Partnerships for Literacy

Creating Action Steps for Family and Community Engagement for Language and Literacy

**Version: 8/29/2019**

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**Guidance Documents in this series...**

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| 1. Building your school’s Partnerships for Literacy Team (P4L)
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**Recommended citation:** Boone, B. & Wellman, M. (2018). *Partnerships for Literacy Series: Creating a School Plan for Family and Community Engagement for Language and Literacy.* Retrieved from https://ohiofamiliesengage.osu.edu

# **Purpose**

The following guide is designed to help your Partnerships for Literacy (P4L) team make a plan for partnering with all of your school’s families to support their children’s language and literacy. Ideally this is a natural complement to the school district’s Reading Achievement Plan.

The guide begins with the *priority areas* that you plan to impact. Your group will then select and plan *action steps* that build the capacity of families and school personnel to work together. In addition, your team will build strategic partnerships with your community to support literacy.

The strength of any plan comes from the people who are committed to seeing it through. Your planning team needs parent/caregiver representatives amongst others as outlined in the companion document to this guide, *Building your school’s Partnerships for Literacy Team (P4L).* It is important that parent/caregiver members of your family engagement team are equal partners in this planning process.

# **Steps**

1. If you have not already done so, convene your team and complete the **Family & Community Engagement for Early Literacy Inventory**
2. If needed, conduct **Focused Discussions with Families** to fill in gaps in your current understanding of family and community engagement practices, strengths, and opportunities.
3. Select priority areas using this guidance document, starting on the next page.
4. Develop your local plan with concrete action steps for strengthening your school’s family engagement and community partnerships. This might involve redesigning current practices or selecting new practices.

# **Selecting Priority Areas**

Begin this process by determining what you know.

As a team, take a look at:

* The results of your *Family & Community Engagement for Early Literacy Inventory*
* Student literacy data (i.e. formative assessments, achievement assessments, progress monitoring data)

Gather your data into one location and display it for the team. As a team, take some time to review the results.

Discussion Questions:

* What are the greatest areas of need based on student data?
* What are the 1-3 priority items from your Inventory that you want to work on as a team this school year (pages 27-28)? You might decide to focus your efforts for now on one area (for example, Communication) or you might decide to select one priority item from each area (for example, one item from each of: Communication, Learning at home, and Community partnerships). This is a flexible process based on your school’s goals and capacity.[[1]](#footnote-1)
* Now that you’ve identified some priority areas based on your current student and family engagement data, use the next pages to start putting on paper some potential action steps and details for each action step in your plan. You should complete one page for each priority. The action steps should be directly linked to changes that will have the impacts you want to see.
* Is there a current practice you want to improve upon? Consider using the Redesign handout (pg. 15) as a team to modify your current practice.

**Priority Area 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­**

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| **Action Step** | **Description***How much, how often and with whom?* | **Who will be impacted** | **How will you know if you’ve achieved success? What data will be used?** |
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**Priority Area 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­**

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| **Action Step** | **Description of Strategy***How much, how often and with whom?* | **Who will be impacted** | **How will you know if you’ve achieved success? What data will be used?** |
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**Priority Area 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­**

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| **Action Step** | **Description of Strategy***How much, how often and with whom?* | **Who will be impacted** | **How will you know if you’ve achieved success? What data will be used?** |
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# **Check Your Action Steps**

Once you have drafted your action steps using the tables above or another planning document, consider these important findings from research about effective family and community engagement strategies. Return to your action steps and make improvements so that the actions planned reflect as many characteristics of effective strategies as possible.



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| * Is it clear that the cultures and values of families are understood and accounted for by this strategy?
 |
| * Are you starting your engagement strategy early enough to prevent issues and proactively address your goal?
 |
| * Is the strategy sustained over time – long enough to have the intended impact?
 |
| * Are barriers to access addressed so that all families can participate?
 |
| * Does the strategy provide for multiple ways of gaining information and multiple ways of participating for families?
 |

# **Implementation and Monitoring**

The remaining tables in this document are for ironing out the details. You can use any planning process you’d like – these tools are just provided to give you structure if you need it!

With your team, consider the tasks needed to implement your action steps.

Who is responsible for completing them? What resources (people, place, supplies, funding, etc.) do you require? What is your timeline for completion?

Use the table below, or another format you prefer, to determine the steps you need to implement the strategies you have planned.

**Tasks and Responsibilities for each Strategy**

**Priority Area 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Action Step** | **Tasks** | **Person Responsible** | **Resources** | **Timeline** |
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| **Action Step** | **Tasks** | **Person Responsible** | **Resources** | **Timeline** |
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| **Action Step** | **Tasks** | **Person Responsible** | **Resources** | **Timeline** |
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# **Evaluation and Reflection**

Complete this step after you’ve implemented aspects of your action steps for a school year or term.

Monitoring the impact of implementation of your plans is another important step. Were your action steps successful? Are there refinements needed to your plans? Use the tables on the next 3 pages to review the action steps you’ve implemented under each priority area.

**Priority Area 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Action Step** | **What impact did this action step have?** | **What steps will you take to continue/improve the impact on the expected change?** (e.g. chose a different action; do more of the same action; change the target population/timing of implementation) |
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**Priority Area 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Partnerships for Literacy

**Redesign for Family Engagement**

**Family engagement is not one-size-fits-all. Rather, the more choices, supports and flexibility we can provide, the more families will be able to access and partner in supporting their child’s education.**

Here are the **BIG ideas** to consider:

1. Stimulate interest and motivation for engaging with their child’s education.

How can we communicate the joy and importance of giving precious time to supporting their child’s literacy development?

1. Present information and opportunities in different ways - use multiple means, including technology, to share information.

Can all families access the communication you use? How could you adapt?

1. Allow for multiple ways (roles) that families can choose to be engaged and support their child’s learning.

How can there be more choices? Flexibility?

**Choose a current school strategy/activity for engaging families in early literacy. Describe it on this page, then use the second page to redesign it.**

**Name of the activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Questions:**

1. What is the goal for the student?
2. What is the goal for the family?
3. Who would not have access? What barriers exist?
4. What would motivate families to fully and gladly engage in this activity?

**Redesign it!**

Thinking creatively, how can we revive this activity for engaging the families of all students?

1. What are different options we have to eliminate the barriers for families?
2. What are some other opportunities we can provide to get to the same goal? What are other ways we can communicate about this goal with families?
3. What incentives, hooks, or attractive options can we build in to motivate families to support their child’s education and meet the intended goal?
4. How many different ways are there for families to be involved in supporting the goal?
1. A ranking process can sometimes be helpful for your team as you discuss the work you will undertake this year. [↑](#footnote-ref-1)