

**Family Civic Engagement District Plans
Hamilton County School Districts
August 2010**

School District	Needs Assessment	FCE Plan Goals
Cincinnati Public Schools	<p>Identified Assets:</p> <ul style="list-style-type: none"> • Board policies supporting family engagement • Broad community commitment • Business community has adopted schools/classrooms • Parents for Public Schools • \$21M is federal and foundation grants support community learning centers • School governance (LSDMC) with parent involvement; audit/self-assess of LSDMC <p>Identified Needs:</p> <ul style="list-style-type: none"> • Parents feel less than welcome in schools • Creating Positive School Culture • Outreach to parents/students re Code of Conduct • More fully develop CLC (community learning centers) • Improved culturally responsive practices 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Strengthen Community Learning Centers (CLC) • Establish/maintain culturally responsive environment • Develop family friendly schools • Establish/maintain safe/orderly environment
Deer Park	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Building consolidation (new school buildings) • AYP issues for students with disabilities, LEP and racial/ethnic groups • Jr HS: reading/math intervention needed • Preschool transition • School climate: risk factors 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Academic performance in Math • Promote effective parent involvement (involve parents in district/building planning)

Finneytown	Identified Needs: <ul style="list-style-type: none"> • Parent participation perceptions – medium rating (from OIP Decision Framework) • Expansion of partnership with Beech Acres 	Identified Goals: <ul style="list-style-type: none"> • Reading/language arts (family literacy) • School climate (parent/family partnerships) • Family/civic engagement (reducing non-academic barriers) • Build learning support systems to improve interactions between schools and families
Forest Hills	Not received	
Great Oaks Institute Tech Career Devel	Identified Needs: <ul style="list-style-type: none"> • Programs to address conflict resolution, drug/alcohol abuse, anger management, diversity (parent/community surveys) • Strategies to attract and retain non-traditional students • SRO support in each building • Training to understand differences leading to an inclusive culture 	Identified Goals: <ul style="list-style-type: none"> • Enhance climate to increase opportunities for success of students and staff. • Improve %age of students reading and understanding math at grade level • 21st C teaching and learning strategies
Indian Hill	Not received	
Lockland	Identified Needs: <ul style="list-style-type: none"> • Academic Performance • Curriculum and Instruction • School Climate: Raising Expectations <ul style="list-style-type: none"> ○ Inconsistencies in district processes to analyze data, monitor instruction, assessment, learning ○ Need for perceptual data from students/families ○ Consistent discipline code 	Identified Goals: <ul style="list-style-type: none"> • Improve school culture (perception of students and parents); improve parent involvement • Reading <ul style="list-style-type: none"> ○ Parent tutoring/extended learning time • Math <ul style="list-style-type: none"> ○ Parent tutoring/extended learning time

	<ul style="list-style-type: none"> ○ Communications with parents 	
Loveland	Identified Needs: <ul style="list-style-type: none"> • None presented 	Identified Goals: <ul style="list-style-type: none"> • Use of district data and needs assessment to develop 5 year plan • Develop job description for FCE coordination • System-level capacity building
Madeira	Identified Needs: <ul style="list-style-type: none"> • None presented 	Identified Goals: <ul style="list-style-type: none"> • Plan-to-plan goal • Increase student graduation rate (by 1%)
Mariemont	Not received	
Mt. Healthy	Identified Needs: <ul style="list-style-type: none"> • Student/family mobility and non-traditional family structures • Examination of student data relative to behavior (behavioral incidents, discipline, student attendance, mental health) • Academic achievement: increasing involvement of family and civic partners • School climate: strive to create parent friendly and culturally responsive schools 	Identified Goals: <ul style="list-style-type: none"> • Academic Achievement (engaging family support) in supporting systemic core curriculum • Safe and civil learning environments <ul style="list-style-type: none"> ○ Positive Behavior Supports ○ Community partnerships ○ Family friendly school survey
North College Hill	Identified Needs: <ul style="list-style-type: none"> • Incidents involving tobacco/drugs/alcohol use by students increased by 20%. • High mobility rate (22% of students in district less than one year) • Targeted needs areas: engagement strategies, 	Identified Goals: <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ Parent Tutoring /Extended Student Learning Time • Math <ul style="list-style-type: none"> ○ Parent Tutoring/Extended Student

	<p>conflict resolution, and substance awareness/prevention.</p> <ul style="list-style-type: none"> • Achievement data indicates a need for PD in reading & math instruction, differentiation, and co-teaching to address AYP issues. • Survey data indicate need for PD Co-teaching and collaboration. • OIP Decision Making Framework identified need for PD on district- identified vocabulary strategies, math interventions, team building strategies, and student engagement, differentiation, and technology. 	<p>Learning Time</p> <ul style="list-style-type: none"> • Working and Learning Environment <ul style="list-style-type: none"> ○ Refine collaborative teaming process to empower teachers and parents to engage students and foster a positive classroom climate. ○ Implement multiple means of parental involvement and communication to support students.
Northwest	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Need to access and analyze data in the area of student risk and protective data • Student climate concerns: <ul style="list-style-type: none"> ○ Student discipline (grades 6-10) ○ Student expulsion and out of school suspension (grades 9-12) ○ Student attendance (grades 9,12) ○ Student graduation rate ○ Student drop-out rate • Low use of mobility data • Low use of parent and teacher perception data (surveys) 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Reading/Math <ul style="list-style-type: none"> ○ Family engagement in the learning process; increase family access to school and community activities • Culture and climate <ul style="list-style-type: none"> ○ Academic and behavior supports
Norwood	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Not met reading AYP targets. Have met Math targets. • Discipline concerns at middle and HS levels; 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Parent support for improved school climate <ul style="list-style-type: none"> ○ Increase family friendliness • Student achievement (reading)

	<p>disproportionate numbers of infractions for economically disadvantaged students</p> <ul style="list-style-type: none"> • Attendance concern in all buildings • Graduation rate is an area of concern • Drug/alcohol abuse on weekends, underage drinking (Pride Survey) • Lack of means for collecting input from parents/families 	<ul style="list-style-type: none"> ○ Increase family engagement
<p>Oak Hills</p>	<p>Identified Needs:</p> <ul style="list-style-type: none"> • School climate and risk/protective factors <ul style="list-style-type: none"> ○ Mental health PD • Middle school discipline concerns 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Design, conduct, analyze needs assessment <ul style="list-style-type: none"> ○ Input/survey data ○ Mental health intake data ○ Mental health expos ○ Collaborative partnerships (mental health providers) ○ Create mental health steering committee ○ “aftercare building, district, community-based teams” • Staff development programs/parent trainings related to mental health topics • Reading/Language Arts <ul style="list-style-type: none"> ○ Response to Intervention model ○ Parent involvement in Rtl model ○ Student support website ○ Positive Behavior Supports (parent involvement and engagement)

Princeton	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Student performance gaps for AYP subgroups • Home school relations • Use of parent teacher forums (need expansion) • Expanded school business partnerships 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> ○ Continue participation in DISC ○ Explore ODE three tier approach to engage all families (ODE Family Partnership web site) • Conditions and Expectations <ul style="list-style-type: none"> ○ Engage families in collaborative problem solving ○ Community engagement for new middle/high schools ○ Community and business partnership breakfasts ○ Continue parent mentor program and PRAISE program for families ○ Provide English classes for parents with primary language other than English
Reading	Not received	
Southwest	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Improve graduation rates • Improve unexcused absences • Improve mobility rates at all schools • Improve discipline at junior high school • Improve discipline rates (across district) for economically disadvantaged students • Improve discipline rates (across district) for special education students • AYP performance, below proficiency in certain grade levels for math/reading 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Language Arts and Math <ul style="list-style-type: none"> ○ Improve parent engagement in support for math and reading ○ Conduct parent/staff/stakeholder survey • Attendance and graduation rates (increase to 95%-attendance, 95%-graduation) <ul style="list-style-type: none"> ○ Research-based program and intervention to increase graduation rates

	<ul style="list-style-type: none"> • Special education AYP across district 	
St. Bernard	Not received	
Sycamore	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Data needs to be gathered, analyzed, disaggregated, aggregated and interpreted to determine what it means, establish baseline data, form hypotheses. • Additional data needed to establish district baseline. • Identification of a systemic means of analyzing and evaluating the data. 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Develop process, strategies, action steps needed to conduct district needs assessment. • Establish district baseline data related to school climate, non-academic barriers, and academic barriers for use in establishing goals for FCE plan and CCIP plan.
Three Rivers	<p>Identified Needs: (no information provided)</p>	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Provide working/learning environment that increase the perception of school as a valuable experience for all students. <ul style="list-style-type: none"> ○ Promote greater sense of students' connectedness to school • Reading/Language Arts, Math, Core Academics <ul style="list-style-type: none"> ○ Increase family engagement through developing relationships with families ○ Develop three tier approach to welcoming and communicating with parents/families (building teams)
Winton Woods	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Highest student poverty rate among similar school districts • Minority enrollment highest among similar 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Reading/Language Arts <ul style="list-style-type: none"> ○ Parent education and involvement ○ ELL parent workshop

	<p>districts</p> <ul style="list-style-type: none"> • Ell student population grown by 52% • Higher %age of students with disabilities (among similar districts) • Higher mobility rate (among similar districts) • Risk factors: <ul style="list-style-type: none"> -student mobility rate (96%ile) -unexcused absences (79%ile) -discipline days (91%ile) • Parent and student participation and perception rated medium (Decision Framework) • Parent communication rated medium (Decision Framework) • Community participation rated low to high (Decision Framework) • Key Need Areas related to parent/family engagement: <ul style="list-style-type: none"> ○ Communications (school to home) ○ Learning at home ○ Decision making-expand parent involvement in schools 	<ul style="list-style-type: none"> ○ Parent academies-learning at home ○ Transition (Help Me Grow) ○ Promote effective parental involvement ○ Administrative Action Goals: <ul style="list-style-type: none"> ✓ District FCE policy ✓ Appoint FCE team ✓ Appoint FCE coordinator ✓ Appoint building FCE teams ✓ 5 year FCE plan ○ Implement parent cafes ○ Expand differentiated instruction strategies ○ PD for professional staff ○ Safe and Drug Free Learning environments ○ Prevention/education/resources ○ Positive Behavior Supports ○ Partnerships with Talbert House, Beech Acres, etc.
<p>Wyoming</p>	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Culturally responsive practices • Inquiry based learning • Further funding for PD for developing 21st Century skills including technology and expanding culturally responsive practices in all district schools • Increased diversity of student population 	<p>Identified Goals:</p> <ul style="list-style-type: none"> • Community engagement <ul style="list-style-type: none"> ○ Increase community engagement activities (emphasis on middle school facilities plan) ○ Determine student satisfaction ○ Community book study (related to 21st C skills)

	<ul style="list-style-type: none">• Need to differentiate instruction	<ul style="list-style-type: none">○ Enhancing relationships with city officials• Enhance learning for all students by increasing student achievement for the 21st C.
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18 Hamilton County District Plans Submitted

5 Hamilton County District Plans Not Submitted