practices, and Needs Assessment; Multi-Tiered FSCP Supports Checklist*

Additional Instruments: *Teaming Checklist*

- 20% reported observing the active inclusion of families in individualized planning team process and plan development and implementation
- 95% reported agreeing or strongly believing in the importance of families and schools partnering
- 80 % checked 5 or fewer (out of 11) teaming responsibilities being enacted

ANALYZE.

STRENGTHS:

- Majority of families and educator report believing in the value of family-school partnering
- Majority of families and educators responding to survey are wanting more information about various topics

CONCERNS:

- Few teaming responsibilities being enacted by families or educators
- Few observations of family-school partnering in individualized plan development and implementation

PRIORITIES:

- Active family and educator partnering on individualized planning teams
- Ongoing, coordinated learning support of goals and interventions at home and school
- Gathering and sharing relevant resources in school, district, and community

IMPLEMENT. Prioritized SMART Goal(s): 90% of educators and families will agree or strongly agree that there is home-school learning coordination of student goals and interventions identified by individualized problem solving or IEP teams, as measured by feedback data during the 2017-18 school year. 90% of individualized planning meetings will include family sharing in advance. At least twenty community resources will be identified and shared with families and educators in multiple languages and venues.



Check National Standard(s) Addressed:

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

| IMPLEMENT. Prioritized Measurable Action Steps for Educators, Families, and Community Resources | | Responsibilities Who Will Participate? | Resources What funding, time, people, materials/tools are needed? | Timeline By when (day, month, year) will it be completed? | Measures What data sources and points will be used? |
|---|--|---|--|--|--|
| 1. | <ul style="list-style-type: none"> Individualized problem solving or IEP team facilitators (or other representatives) will communicate with families in advance of meetings and the following information will be shared by families: 1. what they observe at home about their student's learning (data from home) and 2. input into goals, interventions | <ul style="list-style-type: none"> Individualized problem solving or IEP facilitators and team members, which include families and students when appropriate Interpreters | <ul style="list-style-type: none"> Clerical support to collect and summarize feedback data Interpreter costs Multiple communication methods | June 2018 | <ul style="list-style-type: none"> Percentage of meetings where families share information in advance <i>Planning Team Feedback</i> (percent agree or strongly agree) <i>Indicator #8 Planning Tool</i> (IEP) (percent agree or strongly agree) |
| 2. | <ul style="list-style-type: none"> Interventionists and/or classroom teachers will establish regular, ongoing two-way communication to share progress and | <ul style="list-style-type: none"> Building leadership teams Interventionists Teachers Interpreters | <ul style="list-style-type: none"> Time to communicate; flex time options Technology resources (texting apps, electronic meeting) | June 2018 | <ul style="list-style-type: none"> Interventionists and teacher records of percentage of two-way connection using |



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| | questions, concerns between home and school | | <ul style="list-style-type: none"> devices etc.) Interpreter costs | | <i>Two-Way Communication Checkpoints</i> |
| 3. | <ul style="list-style-type: none"> School staff will gather and provide information on possible supportive resources (electronic, agencies, school, district, and community) | <ul style="list-style-type: none"> Building leadership teams Mental health staff | <ul style="list-style-type: none"> Time to research resources; flex time options Clerical/tech support to help develop product (s) Interpreter costs | June 2018 | <ul style="list-style-type: none"> Shareable product in needed languages and venues, with resources, description, and access information Numbers of stakeholders who receive information |

EVALUATE. Data Points: Goal(s) 80%; 70%; 15 resources **Action #1** (see data)
Action #2 (see data) **Action #3** 15/20 **Was the plan implemented as described?** YES **Were there sufficient data?** YES **Was the specific measurable goal(s) reached?** NO **Were resources appropriately allocated?** YES **Were results used?** YES **Were results shared?** YES
NEXT STEPS:

- Create new action plan, based on collected data, for 2017-18 school year.
- Include the following;
 - Identifying families who are not able to participate and reach out personally to problem solve and encourage communication, tapping building and community resources
 - Identifying staff challenges in creating ongoing two-way communication around coordinating learning for students with individualized plans
 - Identifying strengths and concerns from survey data so as to know needed priorities for future
 - Contact remaining community resources so as to have their information as needed; continually update