

2025-2026 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"> • Analyzed/reviewed data as the basis for the Building Level Action Plan • Based on NWEA MAP and OST 2025 Diagnostic test data, the building leadership team identified instruction, climate, shared leadership and behavior support as the 4 target areas of focus. • Every semester, math, science, and reading - NWEA MAP of All Students will be monitored by Principal, Curriculum Director, Instructional Coach/es, Title Lead, Classroom Teacher/s, with an annual improvement of increase 2.00 % resulting in an overall improvement of increase 6.00 % by the end of the plan.
<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 district-wide surveys numerous times throughout the year, Parent Advisory Panels, Student and Family Engagement Parent Committee, and District and building PTA committees.</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 and Title I services are components of Roxboro's MTSS framework • Staff meetings, Building Leadership Team meetings are used to share information and assure that the programs and services support students • Roxboro Middle School coordinates the use of Title I, AVID strategies, and Teacher Self-Efficacy work. • (IDEA) funds help with the implementation of services to support all students based on the Building Level Action Plan • Roxboro continues to monitor the fidelity of incorporating schoolwide AVID implementation for 2025-2026.
<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"> • Roxboro Middle 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. • 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. BLT then shares information/feedback with the building staff.
<p>Publicly Available and Understandable</p>	<ul style="list-style-type: none"> • The school wide plan is posted on Roxboro's Middle School's website

<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 available at community events and upon request to the Title I District office at Board of Education. • 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"> • Teacher Based Teams, Building Leadership Team, District Leadership Team (Ohio Improvement Process) • Balanced literacy while using the teaching learning cycle (plan, teach, reflect, assess) in an 84 minute period • Block classes that support intervention (Lexia & Zearn) and enrichment Focused lessons/activities using core reading program (Pearson Realize) • Implement the Into Math program for mathematics • TCI implementation for Social Studies. TCI contains readings, varied questioning types and complex writing tasks • Collaboration for coordination of services • Tutoring services during lunch provided by trained staff • AVID tutors • Literacy Lab & Language Lab to target students on a RIMPS plan
<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 • District Title Lead monthly meetings • Monthly AVID strategy check-ins and resources provided • District PD opportunities organized by Educational Services Team (such as grade level meetings and conference style PD days) • Science of Reading training for all teachers by June 2025 • AVID in staff meeting/teachers share strategy implementation • Ongoing Lexia intervention trainings
<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: Parent meetings, performances, PTA meetings, AVID Site team, etc. • Welcome letters, invitations to sixth grade families to get to know the school and staff before the year begins • Transportation to school wide events • 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 • Parents invited to join PBIS committee

Transition for students leaving 5th grade and rising to 6th grade	<ul style="list-style-type: none"> • Rising 6th grade students are invited to get to know school and staff before the year begins. • Fall- host 6th grade orientation and building tours. • WEB leaders support 6th grade students as mentors • Monthly WEB and Webee meetings in the media center
Properly Licensed Teachers and Paraprofessionals <i>Ensure all teachers and instructional paraprofessionals providing instruction are properly licensed and qualified.</i>	<ul style="list-style-type: none"> • All RMS staff satisfy Qualified Status per ORC (teachers and paraprofessionals)
Address the Needs of All Children <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: (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)</i>	<ul style="list-style-type: none"> • Response to Intervention framework provides a tiered system of support • Restorative Practices continue to be implemented in all schools this year in our Alternative Learning Environment. • 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 classroom teacher and Title Lead • 2 Full-time School Counselor(s) at Roxboro Middle School • School Social Workers are available to all families • Community outreach (mobile dentist, Metro Health, annual eye exams and more.) • PBIS • PBIS assemblies to reward students who exhibit each component of ROARS • City Year tutors • Reaching Heights writing support (volunteers from community)