

## 2019-2020 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>● No longer designated as a Focus school by the Ohio Department of Education-Noble has made adequate progress over the past few years.</li> <li>● Analyzed/reviewed data (Ohio State Report Card) as the basis for the Building Level Action Plan (BLAP)</li> <li>● Based on test data, the building leadership team identified instruction, assessment and climate as the 3 target areas of need which will be grounded in AVID instructional techniques.</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 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 Noble's Response to Intervention framework</li> <li>● Noble is an AVID school (Advancement Via Individual Determination) and the staff has been trained in the components of WICOR (Writing, Inquiry, Collaboration, Organization, Reading).</li> <li>● Staff meetings are used to build common understanding of AVID instructional strategies.</li> <li>● Building Leadership Team meetings are used to share information and assure that the programs and services support students</li> <li>● Noble 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>● Noble 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 walkthroughs 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</i></p>	<ul style="list-style-type: none"> <li>● The school wide plan is posted on Noble School's website</li> <li>● The school wide plan is available at community events and upon request to the Title I District office</li> </ul>

<p><i>district, parents and the public.</i></p>	<ul style="list-style-type: none"> <li>● Translations of the school wide plan are available in various languages.</li> </ul>
<p><b>Evidence-Based Strategies</b></p> <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>● All teachers have been trained in AVID strategies and continue to enhance student learning through AVID techniques.</li> <li>● Teacher Based Teams (OIP process) meet weekly in order to support student growth.</li> <li>● Balanced Literacy instruction uses the teaching learning cycle (plan, teach, reflect, assess) in a 120 minute block.</li> <li>● Noble school implements the framework of co-planning to co-serve all students.</li> <li>● Reading and Math interventions are research-based.</li> <li>● Response to Intervention framework (small group instruction) is evident across the building. (W.I.N. Time)</li> <li>● Student and Teacher Goal-Setting and Reflection occurs throughout the teaching/learning process.</li> </ul>
<p><b>High Quality and Continuous Professional Development</b></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>● Title I Lead teacher support</li> <li>● Instructional Coach support</li> <li>● AVID professional learning</li> <li>● District PD opportunities organized by Educational Services Team (such as grade level meetings and conference style PD days)</li> </ul>
<p><b>Increased Parental Involvement</b></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>● Offer opportunities: literacy night and school performances</li> <li>● Welcome letters, invitations to kindergarten families to get to know the school and staff before the year begins</li> <li>● Monthly PTA meetings am/pm times offered</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>● The Noble Parent Involvement Plan is posted on the Noble School website.</li> </ul>
<p><b>Transition for early childhood programs</b></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> <li>● Early Childhood Team (Preschool &amp; Kindergarten Teams) meets bimonthly.</li> <li>● Kindergarten Information Night hosted by Noble.</li> </ul>

<p>Properly Licensed Teachers and Paraprofessionals</p> <p><i>Ensure all teachers and instructional paraprofessionals providing instruction are properly licensed and qualified.</i></p>	<ul style="list-style-type: none"> <li>• All Noble's staff satisfy Qualified Status per ORC (teachers and paraprofessionals)</li> </ul>
<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, fourth and fifth graders, and pull-out 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 and students</li> <li>• Community outreach (mobile units, dentist visits, School Market Days, etc. ) occurs regularly throughout the year.</li> <li>• Noble and Oxford Schools partner to provide comprehensive support services to all families in the Noble neighborhood.</li> <li>• Positive Behavior Intervention Supports (PBIS) is a foundation for the work of our Building Level Action Plan, through weekly and monthly assemblies to celebrate student success.</li> <li>• AVID Family/School Workshops will occur twice a year in order to inform Noble families about AVID initiatives.</li> </ul>