

# Step One: ENSURE SHARED MTSS AND FSCP KNOWLEDGE OF THE WHAT, WHY, WHO, WHEN, AND HOW

#### Application Activity #3: Create a Partnering Calendar Instructions, Examples

#### 1. Introduction

**Application Activity #3: Create a Personal Partnering Calendar** This activity is related to the "WHEN" of family, school, and community partnering (FSCP). Supporting the ideas of "coordinated" learning and "anytime, anywhere" learning, a calendar can help in personal accountability and planning. Actions should be doable, relevant, and fit into a schedule. Daily, weekly, monthly, or yearly calendaring can occur – or some combination of all four. Students can also use the calendar idea, maybe noting on their personal planners about sharing information or learning with teachers or family members.

#### 2. Instructions

This activity can be done individually or in groups, as part of training or individual study. A possible scenario is described below.

**Materials:** Calendar templates; writing utensils; examples of educator and family member calendars.

**Outcome:** Participants engage in discussing how they envision ongoing partnering becoming a planned, strategic part of their schedules. Participants hear varying viewpoints and have an opportunity to collaborate on creating various calendars. Alternatively, individuals may do this activity on their own.

**Instructions:** (These can be varied to fit audiences.) Please take a few minutes and choose a weekly, monthly or yearly calendar template. Jot down some ideas for activities relating to your personal partnering role and responsibilities. Then discuss response with your team (or a neighbor). Create an individual or team or group calendar. Share key points with entire group. Optional discussion points: ask would responses be different if all were educators or family members or community resources? or any different group from the current one? what would students say? or compare actual school calendars in place.

**Conclusion:** Individual, team or dyad keeps their responses. The following activities might occur with other stakeholders: role-playing; sharing with colleagues; putting samples on website; using calendar and collecting data.

#### 3. Examples



#### EXAMPLE: Family, School, and Community (FSCP) Partnering Calendar "Supporting Student Success Every Day"\*

### Name/Team: Role (Family, Educator, Community Resource): FAMILY Date: August 10, 2016

**Directions:** Identify one partnering action for each day of the week that will support student school success and works with your schedule. Note if completed and include comments to guide next steps. Each day or week activity may be repeated as often as desired if relevant and helpful. Review your results and use to continuously improve student progress based on your data.

### MONDAY

Action: Start the "three-a-day" strategy with my child and continue every day: talking about learning, encouraging school success, ensuring homework support with after-school program and at home, others

Completed:

Not Completed: □ Notes:

#### TUESDAY

Action: Start sharing with teachers that I am their partner at home and doing "three-a-day" strategy; I would appreciate knowing what I can do and what my student is learning Completed:  $\Box$ 

Not Completed: □ Notes:

#### WEDNESDAY

**Action:** Check parent/student portal information app on my phone to access assignment and grade data; share with my child and look together at the information; discuss what it means and how to use the portal frequently

Completed: □

Not Completed: 
Notes:

#### THURSDAY

Action: Check class websites for information with my student; talk together about classes, learning topics, and personal goals

Completed: □ Notes:

#### FRIDAY

Action: Share a personal learning story from my life with my child; ask each of our family members to talk about learning experiences in a family discussion

Completed:

Not Completed: □ Notes:

#### SATURDAY

**Action:** *Include my child in family discussion about ways to tie weekend activities to learning topics from school* 

Completed:

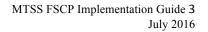
Not Completed:

#### SUNDAY

Action: Talk about the week ahead and how we will support school learning at home, including homework support and fun; assess what is working and what is not and adapt Completed:

Notes:

Not Completed: □ Notes:





#### EXAMPLE: Family, School, and Community Partnering (FSCP) Year Calendar "Supporting Student Success Year-Round"

## Name/Team: 7<sup>th</sup> GRADE TEAM Role (Family, Educator, Community Resource): TEACHERS Date: 2016-17

**Directions:** Identify one partnering action for each month of the year that will support student school success and works with your schedule. Note if completed and include comments to guide next steps. Each month's activity may be repeated as often as desired if relevant and helpful. Review your results and use to continuously improve student progress based on your data.

August	September	October
Action: Connect with every	Action: Create an email and	Action: Ensure partnering
family inviting two-way	text list for each class, which	home-school plan is created
communication; ask for	includes students; begin	and implemented if a student
preferred method of	sharing weekly learning briefs	demonstrates an academic or
communication; use multiple	so families can discuss topics	behavioral need; monitor
communication modalities to	at home	progress and team with others
ensure understanding of		if more intensive support is
expectations, homework,		needed, always including
support if concerns		family
Completed/Date:	Completed/Date: 🗆	Completed/Date: □
Not Completed: □	Not Completed: □	Not Completed:
Notes:	Notes:	Notes:
November	December	January
Action: Prepare for	Action: Offer small open	Action: Work with students to
conferences by asking in	houses to share student work	create website or texting
advance for student and family	at various times (before	content, sharing with families
information and questions;	and/or after school and/or on	what they are learning and
send individual data before	weekends); include families,	update weekly
conference; invite personally;	significant adults, and	
consider including students	students	
Completed/Date: □	Completed/Date: □	Completed/Date: □
Not Completed: 🗆	Not Completed: □	Not Completed: □
Notes:	Notes:	Notes:
February	March	April
Action: Send a positive	Action: Prepare for	Action: Offer small open
message (text, email, phone	conferences by asking in	houses to share student work
call or letter) about each	advance for student and family	at various times (before
student; ask for a positive	information; send individual	and/or after school and/or on
message from home; include	data before the conference;	weekends); include families,
students	invite personally; consider	significant adults, and
	including students	students
Completed/Date: □	Completed/Date: □	Completed/Date: □
Not Completed: □	Not Completed: □	Not Completed: □
Notes:	Notes:	Notes:



May	June	July
Action: Ask families to complete a feedback survey about this year's partnering: communication, homework, collaborative problem solving, sharing about learning	Action: Examine partnering data from this year (survey, communication with families, homework completion rates, event attendance) and set goals and calendar for next year	Action: Design monthly interactive (demonstration or shared) homework assignments for coming year
Completed/Date: □ Not Completed: □ Notes:	Completed/Date: □ Not Completed: □ Notes:	Completed/Date: □ Not Completed: □ Notes:

\*We thank the numerous participants in the CDE online FSCP courses who contributed these ideas.