

Steps for Using the Six Types

School Action Teams can use The Six Types as a tool to examine how partnerships engage families and help students achieve school goals.

Following, are three steps for using partnerships to achieve school goals:

Step One: Identify School Goals

Identify one to three goals in your School Improvement Plan that will benefit from family and community involvement.

Tip: In addition to student academic and character development /citizenship goals, how does your school want to strengthen relationships with families? Effective partnership schools annually include a partnership-strengthening goal in their One-Year Action Plan.

Step Two: Filter and Discuss Ideas

Identify continuing and new practices of family and community involvement that will be implemented during the year to support each school improvement goal.

Tip: Use student achievement data, attendance data, and other measures to identify groups of students, grade levels, or subject areas where improvement is needed. Where would family involvement efforts make a big difference?

Step Three: Fill in the Details and Finish

Complete a One-Year Action Plan Form

Tip: Be sure to list and schedule the activities, types of involvement, preliminary steps, and people responsible to create a good plan. Use the Six Types as a guide; it's not necessary to use all Six Types in your One-Year Action Plan.

Examples of One-Year Action Plan Goals and Activities by Type

Following are several examples of how partnership activities (by Type) can form the basis for achieving goals in the One-Year Action Plan. Plan is at: <http://dpi.wi.gov/fscp/pdf/tk-1yr-act-pln.pdf>

Example 1: Partnership Action Teams in schools aiming to **improve student math skills** may examine

- **Type 1: Parenting** — How parents share information and concerns with teachers about their child's performance in math;
- **Type 2: Communicating** — How well the school communicates to families what children are learning in math;
- **Type 3: Volunteering** — How school volunteers help individual children strengthen math skills;

- **Type 4: Learning at Home** — What parents need to help their children learn math at home.
- **Type 5: Decision Making** — Asking parents to help decide how written materials from the school can be clear and understandable for all families; and
- **Type 6: Collaborating with the Community** — How community programs both after school and during the summer can reinforce math skills.

Example 2: Partnership Action Teams in schools aiming to **improve student reading skills** may consider

- **Type 1: Parenting** — Hold a workshop that shows parents how to read aloud with their child
- **Type 2: Communicating** — Families and school and public librarians collaborate to create a list of favorite books by grade level. Children’s statements about why they liked each book are published online and featured in the libraries
- **Type 3: Volunteering** — Family and community members volunteer to read with children at the after-school program
- **Type 4: Learning at Home** — Families work with children to complete weekly interactive homework to strengthen reading skills.
- **Type 5: Decision Making** — Families help plan activities and promotion of Family Reading Night
- **Type 6: Collaborating with the Community** — A community book drive and exchange provides books to families at low to no cost

Example 3: Partnership Action Teams in schools aiming to **improve student attendance** may want to include activities like these in the One-Year Action Plan.

- **Type 1: Parenting** — Hold an Attendance Summit for parents on the importance of student attendance. Speakers may include school staff, health care providers, legal experts, students, and family members.
- **Type 2: Communicating** — School parent newsletter features a series of articles on the district attendance policy, helpful tips for parents, and options if families need additional support.
- **Type 3: Volunteering** — Family members volunteer as attendance monitors.
- **Type 4: Learning at Home** — Students interview parents, other relatives, or on school experiences, stories, impact on their lives.
- **Type 5: Decision Making** — PTA conducts family survey on the challenges to and questions about school attendance. Survey results and attendance numbers are reported to families.
- **Type 6: Collaborating with the Community** — Local businesses agree to post signs stating that students are welcome only during non-school hours.