

DR. KAREN MAPP

Participant Guide Sample Plans

Family Engagement Series



SCHOLASTIC

What learning goal will we address?

10/10/10

Select one grade level:	4th Grade
Select one content area:	Literacy
In the selected grade and content area, what is the learning goal with which most students struggle?	Comprehension—Nonfiction
What is the current performance level of students in this area?	20 percent of 4th graders score below 40 percent on the Reading Comprehension—Nonfiction portions of assessment.
What is the goal for this year?	

What actions would help?

What actions can families undertake to address the identified issue?	To take these actions, what new knowledge/skills do families need?
<ul style="list-style-type: none"> • Point out when they read nonfiction text and why. • Model for their child how they read nonfiction text (maps, cookbooks, how-to books, newspapers, etc.). • Model strategies for reading nonfiction text. 	<ul style="list-style-type: none"> • Why reading expository text is so important to children's learning and development • Data on the importance of nonfiction text • How reading expository text is different from reading fiction • Various purposes for reading nonfiction text • How a nonfiction book is organized • Strategies for helping their child identify text structures/features • Strategies for assisting their child to comprehend nonfiction text
What actions must school staff undertake to empower families to address the identified issue?	To take these actions, what new knowledge/skills do school staff need?
<ul style="list-style-type: none"> • School staff provide opportunities for families to come together to share effective strategies. • School staff showcase families (in person/virtually) implementing strategies at home. • School staff have regular opportunities to share/discuss effective practices to empower families (what works and what doesn't) with other teachers. 	<ul style="list-style-type: none"> • Knowledge of best practice strategies for empowering families to engage in practices at home • Knowledge of interactive strategies/practices to assist families to understand nonfiction text structures

Time Line and Responsibilities

11/1/00

Action Steps	June	July	August	September	October	November	December	January	February	March	April	May	Person Responsible
Form planning group that includes families	X												Comm. Schl. Dir.
Set dates for three literacy events	X												CSD/Principal
Assign grade-level lead for each event	X												Principal
Identify staff/parents to copresent		X											CSD/Parent Coord.
Meet to plan first literacy event		X	X										Team
Create activities for stations		X	X										Team
Pilot test all activities			X										CSD & Presenters
Adjust activities using feedback from pilot			X										Team
Create/distribute marketing materials			X	X									Comm. Schl. Dir.
Building-wide PD session to inform all teachers				X									Principal & Presenters
Order food/materials/books				X									Comm. Schl. Dir.
Recruit and train volunteers to help staff stations				X	X								Comm. Schl. Dir.
First Literacy Event					X								
Review feedback forms and share info at staff meeting					X								Team
Identify staff/parents to copresent for each grade					X								CSD/Parent Coord.
Meet to plan second literacy event, add family members to team					X	X							Team
Create activities for stations					X	X							Team
Pilot test all activities					X								CSD & Presenters
Adjust activities using feedback from pilot					X								Team
Create/distribute marketing materials					X	X							Comm. Schl. Dir.
Order food/materials/books						X							Comm. Schl. Dir.
Recruit and train volunteers to help staff stations						X	X						Comm. Schl. Dir.
Call random number of families to see how they used info						X	X	X					CSD/Parent Coord.
Second Literacy Event								X					
Review feedback forms and share info at staff meeting								X					Team
Identify staff/parents to copresent for each grade								X					CSD/Parent Coord.
Meet to plan third literacy event, add family members to team								X	X				Team
Create activities for stations								X	X				Team
Pilot test all activities									X				CSD & Presenters
Adjust activities using feedback from pilot									X				Team
Create/distribute marketing materials									X	X			Comm. Schl. Dir.
Order food/materials/books										X			Comm. Schl. Dir.
Recruit and train volunteers to help staff stations										X			Comm. Schl. Dir.
Call random number of families to see how they used info									X	X	X		CSD/Parent Coord.
Third Literacy Event											X		
Meet to review data and plan for next year											X		CSD/Principal

Evaluating Our Effort—Plan

Supporting Learning	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> School staff describe what nonfiction text is in easy-to-understand language. 	<ul style="list-style-type: none"> Families use the vocabulary shared by teachers in their small group activities. Families can identify different ways to model using nonfiction text in their home (e.g., reading a cookbook, reading a newspaper, etc.).
Engaging Families	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> School staff greet all families by name. At least one school staff person greets families in their preferred language. School staff shake hands with all family members. All school staff smile and are friendly as they interact with families. 	<ul style="list-style-type: none"> Family members smile when talking with school staff. Family members seem comfortable working in groups. Families talk freely in the group and feel comfortable sharing personal information
Leveraging Strengths	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> School staff positively encourage families. 	<ul style="list-style-type: none"> Families say they feel confident that they can repeat the activities at home and model non-fiction reading Families share strategies that will work best for their child and family
Building Community	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> School staff encourage all family members to participate in the group activities (e.g., grandparents, other family members who attend). 	<ul style="list-style-type: none"> Families work in groups to practice strategies Families say they have met new adults from their child's class. Adults talking and learning from one another All family members present, either in English or in a language more comfortable for them.
Providing Feedback	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> School staff provide multiple opportunities for families to practice the new skills. School staff move from family to family and provide supportive coaching feedback. 	<ul style="list-style-type: none"> Families engage in hands-on activities practicing new skills and strategies Families talk with one another about how they will implement at home

What learning goal will we address?

COMMON

Select one grade level:	Middle School
Select one content area:	Math
In the selected grade and content area, what is the learning goal with which most students struggle?	Solve multi-step real-life mathematical problems
What is the current performance data?	35% of 7th graders do not meet standard
What is the goal?	

What actions would help?

Math

What actions can families undertake to address the identified issue?	To take these actions, what new knowledge/skills do families need?
<ul style="list-style-type: none"> • Ask child daily about math • Utilize math terms in conversation • Support child's daily math assignments and upcoming test/quizzes • Monitor students grades weekly and advocate when grades fall below passing • Teach students how to appropriately ask for help from their teacher 	<ul style="list-style-type: none"> • An understanding of "New Math" (rationale, concepts and process) • Strategies that help family get over math intimidation and ways to transform negative attitudes about math • Self-confidence in their own math abilities • Strategies to support their child at home • How students should study on a daily basis and for exams • Information on how students can get support and guidance from teachers when they are struggling
What actions must school staff undertake to empower families to address the identified issue?	To take these actions, what new knowledge/skills do school staff need?
<ul style="list-style-type: none"> • Train families on "New Math" (rationale, concepts and process) • Provide opportunities for families to engage in "New Math" type of activities with and without their students • Offer ways that families can provide support at home through real life experiences (things families are already doing) games, sporting events, etc. • Inform families how students can get support from teachers when they are struggling 	<ul style="list-style-type: none"> • How to engage families as partners • Knowledge of adult learners • What it means to "support", "monitor" and "advocate" • Clear, common practices among all math teachers on how they can support struggling students.

Time Line and Responsibilities

10/1/11

Action Steps	June	July	August	September	October	November	December	January	February	March	April	Person Responsible
Identify cohort of 7th grade families to attend first cohort of MAPPS Training			X									7th grade Team
Design MAPPS Mini Course Cohort Invitation			X									8th grade graphic arts students
Send invitations to targeted families to attend first cohort of MAPP Training			X									7th grade team
Call families to follow-up on invitations - secure participation				X								7th grade Math team
Secure Child Care for all 5 sessions of MAPPS training				X								7th grade Math team
Secure transportation				X								7th grade Math team
Purchase food				X								
Identify Coach/Asst. Coach for first cohort MAPPS clinic				X								7th grade Math team
Prepare materials for training				X								Coach/Asst. Coach
Conduct MAPPS training					X	X						Coach/Asst. Coach

Evaluating Our Effort—Plan

FOCUS...

Supporting Learning	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> Teachers and families working together to understand and process math concepts 	<ul style="list-style-type: none"> Families have positive attitude about math Families understand the shift to "New Math", Families are not intimidated to talk /engage with their child about Math. Students feel confident in how to approach teachers for support and guidance.
Leveraging Strengths	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> Staff greets all families. Coach calls all families in cadre by first name 	<ul style="list-style-type: none"> Families' comfortable working in cadre. Families feel comfortable sharing information with coach and with each other.
Providing Feedback	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> Coach invites families to solve math problems. Coach will say... "There are several ways to solve this problem". Coach learns from families. 	<ul style="list-style-type: none"> Families work together to solve problems. They don't stop when they get stuck, but rather utilize the strength of the group to figure out the answer. Families learning from one another and feel confident in their abilities.
Providing Feedback	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> Coach creates climate and opportunities for families to work together 	<ul style="list-style-type: none"> Families work together to engage in small group activities.
Providing Feedback	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> Staff provides multiple opportunities for families to learn about and engage in math curriculum 	<ul style="list-style-type: none"> Families engage in hands-on math activities to learn about fractions, percents, numeracy, data, etc.

What learning goal will we address?

Answer

Select one grade level:	9th Grade
Select one main content area: <ul style="list-style-type: none"> ▶ English ▶ History ▶ Math ▶ Science 	Improved graduation rates
In the selected grade and content area, what is the learning goal with which most students struggle?	Credit attainment
What specific goal or performance indicator will we address?	20% of 9th graders do not complete the minimum number of credits to move on to Grade 10.
What resources will we use?	

What actions would help?

Table 1

What actions can families undertake to address the identified issue?	To take these actions, what new knowledge/skills do families need?
<ul style="list-style-type: none"> • Monitor students grades/attendance regularly • Advocate for student when they aren't doing well • Monitor their learning at home 	<ul style="list-style-type: none"> • Understand how to access student portal • How to interpret student data • Understand how to identify red flags • Learn about 9th grade requirements - broken down by quarter • Specific study skill strategies for 9th graders
What actions must school staff undertake to empower families to address the identified issue?	To take these actions, what new knowledge/skills do school staff need?
<ul style="list-style-type: none"> • Train families on the student portal (beyond the login) • Training on student data-grades-assessment • Keep teacher website and student portal - grades updated • Provide families with quarterly syllabus, which should include projects, exams, etc. 	<ul style="list-style-type: none"> • How to engage families as partners • Knowledge of adult learners • Utilizing the student portal effectively • How to understand student data and discuss with families

Time Line and Responsibilities

2000

Action Steps	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	Person Responsible
Form Tech Tuesday planning group	X												Team Leader 9th grade
Schedule month to conduct Tech Tuesday Trainings	X												9th grade team
Analyze data to determine students/families to target for first clinic (Q1 trainings)		X											Planning Group
Develop multiple outreach strategies to invite families to Q1 clinic		X	X										Planning Group
Prepare/Develop Clinic - Beyond the Login			X										Planning Group
Develop marketing and outreach materials to build excitement for Lit. Party			X										Planning Group
Conduct tech clinic for families				X	X	X	X						9th Grade Team

Evaluating Our Effort—Plan

1/1/2020

Supporting Learning	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> • School staff explain the importance of the parent portal and how to utilize and monitor grades for all classes. 	<ul style="list-style-type: none"> • Families navigate the parent portal and understand the data recorded for each subject area. Using the data, they accurately identify areas for their students where additional learning/ support is needed.
Building Community	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> • Staff greets all families. • Coach calls all families in cadre by first name 	<ul style="list-style-type: none"> • Families show up. • Families are comfortable; they smile, talk easily to school staff and other members of cadre.
Leveraging Strengths	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> • Coach shares stage during session. Creates learning community, where every-one learns from one another. 	<ul style="list-style-type: none"> • Families say they feel comfortable and confident when accessing and navigating the student portal at home. Families work with teachers/ administrators to determine how to best help their students.
Building Community	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> • Teachers build on their relationships within the cadre. Successive sessions result in a change from "me and them" to "us." 	<ul style="list-style-type: none"> • Families work in small groups to practice navigating student portal. • Families work together to engage in small group activities. Together, all are engaged in being a strong learning community.
Practice and Feedback	What did we see/hear from school staff?	What did we see/hear from families?
	<ul style="list-style-type: none"> • Staff provides multiple opportunities for families to practice and engage. 	<ul style="list-style-type: none"> • Families' practice navigating the parent portal and engaging in conversations. Feedback is provided to all participants.

DR. KAREN MAPP

**Team Leader
Guide**
Workshop 1–3

Family Engagement Series



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DR. KAREN MAPP

Participant Guide

Workshop 2

Family Engagement Series



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Agenda

1. Welcome and Start-Up
2. Homework Debrief
3. Introducing the Essential Elements
4. Reimagine and Retool
5. Homework Preparation and Closing

Building Relationships

Trusting relationships are the foundation of effective home-school partnerships. Strong relationships build respect between home and school. Creating a climate of mutual respect in which families feel welcome and believe that the school staff cares about their children's success leads to powerful partnerships.

Leveraging Strengths

One important goal of family engagement is to help all families grow in their ability to support their child's academic success. All aspects of a school's family engagement efforts should begin with taking advantage of the existing expertise of families. Once schools have tapped into these strengths, they can work to build additional family expertise to support learning. A strengths-based approach increases confidence and empowers families to be active, knowledgeable, and informed.

Supporting Learning

Teachers use effective instructional practices in the classroom to help students learn and grow. A school's family engagement efforts should be designed to support these academic and developmental goals. When family engagement is linked to classroom learning, families are empowered to interact with their children at home in ways that support students' academic success.

Working in Groups

Because school staff can't be available 24/7, families must be able to turn to each other for support. Successful family engagement efforts intentionally foster peer-to-peer networks among families. An effective method for building these connections is to encourage families to learn and work in groups. In addition to building networks, well-structured group activities reinforce the skills families are learning to apply at home.

Practice and Feedback

For adults to feel sufficiently competent with a new skill, two things are essential—practice and feedback. Confidence with a new skill does not come by watching a demonstration and trying the skill one time. Adults need multiple opportunities to test out a new skill or behavior. To increase the likelihood that adults will apply these new skills at home in interactions with their child, schools must coach and support families as they learn to master the desired skills.

Observing the Essential Elements

What evidence do you see in the video of the best practices from the Essential Elements of Family Engagement?

Element	Observation
Building Relationships	
Leveraging Strengths	
Supporting Learning	
Working in Groups	
Practice and Feedback	

Ideas for Addressing the Five Essential Elements

Element	Ideas
Building Relationships Intentional activities that help build a positive relationship between school staff and families	<ul style="list-style-type: none"> ➤ Greet all families as they enter the building by using their name and shaking hands. ➤ Have at least one staff person greet every family in their home language. ➤ Remember something about the family from a previous conversation and ask about it. ➤ Ask open-ended questions, not just “yes” or “no” questions. ➤ Listen more than you talk. ➤ Be genuine in all interactions.
Leveraging Strengths Intentional activities that help build family capacity to support their child’s learning at home	<ul style="list-style-type: none"> ➤ The event should be family-focused, not student- or school-focused. ➤ Plan activities that teach families new skills. ➤ Ask families what skills they need help with. ➤ Differentiate the event for different levels of skill/knowledge among families. ➤ If extended family members are present, make sure all family members have the opportunity to practice. ➤ Co-plan the training with families.
Supporting Learning Intentional activities that help families learn about what their child is supposed to know and be able to do in a content area	<ul style="list-style-type: none"> ➤ Tie activities to grade-level standards. ➤ Tie activities to what’s happening in the child’s class. ➤ Give parents specific questions to ask their child about what’s happening in class. ➤ Help families of secondary students know how to monitor their student’s progress. ➤ Help families of elementary students know how to support foundational skills in ELA and math. ➤ Develop all family members to be learners.
Working in Groups Intentional activities that help families build positive relationships with other families	<ul style="list-style-type: none"> ➤ Use an ice-breaker to help families get to know adults from other families—especially people they have never met. ➤ Have families introduce themselves to other families from their child’s classroom and tell a little bit about themselves. ➤ Use parent ambassadors to recruit and interact with families. ➤ Encourage families to travel to the event with other families. ➤ When families practice skills, pair family members who don’t know each other. ➤ Use geo-mapping to identify where families live and connect them to one another.
Practice and Feedback Intentional activities that allow families to practice and receive feedback on activities we want them to do at home with their child	<ul style="list-style-type: none"> ➤ Make sure every event allows families to practice at least one activity. ➤ Have participants practice in pairs—you can’t be left out of a pair. ➤ Also use triads for practice—have the third person observe and give feedback. ➤ Make sure families have the opportunity to come together and practice more than one time. ➤ Use “Think, Ink, Pair, Share” for practice—writing down ideas helps to clarify. ➤ Use a gallery walk to have families learn from each other.

- ☐ Give parents a reason to attend. Always connect the content back to their child. The more specific you can be with how this affects their family and their child, the more likely families will see the importance and want to attend. Make connections for families between what they do and promoting positive child outcomes.
- ☐ Offer meetings on various days and at various times, including weekends.
- ☐ Assign a Family Rep to each classroom. Utilize the Family Reps to recruit families and market the event.
- ☐ Develop a phone chain to recruit and market the event. Have families sign up at the beginning of the year and empower classroom Family Reps to manage.
- ☐ Develop classroom/grade-level incentives for participation in events.
- ☐ Have students write/draw invitations to the event.
- ☐ Hold meetings in the community. The public library or local bookstore is a perfect location for conducting a literacy event.
- ☐ Utilize engaged families to recruit a new family to an event.
- ☐ Choose a consistent color for sending home flyers/information regarding upcoming family events.

Up Next! Session 3: Engaging Families Throughout the School Year

Your next training will focus on connecting family engagement to student learning goals.

It is scheduled to take place:

Date: _____

Place: _____

Don't forget to:

- ▶ Implement retooled family engagement event
- ▶ Prepare group presentation based on retooled family engagement event

Don't forget to bring:

- ▶ Your folder
- ▶ This guide
- ▶ Student achievement data
- ▶ Retooled Family Engagement Event presentation

Thank you and see you soon!

12

DR. KAREN MAPP

Participant Guide Workshop 3

Family Engagement Series



SCHOLASTIC

Agenda

1. Welcome and Start-Up
2. Homework Debrief
3. Connecting Family Engagement to Student Learning
 - ▶ Creating a Yearlong Plan
 - ▶ Evaluating Your Plan
4. Revisiting Team Membership

What we need is a shared responsibility paradigm designed to work locally, among parents and practitioners, so both sides will gain "no one's making stop."

— Linda D. Miller

What learning goal will we address?

Worksheet

Select one grade level:	
What are the content areas? <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	
In the selected grade and content area, what is the learning goal with which most students struggle?	
What is the learning goal you will address?	
Public Key	

What actions would help?

What actions can families undertake to address the identified issue?	To take these actions, what new knowledge/skills do families need?
What actions must school staff undertake to empower families to address the identified issue?	To take these actions, what new knowledge/skills do school staff need?

A scatter plot showing the relationship between the year of birth (x-axis, 1950-1990) and the number of children per woman (y-axis, 0-10). The data points show a clear downward trend, indicating a decline in fertility over time.

\mathbb{Z}_2 表示 \mathbb{Z}_2 模, $\mathbb{Z}_2[x]$ 表示 \mathbb{Z}_2 模上的多项式环, $\mathbb{Z}_2[x]/(x^2+1)$ 表示 \mathbb{Z}_2 模上的多项式环模 (x^2+1) 的商环.

Evaluating Our Effort—Plan

Worksheet

Supporting Learning	What did we see/hear from school staff?	What did we see/hear from families?
Supporting Learning	What did we see/hear from school staff?	What did we see/hear from families?
Leveraging Strengths	What did we see/hear from school staff?	What did we see/hear from families?
Leveraging Strengths	What did we see/hear from school staff?	What did we see/hear from families?
Practice and Feedback	What did we see/hear from school staff?	What did we see/hear from families?

What learning goal will we address?

TABLE 1

Select one grade level:	4th Grade
Select one or more content area(s):	Literacy
In the selected grade and content area, what is the learning goal with which most students struggle?	Comprehension—Nonfiction
What is the current status of the goal?	20 percent of 4th graders score below 40 percent on the Reading Comprehension—Nonfiction portions of assessment.

What actions would help?

TABLE

What actions can families undertake to address the identified issue?	To take these actions, what new knowledge/skills do families need?
<ul style="list-style-type: none"> • Point out when they read nonfiction text and why. • Model for their child how they read nonfiction text (maps, cookbooks, how-to books, newspapers, etc.). • Model strategies for reading nonfiction text. 	<ul style="list-style-type: none"> • Why reading expository text is so important to children's learning and development • Data on the importance of nonfiction text • How reading expository text is different from reading fiction • Various purposes for reading nonfiction text • How a nonfiction book is organized • Strategies for helping their child identify text structures/features • Strategies for assisting their child to comprehend nonfiction text
What actions must school staff undertake to empower families to address the identified issue?	To take these actions, what new knowledge/skills do school staff need?
<ul style="list-style-type: none"> • School staff provide opportunities for families to come together to share effective strategies. • School staff showcase families (in person/virtually) implementing strategies at home. • School staff have regular opportunities to share/discuss effective practices to empower families (what works and what doesn't) with other teachers. 	<ul style="list-style-type: none"> • Knowledge of best practice strategies for empowering families to engage in practices at home • Knowledge of interactive strategies/practices to assist families to understand nonfiction text structures

Time Line and Responsibilities

Action Steps	June	July	August	September	October	November	December	January	February	March	April	May	Person Responsible
Form planning group that includes families	X												Comm. Schl. Dir.
Set dates for three literacy events	X												CSD/Principal
Assign grade-level lead for each event	X												Principal
Identify staff/parents to copresent		X											CSD/Parent Coord.
Meet to plan first literacy event		X	X										Team
Create activities for stations		X	X										Team
Pilot test all activities			X										CSD & Presenters
Adjust activities using feedback from pilot			X										Team
Create/distribute marketing materials			X	X									Comm. Schl. Dir.
Building-wide PD session to inform all teachers				X									Principal & Presenters
Order food/materials/books				X									Comm. Schl. Dir.
Recruit and train volunteers to help staff stations				X	X								Comm. Schl. Dir.
First Literacy Event					X								
Review feedback forms and share info at staff meeting				X									Team
Identify staff/parents to copresent for each grade				X									CSD/Parent Coord.
Meet to plan second literacy event, add family members to team				X	X								Team
Create activities for stations				X	X								Team
Pilot test all activities					X								CSD & Presenters
Adjust activities using feedback from pilot					X								Team
Create/distribute marketing materials					X	X							Comm. Schl. Dir.
Order food/materials/books						X							Comm. Schl. Dir.
Recruit and train volunteers to help staff stations						X	X						Comm. Schl. Dir.
Call random number of families to see how they used info					X	X	X						CSD/Parent Coord.
Second Literacy Event							X						
Review feedback forms and share info at staff meeting							X						Team
Identify staff/parents to copresent for each grade							X						CSD/Parent Coord.
Meet to plan third literacy event, add family members to team							X	X					Team
Create activities for stations							X	X					Team
Pilot test all activities								X					CSD & Presenters
Adjust activities using feedback from pilot									X				Team
Create/distribute marketing materials									X	X			Comm. Schl. Dir.
Order food/materials/books										X			Comm. Schl. Dir.
Recruit and train volunteers to help staff stations											X		Comm. Schl. Dir.
Call random number of families to see how they used info									X	X	X		CSD/Parent Coord.
Third Literacy Event											X		
Meet to review data and plan for next year												X	CSD/Principal