**Oxford Schoolwide Plan Sharing with Parents/Families**

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<tr>
<th>Schoolwide Component</th>
<th>Bullet Points for Sharing with Families</th>
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| Comprehensive Needs Assessment | • 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 | • 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 | • All Oxford staff satisfy Highly Qualified Status (teachers and paraprofessionals) |
| High Quality, Ongoing Professional Development | • 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 | • District attends local and state recruitment fairs |
| Strategies to Increase Parental Involvement | • 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 | • 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 | • 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 | • 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 | • 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 |