

2022-2023 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"> ● After analyzing data, the building leadership team identified five school level goals aligned to the District Strategic Plan Goals: <ul style="list-style-type: none"> ○ 100% of students will be provided Tier 1 curriculum with modifications and differentiation as needed. ○ 100.00% of students will receive at least one Tiger Paw recognizing their positive behaviors as monitored through a spreadsheet of Tiger Paw recipients. 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 K-5 students will meet or exceed their identified grade level benchmark in ELA and Math. ○ 80% of our families will participate in conferences and school activities as measured by Sign in sheets at conferences and evening events. ○ 100% of K-5 students will participate in regularly taught guidance lessons related to career exploration and will be able identify one career interest.
<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) 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, gifted education, and Title I services are components of Roxboro's Multi-tiered System of Supports (MTSS) ● Roxboro 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 ● All students are eligible to receive free breakfast and lunch daily ● Partnership with MetroHealth mobile unit at our schools ● All students participate in weekly guidance lessons to support social and emotional health and well being ● Roxboro Elementary 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
<p>Regularly Monitored</p>	<ul style="list-style-type: none"> ● Roxboro Elementary School staff regularly monitor, review and revise instructional support for the academic success of

<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>	<p>students during Benchmark Data Review meetings, Student Assistance Team (SAT) meetings, weekly Teacher Based Team (TBT) meetings, monthly Building Leadership Team (BLT) meetings and regular District Leadership Team (DLT) meetings.</p> <ul style="list-style-type: none"> • 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. The Educational Services team 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 Roxboro'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"> • The use and structure of Teacher Based Teams, Building Leadership Team, and District Leadership Team (Ohio Improvement Process) • International Baccalaureate Primary Years Program • Positive Behavioral Interventions and Supports (PBIS) • Structured literacy while using the teaching learning cycle (plan, teach, reflect, assess) in a 90 minute block or Focused lessons/activities using the core reading programs (SuperKids/ ReadyGen) • Explicit Instruction routines • Implement the Math Expressions program • Collaboration for coordination of services
<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 • Title I Lead teacher support • IB Primary Years Program professional development • District PD opportunities organized by Educational Services Team (such as grade level meetings and conference style PD days) • 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"> • Offer opportunities: Annual Title I Meeting/Literacy Night, parent meetings, performances, PTA meetings, Building Diversity committee, (see the Title I Parent Involvement Plan for a more comprehensive list) • Welcome letters, invitations to kindergarten families to get to know the school and staff before the year begins • Parent representation on the IB Leadership Team (IBLT) • Transportation to school wide events

	<ul style="list-style-type: none"> ● Parent surveys ● Heights Family Academy offered to all families twice a year (conference style family learning opportunity) ● The family engagement plan is created including information from the evidence-based Epstein's Six Types of Parent Involvement
<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"> ● Kindergarten families are invited to get to know school and staff before the year begins and staggered start for students to ease the transition ● Kinder-Net and the district shares information with potential families and host kindergarten Open House at each school ● Support for families through Family Connections
<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 Roxboro's staff satisfy Qualified Status per Ohio Revised Code(ORC) for both 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:</i></p> <p><i>(a) counseling, mental health programs, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</i></p> <p><i>(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;</i></p> <p><i>© 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 I teachers ● Reading interventions provided by an Americorps volunteer ● Math and Reading interventions provided ● Restorative Practices continue to be implemented in the school ● 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 an EL teacher ● Intensive intervention provided by an intervention specialist for students identified with a learning disability ● Full-time School Counselor and Guidance lessons ● School Social Workers are available to all families, one is scheduled at the building once per week. ● Community outreach (mobile dentist, etc.) ● Metro Health Mobile unit ● Village Volunteers ● Academic Success Tutors ● Americorps Volunteer