

Statewide Impact Summary

Partnerships for Literacy

2020-2021

ABOUT THE PROGRAM

The Ohio Statewide Family Engagement Center within the Center on Education and Training for Employment at OSU sets schools up for successful partnerships with families through training and coaching in the Partnerships for Literacy model. Using our model, schools improve their student's early literacy skills through development of new and improved family and community engagement strategies. Teams within schools inventory their practices, develop action steps, and track the results over time.

BY THE NUMBERS

21 OHIO SCHOOLS

created teams, with a total of:

- 151 family representatives
- 124 Teachers/Support Staff
- 27 Administrators
- 12 Community Partners
- 6 Regional Coaches

TEAMS CREATED PLANS

impacting a total of:

- 5,413 students
- 3,483 families
- 472 teachers
- 43 community partners

- 14 schools improved the quality of **communication** between home-school about literacy.



- 13 schools included goals to enhance families' capacity to support literacy **learning at home**.



- 9 schools focused on **community partnerships** to support language and literacy.



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Ohio Statewide

Family Engagement Center
Partnerships for Literacy — at The Ohio State University

Partnerships for Literacy

Partnerships for Literacy is a program developed by The Ohio State University to provide schools with a systematic approach to family and community engagement supporting students' early literacy skills.

2020-21 IMPACT SUMMARY

**Swanton Elementary,
Swanton School District**



OUR TEAM

Swanton's Team was developed by providing community and family members with a survey to determine interest and intentional team selection. Team members include fathers, mothers, grandparents, community partners, teachers, specialists and local leadership ensuring representation of learners from Pre-K – Grade 4.

Our team is made up of: **5 Families | 1 Teachers | 1 Reading specialists | 1 Literacy Coach | 1 Principal**



OUR PRIORITY AREA

1. Communication



OUR ACTION STEPS

1. Evaluate the building and district communications sent to families.
2. Create & evaluate a timeline and list of current student progress communications to families.

The team reviewed progress reports and identified strengths and weaknesses to the reports from the parent perspective. The Building Leadership Team and Teacher Based Teams were an integral part of completing our team's action steps.

Swanton Elementary School staff and community partners collaborated effectively to achieve our goals.

The input and feedback led the Building Leadership Team to revamp the layout and information provided in the literacy progress reports to families across all grade bands.



OUR IMPACT



22 TEACHERS

impacted by the plan.



275 FAMILIES

impacted by the plan.



**1 COMMUNITY
PARTNER**

involved.



400 STUDENTS

benefited from the plan.

"P4L has allowed me to be in more contact with the school and what is going on with the teaching and planning aspects. I have learned more about the needs of the elementary building, teachers, as well as parents on an individual basis. The insight I have gained with the purpose of the tests and breaking down the test scores has been beneficial to me as a parent and being able to offer assistance in interpreting the test scores in an easier way."

- *Mindy Disbrow, Parent*

"This work has given us important insight into the parent perspective regarding how to best communicate student progress in a timely, meaningful, and understandable way."

—*Kristi Molter, Elementary Principal*



Ohio Statewide
Family Engagement Center
at The Ohio State University

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Partnerships for Literacy

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2020-21 IMPACT SUMMARY

**Furry Elementary School,
Perkins Local District**

OUR TEAM

Our team was developed to increase the communication, feedback, and family engagement to help support our students' literacy skills.

Our team is made up of: **3 Families | 2 Teachers | 1 Reading specialists | 1 SST Coach | 1 Principal**

OUR PRIORITY AREAS

1. Increasing two-way communication
2. Linking learning between school and home
3. Increasing community & family partnerships

OUR ACTION STEPS

1. We will create more opportunities for two-way feedback and communication with families.
2. We will create parent-friendly literacy activities and a talent bank to encourage family involvement and help us to support our learning and literacy goals.
3. We will increase strategic community partnerships that support literacy growth.

OUR IMPACT



34 TEACHERS

impacted by the plan.



375 FAMILIES

impacted by the plan.



10 COMMUNITY PARTNERS

involved.



441 STUDENTS

benefited from the plan.

"I thoroughly enjoyed my time helping with the parent engagement committee. Being on the committee gave me a whole new insight to all the wonderful ways we can reach out to help all the students in our district to grow and thrive in their learning process. This was a great way to incorporate viewpoints from both a teacher, parent, and administration positions. Keep up the awesome work!"

—Liana Wensink - Parent

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2020-21 IMPACT SUMMARY

**Meadowlawn Intermediate School,
Perkins Local District**

OUR TEAM

Our team was developed so that all grade levels were accounted for. We tried to create a diverse group of family members to represent as many varying populations as possible.

Our team is made up of: 3 Families | 2 Teachers | 2 Reading specialists | 1 SST Coach | 1 Principal

OUR PRIORITY AREAS

1. Increasing two-way communication
2. Linking learning between school and home
3. Increasing community & family partnerships

OUR ACTION STEPS

1. We are creating more opportunities for feedback from families, maintaining two-way communication, and encouraging family engagement.
2. We created family-friendly literacy activities that encourage involvement and help us to meet to our literacy goals.
3. We are increasing strategic community partnerships that support literacy growth.

OUR IMPACT



28 TEACHERS

impacted by the plan.



300 FAMILIES

impacted by the plan.



6 COMMUNITY PARTNERS

involved.



398 STUDENTS

benefited from the plan.

“I enjoyed helping to create opportunities to make reading a priority for our students and finding new ways to get our students excited about reading.”

—Mandy Groot - Parent

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2020-21 IMPACT SUMMARY

**Maple Leaf Elementary School
Garfield Heights City Schools**

OUR TEAM

Maple Leaf Elementary had a diverse group of participants that represented K-5 students. We had 100% participation at our quarterly meetings (until COVID).

Our team is made up of: **7 Families | 5 Teachers | 1 Reading specialist | 1 Literacy Coach | 2 Principals**

OUR PRIORITY AREAS

1. Communication
2. Learning at home
3. Community partnerships

OUR ACTION STEPS

1. One Book, One School – all students participated through Google Classroom. Each chapter of the book was video taped and activities for families were available through classroom teachers.
2. P4L kickoff that the team provided updates to families through video with information about FCE for the year.
3. A newsletter with general literacy information, grade level activities and descriptions of student progress terms were developed for families monthly.
4. The above newsletter was sent to community partners (i.e. preschools, library, summer programs, YMCA).

OUR IMPACT



25 TEACHERS
impacted by the plan.



320 FAMILIES
impacted by the plan.



5 COMMUNITY PARTNERS
involved.



400 STUDENTS
benefited from the plan.

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2020-21 IMPACT SUMMARY

**North Elementary School,
Madison Local School District**

OUR TEAM

Our team is made up of: 6 Families | 5 Teachers | 1 Reading specialists | 1 Literacy Coach | 1 Principal | 2 State Support Team Consultants

We've met monthly beginning 2019-2020 through 2021-22, transitioning from in-person meetings into virtual meetings due to the Pandemic.

OUR PRIORITY AREA

Communication

OUR ACTION STEPS

1. Identifying needs of parents and staff to support children's literacy, social emotional development and access through technology.
2. Creating supports for families and staff to support literacy, social emotional development, and access through technology:
 - Resources identified and shared via Google Classroom & PTO page.
 - Books purchased to support social emotional development with a plan to share at each grade level with parental involvement aligning to Positive Behavioral Interventions and Supports (PBIS).
 - Guidebooks to be created to identify the Simple View of Reading Resources for parents and teachers to use together.
3. In 2021-22, P4L work will be integrated into the Building Leadership Team and Teacher Based Teams with an intentional plan to have intentional and consistent communications with families including but not limited to through teacher teams and the PTO.

OUR IMPACT



70 STAFF

impacted by the plan.



500 FAMILIES

impacted by the plan.



615 STUDENTS

benefited from the plan.

"Today a reader, tomorrow a leader! Our goal of this project is to strengthen our partnerships with our families and community through improving literacy for our Blue Streaks!"

~Bill Mayer, Principal at North Elementary School

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2020-21 IMPACT SUMMARY

**Niles Primary and Niles Intermediate,
Niles City Schools**

OUR TEAM

Our team is made up of: 4 Teachers | 1 Intervention specialist | 2 Administrators

OUR PRIORITY AREAS

1. Comprehension
2. Learning at home
3. Community partnership

OUR ACTION STEPS

While the team's work was put on hold during the 2020-2021 school year, we met in Spring 2021 to develop the following plans for 2021-2022 school year:

1. Create a brochure for families that includes parent-friendly language and visuals to support parent understanding of extended learning opportunities.
2. Send out a survey to families.
3. Provide incentives to families who complete and return surveys.
4. Reach out to community partners and donors to elicit incentives such as gas cards and food cards for family engagement activities.

OUR FUTURE IMPACT



1 TEACHER

will be impacted by the plan.



580 FAMILIES

will be impacted by the plan.



605 STUDENTS

will benefit from the plan.



7 COMMUNITY PARTNERS

will be involved.

"Reading is Powerful" - Principal, Chris Staph - Niles Intermediate

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2020-21 IMPACT SUMMARY

**Riverside Elementary,
Riverside Local School District**

OUR TEAM

The team is made up of: 3 families | 1 Reading Specialist | 2 Teachers | 1 Literacy Coach

OUR PRIORITY AREAS

1. Communication
2. Learning at home

OUR ACTION STEPS

1. Survey parents to find the best mode of communication with teachers.
2. Conference with parents who have a child on a RIMP to go over the plan and discuss how the parent can support the child at home.
3. Provide take-home kit to any child who is in Tier II or Tier III intervention, containing materials to use at home to continue practicing skills learned in school. Additional materials are sent home as the child moves onto new skills.
4. Create Google site that houses videos of teachers demonstrating how to use the take-home kit materials. Parents of the children receiving the kits are given access to the site to watch the videos as often as needed.
 - Materials in the kits include: clear page protectors with a dry erase maker, bingo chips and magnetic wands, felt squares, Elkonin Box templates, decodable books

OUR IMPACT



11 TEACHERS

impacted by the plan.



64 FAMILIES

impacted by the plan.



72 STUDENTS

benefited from the plan.

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2020-21 IMPACT SUMMARY

**Streetsboro Elementary,
Streetsboro City School District**

OUR TEAM

The partnerships for literacy team at Streetsboro Elementary is comprised of certified and classified staff members, as well as families who are representative of the diverse population within the district. Our team is made up of: 5 Families | 3 Teachers | 1 Reading specialists | 1 Literacy Coach | 1 Principal

OUR PRIORITY AREAS

1. Communication
2. Learning at home
3. Community partnerships

OUR ACTION STEPS

1. Host a community literacy night at the beginning of the school year to educate families on structured literacy.
2. Send quarterly newsletter to parents with literacy updates.
3. Hold a school wide book study which includes family literacy activities.
4. Host a Community Reading Night as a culminating activity at the conclusion of the school wide book study.

OUR IMPACT



40 TEACHERS

impacted by the plan.



375 FAMILIES

impacted by the plan.



2 COMMUNITY PARTNERS

involved.



650 STUDENTS

benefited from the plan.

"I really enjoyed the collaborative approach of parents and school leaders working together. I am happy to work together again where I felt my input as a parent was valued".

—Julie Neal, SCS parent, staff member, and team

Partnerships Literacy

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2020-21 IMPACT SUMMARY

**Schreiber (Pre K-Grade 2),
Gibbs (Grade 3);
Canton City School District**

OUR TEAM

Our Partnerships for Literacy Team(s) over three years our teams have included:

19 Families | 6 Classroom Teachers | 5 Reading Specialists | 2 Literacy Coaches | 5 Principals |
5 Community Members | 1 Limited English Proficiency Family Liaison | 2 School Community Workers |
1 Family Liaison

OUR PRIORITY AREAS


1. Communication
2. Learning at Home
3. Community Partnerships


OUR ACTION STEPS


In alignment with our priorities in the area of language and literacy, as determined by our *Family and Community Engagement for Early Literacy Inventory* data, which identified needs of families, our *Curriculum Based Measure* data from Acadience, which identified needs of students, and the *Reading-Tiered Fidelity Inventory* data, which identified needs of each building, our team designed the following action steps:


- 1. Communication:** Families were embedded in the communication process about their child's literacy skill development by way of a letter explaining the Multi-Tiered System of Supports, as well as an Acadience communication document to share progress and continued areas of focus for their child.
- 2. Learning at Home:** Literacy Kits for families were created based on priority language and literacy skills. Teachers recorded videos to review the items chosen which were shared via QR codes attached to each kit. The contents were also explained through a virtual family literacy night.
- 3. Community Partnerships:** Foster Grandparents and local university preservice teachers were trained to support student goals in the classroom with a focus on phonics. Print awareness at home was supported in preschool through a partnership with an organization that provided students their own copies of the STAR books that were being utilized and enjoyed in the classroom.

OUR IMPACT

32 TEACHERS 
more intentionally and meaningfully engaged with families and caregivers based on data and family voice.

85 FAMILIES 
were equipped and empowered in their role as a partner in their child's literacy development.

335 STUDENTS 
were supported by caring adults working together to invest in their literacy skills.

4 COMMUNITY ORGANIZATIONS 
collaborated with schools to contribute time and resources to students and their families.

"Schreiber and Gibbs have grown through a process of developing and establishing strong partnerships within the community that are ongoing and lasting. By continually building relationships that support our school wide literacy plan, we are seeing students who are more confident and excelling in literacy." -Jacinta Decker, Literacy Coach

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2020-21 IMPACT SUMMARY

**Cleveland & Kiser Elementary Schools,
Dayton Public Schools**

OUR TEAM

Our team is made up of: 76 Families | 48 Teachers Including Reading Specialists, Preschool Teachers, Intervention Specialists, and 2 Teacher Leaders | 2 Principals | 2 Assistant Principals | 1 Community Partner

OUR PRIORITY AREAS

1. Two-Way Communication
2. Learning at Home

OUR ACTION STEPS

1. Increase communication to parents
 - Virtual Parent Literacy Events
 - Parent Square set up and communication regarding literacy
 - Incorporate text messaging to encourage participation
 - Newsletters with literacy information
 - Update website
 - Flyers/Parent Surveys at in-person events
 - Parent Feedback at virtual events
2. Support Literacy needs for EL whose first language is not English
 - Purchase bilingual books in Spanish, Turkish, and Swahili
 - Purchase books that promote cultural awareness
 - Teachers conduct literacy activities with bilingual/multicultural books
 - Create videos of parents reading the books in their home language
3. Literacy-building practices/supplies/books are provided to families for use at home
 - Create common form for communicating intervention plans to families (also part of the school's Reading Plan)
 - Distribute school supplies to students to use at school and at home
 - Create literacy skill packets to be distributed by teachers targeted on deficits exposed by Acadience and 95% literacy assessments

OUR IMPACT


48 TEACHERS
impacted by the plan.


76 FAMILIES
impacted by the plan.


2 COMMUNITY PARTNERS
involved.


392 STUDENTS
benefited from the plan.

“This SPDG grant has afforded us the opportunity to make a positive impact on the lives of our diverse families we serve.” –Alex Robertson, Principal

“This program has brought my staff together. The teachers were so committed to this project. I am genuinely proud of the efforts my team has made.”—LaDawn Mims, Principal

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2020-21 IMPACT SUMMARY

**Medill Elementary,
Lancaster City Schools**

OUR TEAM

Our team is made up of: 1 Family | 3 Teachers | 1 Social Worker | 1 Community Partner | 1 Literacy Coach | 1 Principal

OUR PRIORITY AREAS

1. Communication
2. Learning at home
3. Community partnership

OUR ACTION STEPS

1. Create a literacy help website for parents
2. Website to include teacher made videos demonstrating activities to help students
3. Develop take-home literacy kits for all K-3 students
4. Work with local colleges to have field placement students support students both virtually and in-class for the winter semester

OUR IMPACT



20 TEACHERS
impacted by the plan.



246 FAMILIES
impacted by the plan.



371 STUDENTS
benefited from the plan.



3 COMMUNITY PARTNERS
involved.

Evidence: <https://sites.google.com/lcsschools.net/medillelementary-literacy-help/home>

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2020-21 IMPACT SUMMARY

Tallmadge Elementary,
Lancaster City Schools

OUR TEAM

Our team is made up of: 3 Families | 1 Teacher | 1 Reading specialists | 1 Literacy Coach | 1 Principal

OUR PRIORITY AREAS

1. Communication
2. Learning at home
3. Community partnership

OUR ACTION STEPS

1. Developed videos with a focus on early literacy skills to share with families. The videos highlighted strategies that can easily be implemented at home.
2. Created a literacy website for families with information and resources including the literacy videos.
3. Developed and sent home literacy take-home kits to students in grades K-3. Held a raffle for students and families who shared pictures or videos of them utilizing the literacy kits at home.
4. Worked with local community partners including the library and local colleges to support literacy engagement.

OUR ACTION STEPS



22 TEACHERS
impacted by the plan.



302 FAMILIES
impacted by the plan.



343 STUDENTS
benefited from the plan.



2 COMMUNITY PARTNERS
involved.

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2020-21 IMPACT SUMMARY

**John Gregg and Stanton Elementary,
Edison Local School District**

OUR TEAM

The Partnership for Literacy team at Edison Local is made up of a team that includes: 8 parents including moms, dads, and grandparents | 4 teachers | 1 Literacy Coach | 2 Principals | 2 District Administrators.

OUR PRIORITY AREAS

1. Communication
2. Learning at home

OUR ACTION STEPS

1. Develop high quality instructional videos that are aligned to the curriculum and the science of reading.
2. Inform parents how they can access test results and how they can use these results to help their child at home.

From the feedback that was received from their parents, Edison Local created high quality instructional videos aligned to the curriculum and science of reading. These videos were posted on the school website and social media for the parents to access at home. These videos helped parents understand the direction the district was headed around literacy and gave them strategies to help their children at home.

Edison also created a parent friendly document that explained the students Star scores and gave a few tips for parents to work on at home.

Edison Local had a virtual Literacy Night for families that was a huge success with 130 families participating.

OUR IMPACT


25 TEACHERS
impacted by the plan.


155 FAMILIES
impacted by the plan.


3 COMMUNITY PARTNERS
involved.


346 STUDENTS
benefited from the plan.

“Our Virtual Literacy Night was something new that we wanted to try for our students. All of the students and teachers enjoyed the evening. This will be a practice from 2020-2021 the district will want to keep.”

—Julie Kireta, Assistant Superintendent

Partnerships for Literacy

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2020-21 IMPACT SUMMARY

**Western Primary,
Western Local Schools**

OUR TEAM

Western Primary P4L Team Members:

Our team is made up of: 5 Families | 3 Teachers | 2 Reading specialists | 1 Literacy Coach | 1 Principal

OUR PRIORITY AREAS

1. Communication
2. Supporting Early Language and Literacy Learning at home
3. Strategic Community partnerships

OUR ACTION STEPS

1. Provide interactive videos and resources to families to support continued learning in the home.
2. Provide opportunities for parent training and two-way communication to support and facilitate learning in the home.
3. Develop a procedures manual to address family and community engagement framework.

OUR IMPACT



18 TEACHERS

impacted by the plan.



50 FAMILIES

impacted by the plan.



3 COMMUNITY PARTNERS

involved.



250 STUDENTS

benefited from the plan.

District Website: <https://www.westernlocalschools.com/>

“Western Primary strongly agrees with the Ohio Department of Education's Plan to Raise Literacy Achievement. Family partnerships are essential to support learner progress and achievement. By communicating with families, offering resources and guidance for literacy development at home, our students with have greater academic success. Thank you to our parents, teachers, and ODE.”

—Kim Montavon, Literacy Coach at Western Primary

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2020-21 IMPACT SUMMARY

**Bundy Elementary & Wellston Intermediate,
Wellston School District**

OUR TEAM

Our team is made up by the following members spanning our PK-2 and 3-5 buildings:
2 Principals | 2 SST 16 Consultants | 2 Families | 1 Parent mentor | 3 Teachers |
1 Curriculum Director | 1 Literacy Coach

OUR PRIORITY AREA

Learning at home

OUR ACTION STEPS

1. Completed the *Family & Community Engagement for Early Literacy Inventory* (sent to families for input)
Why? Because data drives our decisions/instruction!
2. Developed online learning modules for families.
Module Topics Included:
 - Google Meet;
 - Google Classroom;
 - The Learning Environment;
 - Establishing Routines;
 - Attendance;
 - Taking Care of Oneself/Mindfulness;
 - Oral Language Development;
 - Reading Aloud;
 - Reading Volume
3. Created a vetting process for online learning modules to ensure they are engaging and family friendly.
4. Invited families to participate in piloting the online learning modules.
5. P4L Team members served as coaches to collaborate with families navigating the learning modules. The P4L Team provides support, elicits feedback to improve the online learning products, builds relationships, and gains insight on how our system can build stronger family partnerships.

OUR IMPACT



50 TEACHERS

impacted by the plan.



60+ FAMILIES

impacted by the plan.

“We're integrating relationships between administrators, teachers and parents for the betterment of the children in our community!” - Jennifer Burgoon, Parents 4 Literacy Team Member

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2020-21 IMPACT SUMMARY

Fairfield Elementary,
Fairfield Local Schools

OUR TEAM

5 Family Members | 2 Teachers | 2 Reading specialists | 1 Literacy Coach | 1 Principal

Our team met twice virtually in June 2020 to complete the inventory and set up the work. There was equal participation among family members and educators. We met in person in May 2021. Teams continued the work during the year.

OUR PRIORITY AREAS

1. Communication
2. Supporting Language and Literacy learning at home
3. Partnership with the local Library

OUR ACTION STEPS

1. Improve communication between school and home, especially for students needing more than core instruction
2. Greater support for families to increase young children's literacy development through detailed information, materials and videos during curriculum night
3. Work with local branch library make STAR at Home materials available to families

Evidence: <https://sites.google.com/fairfieldlocal.org/the-mane-connection/home>

OUR IMPACT



30 TEACHERS
impacted by the plan.



300 FAMILIES
impacted by the plan.



400 STUDENTS
benefited from the plan.



2 COMMUNITY PARTNERS
involved.

“As parents [on the] family engagement committee it was encouraging to hear...how much the district truly values the role of families in the academic success of the students. We feel confident that the staff is willing to go above and beyond to include us, and other families, in the education of our children.” —Brad and Julie Clouse, Parents

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