

## 2018-2019 Template Schoolwide Plan Sharing with Parents/Families

Schoolwide Component	Bullet Points for Sharing with Families
<p>Comprehensive Needs Assessment</p> <p><i>A Schoolwide plan is based on a comprehensive needs assessment of the entire school that considers the academic achievement of children, particularly children who are failing or at-risk of failing, to meet state standards and any other factors as determined by the district.</i></p>	<ul style="list-style-type: none"> <li>● Analyzed/reviewed data as the basis for the Building Level Action Plan</li> <li>● Based on test data, the building leadership team identified instructions, assessment, and climate as the 3 target areas of need</li> </ul>
<p>Involvement of Stakeholders</p> <p><i>The schoolwide plan is developed with key stakeholder involvement.</i></p>	<p>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.</p>
<p>Coordination and Integration of Services and Resources</p> <p><i>The services and resources outlined in the plan are coordinated and integrate other federal, state and local services, resources and programs, if appropriate. These include programs supported under ESSA, as well as violence prevention, nutrition, housing, adult education, career tech, and focus schools receiving School Improvement 1003 funds.</i></p>	<ul style="list-style-type: none"> <li>● Special education and Title I services are components of Canterbury's Response to Intervention framework</li> <li>● Canterbury is an International Baccalaureate School (IB) and the staff have created trans-disciplinary planners of instruction</li> <li>● Staff meetings, Building Leadership Team meetings are used to share information and assure that the programs and services support students</li> <li>● Canterbury 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</li> </ul>
<p>Regularly Monitored</p> <p><i>The school regularly monitors and revises its plan and implementation based on student needs, so it can provide all students opportunities to meet state standards.</i></p>	<ul style="list-style-type: none"> <li>● Canterbury 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.</li> <li>● 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.</li> </ul>
<p>Publicly Available and Understandable</p> <p><i>The schoolwide plan must be available and understandable to the district, parents and the public.</i></p>	<ul style="list-style-type: none"> <li>● The school wide plan is posted on Canterbury's website</li> <li>● The school wide plan is available at community events and upon request to the Title I District office</li> <li>● Translations of the school wide plan are available in various languages.</li> </ul>
<p>Evidence-Based Strategies</p>	<ul style="list-style-type: none"> <li>● Teacher Based Teams, Building Leadership Team, District Leadership Team (OIP)</li> </ul>

<p><i>Use evidence-based strategies that the school will be implementing to address school needs that provide opportunities for all children...[U]se 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.</i></p>	<ul style="list-style-type: none"> <li>● International Baccalaureate Primary Years Program</li> <li>● 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) and Math Expression.</li> <li>● “No New Instruction” Time (40 minutes daily of intervention opportunities in all subject areas.</li> </ul>
<p>High Quality and Continuous Professional Development</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> <li>● Monthly staff meetings</li> <li>● District PD opportunities organized by Educational Services Team (such as grade level meetings and conference style PD days)</li> <li>● Title I Lead teacher instructs students and supports staff.</li> <li>● Instructional Coach supports teachers and instruction.</li> <li>● IB Primary Years Program professional development</li> <li>● The staff identifies professional development needs throughout the school year</li> </ul>
<p>Increased Parental Involvement</p> <p><i>Design evidence-based strategies for more effective parental involvement, and to revise, the parent and family engagement policies.</i></p>	<ul style="list-style-type: none"> <li>● Monthly PTA meetings</li> <li>● Parent surveys</li> <li>● Heights Family Academy offered to all families twice a year (conference style family learning opportunity)</li> <li>● The family engagement plan is based on the evidence-based <a href="#">Epstein's Six Types of Parent Involvement</a></li> <li>● Opportunities, such as literacy night and performances (see Parental Involvement Plan).</li> <li>● Welcome letters, in order for kindergarten families to get to know the school and staff before the year begins.</li> <li>● Access to interpreter services for EL families.</li> <li>● has an active PTA. PTA and building collaborations including <i>One School, One Book</i>.</li> <li>● Family Connections - targeted Kindergarten families</li> </ul>
<p>Transition for early childhood programs</p> <p><i>Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</i></p>	<ul style="list-style-type: none"> <li>● Kindergarten families invited to get to know school and staff before the year begins</li> <li>● Kinder-Net, Family Connections, and district share information with potential families and host kindergarten Open House at each school</li> </ul>
<p>Properly Licensed Teachers and Paraprofessionals</p>	<ul style="list-style-type: none"> <li>● All Canterbury's staff satisfy Qualified Status per ORC (teachers and paraprofessionals)</li> </ul>

<p>Ensure all teachers and instructional paraprofessionals providing instruction are properly licensed and qualified.</p>	
<p>Address the Needs of All Children</p> <p><i>Address the needs of all children, particularly those at risk of not meeting the challenging State academic standards. Strategies describe activities that may include: (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)</i></p>	<ul style="list-style-type: none"> <li>● Response to Intervention framework provides a tiered system of support</li> <li>● Restorative Practices are being introduced in all schools this year</li> <li>● Enrichment is provided by a gifted specialist, cluster grouping for third graders, self-contained gifted classes</li> <li>● English Learner (EL) students are supported by an EL teacher</li> <li>● Full-time School Counselor(s) at each school</li> <li>● School Social Workers are available to all families</li> <li>● Community outreach ( dentist visits, etc. )</li> </ul>