

## 2021-2022 Fairfax Schoolwide Plan Sharing with Parents/Families

<b>Schoolwide Component</b>	<b>Bullet Points for Sharing with Families</b>
<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 instruction, assessment, and climate as the 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 Fairfax's Response to Intervention framework</li> <li>● Fairfax is an International Baccalaureate school and the staff have created units of instruction aligned to the PYP (Primary Years Programme) and the Ohio Learning Standards</li> <li>● Staff meetings and Building Leadership Team meetings are used to share information and assure that the programs and services support students</li> <li>● Fairfax 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>● Fairfax 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 Fairfax'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> <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>• Teacher Based Teams, Building Leadership Team, District Leadership Team (OIP)</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)</li> <li>• Implement Math Expressions program (K-5)</li> <li>• Implement Superkids program (K-2)</li> <li>• Implement ReadyGen program (3-5)</li> <li>• International Baccalaureate (Primary Years Programme) School</li> <li>• Inquiry-based teaching and learning</li> <li>• Research-based interventions</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>• Title I Lead teacher support</li> <li>• Instructional Coach support</li> <li>• International Baccalaureate</li> <li>• District PD opportunities organized by Educational Services Team (such as grade level meetings and conference style PD days)</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>• Offer opportunities: Literacy Night, Math Night, Coffee &amp; Conversation, book club, 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> </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> <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 Fairfax's staff satisfy Qualified Status per ORC (teachers and paraprofessionals)</li> </ul>

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: (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)*

- 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 dentist, etc. )