



Step Two: USE DATA TO CREATE MULTI-TIERED FSCP ACTION PLANS (More About How)

Application #1: Collect and Summarize Data Instructions, Examples

1. Introduction

Application Activity #1 Collect and Summarize Data

This activity allows for completing relevant measures and summarizing data that may have been collected or exist relating to family, school, and community partnering. It is suggested that at least three data sources, including existing data, be completed and summarized. It is important that data be used in action planning decision-making and shared with those that contributed. Data should be available for ongoing reference, assessing progress, and continual improvement. Individuals or groups can summarize data to be used in planning, monitoring, and assessing progress. Data can be used as evidence for performance evaluations or in schoolwide system accountability.

2. Instructions

This activity can be done individually or in groups, as part of training or individual study.

Materials: Existing data from family, school, and community partnering activities, events, surveys, teams, individuals; data tools such as found in the *MTSS FSCP Partnering Implementation Guide: Key Measures; Universal – Surveys, Feedback and Planning, Tracking; Targeted and Intensive Tiers and the Special Education Process*

Outcome: Participants will access data sources to use in action planning. They will analyze existing and collected data as to strengths and concerns, then suggest possible tiered actions.

Instructions: (These can be varied to fit audiences.) Please review any existing data about current individual and/or team and/or organization and/or school partnering practices. It is suggested that participants complete two of the three Key Measures: *Challenges and Solutions; MTSS Personal Partnering Beliefs, Practices and Needs Assessment; Multi-Tiered Family, School, and Community Partnering (FSCP) Supports Checklist*. And then see if additional information or data would be helpful. It is also suggested that data be summarized and prioritized in a systematic way for use and ongoing reference, evidence of process, and as performance artifact if needed. The *Individual or Team Data Summary* templates are an example of a summary process.



Conclusion: Individual, team or organization gathers, analyzes and summarizes data to use in action planning.

3. Example

Family, School, and Community (FSCP) Individual Data Summary EXAMPLE

Name:

Role (Family, Educator, Community Resource): Middle School Teacher

Date: May 2017

Directions: Please note assessment results of current family, school, and community (FSCP) partnering practices. Data can be qualitative, numerical, existing or collected. Please note data source and date. Then highlight relevant findings, noting possible actions that might support effective practice. Use the data findings to create data-based, tiered action plan. This summary might have potential use as an artifact in performance appraisal or in family discussions, planning.

Data Source	Date	Relevant Findings	Possible Actions
<ul style="list-style-type: none"> Family – student-teacher spring <i>Conference (Event) Feedback</i>; Attendance numbers from conferences; Conference notes 	March 2017	Strengths: <ul style="list-style-type: none"> 80% of families reported reviewing information sent in advance and sending their questions 98% attendance after personal invitations 74% of families reported reading and discussing learning topic weekly texts 	<ol style="list-style-type: none"> Provide outreach and follow up to each family, sharing about how I would appreciate their feedback and comments; follow up For fall, develop clear homework expectations with some family and student representatives; provide opportunities for family comments and questions on each homework assignment
		Concerns: <ul style="list-style-type: none"> 64% of those responding hadn't responded "two-way" to emails and texts 82% reported that they were unclear about specific homework expectations 	
<ul style="list-style-type: none"> <i>Challenges and Solutions</i> 	April 2017	Strengths: <ul style="list-style-type: none"> Knowledge of the significant number of families who only speak Spanish and most school documents are 	<ol style="list-style-type: none"> Ask interpreter/ cultural liaison to help in reaching out to every family with specific information



		<p>translated</p> <ul style="list-style-type: none"> Is an interpreter/cultural liaison most days in building 	<p>on how to share questions and have me respond through interpreters – stressing confidentiality</p> <ol style="list-style-type: none"> Set up small group visits for every family through family-to-family connections so can spend a day at school, have extended hours for certain days
<ul style="list-style-type: none"> <i>Staff Reflection Tool</i> 	<p>April 2017</p>	<p>Strengths:</p> <ul style="list-style-type: none"> I listen, ask open-ended questions, and value families I respect families as experts on their child <p>Concerns:</p> <ul style="list-style-type: none"> Do not connect with every family after school begins Do not personally always start with a positive message Do not tell students that I want to partner with them and their families 	<ol style="list-style-type: none"> Design early communication plan for fall to reach out to every family, with positive connection, and inform students of the plan so can check in with their families
<p>SUMMARY: See above; will prioritize and plan for entire 2017-18 school year; am sharing this with my supervisor in spring review conference</p>			