

Partnerships for Literacy

Showcasing the Impact of Partnerships for Literacy (P4L)

*Webinar for P4L Coaches
March 20, 2020*

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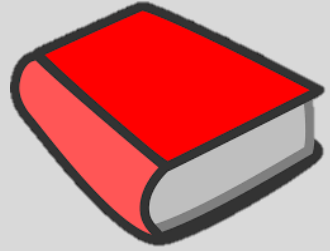
THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
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Priorities this year

- Showcasing the work of schools and their State Support Team (SST) coaches implementing Partnerships for Literacy in Ohio
- Promoting sharing across schools





Partnerships for Literacy

Cohort 1 Showcase

Fall 2018 – Spring 2020

Current Focus: Implementing Action Steps planned in 2019,
Evaluating Results, Making Improvements, Re-inventing
Practices

Cohort 1: Perkins School District, SST 2

Action Steps

- Sharing “literacy activities on the go” with families.
- Surveying families so they can share their interests, to incorporate into teachers’ lessons.
- Using Bloomz app to share literacy activities with families.
 - Received feedback from families: Too much being sent home – listened to feedback and altered to reduce amount.
 - Continuing to use this strategy to support families during COVID-19 Pandemic.
- Hall of Fame acknowledgement for kids in school hallway, to celebrate the games families are playing at home.



Cohort 1: Garfield Heights, SST 3

- Created a video about P4L, shared at Open House in Fall
- Created monthly newsletter from literacy coordinator, to all families
 - Delivers newsletter to library and local childcare centers as well to share with families
 - “Things to do” for families for supporting literacy development
- Bags of books sent home for families, with evaluation.
 - ~50% returned eval (Time spent reading)
- Meet with Building Leadership Team and share data from the P4L inventory, progress, timeline



Cohort 1: Niles Primary & Intermediate, SST 5

Action Step 1

- Each grade Level K-3 has scheduled Literacy Nights. This one pictured was focused around Dr. Seuss.
- Well attended. Parents, teachers, and students engaged in a variety of activities.



Cohort 1: Niles Primary/ Intermediate, SST 5

Action Step 2

- Game night held at Niles Intermediate. The Mayor of Niles, center picture, joined with United Way.



Cohort 1: Canton City Schools, Shreiber ES, SST 9

Action Step 1

Schreiber (PreK-2) will design Family Academies to build the capacity of families to support their children's learning, with a focus on the Big 5 Ideas of Reading.

Impact

Family kits were created, similar to the building created teacher kits, to ensure families can apply what they learn at home with their child and within daily routines. Coordinating Padlet videos for additional modeling and accessibility are being created as Tier 1 support with Tier 2 strategies being a goal moving forward.



Cohort 1: Canton City Schools, Shreiber ES, SST 9

Action Step 2

The Schreiber Partnerships for Literacy Team will define, in writing, an MTSS Communication Plan to ensure each child's language and literacy skills, strengths and areas of need are shared clearly and consistently with families.

Impact

Team prioritized communication on reporting Acadience benchmark and progress monitoring data in a family friendly document to ensure communication remains focused on evidence based strategies that can be a partnership between school and home and is reflective of both student growth and adult responsiveness to student skill needs.



Cohort 1: Canton City Schools, Gibbs Leadership, SST 9

Action Steps

As a result of the Family and Community Engagement for Early Literacy Inventory and building language and literacy data, Gibbs Leadership School will create a Family Resource Room as an approach to meeting the diverse needs of their students and families. The Partnerships for Literacy Team will intentionally engage with strategic community partners to support needs communicated by families.

Impact

The focus on collaboration of school teams and creating and maintaining community partnerships ensures greater accessibility to support and resources while also allowing for increased responsiveness to the needs of the whole family. Opportunities to equip families during school events involving students are being realized. Teams are working to maximize all adults to support all students by training them in strategies that address needs presented in student data within the school day (i.e.: foster grandparents, Walsh University students).



Cohort 1: Dayton Public School District, Kiser and Cleveland Schools, SST 10

Both Schools:

- After-school literacy events had not been held in several years.
- Parent surveys were given after each event to measure impact.
- Feedback from surveys indicated families were highly satisfied with the events.



Cleveland:

- Teachers created folders for families to address student needs based on the use of Acadience data. The principal wants to give all teachers time at the beginning of next year to plan skill folders.



Cohort 1: Dayton Public Schools, SST 10, Cont'd

Cleveland (cont.) Activities for literacy events were also planned with data in mind.

- Preschool was heavily involved, resulting in greater attention to younger students.

Kiser:

- Partnered with Catholic Social Services to provide meals at events.
- Planned literacy activities with an eye toward their large EL population.
- Attendance at literacy events increased.



Cohort 1: Cincinnati Public Schools, Pleasant Ridge Montessori, SST 13

Action Step: A day-by-day calendar of brief activities was developed for families for each age range beginning in January. Students received a token each time they brought back the calendar signed that tasks were completed.

Impact: Calendar has allowed parents to have meaningful conversations around literacy with their children. Positive response from parents!



Cohort 1: Cincinnati Public Schools, Rees E Price Academy, SST 13

- Brief description: Created a family event with activities designed around the 5 Big Ideas of Reading at the kindergarten level.
 - Used the family resource guide: A Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills.
 - Impact: Unknown, event cancelled due to Coronavirus.
- A Syllable Sort (idea from family engagement resource p.32).
 - The Letter/Picture Wheel from FCRR K-1 student center
 - Rhyme Time (idea from family engagement resource p.36).
 - Talking While you Read (p.19-20 of the family engagement resource)
 - How Many Words in the Sentence



Cohort 1: Western Primary School, SST 15



Action Step 1

- **More opportunities for parents to participate in trainings and other literacy initiatives.**
 - Parent Training Opportunities (Areas of Focus per grade level, Tips at Home, Brain Science of Reading, Big Ideas, Modeling, Heggerty, etc.).
 - Meaningful activities that are taught to parents, so they can use them in home.
 - There will be face-to-face trainings and videos posted to the Facebook page to help model how to present information and work with students on reading activities.
- **Impact**
 - Surveys sent to families & feedback surveys given to parents at each event.
 - Each grade level developed FB Pages to share videos and resources for parents.
 - Full review of parent/family feedback is on hold.



Cohort 1: Western Primary School, Region 15

Action Step 2: More opportunities for parents to participate in trainings and other literacy initiatives.

- Partnership with OSU Extension and Local Library for Literacy Nights.
- Train the partners on the Simple View of Reading and other important literacy information.

Impact:

- OSU Extension and the Local Library participated in the 1st literacy night.
- The library partnered for the 2nd literacy night.
- Training has not been completed with partners.
- A follow up P4L Literacy Inventory was scheduled with the team but is on hold due to the COVID-19 pandemic.



Cohort 1: Wellston City, SST 16

Year 1 2018-2019



Goal:

The number of children attending the Summer Reading Program will increase by 35%.

Strategy:

The district will provide alternative transportation to (district bus and adult-chaperoned walking) children unable to attend the Summer Reading Program to increase the number of children attending the program.

Impact:

- Attendance increased by 25 students/session. The largest gain was in grades 4-6.
- 125 family surveys on literacy communication were returned with 89.5% satisfaction rate.



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Coached by Heather Wolfe, SST 16



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Cohort 1: Wellston City, SST 16

Year 2 2019-2020

Goal:

The P4L team will provide supports to families whose children are chronically absent; children increase # of days attended by 1 day/month.

Strategies:

- Planning meeting with parents on P4L team to get ideas for meeting with families whose children are chronically absent.
- Have meetings with families at 3 locations close to where families live. UPDATE: Due to the school closure, the district is in the process of developing an alternative means to connect with the families and to provide them with literacy supports.
- Purchasing books (using First Books funds) about social emotional domain to give to families whose children are chronically absent.



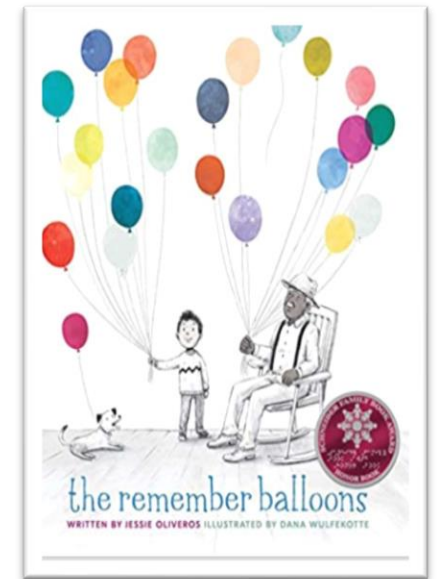
Cohort 1: Wellston City, SST 16

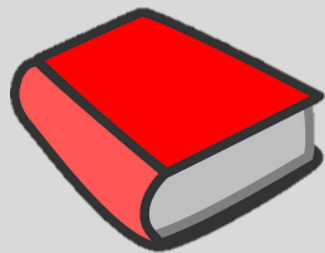
Year 2 2019-2020, continued



Impact:

- The team obtained social-emotional picture books to share with families.
- P4L Team participated in a book discussion - *The Enchanted Hour* by Meghan Cox Gurdon.
- 185 parent surveys regarding literacy homework activities were returned with 95.2% satisfaction rate.





Partnerships for Literacy

Cohort 2 Showcase

Fall 2019-Spring 2020

Current Focus: Preparing the School Leadership, Establishing a Team with Families and School Staff, Inventorying Practices, Developing New Action Steps

Cohort 2: Swanton Elementary School, SST 1

Highlight 1

- **Parent & Community Input to Determine Invitations to the P4L Team**
 - *Created a survey to send to ALL families & staff*
 - Provided paper copies for families
 - Put in all staff mailboxes w/o email access
 - *Aligned to the P4L Inventory*
 - *Survey included demographic question to aid in team selection process*

Partnerships for Literacy

Swanton Elementary School is looking for family and community feedback to help us improve our literacy practices and partnerships. We need your help completing the survey by February 3rd.

* Required

What is literacy? Literacy is the ability to read, write, and communicate.



Cohort 2: Swanton Elementary School, SST 1

Highlight 2

- School “Buy-In” & Ownership
 - “Swanton-ized” the 1st meeting presentation
 - Partnership In presenting
 - Welcoming environment – changed all seating, P4L team name badges, Swanton “swag” provided, food, child care, etc.
 - Addressed access to materials & the teams communication format
 - Non –negotiables
 - P4L Overview (Swanton version) created by Building Leadership Team



"To provide a superior educational experience by working together with students, families, and community"



Partnerships for Literacy

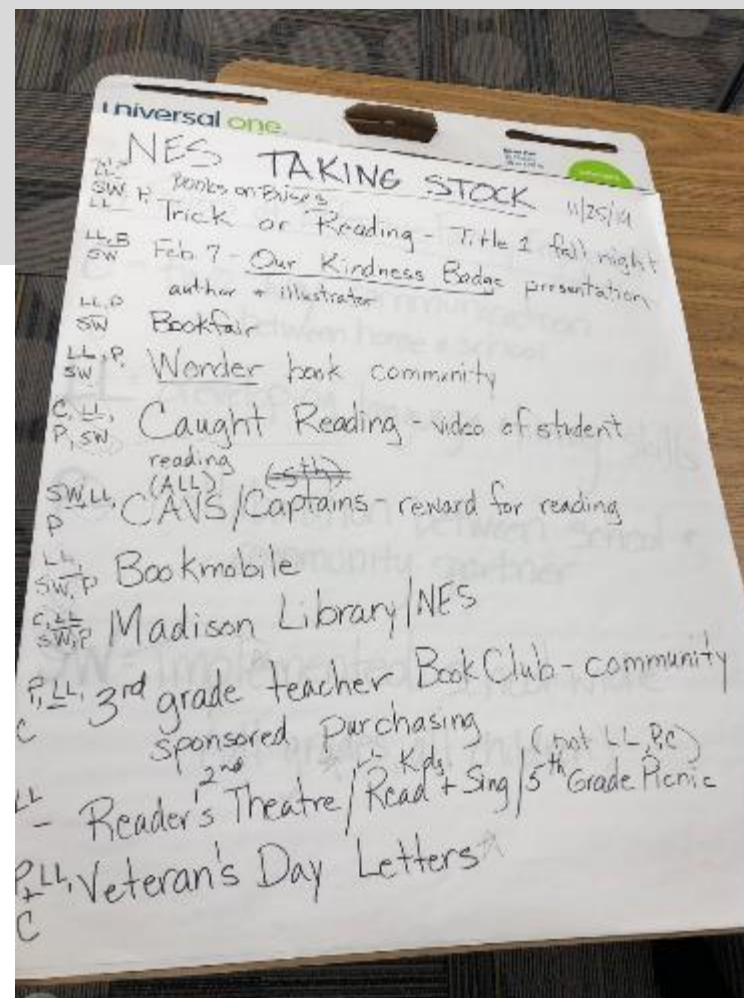
Partnerships for Literacy is a team made up of school staff, families, and community members to support Swanton Elementary School efforts to engage families in meaningful literacy practices.

- team will meet a minimum of quarterly
- team members will be active participants
- review current family engagement practices
- work with the team to create a plan to strengthen family and community engagement
- support the implementation and monitoring of the plan



Cohort 2: SST 4

- 24 people on their team
- 2 meetings to kick off P4L
- Used cards for voting
- Including Asst Supt.
- Were on track before pandemic



Cohort 2: Riverside Elementary, SST 6

P4L Team

- 3 parents (2 with SWD)
- 3 teachers (Pre-K, Kdg, Title 1)
- Literacy Coach
- RELS/FEL is facilitating the meetings



Cohort 2: Riverside Elementary, SST 6

Meetings

- First meeting was Feb. 24 from 3:00-4:00
- Completed the Communication Section of the Inventory
- Scheduled next 4 meetings, however those are on hold
- District is using the \$1000 in funds to give parents a WalMart gift card and teachers an hour stipend pay



Cohort 2: Streetsboro City Schools and Region 8

Team Cohesion

- Building team totally invested in process
- All participated in deep discussions regarding current work
- Team understood family engagement research and applied to current practice
- Team brainstormed many ideas to consider



Cohort 2: Streetsboro City Schools and Region 8

P4L Team Identified

- Team constructed and was ready to meet
- Representation from data subgroups



Cohort 2: Lancaster City Schools, Medill Elementary, SST 11

Highlight 1

- Team learned a lot from listening to parent feedback on communication. Things staff thought they were communicating well were not necessarily seen that way from the parents' perspective. Communication practices were teacher-specific and not consistent throughout the building. Creative ideas of how to improve communication practices inspired the team discussion.



Cohort 2: Lancaster City Schools, Talmadge Elementary, SST 11

Highlight 2

Teachers learned about each other's effective communication practices and how parents received those practices.

Because of this, more teachers committed to using an on-line video demonstration of instructional literacy strategies for parents to model at home with their children.



Cohort 2: Edison Local Schools, SST 12

Highlight 1

- P4L Four focused discussion questions were done with two building principals, curriculum director, special ed coordinator, REL, and their school improvement consultant.
- We did all four in one day with some great conversation around how they are engaging families in very rural and spread out district and what improvements could be made in the future.



Cohort 2: John Gregg Elementary and Stanton Elementary, SST 12

Highlight 2

- Due to time, staff limitations, and getting parents to commit to dates, we had to do the inventory together. (both John Gregg and Stanton Schools)
- Doing it together brought some very good conversations, they experienced very similar things around family engagement and a few different things.
- Even though there are two separate buildings, we felt as a group creating action steps together would benefit everyone in the district.



Cohort 2: Fairfield Local School District, Fairfield Elementary, SST 14

The Partnership for Literacy Team:

- 5 Parents
- 3 Teachers
- 2 Reading specialists
- Literacy Coach
- Principal



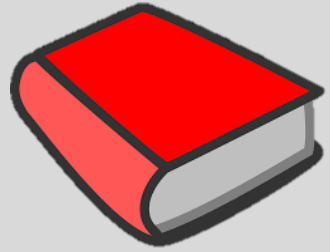
Cohort 2: Fairfield Local School District/ Fairfield Elementary, SST 14

Fairfield's Plan of Action Before the Closure:

- 3 Meetings are scheduled for March 20, March 31, and May 11
- All meetings were to be held from 12:00 – 3:30
- Planned to complete the Inventory and create the Action Plan for the upcoming School Year.

We are hopeful that the May 11th meeting will continue as scheduled. 😊





Partnerships for Literacy

A big thank you to all of the
Ohio schools and coaches
implementing Partnerships
for Literacy!

You are our pioneers!