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

Demonstration
Action Planning Stories from the Field

Stories help people think about how new ideas or shifts in practice can be applied to their day-to-day lives. As stakeholders shift to family, school, and community partnering, it might be helpful to begin collecting their own stories. A strategy might be to share ideas in faculty or PTO/PTA meetings, or have a venue where both families and educators highlight positive experiences – such as a link on a website or an entryway bulletin board. Stories can lend courage and practical guidance during times of change. They can celebrate successes and demonstrate challenges. These stories are categorized by stakeholder, individuals or groups, and focus on data-based action planning, but most have implications for all families and educators. Each highlights key data results, which are meaningful to the individuals or teams, “triangulated” findings from multiple sources, and possible action ideas. These stories have been shared by stakeholders during the past six years or taken from the literature and in some cases, are a combination of experiences.

Individual

Educator

• A fourth grade teacher just completed an online course on working effectively with families. It was the end of the school year, beginning of summer. As a course component, she completed several personal and system surveys, checklists that she had decided to use in planning for the fall and to use in working with her building supervisor for professional growth. A summary of her data and action plan are below.

Data Tools

Key Measures
- Challenges and Solutions
- MTSS Family, School, and Community Supports Checklist

Universal Additional Instruments
- National Standards for Family-School Partnerships: Goals and Indicators

Tiered Reflection

Targeted and Intensive Tiers Additional Sources
- Teaming Roles and Responsibilities Checklist

Result Summary

Strengths:
- Know some possible solutions to time and communication challenges
- Work together effectively with families and our school MTSS team when a child is struggling
- Know some concrete actions to implement the first three of the National Standards in my classroom - welcoming all families, sharing power, and collaborating with community

Response to Intervention (RtI) is incorporated within a Multi-Tiered System of Supports (MTSS)
Concerns:
- Challenge in finding time to communicate with families
- Unsure of best way to reach families
- Currently need to put 2 (out of 6) research-based classroom partnering strategies in place: ensure families know classroom structure and about homework – ask for feedback; ask families what they need to support learning at home

Possible Action Planning:
  - **Universal Tier:**
    - Before school starts, contact every family introducing self and finding out best way to establish two-way communication
    - Arrange and publicize “morning, noon, or night” office hours when will be available once a week to meet with families; work with supervisor
    - Create class website, with the students and post “weekly learning updates” and assignments to review with a family partner who shares in the learning; ensure every family can access; create weekly accompanying phone texts, created with student input

Family Member
- A single, working mother of two children attended a two-session family-school partnering seminar at her district’s parent academy. She has one child (9th grade) who is a typical learner and according to assessment data and teacher feedback, an accomplished and focused student. She has another child, 2nd grade, who is struggling with reading and exhibits some behavior challenges, according to assessment data and teacher feedback. She has been working with the second grader’s teacher on reinforcing reading skills at home and has included his afterschool care provider in this effort. She and the teacher are continuing to be concerned about his progress and have connected with the school’s MTSS individualized problem solving team, with a meeting set for the near future. During the seminar, she completed some personal surveys and checklists and wants to use the information to more effectively support their learning.

Data Tools
- **Key Measures**
  - MTSS Personal Beliefs, and Needs Assessment

- **Universal Additional Sources**
  - Two-Way Communication Checkpoints

- **Upper Tiers Additional Sources**
  - Teaming Roles and Responsibilities

Result Summary
- **Strengths:**
  - Strongly agree or agree on all 11 beliefs about families and schools working together
  - Would like to learn more about how to support learning at home and parent education opportunities and a Multi-Tiered System of Supports (MTSS)

- **Concerns:**

Response to Intervention (RtI) is incorporated within a Multi-Tiered System of Supports (MTSS)
Older Student: Don't know about what is happening in my older child’s learning or school; don’t support or encourage her as much as would be optimal; don’t share my students’ strengths or establish two-way communication

Younger Student: Need to learn more about how to team in interventions and reinforce positive behavior and learning at home

Possible Action Planning:
- Universal Tier – Older Student
  - Email all her teachers and ask how can partner, support learning; include my daughter so she knows I care and am encouraging her, learning my self
- Targeted and Intensive Tier – Younger Student
  - Ask about how to be more effective at home with learning and behavioral challenges
  - Find ways to participate in the team meetings or access information as are held when I am at work
  - Establish more frequent communication (texting if possible) with teacher and specialists, include my son

School Leadership Team

A middle school leadership team, which included family representatives from each grade and a representative from the community library, engaged in a team study of the research and resources available in creating effective family-school partnerships. They worked with a representative from the district professional development office who connected them with online resources and materials. They scheduled time in each weekly meeting to review information and/or watch videos and/or talk with a district/community consultant, knowledgeable in the family-school partnering field.

After the study sessions, it was decided to collect data from the school staff members and families so as to plan a course of action that would be targeted to the specific school needs. The group chose to gather data from multiple sources and intentionally didn’t want to burden any one individual or group. The plan was as follows: one survey to every individual in the school community; three data sources from instructional teams, existing committees/organizations such as the school accountability committee (SAC) and the parent-teacher organization; and the multi-disciplinary team working with the MTSS (or RtI) individualized problem solving and special education processes.

Data Tools

Key Measures
- Challenges and Solutions (Team, Committee Data)
- MTSS Personal Beliefs, and Needs Assessment (Individual Staff and Family Data)
- MTSS Family, School, and Community Supports Checklist (Team, Committee Data)

Universal Additional Instrument

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- Formally tabulate data and share with stakeholders in celebration of partnering success
- Continue to disaggregate data and work to ensure every educator, family member, student (and where needed, community resource) are partnering in interventions, progress monitoring, and communicating effectively