<table>
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<tr>
<th>Schoolwide Component</th>
<th>Bullet Points for Sharing with Families</th>
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| **Comprehensive Needs Assessment** | ● Analyzed/reviewed data as the basis for the Building Level Action Plan  
● Based on test data, the building leadership team identified math, and reading as the 2 target areas of need |
| **Involvement of Stakeholders** | As part of the Ohio Improvement Process, parents are included in the District Leadership Team (DLT) / Building Leadership Team (BLT) process, where the Building Level Action Plan is monitored and reviewed. |
| **Coordination and Integration of Services and Resources** | ● Special education and Title I services are components of Boulevard’s Response to Intervention framework  
● Boulevard is a STEM school (Science, Technology, Engineering and Math) and the staff have created units of instruction that incorporate outside expertise from community members  
● Staff meetings, Building Leadership Team meetings are used to share information and assure that the programs and services support students  
● Boulevard School coordinates the use of Title I, Title II professional development, Title III English Learners, Title IV Well-Rounded Education and Special Education (IDEA) funds to implement services to support all students based on the Building Level Action Plan |
| **Regularly Monitored** | ● Boulevard School staff regularly monitor, review and revise instructional support for the academic success of students during weekly Teacher Based Team (TBT) meetings, monthly Building Leadership Team (BLT) meetings and regular District Leadership Team (DLT) meetings.  
● District level monitoring and support occurs twice a school year as the Educational Services Team conducts building walk-throughs to visit classrooms with members of the school’s BLT. Ed Services provides immediate feedback based on the Building Level Action Plan to the school BLT. |
| **Publicly Available and Understandable** | ● The school wide plan is posted on Boulevard’s website  
● The school wide plan is available at community events and upon request to the Title I District office  
● Translations of the school wide plan are available in various languages. |
### Evidence-Based Strategies

**Use evidence-based strategies that the school will be implementing to address school needs that provide opportunities for all children...** Use methods and evidence-based instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

- Teacher Based Teams, Building Leadership Team, District Leadership Team (OIP)
- Balanced literacy while using the teaching learning cycle (plan, teach, reflect, assess) in a 90 minute block or Focused lessons/activities using core reading program (Super-Kids/Ready-Gen); include math also
- Literacy Framework (Whole group, small group, whole group wrap-up, Writers workshop)

### High Quality and Continuous Professional Development

**Provide high quality and ongoing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.**

- Monthly staff meetings
- AVID professional learning
- District PD opportunities organized by Educational Services Team (such as grade level meetings and conference style PD days)
- Boulevard teachers attend and lead monthly staff meetings, showcasing best practices.
- Title I Lead teacher instructs students and supports staff.
- Instructional Coach supports teachers and instruction.
- The staff identifies professional development needs throughout the school year

### Increased Parental Involvement

**Design evidence-based strategies for more effective parental involvement, and to revise, the parent and family engagement policies.**

- Monthly PTA meetings am/pm times offered
- Parent surveys
- Heights Family Academy offered to all families twice a year (conference style family learning opportunity)
- The family engagement plan is based on the evidence-based Epstein’s Six Types of Parent Involvement
- Opportunities, such as literacy night and performances (see Parental Involvement Plan).
- Welcome letters, in order for kindergarten families to get to know the school and staff before the year begins.
- Access to interpreter services for EL families.
- has an active PTA.
  - PTA and building collaborations including One School, One Book.

### Transition for early childhood programs

**Strategies for assisting preschool children in the transition from early childhood education programs to**

- Kindergarten families invited to get to know school and staff before the year begins
- Kinder-Net, Family Connections, and district share information with potential families and host kindergarten Open House at each school
<table>
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<tr>
<th>Local elementary school programs.</th>
<th>Properly Licensed Teachers and Paraprofessionals</th>
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<td></td>
<td>● All Boulevard’s staff satisfy Qualified Status per ORC (teachers and paraprofessionals)</td>
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Ensure all teachers and instructional paraprofessionals providing instruction are properly licensed and qualified.

Address the Needs of All Children

Address the needs of all children, particularly those at risk of not meeting the challenging State academic standards. Strategies describe activities that may include:

- Response to Intervention framework provides a tiered system of support
- Restorative Practices are being introduced in all schools this year
- Enrichment is provided by a gifted specialist, cluster grouping for third graders, self-contained gifted classes
- English Learner (EL) students are supported by an EL teacher
- Full-time School Counselor(s) at each school
- School Social Workers are available to all families
- Community outreach (mobile units, dentist visits, School Market Days, etc.)

- (a) counseling, mental health programs, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- (b) postsecondary education and the workforce, which may include career and technical education, coursework to earn postsecondary credit while still in high school, e.g., AP, IB, Dual enrollment;
- © implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA)