



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



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:



- 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

Group

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



- *Team Data Tracker* (Team, Committee Data)

Targeted and Intensive Tiers Additional Instrument

- *Planning Team Feedback* (Families and Staff Members in the Special Education Process)

Result Summary

Strengths:

- 90% of the respondents – families, community resources, and school staff - reported agreeing or strongly agreeing with belief statements
- 90% of the teams/groups reported that at least 75% of the targeted and intensive partnering practices are in place; relatedly, 90% of the participants in individual planning teams reported that they strongly or very strongly agreed that they were informed and active partners
- 85% of the respondents – families, community resources, and school staff – wanted to know more about the National Standards for Family-School Partnerships and how to support learning at home and in the community

Concerns:

- 25% of the respondents – families, community resources, and school staff – reported that they frequently or very frequently engaged in implementing partnering practices (a belief to practice gap!)
- 50% of the teams/groups responded that they felt 5 or less (out of 19) of the school-wide universal partnering practices were in place; few felt that partnering was integrated or that families felt welcome or that families knew how to support learning at home or that every family used the technology
- The two most reported challenges were lack of time and lack of knowledge and confidence in partnering – both for families and educators; solutions were offered – training, technology partnering, staff and family/community support
- 22% of the existing teams/ committees reported discussion of family-school partnering at any meetings

Possible Action Planning:

○ **Universal Tier**

- Create an ongoing “shared learning opportunity” for families, school staff, students, and relevant community resources in how to effectively partner, including the National Standards for Family-School Partnerships and research about what works; offer in multiple settings and venues including technology, follow up, and encourage active participation; market and include students in the planning and messaging; include interpreters and cultural liaisons in the planning
- Prioritize three universal partnering actions to address at the school and classroom level, encourage every staff member to develop an action plan for his/her responsibilities; discuss and share regularly in each instructional team, progress monitoring and problem solving

○ **Targeted and Intensive Tiers**



- 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

More information on how to compile and share partnering stories is available from the Harvard Family Research Project: *Create Your Own Toolkit: Building Your Family Engagement Skills and Knowledge*. Retrieved from <http://www.hfrp.org/family-involvement/professional-development/create-your-own-case-toolkit-getting-started>