

# Learning Snapshots

## Wilmore-Davis Elementary School

### Wheat Ridge, CO



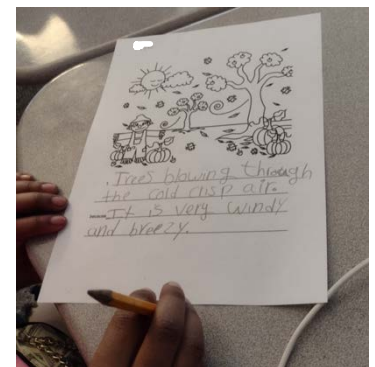
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Department of Education

The community at Wilmore-Davis Elementary is comprised of a diverse community including various socio-economic, racial/ethnic, education levels, work experiences, and family dynamics. This practice offers real time learning snapshots where all families can engage in effective and meaningful two-way communication regarding the main topic that every family has in common; their child/children's education. The goal of 'Learning Snapshots' was to link together several of the National Standards for Family-School Partnerships into one digestible piece of information that could be sent home in real time.

In order to plan and prepare for this type of practice, school staff called every family two weeks before school started to welcome them into the new school year, introduce the idea of the learning snapshots, and asked them to sign up for Remind (a messaging App). This process was necessary to the success that we experienced the rest of the year, not only with learning snapshots, but also with family engagement as a whole. This practice involved the collaboration of several members of the community. It relied heavily on being aware of what teachers were teaching each week. This was accomplished by sitting in on planning times and reviewing each grade level's newsletters for the week. It also relied on buy-in from families and students.

In collaboration with teachers, families joined classroom learning at pre-arranged times. This provided an opportunity to join a variety of lessons with the goal of sharing the learning taking place with families. After visiting the grade level classrooms for that week, every family in that class was sent a personalized message with a picture of the student's individualized work or the work of the class. Each message included a short description of the lesson and a question they could ask their child at the end of the day to trigger a conversation about what they learned. Families received the message in the form of communication that they choose through Remind (email, text, or the app) and in their chosen language.



This practice helped create an inclusive culture where families could build trusting relationships by offering personalized real-time communication. Families felt they played a stronger role in their child/ren's education as the messages were delivered in real time and they could ask questions or comment back. Through this practice, we have been able to communicate more efficiently. This practice was evaluated by data on Remind which displayed how often families "reacted and responded" to messaging. It was also evaluated through our Family School Partnership survey which verified that 80-90% of our families felt that we met all 6 PTA National Standards. The main challenge staff encountered was timing of classroom visits vs. communication to families. The Wilmore-David liaison shared: "Initially, we planned to visit one grade level each day. However, the time that it took to send out communications after the class visit took much longer than anticipated and in order to commit to consistent, intentional communication, we needed to cut back and focus on one grade level at a time per week."

School staff provide the following advice to replicate this practice: make sure that all planning is completed prior to implementation and personally contact families to explain the new practice and how it will benefit them. In addition, gain as much buy-in as possible from your teaching staff. This practice also needs to be consistent and concise so that every family feels valued and seen in their engagement with their interactions with their student and school.

Standard 2—Communicating Effectively

Essential Element 2—Building Trusting Relationships