

Profile and Plan Essentials

LEA Type		AUN
Oxford Area School District		124156703
Address 1		
125 Bell Tower Lane		
Address 2		
City	State	Zip Code
Oxford	PA	19363-1208
Chief School Administrator		Chief School Administrator Email
David Woods, Ed.D.		dwoods@oxfordasd.org
Single Point of Contact Name		
Margaret Billings-Jones, Ed.D.		
Single Point of Contact Email		
mbillings-jones@oxfordasd.org		
Single Point of Contact Phone Number		
5708519357		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Margaret Billings-Jones, Ed.D.	Administrator	Oxford Area School District	mbillings-jones@oxfordasd.org
David Woods, Ed.D.	Administrator	Oxford Area School District	dwoods@oxfordasd.org
Jamie Canaday	Administrator	Oxford Area School District	jcanaday@oxfordasd.org
Tami Motes	Administrator	Oxford Area School District	tmotes@oxfordasd.org
Nicole Addis, Ed.D.	Administrator	Oxford Area School District	naddis@oxfordasd.org
Lisa Yingst-Pyle	Administrator	Oxford Area School District	lyingst-pyle@oxfordasd.org
Dave Hamburg, Ed.D.	Administrator	Oxford Area School District	dhamburg@oxfordasd.org
Marsha Phillips	Community Member	Oxford Area School District	mphillips@oxfordasd.org
Matthew Hovanec	Administrator	Oxford Area School District	mhovanec@oxfordasd.org
Deborah Vendrick	Board Member	Oxford Area School District	dvendrick@oxfordasd.org
Shawn Mellinger	Administrator	Oxford Area School District	smellinger@oxfordasd.org
Dana Douglas	Data Analyst	Oxford Area School District	ddouglas@oxfordasd.org
Kimberly Lewin	Staff Member	Oxford Area School District	klewin@oxfordasd.org
Teresa DiSante	Staff Member	Oxford Area School District	tdisante@oxfordasd.org
Janette Vickers	Staff Member	Oxford Area School District	jvickers@oxfordasd.org
Maureen Pongracz	Staff Member	Oxford Area School District	mpongracz@oxfordasd.org
Lynn Golden	Staff Member	Oxford Area School District	lgolden@oxfordasd.org
Susan Liljestrand	Staff Member	Oxford Area School District	sliljestrand@oxfordasd.org
Ronni Darragh	Staff Member	Oxford Area School District	rdarragh@oxfordasd.org
Kristen Ciaccia	Staff Member	Oxford Area School District	kciaccia@oxfordasd.org
Jaime Swierczek, Ed.D.	Staff Member	Oxford Area School District	jswierczek@oxfordasd.org
Heather McGinn	Staff Member	Oxford Area School District	hmcginn@oxfordasd.org
Tami DeHaut	Staff Member	Oxford Area School District	tdehaut@oxfordasd.org
Angela Orloski	Staff Member	Oxford Area School District	aorloski@oxfordasd.org
Laurie Whiteman	Staff Member	Oxford Area School District	lwhiteman@oxfordasd.org
Karen Gegan	Staff Member	Oxford Area School District	kgegan@oxfordasd.org
Nichole Hendrickson, Ed.D.	Staff Member	Oxford Area School District	nhendrickson@oxfordasd.org
Victoria Goggin	Staff Member	Oxford Area School District	vgoggin@oxfordasd.org
Kristin Kelly	Staff Member	Oxford Area School District	kkelly@oxfordasd.org
Jenifer Warren	Board Member	Oxford Area School District	jwarren@oxfordasd.org
Tenille Dewees	Board Member	Oxford Area School District	tdewees@oxfordasd.org

Kristen Dean	Board Member	Oxford Area School District	kdean@oxfordasd.org
Hannah Thompson	Staff Member	Oxford Area School District	hthompson@oxfordasd.org
Melanie Johnson	Staff Member	Oxford Area School District	mjohnson@oxfordasd.org
Gina McCutcheon	Staff Member	Oxford Area School District	gmccutcheon@oxfordasd.org
Monica Massimo	Staff Member	Oxford Area School District	mmassimo@oxfordasd.org
Anastasia Elisio	Staff Member	Oxford Area School District	aelisio@oxfordasd.org
Amy Sessions	Parent	Oxford Area School District	asesions@oxfordasd.org
Kristin Hamburg	Staff Member	Oxford Area School District	khamburg@oxfordasd.org
Vanessa Kephart	Staff Member	Oxford Area School District	vkephart@oxfordasd.org
Jill Dunfee	Staff Member	Oxford Area School District	jdunfee@oxfordasd.org
Zachery Hamilton	Staff Member	Oxford Area School District	zhamilton@oxfordasd.org
Lauren Sharp	Parent	Oxford Area School District	lsharp@oxfordasd.org
Carie Michael	Staff Member	Oxford Area School District	cmichael@oxfordasd.org
Jessica Kelleher	Parent	Oxford Area School District	jkelleher@oxfordasd.org
Thomas Sperow	Staff Member	Oxford Area School District	tsperow@oxfordasd.org
Kasey Lombardo	Parent	Oxford Area School District	klombardo@oxfordasd.org
Antonia Marchesani	Staff Member	Oxford Area School District	amarchesani@oxfordasd.org
Hayley Fagan	Staff Member	Oxford Area School District	hfagan@oxfordasd.org
Nicholas Spano	Staff Member	Oxford Area School District	nspano@oxfordasd.org
Kimberly Britton	Staff Member	Oxford Area School District	kbritton@oxfordasd.org
Kristina Spano	Parent	Oxford Area School District	kspano@oxfordasd.org
Erin Warren	Staff Member	Oxford Area School District	ewarren@oxfordasd.org
Christopher Pierdomenico	Staff Member	Oxford Area School District	cpierdomenico@oxfordasd.org
David Martin	Staff Member	Oxford Area School District	dmartin@oxfordasd.org
Mark James	Staff Member	Oxford Area School District	mjames@oxfordasd.org
Bethany Geating	Staff Member	Oxford Area School District	bgeating@oxfordasd.org
Jennifer Bartnik	Staff Member	Oxford Area School District	jbartnik@oxfordasd.org
Diane Hauser	Staff Member	Oxford Area School District	dhauser@oxfordasd.org
Barbara Guiliano-Burke	Staff Member	Oxford Area School District	bguiliano-burke@oxfordasd.org
William Fitzpatrick	Staff Member	Oxford Area School District	wfitzpatrick@oxfordasd.org
Trevor Haney	Staff Member	Oxford Area School District	thaney@oxfordasd.org
John Barcus	Staff Member	Oxford Area School District	jbarcus@oxfordasd.org
Jason McLead	Parent	Oxford Area School District	jmclead@oxfordasd.org

Margaret Wilkinson	Staff Member	Oxford Area School District	mwilkinson@oxfordasd.org
Jessica Niemann	Staff Member	Oxford Area School District	jniemann@oxfordasd.org
Ryan MacNeil	Staff Member	Oxford Area School District	rmacneil@oxfordasd.org
Brian Urig	Staff Member	Oxford Area School District	burig@oxfordasd.org
Robyn Colon	Staff Member	Oxford Area School District	rcolon@oxfordasd.org
Chelsea Williams	Staff Member	Oxford Area School District	cwilliams@oxfordasd.org
Christina Waskiewicz-Peterson	Staff Member	Oxford Area School District	cpeterson@oxfordasd.org
Brianna Dunn	Staff Member	Oxford Area School District	bdunn@oxfordasd.org
Sarah Gajeski	Staff Member	Oxford Area School District	sgajeski@oxfordasd.org
Michael Kelley	Staff Member	Oxford Area School District	mkelley@oxfordasd.org
Craig Carlough	Staff Member	Oxford Area School District	ccarlough@oxfordasd.org
Amy Swisher	Staff Member	Oxford Area School District	aswisher@oxfordasd.org
Evan Vaughn	Staff Member	Oxford Area School District	evaughn@oxfordasd.org
Leslie Gambrell	Staff Member	Oxford Area School District	lgambrell@oxfordasd.org
Briana Zembruski	Staff Member	Oxford Area School District	bzembruski@oxfordasd.org
Michael Means	Staff Member	Oxford Area School District	mmeans@oxfordasd.org
Jessica Green	Staff Member	Oxford Area School District	jesgreen@oxfordasd.org
Nedra Heeter	Staff Member	Oxford Area School District	nheeter@oxfordasd.org
Elizabeth Hanna	Parent	Oxford Area School District	ehanna@oxfordasd.org
Michelle Brooks	Staff Member	Oxford Area School District	mbrooks@oxfordasd.org
Kim Towers	Staff Member	Oxford Area School District	ktowers@oxfordasd.org
Emily Sivick	Staff Member	Oxford Area School District	esivick@oxfordasd.org
Jennifer Azzara	Staff Member	Oxford Area School District	jazzara@oxfordasd.org
Lori Saporosa	Staff Member	Oxford Area School District	lsaporosa@oxfordasd.org
Krista Gioffre	Staff Member	Oxford Area School District	kgioffre@oxfordasd.org
Kathryn Rappold	Staff Member	Oxford Area School District	krappold@oxfordasd.org
Rebecca Greene	Staff Member	Oxford Area School District	rgreene@oxfordasd.org
Amanda Cleveland	Staff Member	Oxford Area School District	acleveland@oxfordasd.org
Nadine Callan	Staff Member	Oxford Area School District	ncallan@oxfordasd.org
Deborah Dillard	Staff Member	Oxford Area School District	ddillard@oxfordasd.org
Jennifer Williams	Staff Member	Oxford Area School District	jwilliams@oxfordasd.org
Hannah Sarafinas	Staff Member	Oxford Area School District	hsarafinas@oxfordasd.org
Mary Humphreys	Staff Member	Oxford Area School District	mhumphreys@oxfordasd.org

LEA Profile

•

The Community of Oxford is located in southwestern Chester County, one of Pennsylvania's three original counties established in 1682 by William Penn, and the fastest growing county in the state according to the 2010 census. When pioneering Scotch-Irish settlers arrived in the region of gently rolling hills, verdant forests, and rushing streams in the first decades of the 18th century, they quickly cleared the fields, planted crops and established homesteads.

By 1767, when the Mason Dixon line finally determined our region's southern border, several small villages had emerged among the farms and water-powered mills that dotted the countryside. Most prominent of these was the hamlet of Oxford, located at the intersection of three major roads: the old post road from Philadelphia to Baltimore, a former Indian pathway leading from the Chesapeake Bay north to Pennsylvania's mountains, and a major east-west route connecting Delaware with Lancaster and beyond.

Oxford slowly grew into a regional commercial, transportation, manufacturing and residential center, becoming one of the first communities in the county to be incorporated as a borough. Cotton milling, chrome mining and agriculture were chief industries in the surrounding townships when the railroad came to Oxford on the eve of the Civil War and led to a half-century of constant growth and prosperity. The town experienced a tenfold increase in population by 1900 and the development of new industries, most of which processed crops from the nearby farms. With prosperity came a frenzy of building activity as a collection of handsome Victorian homes, churches and storefronts appeared on Oxford's streets, giving the town the late 19th century flavor it retains and is enhancing by careful restoration today.

Education has played an important role in the development of the Oxford region for two centuries. Three nearby 18th century classical academies, at Nottingham, New London and Fagg's Manor, trained many prominent citizens, including several leaders of America's revolutionary struggles. In the ensuing years academies existed at Hopewell and at Jordan Bank, the farm of Dr. Evan Pugh, first President of Penn State University. The Dickeys, a prominent family of ministers, educators, and businessmen, established the Oxford Female Seminary in the 1830s, and it was largely through the efforts of John Miller Dickey that Lincoln University, the first degree-granting institution of higher learning for African Americans, was founded near Oxford in 1854.

When Pennsylvania mandated the creation of public schools in the 1830s the municipalities of the Oxford area were quick to respond; soon every township and the borough built school houses and provided free education programs for their children. When a high school curriculum was added in 1878, Oxford had become one of the first communities in the county to take that step. The pioneering tradition continued into the 1960s when the Oxford Area School District opened Pennsylvania's first middle school housing grades six, seven and eight.

Oxford Area School District is approximately 90 square miles in area and is bounded by Avon Grove School District to the east, Octorara School District to the northeast, Solanco School District, Lancaster County, to the west and northwest, and the state of Maryland to the south. The Borough of Oxford, centrally located within the district, is the largest population center. The school district also encompasses the townships of Upper and Lower Oxford, East and West Nottingham, and Elk. Agriculture remains the primary industry and major land use activity in the district. Herr Foods, Inc. is a snack company located in the community of Nottingham, one

of the larger commercial employers in the district.

Located within commuting distance of cities such as Philadelphia and Lancaster in Pennsylvania; Baltimore in Maryland; and Wilmington and Newark in Delaware, the district is becoming more and more the home for people working in these locales. Just 60 miles southwest of Philadelphia, 30 miles south of Lancaster and 60 miles northwest of Baltimore, this quiet, rural region is being discovered and is growing.

The district's schools include Jordan Bank Elementary School, a full-day kindergarten facility; Elk Ridge Elementary School for grades one and two, Nottingham Elementary School for grades three and four; Hopewell Elementary School for grades five and six; Penn's Grove School for grades seven and eight; and Oxford Area High School for grades nine through 12. The school district administration office is located at 125 Bell Tower Lane and the telephone number is 610-932-6600.

Mission and Vision

Mission

The mission of the Oxford Area School District is to have all students achieve academic excellence in a safe and nurturing environment. In partnership with families and the community, we will prepare each student to be a confident, contributing, productive and responsible citizen.

Vision

Kids first, progress and unity.

Educational Values

Students

All students can learn and should actively be involved in their education. Everyone has value and has a responsibility to be a contributing member of society. All individuals are responsible and accountable for their own behavior. Learning is a lifelong process.

Staff

Educators and parents working together is critical to students' success. All students can learn and should actively be involved in their education. Learning is a lifelong process.

Administration

Educators and parents working together is critical to students' success. All students can learn and should actively be involved in their education. Learning is a lifelong process.

Parents

Educators and parents working together is critical to students' success. Learning is a lifelong process.

Community

Everyone has value and has a responsibility to be a contributing member of society. Learning is a lifelong process.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Oxford Area High School PVAAS student growth -Significantly Exceeds Expectations on each of the three Keystone Exams	All students for each of the Keystone Exams, Biology, Literature and Algebra I are in the deep blue for significantly exceeding growth expectations and have a sense of strong belongingness in their school.
Oxford Area High School Keystone Student Achievement scores are all well above the state percentage with Literature at nearly 73% proficient or above	Oxford Area High School has a strong literary program with all dedicated strong content knowledge teachers following the standard aligned system and utilizing the resources while working in unison with a strong building and district leadership team.
The Oxford Area Elementary schools including Elk Ridge, Nottingham and Hopewell have a standards aligned curriculum and strong educators and administrators resulting in high performance in ELA and math scores beyond the state averages and Hopewell students performed in deep blue, significantly exceeding growth expectations in multiple areas on the PSSA	Hopewell Elementary School had 62.2% of all students in grade 6 perform proficient or advance in English Language Arts, students in both grades 5 and 6 scores beyond the state averages for proficient or advanced in both ELA and math. Nottingham students in grade 4 exceed the state percentages in math at 51.3% compared to state averages of 48.6% while raising the percentage of students proficient in ELA in grade 4 to 50.9% as compared to the state at 51.4%
Penn's Grove Middle School students in Spring 2024 had 61.5% of students in grade 7 and 60.7 students in grade 8 score proficient or above on ELA PSSA, these are above state averages	Teachers understand the curriculum and work with building and district administration to deliver standards based instruction

Challenges

Indicator	Comments/Notable Observations
Penn's Grove student scores in grade 7 math falls slightly below the state average at 32.7% while the state average is 34%	Math professional development continues to be provided and needs to be continued to assure fidelity to the curriculum and the Math in Focus resource.
Nottingham students in grade 3 PSSA proficiency or above was at 38.7% in ELA as compared to the state average at 55.8% and math at 48.1% and the state at 51.4%	The Nottingham School has moved to a departmental delivery of instruction and teachers are gaining expertise in two content areas of focus rather than four major content areas. The result of this focus coupled with MTSS is thought to be a positive in moving the achievement scores of students in grade 3 who are first time PSSA takers.
Oxford Area High School student attendance	Students who enter the cohort at later stages from other schools or countries who

	register, have attendance issues and drop out before graduation.
Students entering the district with little pre-school preparedness	Jordan Bank is the district's kindergarten center and note that a large group of students enter with little preparedness for the academic challenge

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator OAHS - A high percentage of students scored proficient or above on the Keystone Exams Grade Level(s) and/or Student Group(s) Students in Algebra scored 59.2% proficient or above; In Biology, 48.7% proficient or above and in Literature 72.8% of students scored proficient or above, well above the state averages	Comments/Notable Observations Teachers are delivering a standards aligned curriculum, utilizing research based resources and successful instructional strategies. Teachers are dedicated and committed to providing quality instruction to each of our students.
Indicator OAHS EL students perform at the state average in the Literature Keystone Exam Grade Level(s) and/or Student Group(s) 10% of EL students were proficient or above in the Keystone Literature assessment	Comments/Notable Observations Student groups who enter the OAHS in later ages with low academic skill levels are making progress in the OAHS
Indicator A high percentage of students with IEPs are demonstrating proficiency or above at a greater than state average Grade Level(s) and/or Student Group(s) 21.4% of grade 5 students are performing at or above proficiency as compared to an average of 18.4% in the state	Comments/Notable Observations Students with IEPs in the district are performing better than the average in the state and receive instruction from dedicated and committed teachers and administrators.
Indicator Comprehensive electives, STEM courses and extra-curricular activities are available at each school. Grade Level(s) and/or Student Group(s) STEM courses begin in grade three and continue through the high school grades	Comments/Notable Observations The district has a continuum of STEM courses that are vertically aligned throughout the school system and culminate at the high school with courses such as Aerospace engineering or AP courses in the sciences including courses such as AP Physics, AP Calculus, AP Computer Science and many other such honors and AP courses.

Challenges

<p>Indicator Advancing all students academic performance beginning at the earliest grade level</p> <p>Grade Level(s) and/or Student Group(s) Kindergarten readiness and grade three English Language Arts proficiency on the PSSA and in math.</p>	<p>Comments/Notable Observations Students enter the school system with challenging readiness skills, this requires rigorous curriculum and instructional delivery to advance student achievement level by grade 3. The levels advance by grade 4, yet the district is attempting to level the achievement gap from low early preparation by grade 3.</p>
<p>Indicator Communication of a high variety of course electives and Virtual Academy Program and overall district accomplishments</p> <p>Grade Level(s) and/or Student Group(s) The high school has numerous electives for student selection and college/career preparation, including a virtual program. Promoting all the programs so everyone in the community is aware of all the student opportunities</p>	<p>Comments/Notable Observations Students have opportunities to select many electives that match their interests and also for early college or dual enrollment opportunities. The challenge is to communicate all possible opportunities and to match the electives with student interests. Students who are unable to attend at the brick and mortar school can receive a quality education through a virtual district program.</p>
<p>Indicator Safety and Security is always a challenge and a focus of the district</p> <p>Grade Level(s) and/or Student Group(s) All grade levels and student groups</p>	<p>Comments/Notable Observations Safety and Security is a primary challenge of the district. use of software programs and digital systems is being used to provide additional safety for all students. A SPO is in each school and a roving police vehicle travels the district.</p>
<p>Indicator Student attendance</p> <p>Grade Level(s) and/or Student Group(s) Middle school and high school attendance records</p>	<p>Comments/Notable Observations Students in grade 7-12 have attendance issues that need to be addressed to advance student achievement and to future career plans. This is particularly true for student groups that enter the school system with educational gaps at an advanced age and would prefer to work for lower wages than to complete an educational high school program.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Oxford Area High School student growth as evidence on PVAAS -Significantly Exceeds Expectations on each of the three Keystone Exams

Oxford Area High School student Keystone Achievement scores are all well above the state percentage with Literature at nearly 73% proficient or above, well above the state average.
The Oxford Area Elementary schools including Elk Ridge, Nottingham and Hopewell have a standards aligned curriculum, strong educators and administrators resulting in high student performance in ELA and math scores beyond the state averages with Hopewell students in deep blue, indicating significantly well exceeding growth expectations in multiple areas on the PSSA
STEM/ STEELS courses begin in grade three and continue through the high school grades
Penn's Grove Middle School students had 61.5% of students in grade 7 and 60.7 students in grade 8 score proficient or above on ELA PSSA

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Penn's Grove grade 7 students proficiency in math falls slightly below the state average at 32.7% while the state average is 34%
Nottingham grade 3 students proficiency on the PSSA was at 38.7% in ELA as compared to the state at 55.8% and math at 48.1% and the state at 51.4%
Advancing all students academic performance in both reading and math beginning at the earliest grade level
Safety and Security in all schools
Communication of a high variety of course electives and district programs including the Hornet Virtual Academy, Dual enrollment, Early College Programs and all programs for community and student awareness

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Study Island	The data correlates with the state assessments, use student benchmarks and review with data teams
Exact Path	Kindergarten and grades 1 and 2 use the diagnostic three times per year, Grades 3-6 use the diagnostic three times per year. Grades 7 and 8 use the diagnostic twice a year, grades 3-8 use the benchmark three times per year. All data is reviewed with data teams. The data correlates with the state assessment
Acadience	K-4 use assessment three times per year. The data demonstrates the level that students are performing at in the primary grades.

English Language Arts Summary

Strengths

The local assessments are closely aligned with instructional practices to advance student achievement.
The use of data provides collaboration between teachers to advance achievement for all student subgroups.
The multi-tiered support system of instruction advances student achievement in ELA.
Curriculum committees K-12 review vertical alignment to ensure all students are receiving a standards focused comprehensive instruction.

Challenges

Raising all students' performance in the primary grades to be proficient in reading by grade three
Raise ELL students' proficiency scores to be more consistent with the general student population
Increase school attendance for students throughout the district to increase student participation and academic performance
Kindergarten student preparedness would increase opportunity for increased student ELA achievement

Mathematics

Data	Comments/Notable Observations
Exact Path	Kindergarten and grades 1 and 2 use the diagnostic three times per year, Grades 3-6 use the diagnostic three times per year. Grades 7 and 8 use the diagnostic twice a year, grades 3-8 use the benchmark three times per year. All data is reviewed with data teams. The data correlates with the state assessment
Study Island	The data correlates with the state assessments, use benchmark and review with data teams
Acadience	K-4 use assessment three times per year. The data demonstrates the level that students are performing at in the primary

grades. MIF is a key resource and the growth measure provides data for effective instructional decisions
--

Mathematics Summary

Strengths

Math in Focus is a researched based program used by the district and is advancing student understanding of math as articulated in the K-12 curriculum committee meetings.
The multi-tiered support system of instruction advances student achievement in math.
The use of data provides collaboration between teachers to advance achievement for all student subgroups.
Curriculum committees K-12 review vertical alignment to ensure all students are receiving a standards focused comprehensive instruction.

Challenges

Raising all students' performance in the primary grades to be proficient in math by grade three
Raise ELL student proficiency scores to be more consistent with the general student population
Kindergarten students preparedness would increase opportunity for increased ELA achievement
Increase school attendance for students throughout the district to increase student participation and academic performance

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Study Island	Grades 5-12 use data from study island to correlate with state assessment measures
Curriculum based assessments through "Into Science" resource	Curriculum is aligned with the STEELS standards and provides lab sessions
Common assessments	Assessments provide a continuum of educational achievement measures

Science, Technology, and Engineering Education Summary

Strengths

STEM program begins in the district in grade 3, while a STEEL curriculum is available as early as grade K
Collaboration of STEM\ STEELS teachers in grades 3-12 in addition to the curriculum committee K-12
Updated STEELS curriculum newly aligned to the standards and reviewed on a four year curriculum cycle
Computer Science courses in addition to numerous AP Science opportunities for students

Challenges

The new assessment and achievement measures for grade five in 2025
--

Eight grade science achievement performance increase
Increase school attendance for students throughout the district to increase student participation and academic performance
Time needed for hands on labs to provide effective STEELS instruction

Related Academics

Career Readiness

Data	Comments/Notable Observations
Dual Enrollment Programs	The district has numerous dual enrollment programs with numerous colleges and university with diverse programming
Participation in TCHS	A high number of students participate in the technical college high school preparing for careers in the technical skills
Students achieve career artifacts beginning in grade Kindergarten and have an excessive number of career artifacts	Students explore careers and understanding the pathways to accomplish these goals.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

West Chester University

Agreement Type

Dual Credit

Program/Course Area

PRIZE for teacher preparation

Uploaded Files

Oxford Area School District 12.12.24.pdf

Partnering Institution

Cecil College

Agreement Type

Local Articulation

Program/Course Area

Early College Academy

Uploaded Files

12.4.2020 Renewal Approved.pdf

Partnering Institution

Shippensburg

Agreement Type

Dual Credit

Program/Course Area

Education

Uploaded Files

Shippensburg 2025.pdf

Partnering Institution

University of Delaware

Agreement Type

Dual Credit

Program/Course Area

Business

Uploaded Files

25-26_Oxford_EntreX_Curriculum_Licensing_plus_Companion_Enrollment_MOU_Signed.pdf

Partnering Institution

Goldey-Beacom

Agreement Type

Dual Credit

Program/Course Area

Business

Uploaded Files

MOU with Goldey-Beacom January 2023 - January 2028.pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Local Articulation

Program/Course Area

Technical Programming

Uploaded Files

Thaddeus.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type

Dual Credit

Program/Course Area

General

Uploaded Files

HACCagreement24-25.pdf

Partnering Institution

Delaware County Community College

Agreement Type

Dual Credit

Program/Course Area

General

Uploaded Files

2024-2025 DCCC Dual Enrollment MOU.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Opportunities for Dual Enrollment and college course credits
Opportunity for earning an associate degree while in high school
Career exploration and career artifacts
Opportunities to learn technical programs
Diverse programs available to students who have varied interests

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Funding for students to attend dual enrollment programs
Transportation for students to access dual enrollment programs
Ensuring all students have access to the dual enrollment and Early College programs

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
ACCESS Scores	Data is reviewed with ESL teachers for all ELL students and is provided to all content area teachers
Curriculum Based Assessments	ESL teachers assist all ELL students with English acquisition to advance academic performance
Benchmark assessments through Exact Path and Study Island	Both Exact Path and Study Island assessments are used throughout the district

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Aimsweb	All students with IEPs are progress monitored and Benchmarks are assessed.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The district uses multiple data points to assess the performance of all students in subgroups in addition to all students
ESL teachers work collaboratively with all content teachers
Certified special education teachers work collaboratively with all teachers
The multi-tiered support system is used with all students

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

High percentage of students requiring IEPs , 22%
High percentage of ELL students in the district 11%
Attendance of students in subgroups

Designated Schools

Penn's Grove Sch

Priority Challenge	Comments and Notable Observations
ELL achievement levels	91% of ELL students are below proficiency in math
Hispanic students academic achievement	Students of Hispanic race did not meet the growth measure in ELA
Performance achievement of students with low economic family status	Economic disadvantaged did not meet the growth measure in ELA

Oxford Area HS

Priority Challenge	Comments and Notable Observations
ELL student achievement scores on standardized assessment	Focus of the A-TSI program

Systemic LEA Challenges
Closing gaps for ELL student achievement who have SLIFE or low academic performance
Attendance for students to increase participation and academic achievement
Communicate all programs of the district for student and community awareness

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Special education was submitted and approved
Title I Schools	Grade k-6 have Title I services to supplement student learning
Guidance K-12 339 Plan	The District 399 Plan was completed and submitted to the state
Teacher Induction Plan	The Teacher Induction Plan is completed and delivered to all new teachers
Technology Plan	The district has a strong technology program and utilizes digital curriculum and programs for students grades K-12
English Language Development Programs	There is a high percentage (11%) of English Language learners in the district and services are provided to develop English Language Acquisition

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

District has a strong teacher -Induction Plan
The district has one to one devices for over eight years and digital software aligned to the standards
The district has strong guidance services clearly delineated in the 339 Plan
The district has Title I services for students in grades K-6

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The district has a 46% low economic family status
The district has 11% ELL student population

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Exemplary

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Coordination of community partnerships through local businesses, Oxford Main Street (OMI), Oxford Education Foundation (OEF)
School Administrators supervise instructors use of standard aligned resources and effective instructional strategies
District administration works with school administrators and teachers to follow a four year curriculum cycle to maintain a standards aligned curriculum and current research based resources
Instructional strategies are guided by data informed practices and data teams

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Funding for resource that are research based
Scheduling all necessary meetings and courses to fully implement the multi-tiered process
Continuing to provide effective development opportunities to meet all levels of teacher preparation

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Oxford Area High School student growth as evidence on PVAAS -Significantly Exceeds Expectations on each of the three Keystone Exams	True
Oxford Area High School student Keystone Achievement scores are all well above the state percentage with Literature at nearly 73% proficient or above, well above the state average.	False
The Oxford Area Elementary schools including Elk Ridge, Nottingham and Hopewell have a standards aligned curriculum, strong educators and administrators resulting in high student performance in ELA and math scores beyond the state averages with Hopewell students in deep blue, indicating significantly well exceeding growth expectations in multiple areas on the PSSA	True
STEM/ STEELS courses begin in grade three and continue through the high school grades	False
Penn's Grove Middle School students had 61.5% of students in grade 7 and 60.7 students in grade 8 score proficient or above on ELA PSSA	True
The local assessments are closely aligned with instructional practices to advance student achievement.	False
The use of data provides collaboration between teachers to advance achievement for all student subgroups.	False
The multi-tiered support system of instruction advances student achievement in ELA.	False
Curriculum committees K-12 review vertical alignment to ensure all students are receiving a standards focused comprehensive instruction.	False
Math in Focus is a researched based program used by the district and is advancing student understanding of math as articulated in the K-12 curriculum committee meetings.	False
The multi-tiered support system of instruction advances student achievement in math.	False
The use of data provides collaboration between teachers to advance achievement for all student subgroups.	False
Curriculum committees K-12 review vertical alignment to ensure all students are receiving a standards focused comprehensive instruction.	False
STEM program begins in the district in grade 3, while a STEEL curriculum is available as early as grade K	False
Collaboration of STEM\ STEELS teachers in grades 3-12 in addition to the curriculum committee K-12	False
Updated STEELS curriculum newly aligned to the standards and reviewed on a four year curriculum cycle	False
Computer Science courses in addition to numerous AP Science opportunities for students	False

Opportunities for Dual Enrollment and college course credits	False
Opportunity for earning an associate degree while in high school	False
Career exploration and career artifacts	False
Opportunities to learn technical programs	False
Diverse programs available to students who have varied interests	False
The district uses multiple data points to assess the performance of all students in subgroups in addition to all students	False
ESL teachers work collaboratively with all content teachers	False
Certified special education teachers work collaboratively with all teachers	False
The multi-tiered support system is used with all students	False
District has a strong teacher -Induction Plan	False
The district has one to one devices for over eight years and digital software aligned to the standards	False
The district has strong guidance services clearly delineated in the 339 Plan	False
The district has Title I services for students in grades K-6	False
Coordination of community partnerships through local businesses, Oxford Main Street (OMI), Oxford Education Foundation (OEF)	False
School Administrators supervise instructors use of standard aligned resources and effective instructional strategies	False
District administration works with school administrators and teachers to follow a four year curriculum cycle to maintain a standards aligned curriculum and current research based resources	False
Instructional strategies are guided by data informed practices and data teams	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Penn's Grove grade 7 students proficiency in math falls slightly below the state average at 32.7% while the state average is 34%	True
Nottingham grade 3 students proficiency on the PSSA was at 38.7% in ELA as compared to the state at 55.8% and math at 48.1% and the state at 51.4%	False
Advancing all students academic performance in both reading and math beginning at the earliest grade level	True
Safety and Security in all schools	False

Communication of a high variety of course electives and district programs including the Hornet Virtual Academy, Dual enrollment, Early College Programs and all programs for community and student awareness	True
Raising all students' performance in the primary grades to be proficient in reading by grade three	True
Raise ELL students' proficiency scores to be more consistent with the general student population	False
Increase school attendance for students throughout the district to increase student participation and academic performance	True
Kindergarten student preparedness would increase opportunity for increased student ELA achievement	False
Raising all students' performance in the primary grades to be proficient in math by grade three	False
Raise ELL student proficiency scores to be more consistent with the general student population	False
Kindergarten students preparedness would increase opportunity for increased ELA achievement	False
Increase school attendance for students throughout the district to increase student participation and academic performance	False
The new assessment and achievement measures for grade five in 2025	False
Eight grade science achievement performance increase	False
Increase school attendance for students throughout the district to increase student participation and academic performance	False
Time needed for hands on labs to provide effective STEELS instruction	False
Funding for students to attend dual enrollment programs	False
Transportation for students to access dual enrollment programs	False
Ensuring all students have access to the dual enrollment and Early College programs	False
High percentage of students requiring IEPs , 22%	False
High percentage of ELL students in the district 11%	False
Attendance of students in subgroups	False
The district has a 46% low economic family status	False
The district has 11% ELL student population	False
Funding for resource that are research based	False
Scheduling all necessary meetings and courses to fully implement the multi-tiered process	False
Continuing to provide effective development opportunities to meet all levels of teacher preparation	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The students' academic performance is continuing to increase, socioeconomic status in the district continues to decrease, ELL student population continues to increase and the district offers many high level rigorous programs for students. Student attendance is focused upon as it is in the nation. Professional Development and ongoing genuine care for students continues.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Penn's Grove grade 7 students proficiency in math falls slightly below the state average at 32.7% while the state average is 34%	The MTSS process was adjusted to support small group instruction, added biweekly meetings to review current curriculum and assessments, collaboration with the intermediate unit to support math instructional strategies	True
Advancing all students academic performance in both reading and math beginning at the earliest grade level	Kindergarten school administrator meets with community day care directors to provide support and criteria needed for student effective preparation for kindergarten.. A pre-K program is offered prior to the start of the school in a four week summer preparation program in reading and math. Academic activities are provided to all families at kindergarten registration to help parents prepare their children prior to kindergarten attendance. Grades 1-3 provide multi-tiered approach for development of strong reading and math skills by the time of grade three completion. The reading specialists aligned programming to the science of reading to increase reading levels of all children. Summer reading is required for all students in grades and math packets are being requested to assist with academic achievement in math	True
Communication of a high variety of course electives and district programs including the Hornet Virtual Academy, Dual enrollment, Early College Programs and all programs for community and student awareness	Curriculum guides, course selection manuals and virtual Hornet Academy publications are completed and made available to all students	True
Raising all students' performance in the primary grades to be proficient in reading by grade three	Students register for district program unprepared for academic performance	False
Increase school attendance for students throughout the district to increase student participation and academic performance	A district social worker works with all school principals to assist in reducing truancy. A positive school behavior support is in place in all schools to assist with attendance and encourage a positive school climate and culture	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Oxford Area High School student growth as evidence on PVAAS -Significantly Exceeds Expectations on each of the three Keystone Exams	Student academic performance continues to increase, school data teams analyze assessment scores and assist in the data driven instruction collaboration
The Oxford Area Elementary schools including Elk Ridge, Nottingham and Hopewell have a standards aligned curriculum, strong educators and administrators resulting in high student performance in ELA and math scores beyond the state averages with Hopewell students in deep blue, indicating significantly well exceeding growth expectations in multiple areas on the PSSA	Data team meetings with administrators and educators examine the growth of students in ELA, math, and science on both curriculum based assessments and on state assessments
Penn's Grove Middle School students had 61.5% of students in grade 7 and 60.7 students in grade 8 score proficient or above on ELA PSSA	School-wide vocabulary, text dependent analysis in combination with the MTSS process lend a foundation for increased student performance in ELA

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The MTSS process was adjusted to support small group instruction, added biweekly meetings to review current curriculum and assessments, collaboration with the intermediate unit to support math instructional strategies
	Kindergarten school administrator meets with community day care directors to provide support and criteria needed for student effective preparation for kindergarten. A pre-K program is offered prior to the start of the school in a four week summer preparation program in reading and math. Academic activities are provided to all families at kindergarten registration to help parents prepare their children prior to kindergarten attendance. Grades 1-3 provide multi-tiered approach for development of strong reading and math skills by the time of grade three completion. The reading specialists aligned programming to the science of reading to increase reading levels of all children. Summer reading is required for all students in grades and math packets are being requested to assist with academic achievement in math
	Curriculum guides, course selection manuals and virtual Hornet Academy publications are completed and made available to all students
	A district social worker works with all school principals to assist in reducing truancy. A positive school behavior support is in place in all schools to assist with attendance and encourage a positive school climate and culture

Goal Setting

Priority: The MTSS process was adjusted to support small group instruction, added biweekly meetings to review current curriculum and assessments, collaboration with the intermediate unit to support math instructional strategies

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Increased student proficiency by a minimum of 10% increase by year 3		
Measurable Goal Nickname (35 Character Max)		
Math Growth and Achievement		
Target Year 1	Target Year 2	Target Year 3
Student proficiency was at 30.7% with a plan to increase no less than an additional 3% of students proficient	Increase student proficiency in math by 5%	Increased student proficiency by a minimum of 10% increase by year 3

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Increase student performance in ELA by a total of 9% by year 2028		
Measurable Goal Nickname (35 Character Max)		
ELA growth and achievement		
Target Year 1	Target Year 2	Target Year 3
Increase percentage of students scoring proficient or above by no less than 3%	Increase percentage of students scoring proficient or above by no less than 3%	Increase student performance in ELA by a total of 9% by year 2028

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Increase parent and community participation in school activities, as evidenced by sign in sheets		
Measurable Goal Nickname (35 Character Max)		
Parent and Community activities		
Target Year 1	Target Year 2	Target Year 3
increase parent engagement and	provide parent and	Increase parent and community participation in school activities,

record attendance	community activities	as evidenced by sign in sheets
-------------------	----------------------	--------------------------------

Priority: Kindergarten school administrator meets with community day care directors to provide support and criteria needed for student effective preparation for kindergarten. A pre-K program is offered prior to the start of the school in a four week summer preparation program in reading and math. Academic activities are provided to all families at kindergarten registration to help parents prepare their children prior to kindergarten attendance. Grades 1-3 provide multi-tiered approach for development of strong reading and math skills by the time of grade three completion. The reading specialists aligned programming to the science of reading to increase reading levels of all children. Summer reading is required for all students in grades and math packets are being requested to assist with academic achievement in math

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Student preparedness measured through the use of Kindergarten assessments. Increased performance in grade k-3 in math by a minimum total of 2% yearly and reading assessments by an increase of 4% annually.		
Measurable Goal Nickname (35 Character Max)		
K Readiness and Achievement increase by grade three		
Target Year 1	Target Year 2	Target Year 3
Increase in student achievement for all students in grades k-3 for increased proficiency on the third grade state assessments by 4% in ELA and 2% in math	Increase in student achievement for all students in grades k-3 for increased proficiency on the third grade state assessments by 4% in ELA and 2% in math	Student preparedness measured through the use of Kindergarten assessments. Increased performance in grade k-3 in math by a minimum total of 2% yearly and reading assessments by an increase of 4% annually.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Increased student attendance to 95% in all schools		
Measurable Goal Nickname (35 Character Max)		
Student Increased Attendance		
Target Year 1	Target Year 2	Target Year 3
Increase school attendance by no less than 5% in each school	Increase school attendance by no less than 5% in each school	Increased student attendance to 95% in all schools

Priority: Curriculum guides, course selection manuals and virtual Hornet Academy publications are completed and made available to all students

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
Provide students with course guides and curriculum manuals for selection		
Measurable Goal Nickname (35 Character Max)		
Course awareness and selection		
Target Year 1	Target Year 2	Target Year 3
Update and distribute course materials to all students and families	Update and distribute course materials to all students and families	Provide students with course guides and curriculum manuals for selection

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
Receive parent sign off on all student selections of courses		
Measurable Goal Nickname (35 Character Max)		
Parental Approval		
Target Year 1	Target Year 2	Target Year 3
Annual update and dissemination of course materials	Annual update and dissemination of course materials	Receive parent sign off on all student selections of courses

Priority: A district social worker works with all school principals to assist in reducing truancy. A positive school behavior support is in place in all schools to assist with attendance and encourage a positive school climate and culture

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Increase school attendance for all students to maintain a 95% or higher regular attendance		
Measurable Goal Nickname (35 Character Max)		
Regular attendance		
Target Year 1	Target Year 2	Target Year 3
Increase student attendance by 5%	Increase student attendance by 5%	Increase school attendance for all students to maintain a 95%

in each school	in each school	or higher regular attendance
----------------	----------------	------------------------------

Action Plan

Measurable Goals

Math Growth and Achievement	ELA growth and achievement
Parent and Community activities	K Readiness and Achievement increase by grade three
Student Increased Attendance	Course awareness and selection
Parental Approval	Regular attendance

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> Increased student proficiency by a minimum of 10% increase by year 3 Increase student performance in ELA by a total of 9% by year 2028 Student preparedness measured through the use of Kindergarten assessments. Increased performance in grade k-3 in math by a minimum total of 2% yearly and reading assessments by an increase of 4% annually.

Action Step		Anticipated Start/Completion Date	
Schedule support courses with the schedule for all students		2025-08-25	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School principal	Supplemental resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement in math and ELA	Teachers and Principal

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> Increased student proficiency by a minimum of 10% increase by year 3 Increase student performance in ELA by a total of 9% by year 2028 Student preparedness measured through the use of Kindergarten assessments. Increased performance in grade k-3 in math by a minimum total of 2% yearly and reading assessments by an increase of 4% annually.

Action Step		Anticipated Start/Completion Date	
Schedule support courses with the schedule for all students		2025-08-25	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School principal	Supplemental resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students will increase academic performance in math and ELA	Principals

Action Plan For: Positive Behavior Support

Measurable Goals:
<ul style="list-style-type: none"> • Increase school attendance for all students to maintain a 95% or higher regular attendance • Increased student attendance to 95% in all schools

Action Step		Anticipated Start/Completion Date	
Implement PBIS		2025-08-25	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Incentive, support, School social worker	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased school attendance for students and reduced discipline referrals	Principals

Action Plan For: Positive Behavior Support

Measurable Goals:
<ul style="list-style-type: none"> • Increase school attendance for all students to maintain a 95% or higher regular attendance • Increased student attendance to 95% in all schools

Action Step	Anticipated Start/Completion Date
-------------	-----------------------------------

Implement PBIS		2025-08-25	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Incentive, support, School social worker	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased regular student attendance	School District Socialworker and principals

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Positive Behavior Support	Implement PBIS
Positive Behavior Support	Implement PBIS

PBIS Professional Development with CCIU Consultant

Action Step		
• Implement PBIS		
Audience		
Oxford Area School District Staff		
Topics to be Included		
PBIS and student Belongingness		
Evidence of Learning		
Reduction in school discipline and increased student attendance		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals in conjunction with assistant superintendent	2025-08-18	2025-06-18

Learning Format

Type of Activities	Frequency
Inservice day	three times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications Activities

PBIS Information and Programming					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none">Implement PBIS	Parents, students and all faculty	PBIS and incentives	Principals and MTSS Coordinator	08/26/2025	06/18/2025
Communications					
Type of Communication			Frequency		
Posting on district website			daily		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">ComPlan Affirmation 2025.pdf

Chief School Administrator	Date
David A. Woods, Ed.D.	2025-03-25