

EDL560M8 Discussion and Notes

At my school, I share weekly updates with my parents. This is an evidence-based strategy of Effective communication strategies, because I send it by mail, post it on the school website blog, and send alerts via text and voice for urgent items. It also falls under the evidence-based strategies of personalized communication because I often have grade-band-specific information. It is also timely because it is weekly and addresses urgent communication needs. These weekly emails are more informational than progress sharing. That comes in the form of sharing attendance data, NWEA average or grade level results, and School Performance Framework results, which include CMAS data. I try to include graphs that are easy to read to show this data, so it is a Data-Driven Strategy. It is also transparent because these data are not always great! However, I do Celebrate Achievements at every opportunity. Lastly, I often send out digital surveys as a Feedback mechanism. Occasionally, we host parent and family events as a Parent Involvement Program strategy. I look forward to reading what others are doing; please provide some suggestions for me to improve.

Wow, Colbey, It seems you have identified a real gap in communication at your school level. If the teachers are not even really sure what the goals are, how will they be achieved? I would suggest starting with the data, at least 3 times a year, there should be a data dive, based on whatever normative data you collect. It could also be internal data such as attendance, incident reports, staff, student, or parent survey responses. Use these to determine areas to focus on and then set short-term interim goal to progress monitor. Then celebrate! Even small changes can be highlighted with a secondary purpose of keeping the goal in the forefront of educators' minds. Follow-through and regular updates are key, even if they are short.

Hi Molly, I think I am in the same trap as your school. I send out weekly updates like you describe but they do not reference the UIP or SPF. Occasionally, I give an attendance update to encourage improvement in that area. The question I am asking myself is whether even internally (teachers) know how we are doing with our goals. Next year, I would like to start the year with a data dive and collective goal setting, with monthly follow-ups, so that I can get data from teachers on how we are doing at the classroom level with the different goals and initiatives we chose at the beginning of the year. I think that this classroom or grade level of reporting will be most interesting to parents, and also keep the goals at the forefront of the teachers' minds. Your post has helped me, I hope my thoughts help you! Thomas C

Examine the methods by which your school shares progress on school goals with stakeholders. Identify the evidence-based strategies used or the lack of evidence-based strategies. Ask your classmates to provide some suggestions for improving your school's strategies for sharing progress.

National School Public Relations Association (NSPRA) has crafted an excellent [four-step public relations process](#)

Readings Required

- Ball, A., Skrzypek, C., & Lynch, M. (2021). [The family engagement practice framework: A comprehensive framework developed from the voices of school-based practitioners](#). *Family Relations*, 70(4), 1190–1205.
- Smith, T. E., Reinke, W. M., Herman, K. C., & Sebastian, J. (2021). [Exploring the link between principal leadership and family engagement across elementary and middle school](#). *Journal of School Psychology*, 84, 49–62.

Recommended

- Colorado Department of Education. (2022). [Accountability](#).
- Colorado Department of Education. (2022). [Accountability fact sheet](#).
- Weisskirk, L. & O'Bryon, E. (2021). [5 ways to engage families around student learning \(and why you should!\)](#). Edreports.