Action Plan: Family, School, and Community Partnerships: The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, division, and state outcomes

**Feature 4.A Communication** **(Adding families and communities as partners in implementation)**

Phase of Implementation (check one)

* Exploration: The DLT examines the existing partnership structures and communication loops between family, school, and community around VTSS implementation.
* Installation: The DLT consults with diverse families and community stakeholders to identify opportunities for collaboration. The DLT outlines and communicates a plan to facilitate family, school, and community partnerships.
* Initial Implementation: The DLT provides support and guidance to schools to facilitate family and community partnerships. Community and family stakeholders are represented on key committees.
* Full Implementation: The DLT integrates families and community partners into the division communication plan. The DLT monitors the fidelity of partnership structures and communication loops at least annually.

# Evaluation Measure/Evidence

DCA 10: District utilizes a communication plan

DCA 12: District uses a process to report policy relevant information to outside entities

DCA 22: DIT secures training on VTSS for all division/school personnel and

Buildings are able to score a 2 on TFI: 1.11, 2.3, 2.4, 3.3, 3.4, 3.8

Buildings are able to fully implement A-TFI: 1.11, 1.15B, 2.5

Other

stakeholders

|  |  |  |  |
| --- | --- | --- | --- |
| Action Items (include needed resources) | Who is responsible? | By when? | Notes/Comments |
| Positive Relationships |  |  |  |
| Family Empowerment |  |  |  |
| Leadership |  |  |  |
| Data-based Goals and Outcomes |  |  |  |
| Action Items (include needed resources) | Who is responsible? | By when? | Notes/Comments |
| Multi‐tiered Approaches and Multi-dimensional Communication |  |  |  |
| Collaborative Problem Solving |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Feature 4.B Cultural and Linguistic Responsiveness (Authentic Engagement)**

Phase of Implementation (check one)

* Exploration: The DLT researches the family groups represented in the community, as well as all community providers.
* Installation: The DLT examines existing practices to determine which family or provider groups are/are not represented.
* Initial Implementation: The DLT provides and documents opportunities for authentic engagement among families and community providers.
* Full Implementation: The DLT monitors division and school practices for authentic engagement.

# Evaluation Measure/Evidence:

DCA 12: Division uses a process to report policy relevant information to outside entities.

DCA 22: DIT secures training on VTSS for all district/school personnel and stakeholders.

Buildings are able to score a 2 on TFI: 1.11,2.4, 3.4, 3.6

Buildings are able to fully implement A-TFI: 1.4A, 1.11

Other:

|  |  |  |  |
| --- | --- | --- | --- |
| Action Items (include needed resources) | Who is responsible? | By when? | Notes/Comments |
| Leadership |  |  |  |
| Family Empowerment |  |  |  |
| Positive Relationships |  |  |  |
| Data-based Goals and Outcomes |  |  |  |
| Multi‐tiered Approach |  |  |  |
| Collaborative Problem Solving |  |  |  |
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