

## 2023-2024 RHLSD Elementary Schoolwide Plan Sharing with Stakeholders

### Elementary school Building goals:

#### 2023-24 Building Goals

1. **All teachers will create engaging instructional activities that utilize evidence based instructional strategies**
2. **All students will increase their math, reading and science MAP score by 7 points (i.e. adequate yearly growth)**
3. **Collect and use data to inform decisions**
4. **90% of all students will meet their PBIS behavior goals each month**

Schoolwide Component	Bullet Points for Sharing with All Stakeholders
<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> <li>● Early Literacy is a high 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 Richmond Heights Elementary School Response to Intervention/MTSS framework</li> <li>● Richmond Heights Elementary School is an Inclusive school and the staff utilizes the AVID Model to support instruction. Common Teacher planning time is embedded in the daily schedule to reinforce collaboration and discussion of instructional strategies to execute the teaching of the Ohio Learning Standards.</li> <li>● Staff meetings and Building Leadership Team meetings are used to share information and high quality student data to assure that the programs and services support students</li> </ul>

	<ul style="list-style-type: none"> <li>● The 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</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>● The Elementary 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 may occur two times a school year as the Educational Services Team conducts building walk-throughs to visit classrooms with members of the school's BLT. DLT provides 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 The Elementary School'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 Focused lessons/activities using core reading program</li> <li>● Implement Math Core Content Lessons (KG-6)</li> <li>● Implement Short Cycle Assessments</li> <li>● Implement TBT and targeted Data usage</li> <li>● AVID, Daily Five, Small Groups, Daily Intervention and Enrichment</li> <li>● Inquiry-based teaching and learning</li> <li>● Research-based interventions Wilson Reading(Fundations), Title Reading Teacher,Heggerty,Moby Max</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>● Targeted PD, such as MAP report usage, Data Literacy, SEL, etc..</li> <li>● Instructional Coach support</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, Curriculum Night</li> <li>● Welcome letters, invitations to families to get to know the school and staff before the year begins</li> <li>● Monthly Parent meetings am/pm times offered</li> <li>● Parent surveys</li> <li>● The family engagement plan is based on the evidence-based <a href="#">Epstein's Six Types of Parent Involvement</a> and partner with the NNPS</li> </ul>

<p>Transition for Elementary School</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>● Families invited to get to know school and staff before the year</li> <li>● The district shares information with families and host Middle School Transition Night</li> <li>● Elementary School Teaming and Departmentalization grades 5 and 6</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 Elementary School 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:</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"> <li>● MTSS framework provides a tiered system of support</li> <li>● Restorative Practices are being introduced in all schools this year</li> <li>● Enrichment, acceleration and stretch is provided by a gifted specialist</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 Therapeutic Social Workers are available to all families</li> <li>● Community outreach and partnerships (mobile dentist, wrap around services, mobile pantry, etc...)</li> </ul>
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<p>Measuring Adult and Student Measures</p> <p>Reports will address the federal requirement for monitoring implementation of programs funded with federal funds. (ESEA Sections 1003, 1112, 1114, 1115) An essential part of the planning process is determining if progress is occurring, or if adjustments need to occur.</p>	<ul style="list-style-type: none"> <li>● Monitor the effectiveness and implementation during the life of the plan.</li> <li>● Use High Quality Student Data</li> <li>● Use Adult Implementation Data</li> <li>● Use the OIP to collect, analyze and monitor</li> <li>● Create progress reports for the district and buildings to use with leadership teams for plan monitoring</li> </ul>
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