



## **Partnerships for Literacy**

### **Family and Community Engagement for Early Literacy**

#### **Snapshot of Practices**

**How well does each statement describe my school?**

#### ***Communication***

1. Families are informed about their child's language/literacy progress in a timely manner.
2. School personnel communicate and model high, positive expectations for students' academics and behavior to families.
3. Information about language and literacy sent to families from the school is understandable (e.g., five Areas of Literacy, standards, grade-level expectations).
4. Communication about literacy is two-way. The school listens and learns from families, and also provides information to families.
5. Families who have home languages other than English are welcomed and encouraged to share their expectations and previous school experiences. They are provided with resources and supports for

communicating with the school about their child's language and literacy development. Language diversity is valued within the school.

6. When a child needs additional supports for reading skill development (Tier II), families are provided with school-based intervention plans for their child and receive more frequent communication (bi-weekly, monthly, etc.) about the child's progress. Families have the opportunity to share feedback with the school and make decisions about their child's plan.
7. When a child is identified with intensive reading needs (Tier III), families are provided with school-based intervention programs for their child (e.g., IEPs) and receive more frequent communication (bi-weekly, monthly, etc.) about the child's progress. Families have the opportunity to share feedback with the school and make decisions about their child's plan.

### ***Supporting Early Language and Literacy at Home***

1. Literacy-building practices are provided to families for use at home.
2. Activities sent home are enjoyable for families to do together, brief, are an extension of content already learned in the classroom, and fit into the daily lives of families.
3. The school works to ensure that each child has access to books, writing supplies, and other resources at home to support the child's practice and to encourage routine literacy-building activities in everyday life.

4. When a child is identified for a literacy-related supplemental instruction (Tier II), families are provided with ideas for how to support literacy at home in conjunction with the school's plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home.
5. When a child is identified for literacy-related intensive instructional supports (Tier III), families are provided with ideas for how to support literacy at home in conjunction with the school's plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home.
6. Families learning English are encouraged to read and create a literacy rich environment at home. They are encouraged to speak/read in their home language.

### ***Strategic Community Partnerships***

1. The school has partnerships with public, non-public, and Head Start early childhood education programs to promote shared reading and early language and literacy at home. This can include preschool, childcare, or home visiting programs.
2. The school is a hub for literacy development, and brings in partnerships with community resources that support shared reading and language and literacy activities at home (e.g., afterschool programs, mentoring programs, ESL classes for families, summer programs, library, YMCA, churches, etc.).

3. Community partners build awareness and support for literacy in the community (e.g., literacy picnics, library events, guest-readers, etc.).
4. The school invites families to partner with them within the walls of the school to support early literacy and language development.

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