

Oxford Schoolwide Plan Sharing with Parents/Families

Schoolwide Component	Bullet Points for Sharing with Families
Comprehensive Needs Assessment	<ul style="list-style-type: none"> • Designated as a Focus school by Ohio Department of Education-not made adequate progress over the past few years • Based on test data, the building leadership team identified vocabulary, comprehension, and number sense as the 3 target areas of need
Schoolwide reform strategies	<ul style="list-style-type: none"> • Teacher Based Teams • Balanced literacy while using the teaching learning cycle (plan, teach, reflect, assess) in a 120 minute block • Response to Intervention
Highly Qualified Teachers	<ul style="list-style-type: none"> • All Oxford staff satisfy Highly Qualified Status (teachers and paraprofessionals)
High Quality, Ongoing Professional Development	<ul style="list-style-type: none"> • Monthly staff meetings and TBT • CHAMPS, IlluminateED, Study Island, Super Kids and Ready Gen programs, Ten Marks, unpacking standards training • District PD opportunities organized by Educational Services Team
Strategies to Attract High-Quality, Highly Qualified Teachers	<ul style="list-style-type: none"> • District attends local and state recruitment fairs
Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> • Offer opportunities: literacy night, performances, monthly student awards assemblies, PTA • Welcome letters, invitations to kindergarten families to get to know the school and staff before the year begins
Preschool Transition	<ul style="list-style-type: none"> • Kindergarten families invited to get to know school and staff before the year begins • KinderNet, Family Connections, and district share information with potential families and host kindergarten Open House at each school
Measures to include teachers in decisions regarding the use of academic assessments	<ul style="list-style-type: none"> • Teacher Based Teams meet weekly to plan and analyze common assessments and their results • Teachers are invited to participate in creation of CFA at the district level
Activities to ensure that student having difficulty mastering the proficient and advanced levels of standards shall have effective, timely additional assistance	<ul style="list-style-type: none"> • Response to Intervention framework provides a tiered system of support • Enrichment is provided by a gifted specialist • ELL students are supported by an ELL teacher
Coordination of programs	<ul style="list-style-type: none"> • Special education and Title I services are components of Oxford's Response to Intervention framework • Principal along with the Title I Lead and the BLT assure that the programs and services support students