# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

# (SCHOOL LEVEL, FORM G–GOALS)

**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School: Shining Stars High School** | | | | | | **School Year: 2023-24** | | |
| **GOAL 1–ACADEMIC:**   * Our team’s literacy goal is to support our classroom teachers in partnering with families to improve students’ typing and connecting their content-area vocabulary to future career choices. * This year, we’re going to focus on building partnerships with 9-10th grade families, with the goal to add 11-12th grade action steps next year. | | | | | | | | |
| **Goal 2 Chair or Co-Chairs from ATP** | | | | | | | | |
| **DESIRED RESULT(S) THIS YEAR FOR THIS GOAL**   * 50% of 9-10th grade teachers feel more equipped to engage families in their content area than the prior teaching year * 50% of 9th grade families reported receiving information from the school about literacy development (typing practice, vocabulary words, etc) | | | | | **HOW WILL THE SCHOOL MEASURE THE RESULT(S)**   * Teacher survey item (ask at final PD day of the school year) * Family exit survey item end of 9th grade year (existing survey we will add a question to) | | | |
| **FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL.** | | | | | | | | |
| **ACTIVITIES**  **(2 or more, continuing or new)** | **TYPE(S)**  **(1–6)** | **DATE OF ACTIVITY** | **GRADE LEVEL(S)** | **WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?** | | | **PERSONS IN CHARGE AND HELPING** | **RESOURCES NEEDED**  **(funds, supplies)** |
| Mini Teacher PD | Communication | Late Aug 2023-Sept 2023 | 9-10 | Early Aug: Create talking points for teacher PD   * awareness of the school action team for partnerships and resources they plan to develop this year * plan/methods the team will use to share resources with teachers | | | ATP  Teachers  IT staff (to help with sending info to teachers via listserv) | Planning meeting for ATP members  Talking points (slides?)  Time during teacher PD day |
| Free family resource(s) for practicing typing outside of school | Learning at Home | Sept 2023 | 9-10 | Draft email to teachers, send draft to ATP to review/improve, then send to teachers. Consider translation needs.  Ask a parent to try out the resource and record a video or write a quote about the experience with their high schooler.  Ask afterschool program and the drop-in program at the library if they have time to do typing practice with the students. | | | ATP lead for this activity  Teachers  Parent pilot-tester | <https://www.typingclub.com/>  Draft Email for teachers to send to families/share in the Family App  Get messaging for families translated if needed for parents (look at family Language Usage Survey results for this year) |
| Give teachers sample messages/assignments for engaging families in connecting their students’ content-area vocabulary to future careers | Communication,  Learning at Home | Oct/Nov 2023 | 9-10 | At October ATP meeting: Draft sample messages and assignment ideas, send draft to all ATP members to review/improve, then send to teachers. Consider translation needs.  After Oct mtg: Ask parent to test out the conversation starters  Nov. email to teachers | | | ATP lead for this activity  Teachers  Parent pilot-tester | [OSU Resource for HS Literacy Family Engagement](https://ohiofamiliesengage.osu.edu/wp-content/uploads/2023/01/High-School-Family-Engagement-in-Literacy-Examples-Final.pdf) |
| Survey teachers and families about impact of our work | Decision-making | April-May 2024 | 9-10 | March ATP mtg: draft survey items, Talk to STAFF MEMBER NAME about adding survey item to 9th grade family exit survey, talk to principal about getting time in PD day schedule  April – collect data, analyze, and present back at May ATP mtg. | | | ATP lead for this activity  Teachers  9th grade Families  Data specialist | ATP Planning Time in Spring  Final teacher PD day small time slot to collect survey data  Access to edit 9th grade family survey |
|  | | | | | | | | |

# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

# (SCHOOL LEVEL, FORM G–GOALS)

**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School: Shining Stars Middle School** | | | | | | **School Year: 2023-24** | | |
| **GOAL 1–ACADEMIC:**   * Our team’s Math Goal is to focus on improving family volunteering and community partnerships related to student math achievement. Our specific goal is to work with family and community volunteers (such as elderly/nursing home partnership) to establish a Math Buddies program so that our incoming 6th grade students will have an 8th grade math role model and community role models, and see themselves as capable of learning and applying math to future careers. The family and community volunteers would help in several ways: help teachers create flyers about the program and help with matching students and prepping a letter about their Math Buddy Match, help at one or more Math Buddies events by sharing examples of how their foundational math skills help them in everyday situations at work, or while shopping, or while gardening/woodworking/baking, planning out projects/events, etc. | | | | | | | | |
| **Goal 2 Chair or Co-Chairs from ATP**  Mrs. Math Teacher (Goal Chair)  Barbara Boone (Goal Co-Chair, ATP lead)  District Family/Community Coordinator (Co-chair) | | | | | | | | |
| **DESIRED RESULT(S) THIS YEAR FOR THIS GOAL**   * 90% of 6th grade students will be successfully set up with a math role model in 8th grade * 75% of family/community volunteers will report that they were well-prepared for their volunteering role * 75% of 6th and 8th grade students will report that the Math Buddies Program helped them feel more confident in Math this year | | | | | **HOW WILL THE SCHOOL MEASURE THE RESULT(S)**   * Teacher records of who participated in the Math Buddies Program * 2 item Family/Community Volunteer Survey * 2 item Student Survey | | | |
| **FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL.** | | | | | | | | |
| **ACTIVITIES**  **(2 or more, continuing or new)** | **TYPE(S)**  **(1–6)** | **DATE OF ACTIVITY** | **GRADE LEVEL(S)** | **WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?** | | | **PERSONS IN CHARGE AND HELPING** | **RESOURCES NEEDED**  **(funds, supplies)** |
| Invite Volunteers for Math Buddies Program | Volunteering, Community Partnerships | October | 6th/8th | Create invitation for volunteers  Go to nursing home and talk with staff about feasibility, transportation, # of participants, etc.  Send invitation, create/maintain list of volunteers participating  Invite PTA to recruit additional family volunteers to help with the lunch kickoff event for students | | | ATP team  District Family/Community Coordinator  PTA | Invite  Volunteer List  Meeting with Nursing home  Ask nursing home if they have funds for a lunch event at the school  Alternative: ask PTA for lunch funds |
| Coordinate with Math Buddies Program staff to help with the Math Buddies Kickoff Event |  | November | 6th/8th | Help create Kickoff materials for students, their Math Buddy Match letter, lunch space for students, staff, and family/nursing home volunteers | | | ATP team | Printer  2 ATP Planning Meetings  Event space  Lunch  Draft surveys for volunteers and students |
| Create survey items for volunteers and students, analyze data, and share results |  | Nov | 6th/8th |  | | | ATP team  Data support person | Meeting time to draft  Paper surveys |
| Attend Math Buddies Events with Volunteers and Students | Building relationships with families/students, Volunteering | December,  January,  February | 6th/8th | Help with set up  Share stories about applying math to every-day life  Help with tear-down  Collect surveys from participants | | | ATP team | Math Buddies Letters  Surveys  Take Pictures for after-event communications |
|  | | | | | | | | |

# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

# (SCHOOL LEVEL, FORM G–GOALS)

**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School: Shining Stars Elementary School** | | | | | | **School Year: 2023-2024** | | |
| **GOAL 1–ACADEMIC:**   * Our team’s Literacy Goal is to focus on improving teacher-family partnerships for Kindergarten - 1st grade families so that families have a general understanding of our literacy curriculum and can talk positively about their child’s early literacy skill development at home on a regular basis. * We will do this as a team by scheduling 3 planning meetings with K/1st grade lead teachers where we will re-design our August-October family communications plans to include:   1) up to date information about our structure literacy instructional approach and new dyslexia screenings, including literacy activities they can do at home,  2) more family-friendly language,  3) ideas for them to use growth mindset language at home related to the skills their children are learning, and  4) at least 2 options for 2-way communication with the school about their child’s literacy progress.  OUR WHY – there are changes to the ELA curriculum happening, and it will benefit everyone if we can have clear and consistent ways of talking about these changes. | | | | | | | | |
| **Goal 1 Chair or Co-Chairs from ATP**  Barbara Boone (Chair, ATP lead, current teacher, has Early Childhood literacy experience)  Meredith Wellman (Co-Chair, parent, has child entering K) | | | | | | | | |
| **DESIRED RESULT(S) THIS YEAR FOR THIS GOAL**   * 75% of K and 1st grade families reporting that they understand how the school is teaching their child early literacy skills * 50% of K and 1st grade families reporting that they feel confident using growth mindset language at home with their child to boost their early literacy confidence * Gains in K and 1st graders early literacy skills * Improved comfort/confidence of teachers to talk with families, especially about literacy and growth mindset (won’t measure this, but it is a desired result) | | | | | **HOW WILL THE SCHOOL MEASURE THE RESULT(S)**   * Informal conversations with K/1st grade families about their understanding of the curriculum and growth mindset conversations with their kids (ongoing, whenever families are around and talking with the teachers) * Brief family survey (2 items) during late Fall family conferences (this team will draft, and send to teachers) * Review of early literacy gains for K and 1st grade students, from beginning of the year to Jan/Feb | | | |
| **FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL.** | | | | | | | | |
| **ACTIVITIES**  **(2 or more, continuing or new)** | **TYPE(S)**  **(1–6)** | **DATE OF ACTIVITY** | **GRADE LEVEL(S)** | **WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?** | | | **PERSONS IN CHARGE AND HELPING** | **RESOURCES NEEDED**  **(funds, supplies)** |
| Create/Update communications about curriculum and screenings and growth mindset language to use at home | Communication | May/August | K-1 | Share with teachers that this work will be happening, and ask for their ideas/feedback on who should be at the table to write the communications.  As a team, meet 1-2 times to write a description of the curriculum being used in K/1st grade for early literacy skill development for families, and screenings the school plans to do for K/1st graders throughout the school year. Meet 1 time to draft growth mindset language ideas for fams to use at home. Have more families/teachers read it to suggest ways to make it more understandable/accurate.  *Tentative Mtg Dates: May 29, Aug 22, Aug 25* | | | ATP team  Lead Teachers  Family liaison  School counselor (has growth mindset content knowledge) | Prep time for Dr. Boone  Chair will bring any state/national resources related to this content.  3 meetings with team (some work could also be via email)  Book rooms to meet  Printer  Coordinate with teachers to include new content in their family communications (letters, conversations, newsletters, apps, etc) |
| Write family conferences survey items | Communication | Sept/Oct | K-1 | Chair will draft initial items in Sept  ATP Meeting in Oct to review the drafted items  Send surveys to teachers to use in late October (Electronic? Paper versions? Work with family liaison or intervention specialist to translate into Spanish)  *Tentative ATP Mtg Date: Oct 1* | | | ATP team  Bilingual staff member | Email team in advance with draft items  Book meeting space  Time on the agenda to work  Send email with items to all K/1 teachers |
| Family Conferences with teachers | Parenting (Building relationship with the family), Communication | Late Oct/Nov | K-1 | This team’s role is to support teachers in communicating clearly with families about curriculum, growth mindset, and ideas for learning at home.  Make sure teachers have everything they need.  *Tentative ATP Mtg Date: Oct 25* | | | ATP team | Copies of New Communications (see above)  Copies of family survey items (or link to online survey) |
| Data review! How did we do this year? Internal team, and celebrate successes with teachers, families, and students | Decision-making | Spring (March/April) | K-1 | Collect family survey data from teachers (Oct/Nov)  Collect student literacy gains from the school’s database (Nov/Dec)  Data Support Person- Enter/Clean data and create some simple graphs of results (by grade level? – Nov/Dec)  Meet to review results and decide on a plan to share out (Jan)  Invite lead teachers to share at the Jan mtg about how it went for them  Create communications for teachers, families, and students about what we learned.  Decide where/when to share results (Spring event? Newsletters? Spring conferences? PTA mtg?)  *Tentative ATP Mtg Dates: Jan 15, Feb 25* | | | ATP team  Data support staff member  PTA  Lead Teachers | Data from Fall conferences surveys  Time to review and create graphs from data  Meeting time to review and create some communications based on results  Printer |
| **Add pages for more activities that support THIS goal.** | | | | | | | | |

# Epstein, J. L., et al. (2019). *School, family, and community partnerships: Your handbook for action, 4th edition.* Thousand Oaks, CA: Corwin Press.