

The background features a large, light gray watermark of the Clermont Northeastern Schools logo. The logo is circular and contains the text "CLERMONT NORTHEASTERN SCHOOLS" at the top and "ROCKETEERS" at the bottom. In the center of the logo is a stylized figure of a rocketeer in a space suit, holding a rocket. The figure is positioned as if launching the rocket upwards. The entire logo is semi-transparent and serves as a background for the text.

**CLERMONT NORTHEASTERN SCHOOLS**

**FAMILY  
AND  
COMMUNITY  
ENGAGEMENT  
FIELD GUIDE**

**2021-2022 First Edition**

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## **Definition of Family Engagement**

“Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.”

## **Clermont Northeastern Schools Mission Statement on Family Engagement**

Clermont Northeastern will develop and cultivate the partnerships of families and school staff to provide the whole child with the adult support needed to grow and face the challenges of learning and life. Clermont Northeastern Schools will focus on improving parent efficacy by getting parents involved early in the learning process and keeping them involved beyond high school.

## **Clermont Northeastern Schools Vision for Family Engagement**

Clermont Northeastern believes family engagement is an ongoing process and that it should increase active participation, communication and collaboration between students, families, staff, and the community. We strive to create an inclusive atmosphere where families, schools, and communities work together to create meaningful partnerships that lead to gains in student achievement.

## **What is the Goal for Family Engagement?**

By the end of the 2021 school year, the goal is to establish clear and realistic district-wide expectations for family engagement. With the help of SST13, The Ohio Statewide Family Engagement Center, NNPS, and other community collaborations, Clermont Northeastern will develop and implement a robust family engagement model to ensure that all parents and families can support and participate in their student(s) educational journey.

# Why Focus on Family Engagement at Clermont Northeastern?

## **Do programs and special efforts to engage families make a difference?**

Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement. The continuity of family involvement at home appears to have a protective effect on children as they progress through our complex education system. The more families supporting their children's learning and educational progress, the more their children tend to do well in school and continue their education.

Families of all cultural backgrounds, education, and income levels encourage their children, talk with them about school, help them plan for higher education, and keep them focused on learning and homework. In other words, all families can, and often do, have a positive influence on their children's learning.

Parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. To be effective, the form of involvement should be focused on improving achievement and be designed to engage families and students in developing specific knowledge and skills.

Each year, a higher percentage of Kindergarten students enter school not ready to meet the academic and social-emotional demands of the classroom environment. This challenge continues to have a negative impact on the ability to meet all students' immediate needs. The focus on a family engagement model is also an urgent need due to the declining enrollment, and parents opting to register their students in surrounding districts through the open enrollment process. Due to these identified needs, Clermont Northeastern will work to utilize evidenced-based family engagement models that will positively connect the district with the community early in a child's academic career.

## **How Will We Improve Family Engagement?**

Clermont Northeastern will utilize evidence-based approaches to family engagement. Through support from The Ohio Statewide Family Engagement Center, Clermont Northeastern has begun collecting parent and community input to develop a strong PreK-12 family engagement model. Clermont Northeastern also sought a collaborative relationship with SST13 to establish a community and family engagement model. The NNPS is a three year commitment that will increase staff capacity in all buildings through enhanced professional development while focusing on the Epstein Model for family engagement.

# Parent Efficacy

Parents' sense of their efficacy influences how they are involved during middle and high school. Efficacy means the power to produce an effect. In a study using a national sample of 900 families with children aged 10–17, Shumow and Lomax (2001) examined parents' feelings of success in guiding their children.

Parents have a high sense of efficacy when they believe that they can;

- Help their children do well in school, be happy, and be safe.
- Overcome negative influences and keep their children away from troublemakers, illegal drugs, or alcohol.
- Have a positive impact such as improving the quality of the school and making the neighborhood a better place.

The higher a parents' sense of efficacy, the more closely they monitored their children and the more they were involved with school. The researchers then related efficacy to student outcomes. They used parent reports of their children's grades, academic level (high, medium, or low), and behavior at school, and students' reports of well-being (optimism, worries). They found that the higher parents' feelings of efficacy, the more their children reported doing better in school and feeling happy, safe, and stable. Families who live in safe, higher-income areas with good programs for young people had more sense of efficacy than families living in lower-quality areas. A protective effect. When students report feeling support from both home and school, they tend to do better in school. They say that they have more self-confidence and feel school is more important. Data indicate that they also are less disruptive, earn higher grades, and are more likely to go to college (Gutman and Midgley, Sanders and Herting, Shumow and Lomax, Trusty).

Although several studies compare home versus school settings for parent involvement to see which have stronger effects, it is clear that both are important:

- At school, parents learn how to engage their children in learning at home, get help if their children are struggling, and form a constructive relationship with teachers (Izzo et al., Miedel and Reynolds).
- At home, parents guide their children toward postsecondary education, make sure they read and do their homework, and stress the value of education. They also steer children away from risky behavior, help them maintain positive attitudes, and support them through problems at school (Catsambis, Fan, and Chen; Shumow and Lomax; Trusty).

## Meaningful Family Engagement Events

Family engagement events will be planned to be routinely scheduled throughout the year. Each building will take into consideration the schedules and timeliness of the events across the district in order to maximize attendance by all demographics. Workshops should focus on curriculum support and should be tailored to specific areas of learning. In elementary school, workshops that inform parents about what their children are learning and how to help their children at home are also connected to gains in achievement.

- updates on their children's progress.
- training on topics responding to their interests, such as supporting children through crisis, discipline strategies, and increasing your child's vocabulary.
- learning packets in reading and math, as well as training in how to use them

## Transition Focused Family Engagement Planning

From the meta-analysis of 50 studies on parental involvement in middle school, the authors found that there is a strong positive association between parental involvement and student academic achievement. Additionally, from their sample, they determined that academic socialization as a form of parental involvement has the strongest positive relationship to student academic achievement in middle school. Academic socialization includes parents discussing their academic expectations with their children and the value of education, developing educational and occupational aspirations and concrete goals, discussing learning strategies, and linking their education with real life implications. The authors point out that this form of involvement is likely to be the most effective since it supports where middle school students are developmentally—"Academic socialization includes the types of strategies that will scaffold adolescents' burgeoning autonomy, independence, and cognitive abilities." Additionally, this type of engagement "fosters and builds upon the development of internalized motivation for achievement, focuses on future plans, provides a link between school work and future goals and aspirations," providing "young adolescents with the tools to make semi-autonomous decisions about their academic pursuits (758)."

# Future Focused Advisory Panels

Clermont Northeastern School District will also develop community panels for feedback and collaboration. Each group will be asked to help give feedback and collaborate on ideas to move learning and innovation forward in the district. Each group will also work together to positively spread the message of all of the great things happening at Clermont Northeastern through Monthly fellowship meetings

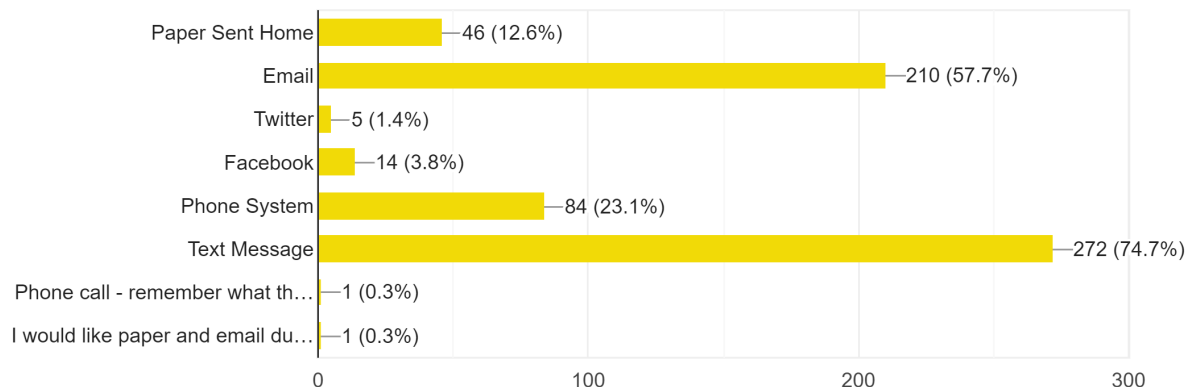
- Student Advisory Panel **Launching Fall 2021**
- Parent Advisory Panel **Began Spring 2021**
- Community Advisory Panel **Launching Spring 2022**
- Business Advisory Panel **Launching Spring 2022**
- Alumni Advisory Panel **Launching Fall 2021**
- Senior Citizen Advisory Panel **Launching Spring 2022**

# Post-Pandemic Communication Survey

Clermont Northeastern will utilize the data from the spring family survey to improve communication in a method that families have shown the most preferred. Our district will utilize a text messaging platform for the 2021-2022 school year that will allow all families to receive text message communications from teachers and staff as well as improve our communication through email and the phone system. We will spend less energy utilizing social media for communication, due to the low priority it was given during the survey.

Preferred Communication

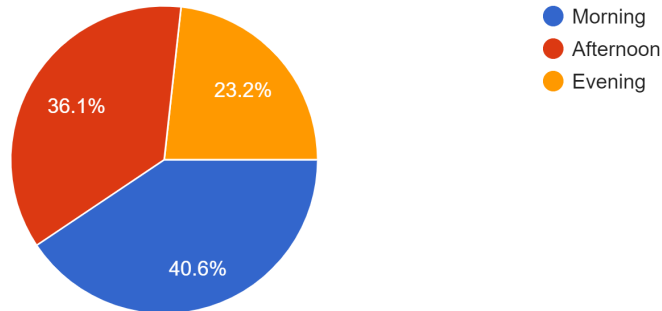
364 responses



Time of day will be considered when non-emergency communications are sent out to families. Families will receive information in the morning and afternoon during the 2021-2022 school year.

### Time of Day for Communication

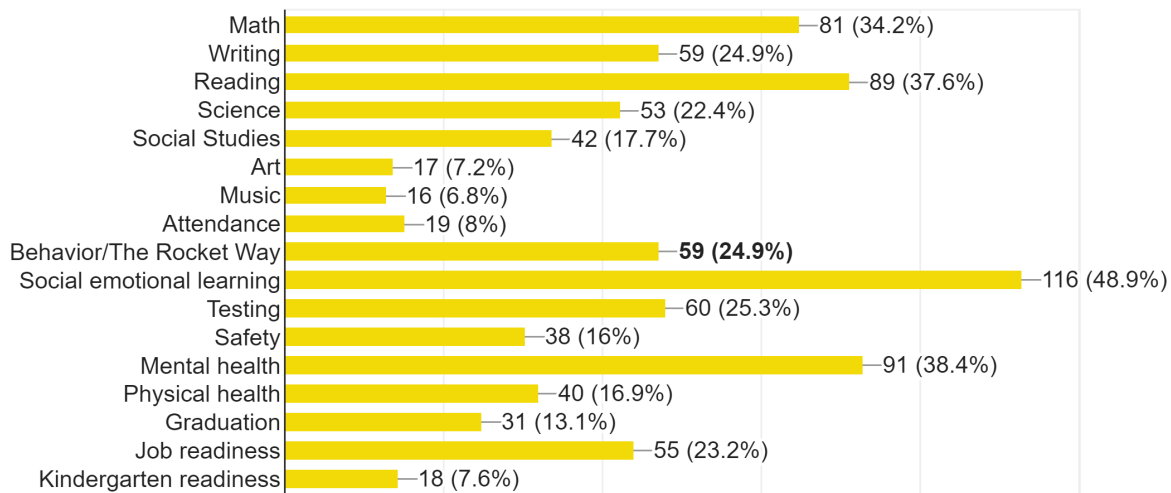
357 responses



Each building will take the information from data below to improve the opportunity for all families to engage in the subjects they have deemed the most important to receive greater attention. Clermont Northeastern values the input from families, and will work to provide meaningful opportunities.

What areas if any would you like to see your child's specific school provide more information regarding.

237 responses





# Pre/Post Pandemic Comparisons of Survey

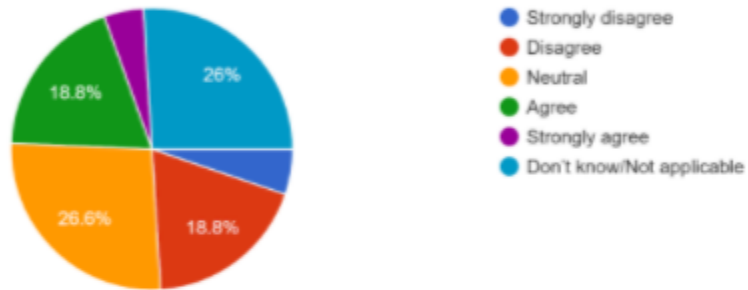
Sample size more than doubled. The questions above were added for details to improve our approach on engagement The Family School Partnership Survey Includes 42 questions about family perceptions of the school's information sharing, communication, support services, school climate, and more. Link to the survey questions [OSU family School Partnership Survey](#)

The complete 2 year comparison on survey results from the Survey are found here [Family School Partnership Survey Results](#)

## 2019-2020

I can be involved in school improvement planning and decision making at my child's school.I am invited to help plan family involvement activities.

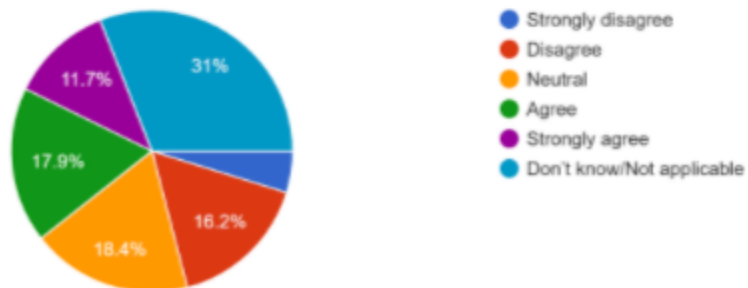
154 responses



## 2020-2021

I can be involved in school improvement planning and decision making at my child's school.I am invited to help plan family involvement activities.

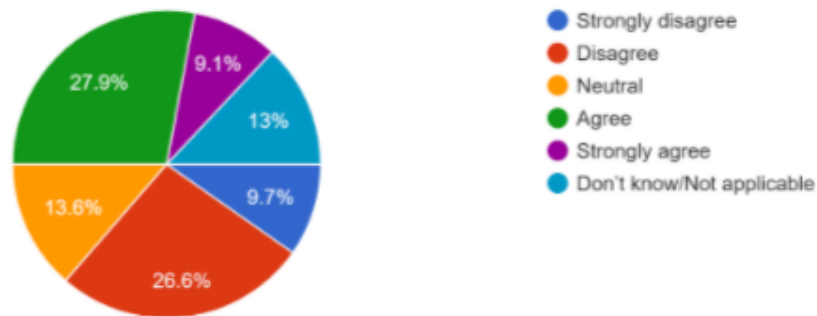
358 responses



# 2019-2020

I am given information about community resources in which my family might be interested (for example, adult education, mental health, and recreation).

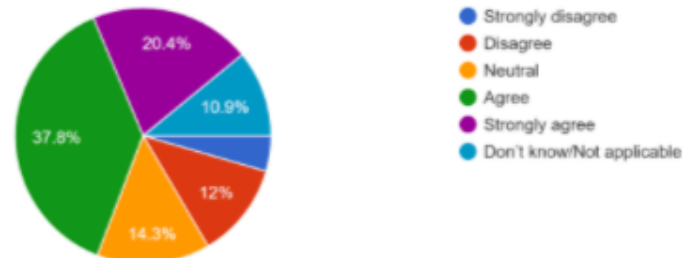
154 responses



# 2020-2021

I am given information about community resources in which my family might be interested (for example, adult education, mental health, and recreation).

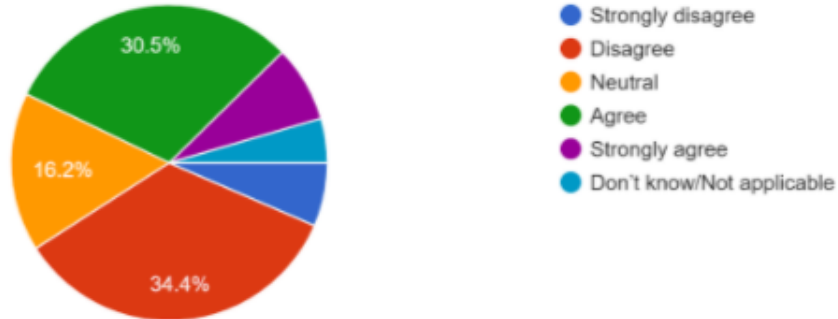
357 responses



# 2019-2020

I am asked what my goals are for my child's learning and/or what classes or programs my child should take.

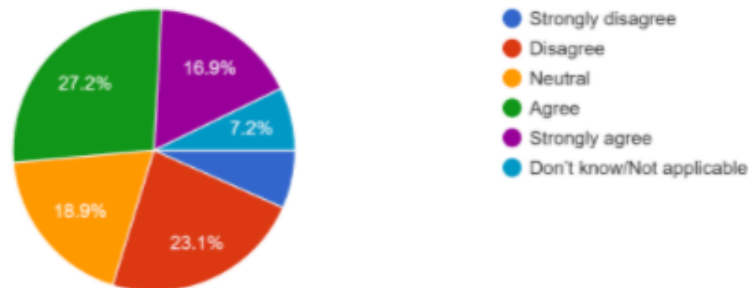
154 responses



# 2020-2021

I am asked what my goals are for my child's learning and/or what classes or programs my child should take.

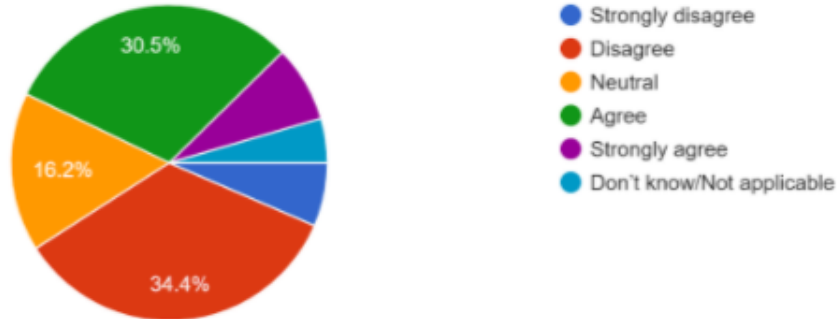
360 responses



# 2019-2020

I am asked what my goals are for my child's learning and/or what classes or programs my child should take.

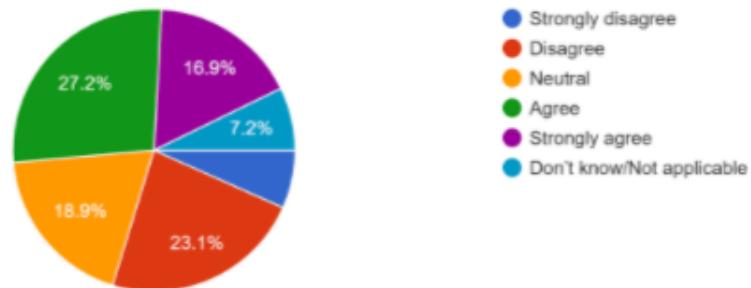
154 responses



# 2020-2021

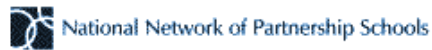
I am asked what my goals are for my child's learning and/or what classes or programs my child should take.

360 responses



# Six Types of Involvement

Below is the NNPS Six Types of Involvement: Keys to Successful Partnerships. All family engagement opportunities need to consider the Six Types of involvement before planning any engagement. Clermont Northeastern will focus on shifting the paradigm that families need to be in the building to be engaged.



## Keys to Successful Partnerships: Six Types of Involvement



### Parenting

Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.



### Communicating

Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.



### Volunteering

Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.



### Learning at Home

Involve families with their children on homework and other curriculum-related activities and decisions.



### Decision Making

Include families as participants in school decisions, and develop parent leaders and representatives.



### Collaborating with the Community

Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

# LEADERSHIP ACTION PLAN FOR PARTNERSHIPS

Duplicate pages for additional activities

<b>YOUR LOCATION:</b> Clermont Northeastern Schools	<b>LEADER(s) for PARTNERSHIPS</b> Travis Dorsey	<b>SCHOOL YEAR</b> 2020-2021
<b>GOAL:</b> <span style="background-color: yellow;">CONDUCT LEADERSHIP-LEVEL ACTIVITIES (YOUR WORK / YOUR OFFICE)</span> on school, family, and community partnerships		<b>BUDGET FOR THIS GOAL</b>

**LEADERSHIP & FACILITATION STRATEGIES: CHECK THE OBJECTIVES THAT ARE ADDRESSED BY THE PLANNED ACTIVITIES**

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Create Awareness | <input type="checkbox"/> Align Program and Policy | <input checked="" type="checkbox"/> Guide Learning and Program Development |
| <input checked="" type="checkbox"/> Share Knowledge  | <input type="checkbox"/> Celebrate Milestones     | <input type="checkbox"/> Document Progress and Evaluate Outcomes           |

ACTIVITIES and STRATEGIES	EXPECTED RESULTS	TIMELINE/ DATES	PERSON(S) RESPONSIBLE	COSTS SOURCES OF FUNDS, AND RESOURCES	EVALUATION TOOLS
Create Awareness  <small>Conduct awareness sessions for school principals on the partnership program, including information on the assistance that your office will provide to all schools' ATPs</small>  <small>Announce the district's partnership program on the district website.</small>	Improve awareness of the work the school is doing to improve the entire community by support ALL families		District leaders	Staff time No Direct Cost	Social media and website traffic data as well as community survey questions around family engagement awareness.
Align program and policy <small>Ensure that the district policy on partnerships refers to district-level leadership activities and to direct assistance to help all schools develop their partnership programs with goal-linked engagement activities.</small>  <small>Write a Leadership Plan for Partnerships that includes district-level actions and direct facilitation of school-ATPs.</small>	Ensure our family engagement policy reflects the high level of work we will be doing as well as sets a new baseline for what acceptable family engagement is in the future.		District leaders	Staff time No Direct Cost	Feedback from NNPS Partnerships and SST13
Guide learning and program development.  <small>Conduct a One-Day Team-Training Workshop for all participating schools' ATPs on the basic information on the framework of six types of involvement, how to meet challenges to engage all families, how to link engagement activities to goals for students' academic and behavioral outcomes</small>  <small>Contact or meet with ATP leaders and team members at least monthly at each participating school.</small>	Improve the capacity of the staff to think about family engagement differently as well as our families to receive family engagement differently		All	TBD	Staff and community survey data

The planned activities will help this district fulfill:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> DISTRICT Policies | <input type="checkbox"/> Federal Requirements (Title I) (list) _____  |
| <input type="checkbox"/> STATE Policies               | <input type="checkbox"/> Other Policies, Recommendations (list) _____ |

# LEADERSHIP ACTION PLAN FOR PARTNERSHIPS

Duplicate Pages for Additional Activities

<b>YOUR LOCATION:</b> 	<b>LEADER(s) for PARTNERSHIPS:</b> Travis Dorsey	<b>SCHOOL YEAR:</b> 2020-2021
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<b>GOAL:</b> <b>DISTRICT LEADERS FACILITATE SCHOOLS</b> in developing comprehensive, school-based, goal-oriented programs of family, and community engagement.	<b>BUDGET FOR THIS GOAL</b>
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**LEADERSHIP & FACILITATION STRATEGIES: CHECK THE STRATEGIES THAT ARE ADDRESSED BY THE PLANNED ACTIVITIES**

Create Awareness                       Align Program and Policy                       Guide Learning and Program Development  
 Share Knowledge                       Celebrate Milestones                       Document Progress and Evaluate Outcomes

ACTIVITIES	EXPECTED RESULTS	TIMELINE/ DATES	PERSON(S) RESPONSIBLE	COSTS SOURCES OF FUNDS, AND RESOURCES S	EVALUATION TOOLS
Share knowledge Tweet, blog, post photos to Instagram, write posts to Facebook, and/or use other social media to generate excitement and knowledge about partnership activities throughout the district.  Facilitate regularly scheduled meetings with other district departments working on family involvement issues (e.g., special education, bilingual education, Title I)	Increase the level of information available to various formats. This allows people to be met where they are.		All	staff time no direct cost	we can evaluate views and listens as well as likes and shares on social media and podcasts
Celebrate milestones Host an end-of-year celebration for all schools' ATPs to share best practices, solve challenges, and write the next One-Year Action Plan for Partnerships.  Assist ATPs to recognize and thank volunteers and supporters in their schools	Improve our level acknowledgement when we do good work and make improvements as a community and a staff.		District Leaders	Awards and certificates total TBD	Number of persons being acknowledged and turn out of people supporting the successes
Document progress and evaluate outcomes  Provide schools with an easy-to-use electronic recordkeeping system to document and save records of the plans and activities of their ATPs.	Utilize the documentation of each year to improve our innovation process. The longer we work on engaging families the better we become at the work.		District Leaders	staff time no direct cost	look for an effective fidelity measure for family engagement as well as interdistrict evaluations by building.

The planned activities will help this district fulfill:

DISTRICT Policies                       Federal Requirements (Title I) (list) \_\_\_\_\_  
 STATE Policies                       Other Policies, Recommendations (list) \_\_\_\_\_

# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

## (SCHOOL LEVEL, FORM G–GOALS)

### SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community engagement activities to implement, types of involvement, dates, responsibilities, and needed resources.

<b>School: Clermont Northeastern Elementary</b>	<b>School Year: 2021-2022</b>
<b>GOAL 1–ACADEMIC: Reading</b> By the end of the 2020-2021 school year, there will be at least a 5% increase in the percentage of students scoring proficient or above on the ELA OST in 3-5.  By the end of the 2020-2021 school year, there will be at least a 5% increase in the percentage of students who reach the 50th percentile on MAP ELA K-5.  By the end of the 2020-2021 school year, there will be at least a 5% increase in the percentage of students who meet the 50th percentile benchmark score on ACADIENCE reading K-5.	
<b>Goal 1 Chair or Co-Chairs from ATP</b>	
<b>Desired Result(s) this year for THIS Goal:</b>	<b>How will the School Measure the Result(s)?</b>
FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL	



ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVIT Y	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED (funds, supplies)
Themed Family Nights (Library & Monterey Baptist Church participating)	All (1-6)	6 events 2 Fall events 2 wnt events 2 sprg events	K-5	<ul style="list-style-type: none"> <li>● select literacy team</li> <li>● Planning meeting</li> <li>● Ensure theme matches science of reading</li> <li>● Purchase supplies</li> <li>● Advertise event</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Team</li> <li>● Engagement Group</li> </ul>	Access Grant funds and PTO
Parents volunteer to create videos modeling reading alouds and reading strategies	3/4	ongoing	K-5	<ul style="list-style-type: none"> <li>● Training for parents</li> <li>● Video sessions</li> <li>● Post on district website</li> <li>● Integrate them into Title Resource page</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy Team</li> </ul>	School resources
Add pages for more activities that support THIS goal.						

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## ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

		(SCHOOL LEVEL, FORM G-GOALS)				
Add pages for more activities that support THIS goal.						

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# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G–GOALS)

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

<b>School: Clermont Northeastern Elementary</b>				<b>School Year: 2021-2022</b>		
<b>GOAL3–BEHAVIOR/NONACADEMIC: PBIS</b>						
At the end of the 2020-2021 school year, the district will have less than 10 out-of-school suspensions per 100 students in total K-12. The district will also have less than 0.2 expulsions per 100 students in total K-12.						
<hr/>						
<b>Goal 3 Chair or Co-Chairs from ATP</b>						
<b>Desired Result(s) this year for THIS Goal:</b>				<b>How will the School Measure the Result(s)?</b>		
<b>FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL</b>						
ACTIVITIES (2 or more, continuing or new)	TYPE(S) (1–6)	DATE OF ACTIVIT Y	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED (funds, supplies)
Rocketeer Assembly		Quarterly	K-5	<ul style="list-style-type: none"> <li>● schedule assemblies</li> <li>● order swag</li> <li>● plan events</li> <li>● promote the event</li> </ul>	<ul style="list-style-type: none"> <li>● Administration</li> </ul>	T-shirts
Parents attend Quarterly Rocketeer Assemblies and get parent Rocketeer Swag	1	Quarterly	K-5	<ul style="list-style-type: none"> <li>● schedule assemblies</li> <li>● order swag</li> <li>● plan events</li> <li>● promote the event</li> </ul>		
PBIS and Social Emotional supports shared via pod cast	1, 2	On-going	K-5	<ul style="list-style-type: none"> <li>● select topics</li> <li>● create podcasts</li> <li>● share with community</li> </ul>	<ul style="list-style-type: none"> <li>● Engagement Team</li> </ul>	
Six Session Parenting Series provided as a component of Themed Family Nights	1, 4, 6	6 events 2 Fall events 2 wnt events 2 sprg events	K-5	<ul style="list-style-type: none"> <li>● Survey parents for high interest topics</li> </ul>	<ul style="list-style-type: none"> <li>● Local Agencies</li> <li>● District Mental Health staff</li> </ul>	
Add pages for more activities that support THIS goal.						

# **ONE-YEAR ACTION PLAN FOR PARTNERSHIPS**

**(SCHOOL LEVEL, FORM G—GOALS)**

**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO  
REACH SCHOOL GOALS**

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# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G–GOALS)

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

<b>School: Clermont Northeastern Elementary</b>	<b>School Year: 2021-2022</b>
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**GOAL 4—CLIMATE OF PARTNERSHIP—REQUIRED GOAL:** To increase the amount of overall family participation through a school environment that feels open and friendly. We will begin to measure the effectiveness of the school family events, and make data informed decisions based off of the feedback.

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**Goal 4 Chair or Co-Chairs from ATP**

<b>Desired Result(s) this year for THIS Goal:</b>	<b>How will the School Measure the Result(s)?</b>
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**FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL**

ACTIVITIES (2 or more, continuing or new)	TYPE(S) (1–6)	DATE OF ACTIVIT Y	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED (funds, supplies)
Open House		8/12/21	K-12			
Community Resource Fair					District Engagement Team	
Grade level “Meet me at the playground” events. Hosted by school and PTO and designed to allow parents to meet each other while kids play.		Fall and Spring		<ul style="list-style-type: none"> <li>Schedule events</li> <li>Make decisions about food</li> <li>Kona Ice</li> </ul>	District Engagement Team, PTO and Admins	
Diving into ways of communication so families can consume the information						

Add pages for more activities that support THIS goal.

# **ONE-YEAR ACTION PLAN FOR PARTNERSHIPS**

**(SCHOOL LEVEL, FORM G—GOALS)**

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## CNE MS Family Engagement Plan 2021-2022 School Year

**GOAL - Parenting, Communication, Volunteering, Learning at Home, Decision Making, Community Members - Chuck Boothby, Laura Nazzarine, Dar Porter, Dee Thompson, Julie Best, Tracey Kirk, Angie Pennington, Action Team for Partnership(ATP) Dates - 09/14, 11/9, 01/11, 03/08, 05/10 @ 2:10 pm Rm. 118 - CNE MS**

**Building: Clermont Northeastern Middle School**

**Completion Date set for 05/14/21**

**Goal: Academic (Math & Reading) - Increase Achievement for Students in all Core Content Areas (ELA, Math, Social Studies, Science) by Increasing Parent Knowledge/Access To- on Researched Based Core Curriculum (Ex. Collections, Aleks, Reveal Math, Progress Monitoring (Progressbook, Data Collection), Technology / Programming (Google Classroom), Instructional Strategies (Targeted Researched Based Interventions) and PBIS (PBIS Website, Positive Office Referrals, PBIS Store).**

Activity/Strategy	Expected Results	Timeline/ Dates	Person(s) Responsible	ATP - Keys	Evaluation (How will we know we are successful?)
<b>Open House - Set Up Stations for Parent Interaction &amp; Information.</b>	80% attendance of parents and students 100% exposure to materials	August	All MS staff- leaders- Nazz, Boothby, Porter, Carlier, Involvement of Nest	Parenting, Communication, Volunteering, Learning from Home, Community, Decision Making	Survey completed by staff and parents - Feedback station at exit - Chrome/Google Forms

Staff will run multiple booths including ( showing I do, We do, You do. Model how our classrooms are run. We will also conduct a group with researched base content (ELA, Science, Math Social Studies Text and Resources), google classroom (What does it look like, how to access, expectations for students), progressbook (How to log on, access students grades etc.), Instructional Strategies, Extra- Curricular Activities, and Final Forms, and how we will engage families throughout the year. A PBIS booth that also has a way to get in touch with the school (Facebook, Twitter, etc.) Terri Hoerth may want to put up a table for Free and Reduced Lunch??? (Teachers will begin this work on May 11th- 10 bullet points on what they would present) (There will be 3 set times for parents to join admin and their grade level teachers in the gym to discuss their classes and and overview of MAP)

**Invite Community Programming- [Open House Plan and Logistics](#)**

**(This opportunity will hit ELA - Increase by 5%, Math - Increase by 5%, Community Engagement and PBIS Goals- Decrease Suspension by less than 10 suspensions per 100 in the district CIP)**

<b><i>Documentation of Goal</i></b>	<b>Invitation to Open House Communication, Agenda for the Evening, Attendance Numbers, Parent Survey</b>				
Activity/Strategy	Expected	Timeline/	Person(s)	ATP - Keys	Evaluation (How will we



## CNE MS Family Engagement Plan 2021-2022 School Year

**GOAL - Parenting, Communication, Volunteering, Learning at Home, Decision Making, Community Members - Chuck Boothby, Laura Nazzarine, Dar Porter, Dee Thompson, Julie Best, Tracey Kirk, Angie Pennington, Action Team for Partnership(ATP) Dates - 09/14, 11/9, 01/11, 03/08, 05/10 @ 2:10 pm Rm. 118 - CNE MS**

	Results	Dates	Responsible		know we are successful?)
<b>1st Month of School (Teach parents Homework)</b>	80% engagement of all parents and students	<b>September</b>	<b>Teachers and students</b>	Parenting, Communication, Volunteering, Learning from Home,	<b>QR code/ Google form with assessment data collected</b>

Teachers will send home paper homework (Week 1- ELA, Week 2- Math, Week 3- Science, Week 4- Social Studies) and students will be asked to teach their parents how to log on to the core resources and teach them that day's objective/activity. Students would assume that it is the first time learning for parents of the material. Use a QR code to collect data (paper copy if internet is an issue.) There would be a section on the assessment that the parent assesses their understanding of the content. There is a signature section. This would be discussed at Open house and on social media to alert parents. (Include- standard/objective, articles and newsletter, volunteer tutors, additional help or resources to enrich the standard.)  
(This opportunity will hit ELA - Increase by 5%, Math - Increase by 5%, Community Engagement and PBIS Goals- Decrease Suspension by less than 10 suspensions per 100 in the district CIP)

Activity/Strategy	Expected Results	Timeline/ Dates	Person(s) Responsible	ATP - Keys	Evaluation (How will we know we are successful?)
<b>Conference Night #1</b>	80% attendance of parents and students	November	All MS staff- leaders- Nazz, Boothby, Porter, Carlier, student presenters	Parenting, Communication, Volunteering, Parenting from Home, Community	Parents will be able to speak to our MAP program and work on Goal Setting with their child.

MAP results and how we are working toward our goals. What is the Air Assessment? What areas do we test? How are we planning & preparing our students for success? How can parents help us achieve success for their kids? Student- Led Conferences and videos to teach about MAP and how parents can teach and help kids move forward reaching their goals on MAP. Also break down the components of "The Big Ideas of Reading."

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<b><i>Documentation of Goal</i></b>	<b>Invitation to Conference Night, Agenda for the Evening, Attendance Numbers, Parent Survey, Example of Student Led Conference PowerPoint that High Lights Map Performance &amp; Goals.</b>				
<b>Activity/Strategy</b>	<b>Expected Results</b>	<b>Timeline/ Dates</b>	<b>Person(s) Responsible</b>	<b>ATP - Keys</b>	<b>Evaluation (How will we know we are successful?)</b>
<b>Conference Night #2 (Testing is the focus)</b>	80% attendance of parents and students	February	All MS staff-leaders- Nazz, Boothby, Porter, Carlier, student presenters	Parenting, Communication, Volunteering, Parenting from Home, Community	Parents will be able to speak to our MAP/AIR program and work on Goal Setting with their child. Parents will also be able to speak to Transition to HS.
Students will present how we are preparing for testing and when and how testing will be conducted. (Bellringers, Mock, MAP) Overview of High school graduation and information about scheduling coming up. Have high school leaders (LINK crew have a booth). Mental Health booth, safety with technology seminar, transitions, and testing information. MAP information from Winter.					
<b><i>Documentation of Goal</i></b>	<b>Invitation to Conference Night # 2, Agenda for the Evening, Attendance Numbers, Parent Survey, Example of Student Led Conference PowerPoint that High Lights Bell Ringers, AIR Performance &amp; Goals.</b>				
<b>Activity/Strategy</b>	<b>Expected Results</b>	<b>Timeline/ Dates</b>	<b>Person(s) Responsible</b>	<b>ATP - Keys</b>	<b>Evaluation (How will we know we are successful?)</b>
<b>Celebration Night</b>	80% attendance of parents and students	May	MS leaders- Nazz, Boothby, Porter, Carlier, students presenters	Communication, Volunteering, Community	Attendance

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Students sharing all of our family engagement activities and how we were successful. We will provide hot dogs and hamburgers. Have parents complete a survey before they leave on the yearly progress of family engagement in our building.

***Documentation of Goal***

**Flip Grid Student Video on How We Tried to Get Our Families and Communities Involved this Year, Parent Survey, Social Media Examples & Data**

**Goal: Behavioral - Increase Positive Behavior Supports Communication / Parent Knowledge and Decrease the Number of Suspensions - Less than 10 Suspension Events Per 100 Hundred Students**

Activity/Strategy	Expected Results	Timeline/Dates	Person(s) Responsible	ATP - Keys	Evaluation (How will we know we are successful?)
<b>Ongoing Communication</b>	80% of parent hits on Bitly	weekly	Porter, Nazz	Parenting, Communicating	Built in tracker showing interest/participation

Weekly communication for circulation on social media to engage parents in their child's education. Nazz/ Boothby will post to the social media platforms as well as Weekly Upcoming School Events. Principals, and Teachers will continue to reach out to parents with positive office referrals / comments and encouraging engagement or students and parents. A google sheet to show all of the communication from teachers, principals, etc.

***Documentation of Goal***

**PBIS Referral / Suspension Data, Social Media Posts / Data of Hits (Bitly) Data  
Number of Positive Office Referrals/ PBIS Communication Log, Referral**

The Activity/Strategy	Expected Results	Timeline/Dates	Person(s) Responsible	ATP - Keys	Evaluation (How will we know we are successful?)
<b>PBIS Store Management &amp; Maintenance</b>	Store stocked and accessible @	weekly	Porter, Nazz	Communication, Volunteering, Community, Decision Making	Student has ongoing access to the store.

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	min. Of 9x per year				
CNE MS will Partner with Community to Man and Donate to PBIS Store					
<b>Documentation of Goal</b>	<b>PBIS Store Inventory and Parent Participation</b>				
<b>Goal: Partnerships - Increase Two Way Communication and Collaboration Between Students, Staff, Parents and Community Members</b>					
Activity/Strategy	Expected Results	Timeline/ Dates	Person(s) Responsible	ATP - Keys	Evaluation (How will we know we are successful?)
<b>Connecting Families to Community Resources</b>	80% of those who fill out the survey are aware of the resources and 70% of the building parents are completing the survey	weekly	All staff	Parenting, Communication, Community	Parent Awareness, End of the Year Survey
Communication is a concern always in middle school. The Family Engagement Team will send out a survey to parents asking how they would like our CNE MS to communicate in the 2021-2022 school year. (Twitter, Facebook, CNE School Website, Email, All Call) as options for communication. (NEST, CNE Cares, Mercy Health)					

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<i><b>Documentation of Goal</b></i>	<b>End of the Year Survey / Results</b>				
Activity/Strategy	Expected Results	Timeline/ Dates	Person(s) Responsible	ATP - Keys	Evaluation (How will we know we are successful?)
<b>Connecting Families to Community Resources</b>	75% of building parents are completing the survey	weekly	All staff	Parenting, Communication, Community	75% of building parents are completing the survey
Communication - two way connection, programming and planning. The Family Engagement Team will meet to discuss concerns, upcoming events, and areas to build family involvement and communication.					
<i><b>Documentation of Goal</b></i>	<b>Meeting with Committee - 04/30/21 9-2 pm - Committee Attendance- Dar Porter, Chuck Boothby, Laura Nazzarine, Julie Best, Angie Pennington, Megan Horstmeir, PowerPoint</b>				
<b>LEADERSHIP AND FACILITATION Checklist:</b> <input type="checkbox"/> Create Awareness <input type="checkbox"/> Align Program and Policy <input type="checkbox"/> Guiding Learning and Program Development <input type="checkbox"/> Share Knowledge <input type="checkbox"/> Celebrate Milestones <input type="checkbox"/> Document Progress and Evaluate Outcomes					

Facts about our Family Engagement Action Plan...

- Aligned with Title One Practices & Funding
- Aligned with ETPES and Ohio Standards

## **CNE MS Family Engagement Plan 2021-2022 School Year**

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Members - Chuck Boothby, Laura Nazzarine, Dar Porter, Dee Thompson, Julie Best, Tracey Kirk, Angie Pennington,  
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- Aligned with PBIS
- Pre-K - 12 Initiative

### Why Build this Plan

- Address students academic and behavioral needs
- Improve Communication with Families and School Staff
- Assure Access to Programming and Data Collection

### Keys to School, Family, and Community Partnerships (6 types of involvement)

- Parenting - Child development (Know who your families are in your community)
- Communication - two way connection and programming
- Volunteering - at school, at home
- Learning at Home - connections to homework and programming
- Decision Making - part of building the process
- Collaborating with Community -

### For Students

- Better grades and Test Scores
- Better Attendance
- Improved Behavior at Home and at School
- Better Social Skills and Adjustment at School
- More Classes Passed and Credits Earned
- Increased Enrollment in More Challenging Academic Programs and Graduation on time

- For Teachers
  - Increased respect for families strengths and efforts
- Increased understanding of families goals for their children
- Greater readiness to involve all families in new ways
- Use Community

### Achievement

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Behavior

Welcoming climate

Goals Should Hit...

- Reading
- Math
- Community Environment
- PBIS
- Volunteering

# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

## (SCHOOL LEVEL, FORM G–GOALS)

### SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community engagement activities to implement, types of involvement, dates, responsibilities, and needed resources.

<b>School: CNE HS</b>				<b>School Year: 2021-2022</b>		
<p><b>GOAL 1–ACADEMIC:</b> Select <b>ONE curricular goal</b> for students from the School Improvement Plan, such as improving reading, math, writing, science, or other skills. Write a clear, specific, measurable (SMART) academic goal.  <b>Literacy – read, write, and speak like a mathematician, scientist, historian, etc.</b></p> <hr/> <p><b>Goal 1 Chair or Co-Chairs from ATP</b></p>						
<b>Desired Result(s) this year for THIS Goal: Increase EOC Scores by 5%</b>				<b>How will the School Measure the Result(s)? EOC Scores</b>		
<b>FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL</b>						
ACTIVITIES (2 or more, continuing or new)	TYPE (1–6)	DATE OF ACTIVIT Y	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED (funds, supplies)
One book One School – culminating projects and activities	1,4,6	End of each book.	9-12	Teachers collaborate monthly.	Bernadette Wayne	The grant has it covered.
Speaker for the book for the community.	4,6	At the rollout of each book.	9-12	Arrange for speakers to be here and be recorded/invite the community.	Bernadette Wayne, TJ Glassmeyer	The grant should cover this as well.
Literacy tips in the weekly emails.	2,4	Sunday of each week	9-12	Emails need to be drafted.	TJ Glassmeyer, Courtney Fox, Bernadette Wayne	None.
Add pages for more activities that support THIS goal.						



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# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G–GOALS)

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

<b>School: CNE High School</b>				<b>School Year: 2021-2022</b>		
<p><b>GOAL 2–ACADEMIC:</b> Select <b>ANOTHER curricular goal</b> for students from the School Improvement Plan, such as improving reading, math, writing, science, or other skills. Write a clear, specific, measurable (SMART) academic goal.</p> <p><b>Career and College Readiness</b></p> <hr/> <p><b>Goal 2 Chair or Co-Chairs from ATP</b></p>						
<b>Desired Result(s) this year for THIS Goal:</b> <b>Students prepared for college/career</b>				<b>How will the School Measure the Result(s)?</b> <b>Alumni reports of jobs/enrollment</b>		
FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL						
ACTIVITIES (2 or more, continuing or new)	TYPE(S) (1–6)	DATE OF ACTIVIT Y	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED (funds, supplies)
Trade school night. The Oaks night. Events during the day. Shadowing	4,6	Fall Semester	9-10	Arrange for Oaks presentations and shadowing for students.	Counseling Office	None
Financial aid night	1,2	Fall and Spring	12	Meeting in Fall to fill out the FAFSA. Follow up in the spring to help students/families figure out the rest of the funding.	Counseling Office	None
Career planning within the school day.	2,5	Year Round	9-12	College and career readiness activities.	Scott Houp	None
Add pages for more activities that support THIS goal.						

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(SCHOOL LEVEL, FORM G-GOALS)

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

<b>School: CNE High School</b>				<b>School Year: 2021-2022</b>		
<p><b>GOAL3-BEHAVIOR/NONACADEMIC:</b> Select 1 goal for improving student behavior, attendance, safety, health, postsecondary planning/career awareness, or other goal from the School Improvement Plan. Write a specific, measurable (SMART) behavioral goal</p> <p><b>Attendance</b></p> <hr/> <p><b>Goal 3 Chair or Co-Chairs from ATP</b></p>						
<b>Desired Result(s) this year for THIS Goal:</b> <b>Decrease days missed.</b>				<b>How will the School Measure the Result(s)?</b> <b>Attendance Data</b>		
FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL						
ACTIVITIES (2 or more, continuing or new)	TYPE(S) (1-6)	DATE OF ACTIVIT Y	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED (funds, supplies)
Drinks from Dunkin	1,6	Quarterly	9-12	Students without any tardies for the quarter can earn a certificate for a drink at Dunkin.	TJ Glassmeyer, Sue Goldfuss	Funds and/or support from community members
Free time for better attendance for each quarter.	1,5	Quarterly	9-12	Students that have missed less than 2 days in the quarter (by hours) earn free time during lunch/study hall.	TJ Glassmeyer, Courtney Fox, Sue Goldfuss	None
Discount on dues for better attendance.	1,4	By Semester	9-12	Students involved in extracurriculars can get a \$10 discount for perfect attendance.	Sue Goldfuss, Jenny Lieman	None
PBIS points for better attendance.	2,5	Weekly	9-12	Students with perfect attendance for the week earn 10 bonus points	Sue Goldfuss, Courtney Fox	None
Add pages for more activities that support THIS goal.						

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**(SCHOOL LEVEL, FORM G—GOALS)**

**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO  
REACH SCHOOL GOALS**

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(SCHOOL LEVEL, FORM G—GOALS)

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<b>School: CNE High School</b>				<b>School Year: 2021-2022</b>		
<p><b>GOAL 4—CLIMATE OF PARTNERSHIP—REQUIRED GOAL:</b> Conduct <b>OTHER</b> continuing and new family and community partnership activities for the six types of involvement to help create a welcoming school environment, not covered in Goals 1, 2, and 3. <i>Check Starting Points</i> for activities to strengthen and sustain a climate of partnership.</p> <p>More Welcoming School Environment</p> <hr/> <p><b>Goal 4 Chair or Co-Chairs from ATP</b></p>						
<b>Desired Result(s) this year for THIS Goal:</b> More families involved in school activities				<b>How will the School Measure the Result(s)?</b> Survey data after each event		
FAMILY AND COMMUNITY INVOLVEMENT ACTIVITIES TO SUPPORT THIS GOAL						
ACTIVITIES (2 or more, continuing or new)	TYPE(S) (1–6)	DATE OF ACTIVIT Y	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	RESOURCES NEEDED (funds, supplies)
Quarterly Family Activities	1,4,6	Year Round	9-12	Invite families into the school or via Zoom to participate in activities quarterly.	TJ Glassmeyer, Courtney Fox, Bernadette Wayne	Covered by the grant
Positive reinforcement is important – communication not just about the bad.	1,2,4	Year Round	9-12	Teachers fill out a post card every Tuesday during TBT to be sent home about good things.	TJ Glassmeyer, Courtney Fox	Post cards
Alumni Involvement	3,6	Spring, 2022	9-12	Invite alumni for a breakfast and presentation to students about successes.	Jayne Mummert, Courtney Fox, Bernadette Wayne	Breakfast food
Add pages for more activities that support THIS goal.						