

2023-2024 Canterbury 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"> ● Analyzed/reviewed data as the basis for the Building Level Action Plan ● Based on test data, the building leadership team identified the following goals that align to the District Strategic Plan Goals: <ul style="list-style-type: none"> ○ 100% of students will be provided with a Tier 1 curriculum that is implemented with best instructional strategies. ○ We will improve our attendance rate to 95% through the use of PBIS strategies to recognize positive behaviors. ○ 100% of our third grade students will be proficient or above on the English Language Arts OST and 100% of students will meet or exceed their identified grade level benchmark in ELA and Math. ○ 100% of K-5 students will participate in regularly taught guidance lessons related to social- emotional well being.
<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"> ● Special education and Title I services are components of Canterbury's Multi-tiered System of Supports (MTSS). ● Canterbury is an International Baccalaureate School (IB) and the staff have created trans-disciplinary planners of instruction. ● Staff meetings, Building Leadership Team meetings are used to share information and assure that the programs and services support students ● 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. ● All students are eligible to receive free breakfast and lunch daily ● Partnership with MetroHealth mobile unit at our schools
<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"> ● 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. ● 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.

<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"> • The school wide plan is posted on Canterbury'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.
<p>Evidence-Based Strategies</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"> • Teacher Based Teams, Building Leadership Team, District Leadership Team (OIP) • Structured literacy while using the teaching learning cycle (plan, teach, reflect, assess) in a 90 minute block or Focused lessons/activities using core reading program (95 Percent Phonics/ Wonders) and Math Expression. • International Baccalaureate Primary Years Program, which is an inquiry based, transdisciplinary curriculum framework that builds conceptual understanding. • "No New Instruction" Time (40 minutes daily of intervention and enrichment opportunities in all subject areas. • Student/Teacher Goal Setting and Reflection occurs throughout the teaching and learning process. • Positive Behavioral Interventions and Supports (PBIS).
<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"> • Monthly staff meetings • IB Primary Years Program professional development • District PD opportunities organized by Educational Services Team (such as grade level meetings and conference style PD days) • Title I Lead teacher instructs students and supports staff. • Professional development coordinated by the Educational Service Center (ESC) of Northeast Ohio
<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"> • 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. • Family Connections - target Kindergarten families
<p>Transition for early childhood programs</p> <p><i>Strategies for assisting preschool children in the transition from early</i></p>	<ul style="list-style-type: none"> • Kindergarten families invited to get to know school and staff before the year begins

<p><i>childhood education programs to local elementary school programs.</i></p>	<ul style="list-style-type: none"> • Kinder-Net, Family Connections, and district share information with potential families and host kindergarten Open House at each school
<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"> • All Canterbury's staff satisfy Qualified Status per ORC (teachers and paraprofessionals)
<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"> • Multi-tiered Systems of Support framework provides a tiered system of support for academic and non-academic areas. • Math and Reading interventions provided by Title 1 teachers. • Reading and math support are provided by Village Volunteers and Success Tutors. • Enrichment is provided by a gifted specialist, and a continuum of gifted services is offered in kindergarten through grade 5. • English Learner (EL) students are supported by a Title 1 Lead Teacher • Full-time School Counselor(s) at each school • School Social Workers are available to all families • Community outreach (mobile units, dentist visits, etc.) • Positive Behavior Intervention Supports (PBIS) is a foundation for the work of our Building Level Action Plan, through frequent acknowledgements of student successes. • Community outreach (mobile dentist, etc.)