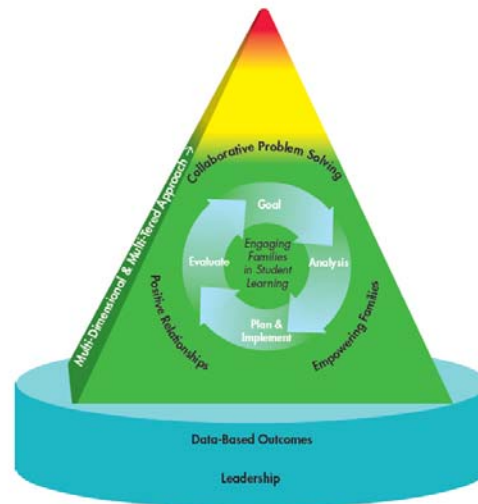




School Level

Family and Community Engagement in Multi-Tiered Systems of Supports

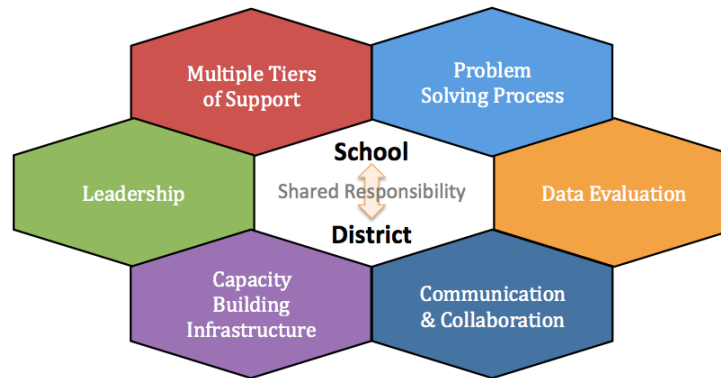


School-Level Model

1. Leadership
2. Data-based Outcomes
3. Positive Relationships
4. Multi-Dimensional Multi-Tiered Approach
5. Family Empowerment
6. Collaborative Problem Solving

Developed August 2015

By staff from the Florida Positive Behavioral Interventions and Support Project and the Florida Problem-Solving Response to Intervention Project to support districts and schools' efforts to engage families and community members in Multi-Tiered Systems of Support (MTSS)



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Purpose and Intended Use:

The purpose of an innovation configuration (IC) map is to define quality and measure fidelity of new and innovative practices. This document is intended as a planning and monitoring tool for the successful implementation and sustainable use of Family and Community Engagement practices as defined and described by Florida's Multi-Tiered System of Supports (MTSS) Project. This innovation configuration map is focused on school-level practices and may be used at the state, district, and school levels for training purposes. It may be used by a school leadership team to improve implementation levels and fidelity of family and community engagement practices as well as in a coaching capacity with educators and families. This is not an evaluation tool, but a resource to guide reflection and refinement of practice over time. The most ideal way of applying the behaviors, or the desired outcome in each component, is stated at the left end of the continuum, with decreasingly desirable levels or variations appearing along the continuum to the right. The number 1 or ideal variation of each desired outcome signifies the highest-quality application. This map, then, can be used to measure the degree to which school-level family and community engagement practices are approaching ideal application.

Component Level Criteria: (Need to Adjust once all elements are completed)

1 = Ideal Application

2 = Acceptable Application

3 = Less than Acceptable Application (In Need of Additional Support/Practice)

4 = Inadequate Application

Component 1 Leadership:

School-level leadership, including administrators and the school-based leadership team, establish family and community engagement (FACE) as a priority and include FACE in the vision, mission, and goals for continuous school improvement. Leadership ensures the school's efforts are aligned with the district's vision and goals for FACE in Multi-Tiered Systems of Support (MTSS). Leadership provides professional development (PD) and ongoing coaching supports to build family and educator capacity to work together for the purpose of supporting student learning and positive student outcomes.

	1	2	3	4
	Ideal Application	Acceptable	Less than acceptable	Inadequate
1A	Leadership (administration & team) explicitly references families and communities in the school's vision, mission and/or goals.	Leadership (administration & team) vaguely references families and communities in the school's vision, mission and/or goals.	Leadership (administration & team) has considered referencing families and communities in the vision, mission and/or goals but has not yet done so.	Leadership (administration & team) does not reference families and communities in the vision, mission and/or goals.
1B	Leadership (administration & team) has comprehensive knowledge and skills for engaging families and communities.	Leadership (administration & team) has some knowledge and skills for engaging families and communities.	Leadership (administration & team) has limited knowledge and skills for engaging families and communities.	Leadership (administration & team) has no knowledge or skills for engaging families and communities.
1C	Leadership (administration & team) actively ensures representative input from families and communities to inform all of the following: - Family and community engagement goals, plans, strategies, & practices -MTSS Implementation.	Leadership (administration & team) actively ensures representative input from families and communities to inform most of the following: - Family and community engagement goals, plans, strategies, & practices -MTSS Implementation.	Leadership (administration & team) actively ensures representative input from families and communities to inform at least one of the following -Family and community engagement goals, plans, strategies, & practices -MTSS Implementation.	Leadership (administration & team) does not make attempts to obtain input from families and communities to inform any of the following: -Family and community engagement goals, plans, strategies, & practices -MTSS Implementation.
1D	All family and community engagement goals, practices and strategies are aligned, integrated and supportive of the school's continuous improvement goals and strategic plans.	Most of the family and community engagement goals, practices and strategies are aligned, integrated and supportive of the school's continuous improvement goals and strategic plans.	Some of the family and community engagement goals, practices and strategies are aligned, integrated and supportive of the school's continuous improvement goals and strategic plans.	The school does not have family and community engagement goals, practices or strategies.
1E	Leadership (administration & team) organizes professional development and coaching opportunities for staff and families evidenced by all of the following: -- alignment of PD with the family and community engagement goals --informed by implementation data --informed by outcome data	Leadership (administration & team) organizes professional development and coaching opportunities for staff and families evidenced by two of the following: -- alignment of PD with the family and community engagement goals --informed by implementation data --informed by outcome data	Leadership (administration & team) organizes professional development and coaching opportunities for staff and families evidenced by one of the following: -- alignment of PD with the family and community engagement goals --informed by implementation data --informed by outcome data	Leadership (administration & team) does not organize professional development and coaching opportunities for staff and families, or the professional development and coaching is not evidenced by any of the following: -- alignment of PD with the family and community engagement goals

				--informed by implementation data --informed by outcome data
1F	Leadership (administration & team) provides <i>frequent</i> opportunities for families to develop social networks for the purpose of supporting student success.	Leadership (administration & team) provides <i>occasional</i> opportunities for families to develop social networks for the purpose of supporting student success.	Leadership (administration & team) provides <i>few</i> opportunities for families to develop social networks for the purpose of supporting student success.	Leadership (administration & team) does not provide opportunities for families to develop social networks for the purpose of supporting student success.

Evidence Comments:

Component 2 Data-based Goals and Outcomes:

Desired goals and outcomes of family and community engagement efforts are identified and monitored with data. Families and educators establish goals and outcomes that focus on engaging in partnerships to support student achievement and student learning. Specific goals and outcomes related to educators' and families' knowledge, skills, practices, and actions are clearly identified and based on student outcome data as well as input from both families and educators.

	1	2	3	4
	Ideal Application	Acceptable	Less than acceptable	Inadequate
2A	<p>Educators and families collaboratively develop and agree upon <u>all</u> of the following:</p> <ul style="list-style-type: none"> • identified family and community engagement goals, • outcomes, and • strategies for monitoring progress towards goals. 	<p>Educators and families collaboratively develop and agree upon <u>two</u> of the following:</p> <ul style="list-style-type: none"> • identified family and community engagement goals, • outcomes, and • strategies for monitoring progress towards goals. 	<p>Educators and families collaboratively develop and agree upon <u>one</u> of the following:</p> <ul style="list-style-type: none"> • identified family and community engagement goals, • outcomes, and • strategies for monitoring progress towards goals. 	<p>Educators and families do not collaboratively develop <u>any</u> of the following:</p> <ul style="list-style-type: none"> • identified family and community engagement goals, • outcomes, and • strategies for monitoring progress towards goals.
2B	<p>Family and community engagement goals represent a <u>comprehensive</u> approach that meets the needs of families and students across home, school <u>and</u> community settings.</p>	<p>Family and community engagement goals meet the needs of families and students across home, school <u>or</u> community settings.</p>	<p>Family and community engagement goals are insufficient to meet the needs of families and students across home, school <u>or</u> community settings.</p>	<p>Goals for family engagement are not developed.</p>
2C	<p>Data that are collected to monitor family and community engagement goals are <u>always</u> used to make adjustments to strategic plans focused on family and community engagement efforts.</p>	<p>Data that are collected to monitor family and community engagement goals are <u>often</u> used to make adjustments to strategic plans focused on family and community engagement efforts.</p>	<p>Data that are collected to monitor family and community engagement goals are <u>sometimes</u> used to make adjustments to strategic plans focused on family and community engagement efforts.</p>	<p>Data are <u>not</u> collected to monitor family and community engagement goals or are collected but <u>never</u> used.</p>

Evidence Comments:

Component 3 Positive Relationships:

Relationships between educators and families are characteristically positive with educators recognizing families' needs and cultural differences leading to greater understanding and respect among all involved.

	1	2	3	4
	Ideal Application	Acceptable	Less than acceptable	Inadequate
3A	<p>All educators engage in efforts to establish positive relationships with families that are characteristic of the following:</p> <ul style="list-style-type: none"> • ongoing, • authentic and meaningful • responsive to family needs 	<p>Most educators engage in efforts to establish positive relationships with families that are characteristic of the following:</p> <ul style="list-style-type: none"> • ongoing, • authentic and meaningful • responsive to family needs 	<p>Some educators engage in efforts to establish positive relationships with families that are characteristic of the following:</p> <ul style="list-style-type: none"> • ongoing, • authentic and meaningful • responsive to family needs 	<p>Educators do not engage in ongoing, authentic, intentional efforts to know families personally in order to develop meaningful relationships.</p>
3B	<p>Authority for decision-making and responsibility for student success is always shared between family, community and school personnel as evidenced through collaborative relationships.</p>	<p>Authority for decision-making and responsibility for student success is often shared between family, community and school personnel.</p>	<p>Authority for decision-making and responsibility for student success is rarely shared between family, community and school personnel.</p>	<p>Authority for decision-making and responsibility for student success is never shared between family, community and school personnel.</p>
3C	<p>School personnel make intentional efforts to view families' class and cultural differences as strengths and assets and include these in the learning environment.</p>	<p>School personnel view families' class and cultural differences as strengths and assets, but do not actively seek to include those strengths and assets in the learning environment</p>	<p>School personnel are aware of the need to identify families' class and cultural differences as strengths, but do not actively identify or include class and cultural strengths in the learning environment.</p>	<p>School personnel do not recognize families' differences as strengths or assets.</p>

Evidence Comments:

Component 4 Multidimensional/Multi-tiered Approach:

Educators have increased the skills families need to support their child's educational success in a multi-tiered system of supports.

	1	2	3	4
	Ideal Application	Acceptable	Less than acceptable	Inadequate
4A	<p>The school-wide family engagement in MTSS plan is characterized by <u>all</u> of the following:</p> <ul style="list-style-type: none"> • collaboratively developed by educators and families, • promotes multi-dimensional (i.e., engagement at home, at school, and in related out-of-school activities) and multi-tiered (i.e., differentiated based on student and family need) practices, • implemented with fidelity, and is regularly monitored with data and adjusted based on progress. 	<p>The school-wide family engagement in MTSS plan is characterized <u>some</u> of the following:</p> <ul style="list-style-type: none"> • collaboratively developed by educators and families, • promotes multi-dimensional (i.e., engagement at home, at school, and in related out-of-school activities) and multi-tiered (i.e., differentiated based on student and family need) practices, • implemented with fidelity, and is regularly monitored with data and adjusted based on progress. 	<p>The school-wide family engagement in MTSS plan is characterized by <u>none</u> of the following:</p> <ul style="list-style-type: none"> • collaboratively developed by educators and families, • promotes multi-dimensional (i.e., engagement at home, at school, and in related out-of-school activities) and multi-tiered (i.e., differentiated based on student and family need) practices, • implemented with fidelity, and is regularly monitored with data and adjusted based on progress. 	<p>There is no school-wide family engagement in MTSS plan.</p>
4B	<p>Educators and families engage in structured planning and problem solving to <u>successfully</u> overcome barriers associated to family and community engagement.</p>	<p>Educators and families engage in structured planning and problem solving to overcome barriers associated to family and community engagement but with <u>some success</u>.</p>	<p>Educators and families engage in structured planning and problem solving to overcome barriers associated to family and community engagement but experience <u>no success</u>.</p>	<p>Educators and families do not engage in structured planning and problem solving to overcome barriers associated with family and community engagement.</p>
4C	<p>Effective communication occurs between school and home and is evidenced by <u>all</u> of the following:</p> <ul style="list-style-type: none"> • Multiple methods • Ongoing • Clear: presented in language that is understandable by a non-educator and in families' preferred language • Content includes MTSS, academic standards, behavioral expectations, curricula or supports being offered to students. 	<p>Effective communication occurs between school and home and is evidenced by <u>most</u> of the following:</p> <ul style="list-style-type: none"> • Multiple methods • Ongoing • Clear: presented in language that is understandable by a non-educator and in families' preferred language • Content includes MTSS, academic standards, behavioral expectations, curricula or supports being offered to students. 	<p>Effective communication occurs between school and home and is evidenced by <u>some</u> of the following:</p> <ul style="list-style-type: none"> • Multiple methods • Ongoing • Clear: presented in language that is understandable by a non-educator and in families' preferred language • Content includes MTSS, academic standards, behavioral expectations, curricula or supports being offered to students. 	<p>No communication occurs between school and home.</p>
4D	<p>Develop and utilize intensive resources</p>	<p>Develop and utilize intensive resources</p>	<p>Develop and utilize intensive resources</p>	<p>The school does not develop or utilize</p>

	and supports to engage <i>all</i> families who are unresponsive to universal efforts and have children with intensive needs.	and supports to engage <i>most</i> families who are unresponsive to universal efforts and have children with intensive needs.	and supports to engage <i>some</i> families who are unresponsive to universal efforts and have children with intensive needs.	intensive resources or supports to engage families who are unresponsive to universal efforts and have children with intensive needs.
4E	Community agencies and school personnel <i>always</i> collaborate to increase family engagement.	Community agencies and school personnel <i>often</i> collaborate to increase family engagement.	Community agencies and school personnel <i>rarely</i> collaborate to increase family engagement.	Community agencies and school personnel <i>never</i> collaborate to increase family engagement.

Evidence Comments:

Component 5 Empowering Families:				
<i>Educators employ effective strategies to build families' knowledge, skills and efficacy for supporting student learning that results in empowered families who serve as leaders, advocates, supporters and partners in student learning.</i>				
	1	2	3	4
	Ideal Application	Acceptable	Less than acceptable	Inadequate
5A	All families and educators share a belief that family and community engagement is essential for student success.	A majority of families and educators share a belief that family and community engagement is essential for student success.	A few families and educators share a belief that family and community engagement is essential for student success.	There is no consensus among families and educators that family engagement is essential for student success.
	Supports for parents (i.e., meetings, networking opportunities, trainings and workshops) are always responsive to families' needs.	Supports for parents (i.e., meetings, networking opportunities, trainings and workshops) are sometimes responsive to families' needs	Supports for parents (i.e., meetings, networking opportunities, trainings and workshops) are rarely responsive to families' needs.	The school does not offer supports for parents (i.e., meetings, networking opportunities, trainings and workshops).
5C	The school frequently provides families with strategies and tips to support student learning and achievement of academic standards and behavioral expectations.	The school sometimes provides families with strategies and tips to support student learning and achievement of academic standards and behavioral expectations.	The school rarely provides families with strategies and tips to support student learning and achievement of academic standards and behavioral expectations.	The school does not provide families with strategies and tips to support student learning and achievement of academic standards and behavioral expectations.
5D	School staff frequently ensure families' understanding of all of the following: <ul style="list-style-type: none"> • Academic and behavior expectations • Procedures to access family and student supports • Available resources 	School staff frequently ensure families' understanding of two of the following: <ul style="list-style-type: none"> • Academic and behavior expectations • Procedures to access family and student supports • Available resources 	School staff frequently ensure families' understanding of one of the following: <ul style="list-style-type: none"> • Academic and behavior expectations • Procedures to access family and student supports • Available resources 	School staff do not ensure families' understanding of the following: <ul style="list-style-type: none"> • Academic and behavior expectations • Procedures to access family and student supports • Available resources
5E	School staff ensure families' capacity for communicating with educators in all of the following ways: <ul style="list-style-type: none"> • Accessibility of staff • Multiple means of contact • Bilingual supports • Access to expertise 	School staff ensure families' capacity for communicating with educators in most of the following ways: <ul style="list-style-type: none"> • Accessibility of staff • Multiple means of contact • Bilingual supports • Access to expertise 	School staff ensure families' capacity for communicating with educators in one of the following ways: <ul style="list-style-type: none"> • Accessibility of staff • Multiple means of contact • Bilingual supports • Access to expertise 	School staff ensure families' capacity for communicating with educators in none of the following ways: <ul style="list-style-type: none"> • Accessibility of staff • Multiple means of contact • Bilingual supports • Access to expertise
5F	School staff always ensures that families understand and actively participate in data-based decision	School staff often ensures that families understand and actively participate in data-based decision making and	School staff occasionally ensures that families understand and actively participate in data-based decision	School staff never ensures that families understand and actively participate in data-based decision making and

	making and problem-solving to guide the provision of interventions.	problem-solving to guide the provision of interventions.	making and problem-solving to guide the provision of interventions.	problem-solving to guide the provision of interventions.
5G	School staff support volunteers to increase student learning in <u>all</u> of the following ways: <ul style="list-style-type: none"> • Match volunteer strengths with student needs • Coordinate time and resources • Increase knowledge and skills 	School staff support volunteers to increase student learning in <u>two</u> of the following ways: <ul style="list-style-type: none"> • Match volunteer strengths with student needs • Coordinate time and resources • Increase knowledge and skills 	School staff support volunteers to increase student learning in <u>one</u> of the following ways: <ul style="list-style-type: none"> • Match volunteer strengths with student needs • Coordinate time and resources • Increase knowledge and skills 	School staff does <u>not</u> support volunteers to increase student learning.
5H	School staff <u>always</u> engages in organized efforts to inform and connect families to community supports.	School staff <u>often</u> engages in organized efforts to inform and connect families to community supports.	School staff <u>sometimes</u> engages in organized efforts to inform and connect families to community supports.	School staff <u>never</u> engages in organized efforts to inform and connect families to community supports.

Evidence Comments:

Component 6 Collaborative Problem Solving:

Families of children receiving Tier II (targeted, supplemental) and III (individualized, intensive) supports are effectively engaged in all steps of the Problem-Solving process.

	1	2	3	4
	Ideal Application	Acceptable	Less than acceptable	Inadequate
6A	<p>The team has established procedures and protocols (e.g., meeting rules, etc.) that facilitate family input in the problem-solving process that includes <u>all</u> of the following:</p> <ul style="list-style-type: none"> Family availability is considered when scheduling meetings If unable to attend meeting, family input is obtained and families are provided information Ongoing input from families regardless of attendance. 	<p>The team has established procedures and protocols (e.g., meeting rules, etc.) that facilitate family input in the problem-solving process that includes <u>some</u> of the following</p> <ul style="list-style-type: none"> Family availability is considered when scheduling meetings If unable to attend meeting, family input is obtained and families are provided information Ongoing input from families regardless of attendance. 	<p>The team has established procedures and protocols (e.g., meeting rules, etc.) that facilitate family input in the problem-solving process that includes <u>one</u> of the following:</p> <ul style="list-style-type: none"> Family availability is considered when scheduling meetings If unable to attend meeting, family input is obtained and families are provided information Ongoing input from families regardless of attendance. 	<p>The team does not have any procedures or protocols (e.g., meeting rules, etc.) that facilitate family input in the problem-solving process.</p>
6B	<p>School staff <u>always</u> ensures families' understanding of problem solving as a method to link tier 1 assessment and instruction with goals and strategies of tier 2 and tier 3 interventions.</p>	<p>School staff <u>often</u> ensures families' understanding of problem solving as a method to link tier 1 assessment and instruction with goals and strategies of tier 2 and tier 3 interventions.</p>	<p>School staff <u>rarely</u> ensures families' understanding of problem solving as a method to link tier 1 assessment and instruction with goals and strategies of tier 2 and tier 3 interventions.</p>	<p>School staff <u>does not</u> ensure families' understanding of problem solving as a method to link tier 1 assessment and instruction with goals and strategies of tier 2 and tier 3 interventions.</p>
6C	<p><u>All</u> families and educators collaborate during each step of the problem-solving process as evidenced by all of the following:</p> <ul style="list-style-type: none"> Step one: Educators and families provide input to inform problem identification. Step two: Educators and families analyze why the problem is occurring Step three: <ul style="list-style-type: none"> Family input is considered when identifying intervention strategies. 	<p><u>Most</u> families and educators collaborate during each step of the problem-solving process as evidenced by all of the following:</p> <ul style="list-style-type: none"> Step one: Educators and families provide input to inform problem identification. Step two: Educators and families analyze why the problem is occurring Step three: <ul style="list-style-type: none"> Family input is considered when identifying intervention strategies. 	<p><u>Some</u> families and educators collaborate during each step of the problem-solving process as evidenced by all of the following:</p> <ul style="list-style-type: none"> Step one: Educators and families provide input to inform problem identification. Step two: Educators and families analyze why the problem is occurring Step three: <ul style="list-style-type: none"> Family input is considered when identifying intervention strategies. 	<p>Families and educators <u>do not</u> collaborate during any step of the problem solving process.</p>

<ul style="list-style-type: none"> ○ Resources and supports are provided to families to enable intervention implementation and support at home, ○ Families are provided opportunities to assist with data collection and monitoring. ● Step four: <ul style="list-style-type: none"> ○ Families review data to determine progress. ○ Families are provided with timely updates about their child’s progress through graphs or functionally equivalent methods of summarizing performance rates and levels. ○ Families are provided accurate information about the actual services/supports their child was provided and the information is shared at a frequency agreed upon by the family and team (e.g., weekly, daily as aligned with plan, etc.). ○ Families are included when making decisions about students’ response to intervention and subsequent changes to intervention, instruction, and curricular plans. 	<ul style="list-style-type: none"> ○ Resources and supports are provided to families to enable intervention implementation and support at home, ○ Families are provided opportunities to assist with data collection and monitoring. ● Step four: <ul style="list-style-type: none"> ○ Families review data to determine progress. ○ Families are provided with timely updates about their child’s progress through graphs or functionally equivalent methods of summarizing performance rates and levels. ○ Families are provided accurate information about the actual services/supports their child was provided and the information is shared at a frequency agreed upon by the family and team (e.g., weekly, daily as aligned with plan, etc.). ○ Families are included when making decisions about students’ response to intervention and subsequent changes to intervention, instruction, and curricular plans. 	<ul style="list-style-type: none"> ○ Resources and supports are provided to families to enable intervention implementation and support at home, ○ Families are provided opportunities to assist with data collection and monitoring. ● Step four: <ul style="list-style-type: none"> ○ Families review data to determine progress. ○ Families are provided with timely updates about their child’s progress through graphs or functionally equivalent methods of summarizing performance rates and levels. ○ Families are provided accurate information about the actual services/supports their child was provided and the information is shared at a frequency agreed upon by the family and team (e.g., weekly, daily as aligned with plan, etc.). ○ Families are included when making decisions about students’ response to intervention and subsequent changes to intervention, instruction, and curricular plans. 	
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Evidence Comments: