

GUIDE TO MAKING A LITERACY ACTION PLAN

Each school is responsible for ONE Action Plan for parent involvement.

*You may choose to plan for an improvement in literacy or in attendance.
If you choose to improve literacy, use the forms in this section.*

Start by listing what already is in place at your school and what could be added.

Then review the example of a Literacy Plan.

Then make your own plan.

The form to complete the plan begins on page 59.



GUÍA PARA HACER UN PLAN DE ACCIÓN DE ALFABETIZACIÓN

Cada escuela es responsable por UN Plan de Acción para la participación de los padres de familia.

Puedes escoger planear para una mejora en alfabetización o en asistencia. Si escoges mejorar alfabetización, utiliza los formularios en esta sección.

Comienza haciendo una lista de lo que está establecido y lo que se agregará.

Después revisa el ejemplo del Plan de Alfabetización.

Después haz tu propio plan.

El formulario para completar el plan comienza en la página 59.



Start here: Figure out how to increase parent involvement to expand literacy.

Kinds of Involvement <i>These categories are based on the work of Joyce Epstein.</i>	What activities is our school doing now to involve parents in improving literacy	What activities we can do to increase this progress
1. Parenting Assist families in understanding child development, assist schools in understanding families		
2. Communicating Establish effective school-to-home and home-to-school communications.		
3. Volunteering Provide training, a variety of opportunities, and ways for parents to support student and school progress.		
4. Learning at Home Support a variety of learning activities at home.		
5. Decision-Making Provide a range of organizations and opportunities for parents to participate actively in school decisions and governance.		
6. Collaborating with Community Coordinate community agencies and businesses to provide services and supports to students, families, and the school.		

Comienza aquí: Descifra como incrementar la participación de los padres de familia para expandir la alfabetización.

Tipos de Participación <i>Estas categorías están basadas en el trabajo de Joyce Epstein.</i>	Que actividades está haciendo tu escuela ahora para involucrar a los padres de familia en la mejora de la alfabetización	Que actividades podemos hacer para incrementar este progreso
1. Siendo Padres de Familia Ayudar a las familias a entender el desarrollo de los niños, ayudar a las escuelas a entender a las familias.		
2. Comunicación Establecer comunicación efectiva de la escuela-a-casa y de casa-a-escuela.		
3. Voluntarios Proporcionar entrenamiento, variedad de oportunidades, y formas para que los padres apoyen al progreso estudiantil y escolar.		
4. Aprendiendo en Casa Apoya una variedad de actividades de aprendizaje en casa.		
5. Toma de Decisiones Proporciona una variedad de organizaciones y oportunidades para que los padres participen de forma activa en las decisiones escolares.		
6. Colaborando con la Comunidad Coordinar agencias de la comunidad y negocios para proporcionar servicios y apoyo a estudiantes, familias, y la escuela.		

Example / Ejemplo:

Plan to Support Our School's LITERACY Progress

Plan para Apoyar el Progreso de Alfabetización de Nuestra Escuela

1. Our Goal / Nuestra Meta

Increase students' knowledge of words and interest in reading about topics in content areas.

2. The basic plan / el plan básico

All students will watch educational television programs and read books about different topics each month.

Stakeholder Roles and Responsibilities / El Papel de los Responsables

Stakeholders Responsables	How They Will Participate / Como Participarán
<i>School Administration Administración Escolar</i>	Supervise and coordinate. Work with local library to identify appropriate books. Monitor. Seek donations of content books.
<i>School Support Staff Personal de Apoyo Escolar</i>	Identify appropriate TV programs. Set up lists of recommended programs by topics.
<i>Teachers Maestros(as)</i>	Provide assignments that include watching educational TV programs and reading books about topics on the programs.
<i>Parents Padres</i>	Work with children at home. Discuss what the children learn. Get topic books at the library.
<i>Community Comunidad</i>	Sponsor museum field trips to learn more about the topics.
<i>Students Estudiantes</i>	Choose a topic. Read about it. Watch a television program about it. Write about it.

Parent Involvement Activities and Structures Support this Plan

Type of Activity— Based on the Epstein Framework*	Activities to Support Parent Involvement to Increase Literacy / Actividades para Apoyar la Participación de los Padres para Incrementar Alfabetización
1. <i>Parenting</i> / Padres Assist families in understanding child development, assist schools in understanding families	Workshop on the importance of children’s TV habits.
2. <i>Communicating</i> / Comunicación Establish effective school-to-home and home-to - school communications.	Lists of program recommendations. Teachers send preview home about viewing TV to increase reading. Parents complete surveys about how the project is working.
3. <i>Volunteering</i> / Voluntarios Provide training, a variety of opportunities, and ways for parents to support student and school progress.	Parents can become “block” TV leaders, helping children watch educational TV and talk about it.
4. <i>Learning at Home</i> / Aprendiendo en Casa Support a variety of learning activities at home.	Parents schedule special TV viewing hours to watch educational programs. Parent and child talk about the television programs. Child writes down notes about what is on TV and how what is in books tells more about the topic.
5. <i>Decision-Making</i> / Tomar Decisiones Provide a range of organizations and opportunities for parents to participate actively in school decisions and governance.	Parents model for children good decision making about TV.
6. <i>Collaborating with Community</i> / Colaborando con la Comunidad Coordinate community agencies and businesses to provide services and supports to students, families, and the school.	School works with library to support the program. Parents and children go to museums to learn more about topics of interest.

This page includes the six types of involvement identified by Joyce Epstein and presented in Epstein, J.L., et al, School, Family, and Community Partnerships: Your Handbook for Action, Thousand Oaks, CA: Corwin Press, 1997.



Start clearly / Comienza Claramente

How we will introduce the plan to the school community / Como introducir el plan a la comunidad escolar

*Time-Line for the **Start-Up** / Línea de Tiempo para el **Comienzo***

When Cuando	What Happens Que Sucede	Who Is Responsible? ¿Quién es Responsable?
Week 1	Meet with teachers, principal	Principal
Week 2	Send notice home to all parents	Assistant Principal
Week 3	List TV programs and books about topics of interest to children in different grades	Teachers

Continue effectively / Continua Efectivamente

Time-Line for Implementation / Línea de Tiempo para Implementar

When Cuando	What Happens Que Sucede	Who Is Responsible? ¿Quién es Responsable?
Week 3- - ongoing	Teachers send lists home	Teachers
Week 3— ongoing	Parents watch educational TV with children and talk about the programs. Children read about topic.	Parents
Week 4— Ongoing	Children write topic reports on what they see on TV and read.	Students

Monitor the plan. How we will make sure it happens.

Monitorea el plan. Como estaremos seguros de que sucederá.

Teachers will collect student topic reports.

Grade levels will make portfolio of topic reports.

Principal will post lists of topics students have written about by grade level.

Progress Log / Registro de Progreso

This form will be used to keep track of progress / La tabla se utilizará para anotar el progreso

	Quarter Progress ➡ <i>Progreso</i>	Quarter Progress ➡ <i>Progreso</i>	Quarter Progress ➡ <i>Progreso</i>	Quarter Progress ➡ <i>Progreso</i>
Percentage of Students Involved	Target / Meta: 80%	Target / Meta: 90%	Target / Meta: 100%	Target / Meta: 100%
	Actual:	Actual:	Actual:	Actual:
Number of Parents Actively Involved in the Progress / <i>Número de Padres Involucrados en el Progreso</i>	Target / Meta:	Target / Meta:	Target / Meta:	Target / Meta:
	Actual:	Actual:	Actual:	Actual:

Recognize the progress. How we will celebrate the achievements.

Reconoce el progreso. Como celebraremos los logros.

