

Octorara Area SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

### Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS Data based upon 2020 Math & Reading Assessments.

Specific Targets: 85% of students will meet the expected target for growth in Math and Reading.

Type: Annual

Data Source: Keystone Exam Data in Algebra, Biology and ELA for Spring 2020.

Specific Targets: Proficiency scores will increase by 15% on all three Keystone Exams

Type: Annual

Data Source: 2020 Spring Reading Data (F&P Running Records; DIBELS)

Specific Targets: 85% of students will be reading on grade level upon entrance into grade 4.

Type: Annual

Data Source: 2020 Third Grade PSSA Data.

Specific Targets: 85% of students will demonstrate proficiency in reading and math

Type: Interim

Data Source: EdInsight

Specific Targets: 100% of all courses will have completed curriculum housed in EdInsight

Type: Interim

Data Source: Walk through data: PA-EETP

Specific Targets: 95% of teachers whose curriculum is in Phase III of the curriculum review cycles will be implementing standards-aligned curriculum with fidelity.

Type: Interim

Data Source: Grading/homework guideline document

Specific Targets: A guideline document for grading/homework will be created.

## ***Strategies:***

### *Standards Driven Curriculum*

#### **Description:**

The Octorara Area School District will establish a standards driven curriculum with K-12 alignment. This curriculum will be driven by PA Core standards. It will ensure teachers focus instruction on the right content and expectations. It will provide consistency across the grade levels for what and when students are taught and assessed.

**SAS Alignment:** Standards, Curriculum Framework, Instruction, Materials & Resources

### *Curricular Implementation Oversight and Accountability*

#### **Description:**

The Octorara Area School District will build curriculum capacity and accountability through the Office of Curriculum and Instruction.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment*

#### **Description:**

The Octorara Area School District will establish a multi-year professional learning plan in the areas of curriculum and assessment. This professional development will be a hybrid of both district-wide and personal professional learning goals. This provides personalization for staff as well as learning opportunities for mandates, common initiatives, and anything relevant or required of all.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

## *Establish K-12 Grading/Homework Guidelines*

### **Description:**

The Octorara Area School District will establish grading/homework guidelines for grades K-12. These guidelines will effectively align grading practices to what students know and are able to do. The current homework policy will be revised. Grade reporting practices will be revised to effectively communicate student progress toward grade level standards.

**SAS Alignment:** Standards, Assessment, Instruction

### ***Implementation Steps:***

*Ensure an easily accessed curriculum via technology.*

### **Description:**

All District curriculum will be housed in EdInsight which can be accessed by teachers and administrators. All other stakeholders will have access to District curriculum via the District website.

**Start Date:** 7/3/2017    **End Date:** 6/29/2018

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

### **Supported Strategies:**

- Standards Driven Curriculum

## *Establish a Curriculum Review Team*

### **Description:**

The OASD administrative team will contact and confirm the commitment of various professional staff members to form a Curriculum Review Team for each academic content area (according to the curriculum review cycle). The teams will be comprised of at least two administrators, at least five teachers (preferably representing each building) and any professional contracted by the district to assist with the review of curricula if applicable (i.e. Consultants or Intermediate Unit Staff).

**Start Date:** 7/3/2017    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

- Standards Driven Curriculum
- Curricular Implementation Oversight and Accountability

### *Implement Curriculum Review Cycle Phase I 2017-18*

**Description:**

The Curriculum Review Cycle is a repeating three phase plan for continuous quality improvement of our curriculum and assessment. In Phase I curriculum and assessment is evaluated for currency, relevancy and alignment with state and national standards. Data (student work, surveys, test scores, observations and anecdotal research) and state and national standards will be used to determine if a course needs further revision or rewriting.

**Start Date:** 8/28/2017    **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Standards Driven Curriculum

### *Implement Curriculum Review Cycle Phase I 2018-19*

**Description:**

The Curriculum Review Cycle is a repeating three phase plan for continuous quality improvement of our curriculum and assessment. In Phase I curriculum and assessment is evaluated for currency, relevancy and alignment with state and national standards. Data (student work, surveys, test scores, observations

and anecdotal research) and state and national standards will be used to determine if a course needs further revision or rewriting.

**Start Date:** 7/2/2018      **End Date:** 6/28/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Standards Driven Curriculum

### *Implement Curriculum Review Cycle Phase I 2019-20*

**Description:**

The Curriculum Review Cycle is a repeating three phase plan for continuous quality improvement of our curriculum and assessment. In Phase I curriculum and assessment is evaluated for currency, relevancy and alignment with state and national standards. Data (student work, surveys, test scores, observations and anecdotal research) and state and national standards will be used to determine if a course needs further revision or rewriting.

**Start Date:** 7/1/2019      **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Standards Driven Curriculum

### *Implement Curriculum Review Cycle Phase II 2017-18*

**Description:**

The Curriculum Review Cycle is a three phase plan for continuous quality improvement of our curriculum and assessment. In Phase II, grade level curricula and assessments are rewritten or revised based on Phase I evaluation. During this time, necessary materials will also be identified, acquired and piloted in preparation for Phase III.

**Start Date:** 8/28/2017      **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Standards Driven Curriculum

### *Implement Curriculum Review Cycle Phase II 2018-19*

**Description:**

In Phase II, grade level curricula and assessments are rewritten or revised based on Phase I evaluation. During this time, necessary materials will also be identified, acquired and piloted in preparation for Phase III.

**Start Date:** 7/2/2018    **End Date:** 6/28/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Standards Driven Curriculum

### *Implement Curriculum Review Cycle Phase II 2019-20*

**Description:**

In Phase II, grade level curricula and assessments are rewritten or revised based on Phase I evaluation. During this time, necessary materials will also be identified, acquired and piloted in preparation for Phase III.

**Start Date:** 7/1/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Standards Driven Curriculum

### *Implement Curriculum Review Cycle Phase III 2017-18*



**Description:**

In Phase III, new or revised curriculum and assessments are implemented district- and/or school-wide. In Phase III administrators will monitor by observation to ensure implementation. Curriculum will be implemented for a minimum of two years before it re-enters Phase I.

**Start Date:** 8/28/2017    **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Standards Driven Curriculum

*Implement Curriculum Review Cycle Phase III 2018-19***Description:**

In Phase III, new or revised curriculum and assessments are implemented district- and/or school-wide. In Phase III administrators will monitor by observation to ensure implementation. Curriculum will be implemented for a minimum of two years before it re-enters Phase I.

**Start Date:** 7/2/2018    **End Date:** 6/28/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Standards Driven Curriculum

*Implement Curriculum Review Cycle Phase III 2019-20***Description:**

In Phase III, new or revised curriculum and assessments are implemented district- and/or school-wide. In Phase III administrators will monitor by observation to ensure implementation. Curriculum will be implemented for a minimum of two years before it re-enters Phase I.

**Start Date:** 7/1/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Standards Driven Curriculum

*Observe implementation of new and existing curriculum 2017-18*

**Description:**

As part of the formalized walkthrough process, administrators will review course standards and pacing guides to provide feedback regarding curriculum implementation.

**Start Date:** 7/3/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

- Standards Driven Curriculum
- Curricular Implementation Oversight and Accountability

*Observe implementation of new and existing curriculum 2018-19*

**Description:**

As part of the formalized walkthrough process, administrators will review course standards and pacing guides to provide feedback regarding curriculum implementation.

**Start Date:** 7/2/2018    **End Date:** 6/28/2019

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

- Standards Driven Curriculum

- Curricular Implementation Oversight and Accountability

*Observe implementation of new and existing curriculum 2019-20*

**Description:**

As part of the formalized walkthrough process, administrators will review course standards and pacing guides to provide feedback regarding curriculum implementation.

**Start Date:** 8/26/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Standards Driven Curriculum
- Curricular Implementation Oversight and Accountability

*Explore outside resources to guide/support curriculum team subjects*

**Description:**

The Octorara Area School district will employ the services of professional consultants and Intermediate Unit staff when necessary.

**Start Date:** 7/3/2017    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Standards Driven Curriculum
- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Provide professional development aligned to improving language and literacy acquisition 2017-18*

**Description:**

The District will provide professional development as part of curriculum implementation that is designed to improve language and literacy acquisition for EL students as they access the curriculum.

**Start Date:** 7/3/2017    **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Standards Driven Curriculum
- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Provide professional development aligned to improving language and literacy acquisition 2018-2019*

**Description:**

The District will provide professional development as part of curriculum implementation that is designed to improve language and literacy acquisition for EL students as they access the curriculum.

**Start Date:** 7/2/2018    **End Date:** 6/28/2019

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Standards Driven Curriculum
- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Provide professional development aligned to improving language and literacy acquisition 2019-2020*

**Description:**

The District will provide professional development as part of curriculum implementation that is designed to improve language and literacy acquisition for EL students as they access the curriculum.

**Start Date:** 7/1/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Standards Driven Curriculum
- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Provide professional development aligned to teaching diverse learners in an inclusive setting 2017-18*

**Description:**

The District will provide professional development, as part of curriculum implementation, designed to improve academic achievement for diverse learners in inclusive settings.

**Start Date:** 7/3/2017    **End Date:** 6/29/2018

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Standards Driven Curriculum
- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Provide professional development aligned to teaching diverse learners in an inclusive setting 2018-19*

**Description:**

The District will provide professional development, as part of curriculum implementation, designed to improve academic achievement for diverse learners in inclusive settings.

**Start Date:** 7/2/2018    **End Date:** 6/28/2019

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Standards Driven Curriculum
- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Provide professional development aligned to teaching diverse learners in an inclusive setting 2019-20*

**Description:**

The District will provide professional development, as part of curriculum implementation, designed to improve academic achievement for diverse learners in inclusive settings.

**Start Date:** 7/1/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Standards Driven Curriculum
- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Create and implement standards-aligned assessments 2017-2018*

**Description:**

The district leadership will oversee the development and implementation of common assessments, benchmark assessments, diagnostic assessments, and rubric assessments. All assessments shall be aligned with state standards. These assessments will be utilized to monitor student achievement and adjust instructional practices.

**Start Date:** 7/20/2017    **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Create and implement standards-aligned assessments 2018-2019***Description:**

The district leadership will oversee the development and implementation of common assessments, benchmark assessments, diagnostic assessments, and rubric assessments. All assessments shall be aligned with state standards. These assessments will be utilized to monitor student achievement and adjust instructional practices.

**Start Date:** 7/2/2018      **End Date:** 6/28/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

*Create and implement standards-aligned assessments 2019-2020***Description:**

The district leadership will oversee the development and implementation of common assessments, benchmark assessments, diagnostic assessments, and rubric assessments. All assessments shall be aligned with state standards. These assessments will be utilized to monitor student achievement and adjust instructional practices.

**Start Date:** 7/1/2019      **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Establish a Multi-year Professional Learning Plan in the Areas of Curriculum and Assessment

## *Establish a K-12 Grading/Homework Committee*

### **Description:**

The OASD will establish a grading/homework committee. The committee will focus on creating guidelines for homework and grading. The guidelines will help teachers communicate student progress toward meeting grade level standards. It will also begin the discussion of proper grade reporting at the elementary school levels.

**Start Date:** 1/3/2017    **End Date:** 6/8/2017

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Establish K-12 Grading/Homework Guidelines

**Goal #2:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### **Related Challenges:**

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.



**Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profile

Specific Targets: Each School by 2020 will increase their SPP cumulative score by 10%.

Type: Annual

Data Source: Keystone Exam Data in Algebra, Biology and Literature for Spring 2020.

Specific Targets: Proficiency on each Keystone Exam will increase by 15%.

Type: Annual

Data Source: 2020 Second Grade Terra Nova Data.

Specific Targets: 75% of students will demonstrate proficiency in reading and math.

Type: Interim

Data Source: Walk-through Data 2017-2020

Specific Targets: 95% of teachers will be implementing research-based best instructional practices with fidelity.

***Strategies:******Professional Development on the Learning Focused Schools Framework*****Description:**

*The Octorara Area School District will utilize the Learning Focused Schools framework to integrate consistent and pervasive best practices K-12.*

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

*On-going, job-embedded, professional learning on research and evidence-based instructional strategies.*

**Description:**

*The Octorara Area School District will establish and develop a system for providing on-going, job-embedded, professional learning to ensure consistent and pervasive use of research and evidence-based instructional strategies.*

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

*Professional Development on Mindset*

**Description:**

Mindset as described by Dweck, examines individuals beliefs that their basic qualities like intelligence or talent are fixed traits. Dweck challenged this belief via a growth mindset that students and teachers who believe their most basic abilities can be developed through hard work and perseverance will achieve more.

The district will provide staff in-service and follow-up trainings that examine Dweck's research and how it can influence student success.

**SAS Alignment:** Instruction, Safe and Supportive Schools

**Implementation Steps:**

*Create a system that provides on-going professional development and support in the implementation of consistent and pervasive instructional best practices. (2017-18)*

**Description:**

Teacher Professional Learning Communities (PLC's) will be established in each building in order to collaborate with teacher LFS (Learning Focused Schools)

instructional leaders on an ongoing basis. LFS PLC's will meet a minimum of 6 times per school year to collaborate and reflect on implementation of instructional strategies/research-based best practices within their classrooms. Comprehensive plan and CCIU audit findings will also be a focus of these meetings. Administrators will share walk through data on the implementation of these strategies as well as assess additional professional development needs. Teachers may be required to bring evidence of successful instructional strategies that they have used along with data that supports their impact. These meetings will occur during regularly scheduled professional development time. LFS Teacher Leaders will meet with the Director of Curriculum and Instruction and Principals for two days during the summer to plan LFS professional development for the coming academic year and once at the end of the academic year to reflect on progress. LFS Teacher Leaders will meet with building principals regularly throughout the school year to plan for LFS PLC meetings.

**Start Date:** 7/3/2017      **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development on the Learning Focused Schools Framework
- On-going, job-embedded, professional learning on research and evidence-based instructional strategies.

*Professional Development for Teachers and School Leaders (2017-2018)*

**Description:**

District-wide professional development will be provided to all teachers, instructional assistants and administrators in the Learning Focused Schools Instructional Framework: Learning-Focused Lessons; Higher Order Thinking; Accelerating Learning for All Students; Effective Assignments and Assessments for Learning. The focus of the 2017-18 and 2018-19 school year will be retraining/review of HOTS and Accelerating Learning for all Students. The focus of the 2019-2020 school year will be the effective assignments and assessments.

**Start Date:** 7/3/2017      **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development on the Learning Focused Schools Framework
- On-going, job-embedded, professional learning on research and evidence-based instructional strategies.

### *Mindset Professional Development*

**Description:**

Teachers will be provided a copy of the book, *Mindset* by Carolyn Dweck to read during the 2016-17 school year. A review/ in-service about "Mindset" will occur opening day 2017-18. LFS PLC's will incorporate "Mindset" into each LFS training and principals will incorporate into staff meetings throughout the year. The goal is to be consistent and pervasive.

**Start Date:** 8/22/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Building Specific Professional Development (JSHS, OIS, OES & PLC) (2017-2018)*

**Description:**

Building principals will determine professional development based on data. Targeted professional development on specific instructional practices and/or content areas will be provided.

**Start Date:** 7/3/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Develop Procedures in which to observe implementation (2017-18)*

**Description:**

As part of the formalized walkthrough process, administrators will review course standards and pacing guides to provide feedback regarding LFS instructional implementation.

**Start Date:** 8/28/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Create a system that provides on-going professional development and support in the implementation of consistent and pervasive instructional best practices. (2018-19)*

**Description:**

Teacher Professional Learning Communities (PLC's) will be established in each building in order to collaborate with teacher LFS (Learning Focused Schools) instructional leaders on an ongoing basis. LFS PLC's will meet a minimum of 6 times per school year to collaborate and reflect on implementation of instructional strategies/research-based best practices within their classrooms. Comprehensive plan and CCIU audit findings will also be a focus of these meetings. Administrators will share walk through data on the implementation of these strategies as well as assess additional professional development needs. Teachers may be required to bring evidence of successful instructional strategies that they have used along with data that supports their impact. These meetings will occur during regularly scheduled professional development time. LFS Teacher Leaders will meet with the Director of Curriculum and Instruction and Principals for two days during the summer to plan LFS professional development for the coming academic year and once at the end of the academic year to reflect on progress. LFS Teacher Leaders will meet with building principals regularly throughout the school year to plan for LFS PLC meetings.

**Start Date:** 7/3/2018    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Professional Development for Teachers and School Leaders (2018-2019)*

**Description:**

District-wide professional development will be provided to all teachers, instructional assistants and administrators in the Learning Focused Schools Instructional Framework: Learning-Focused Lessons; Higher Order Thinking; Accelerating Learning for All Students; Effective Assignments and Assessments for Learning. The focus of the 2017-18 and 2018-19 school year will be retraining/review of HOT's and Accelerating Learning for all Students. The focus of the 2019-2020 school year will be the effective assignments and assessments.

**Start Date:** 7/1/2018    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Create a system that provides on-going professional development and support in the implementation of consistent and pervasive instructional best practices. (2019-20)*

**Description:**

Teacher Professional Learning Communities (PLC's) will be established in each building in order to collaborate with teacher LFS (Learning Focused Schools) instructional leaders on an ongoing basis. LFS PLC's will meet a minimum of 6 times per school year to collaborate and reflect on implementation of instructional strategies/research-based best practices within their classrooms. Comprehensive plan and CCIU audit findings will also be a focus of these meetings. Administrators will share walk through data on the implementation of these strategies as well as assess additional professional development needs. Teachers may be required to bring evidence of successful instructional strategies that they have used along with data that supports their impact. These meetings will occur during regularly scheduled professional development time. LFS Teacher Leaders will meet with the Director of Curriculum and Instruction and Principals for two days during the summer to plan LFS professional development for the coming academic year and once at the end of the academic year to reflect on progress. LFS Teacher Leaders will meet with building principals regularly throughout the school year to plan for LFS PLC meetings.

**Start Date:** 7/3/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Professional Development for Teachers and School Leaders (2019-2020)*

**Description:**

District-wide professional development will be provided to all teachers, instructional assistants and administrators in the Learning Focused Schools Instructional Framework: Learning-Focused Lessons; Higher Order Thinking; Accelerating Learning for All Students; Effective Assignments and Assessments for Learning. The focus of the 2017-18 and 2018-19 school year will be retraining/review of HOT's and Accelerating Learning for all Students. The focus of the 2019-2020 school year will be the effective assignments and assessments.

**Start Date:** 7/3/2019      **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Develop Procedures in which to observe implementation (2018-19)*

**Description:**

As part of the formalized walkthrough process, administrators will review course standards and pacing guides to provide feedback regarding LFS instructional implementation.

**Start Date:** 8/30/2018      **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Building Specific Professional Development (JSHS, OIS, OES & PLC) (2018-2019)*

**Description:**

Building principals will determine professional development based on data. Targeted professional development on specific instructional practices and/or content areas will be provided.

**Start Date:** 7/3/2018      **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Building Specific Professional Development (JSHS, OIS, OES & PLC)  
(2019-2020)*

**Description:**

Building principals will determine professional development based on data. Targeted professional development on specific instructional practices and/or content areas will be provided.

**Start Date:** 7/3/2019      **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Develop Procedures in which to observe implementation (2019-20)*

**Description:**

As part of the formalized walkthrough process, administrators will review course standards and pacing guides to provide feedback regarding LFS instructional implementation.

**Start Date:** 8/30/2019      **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #3:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Related Challenges:**



- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA, PVAAS performance data from math and reading assessments.

Specific Targets: The percentage of students performing proficient and advanced will increase by 3% each year in each area.

Type: Annual

Data Source: Keystone Exam performance data from Algebra and Literature assessments.

Specific Targets: The percentage of students performing proficient and advanced will increase by 3% each year in each area.

Type: Interim

Data Source: All formative and summative assessment performance used as criteria for Tier 1 general education curriculum success

Specific Targets: 80% of all students shall be successful in the Tier 1 curriculum/SWPBS and not require Tier 2 interventions.

Type: Annual

Data Source: End-of-year grades in core curricular areas (Mathematics, English Language Arts, Science, Social Studies) on report cards, grades 3-12

Specific Targets: Year 1, 2017-2018: 85% of all students will demonstrate mastery by passing each core curricular class with a minimum of 70%.

Year 2, 2018-2019: 88% of all students will demonstrate mastery by passing each core curricular class with a minimum of 70%.

Year 3, 2019-2020: 90% of all students will demonstrate mastery by passing each core curricular class with a minimum of 70%.

### ***Strategies:***

#### ***Intervention Infrastructure (MTSS)***

##### **Description:**

*The Octorara Area School District will create and adopt a formalized Multi-tiered Systems of Support (MTSS) plan for all schools K-12.*

**SAS Alignment:** Instruction

#### ***Implementation Steps:***

##### ***Year 1: Development of Formal School MTSS Plans and District MTSS Manual***

##### **Description:**

1. Development of each school's MTSS plan.
  - a. Each principal will present MTSS and the Comprehensive Plan goal components to the school's instructional staff by September 30, 2017.

b. Each intervention specialist will oversee the development and completion of the school MTSS plan (written), to include all students' reading, math,

and social/emotional performance, by September 30, 2017.

c. Each intervention specialist and principal will present the school MTSS plan to instructional staff by October 15, 2017.

2. Development of the district MTSS manual: All intervention specialists will collaborate and produce a district MTSS manual by January 15, 2018 and share with all administrators.

3. Communication of school MTSS plans and the district MTSS manual: All intervention specialists and principals will formulate and execute a plan to present to all stakeholders the district MTSS manual by January 31, 2018.

**Start Date:** 8/28/2017    **End Date:** 1/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Intervention Infrastructure (MTSS)

### *Year 1: School-Level MTSS Plan Development and Implementation*

**Description:**

1. Development of all Tier 1, 2 and 3 interventions in each school.

a. Each school's intervention specialist will develop all Tier 1, 2 and 3 interventions in use in their school by September 30, 2017.

b. All intervention specialists will develop the district MTSS manual by October 31, 2017.

c. Each school's intervention specialist and principal will be responsible to ensure that all Tier 1, 2 and 3 interventions and necessary data entry will be entered and maintained in EdInsight.

2. The tiered intervention menu will be implemented with fidelity according to each school MTSS plan.

- a. Each intervention specialist and principal will present the school MTSS plan to all stakeholders by October 15, 2017.
  - b. Each school MTSS team will provide training and necessary supports to ensure MTSS understanding and implementation with fidelity to all instructional staff. Outside resources such
    - as PaTTAN, CCIU, and other supports will be utilized as needed.
  - c. Each school MTSS team will ensure that Tier 2 and Tier 3 interventions are research-based and can be monitored for fidelity.
3. Each school MTSS team will develop/revise tier movement protocols between tiers by September 30, 2017
- a. Each school MTSS team will develop a process to track student progress and record and monitor each student's tier movement via EdInsight.
    - i. Each school MTSS team will assign tier interventions according to the need of students based on student data, will monitor student progress and will develop interventions or reassign,
      - depending on student progress, every 4-9 weeks.
    - ii. Each principal will ensure that all interventions are implemented with fidelity.
  - b. Each principal will ensure that the MTSS team meets to review student data within one week of screening/benchmark assessments.
4. Each intervention specialist will monitor and record student progress and tier movement in EdInsight in a timely fashion, according to the school MTSS plan and district MTSS manual.

**Start Date:** 8/28/2017    **End Date:** 1/15/2018

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Intervention Infrastructure (MTSS)

## *Year 1: Universal Screenings, MTSS Team Formation and Data Collection*

### **Description:**

1. Each school will conduct universal screenings with all students a minimum of three times per academic year for reading, mathematics, and

social/emotional well-being.

2. Each school will use universal screening practices that are academically and developmentally appropriate, reflect student performance, are efficiently

administered, and are sensitive to student growth. The screening will be defined as Tier 1 universal screenings in the school MTSS plan.

3. The principal will form a standing MTSS team which will review student data on a regular basis. The team will consist minimally of the principal,

intervention specialist, school counselor, regular education teacher(s), and special education teacher(s); the team may include a school psychologist,

ESL Specialist, school nurse, or other contributing specialists.

4. Each school MTSS team will review universal screening data three times yearly; the team shall meet within one week following screenings to identify

students who are not making adequate progress in reading, math, and social/emotional well-being. Students who do not meet performance criteria will

be placed in interventions (Tier 2, Tier 3) according to the school MTSS plan.

5. Each school MTSS team will monitor and evaluate MTSS implementation and fidelity using student performance data, benchmark data, progress

monitoring data from interventions, tier movement data, intervention eligibility data, discipline/attendance data, and other data relevant to a student's

progress.

6. Each school MTSS team will meet at the end of the school year to determine areas of success and areas for growth in order to set building-level goals

for the following school year.

7. Each principal will present end-of-year data to all other principals annually after the last day of school in order to set district-level goals for the following year.

**Start Date:** 8/28/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Intervention Infrastructure (MTSS)

### *Year 2: Annual Revision of Formal School MTSS Plans and District MTSS Manual*

**Description:**

1. Revision of each school's MTSS plan.

a. Each intervention specialist will oversee any revisions of the school MTSS plan (written), to include all students' reading, math,

and social/emotional performance, by September 30, 2018.

b. Each intervention specialist and principal will present any revisions of the school MTSS plan to instructional staff by October 15, 2018.

2. Revision of the district MTSS manual: All intervention specialists, with support from the school MTSS teams (following data review of students and incorporating curricular revisions), will

review and revise the district MTSS manual by October 15, 2018.

3. Communication of revised school MTSS plans and the district MTSS manual: All intervention specialists and principals will communicate to all stakeholders revised school MTSS plans and the district MTSS manual by October 31.

**Start Date:** 8/27/2018    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

## *Year 2: School-Level MTSS Plan Implementation*

### **Description:**

1. Review/revise of all Tier 1, 2 and 3 interventions in each school.
  - a. Each school's intervention specialist will review/revise all Tier 1, 2 and 3 interventions in use in their school by September 30, 2018.
  - b. All intervention specialists will review/revise the district MTSS manual by October 31, 2018.
  - c. Each school's intervention specialist and principal will be responsible to ensure that all Tier 1, 2 and 3 interventions and necessary data entry will be entered and maintained in EdInsight.
  
2. The tiered intervention menu will be implemented with fidelity according to each school MTSS plan.
  - a. Each intervention specialist and principal will present the revised school MTSS plan to all stakeholders by October 15, 2018.
  - b. Each school MTSS team will provide training and necessary supports to ensure MTSS understanding and implementation with fidelity to all instructional staff. Outside resources such
    - as PaTTAN, CCIU, and other supports will be utilized as needed.
  - c. Each school MTSS team will ensure that Tier 2 and Tier 3 interventions are research-based and can be monitored for fidelity.
  
3. Each school MTSS team will revise tier movement protocols between tiers by September 30, 2018.
  - a. Each school MTSS team will assign tier interventions according to the need of students based on student data, will monitor student progress and will revise interventions or reassign,
    - depending on student progress, every 4-9 weeks.
  - i. Each principal will ensure that all interventions are implemented with fidelity.
  - b. Each principal will ensure that the MTSS team meets to review student data within one week of screening/benchmark assessments.

4. Each intervention specialist will monitor and record student progress and tier movement in EdInsight in a timely fashion, according to the school MTSS plan and district MTSS manual.

**Start Date:** 8/26/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Year 2: Universal Screenings, MTSS Team Formation and Data Collection*

**Description:**

1. Each school will conduct universal screenings with all students a minimum of three times per academic year for reading, mathematics, and

social/emotional well-being.

2. Each school will use universal screening practices that are academically and developmentally appropriate, reflect student performance, are efficiently

administered, and are sensitive to student growth. The screening will be defined as Tier 1 universal screenings in the school MTSS plan.

3. The principal will form a standing MTSS team which will review student data on a regular basis. The team will consist minimally of the principal,

intervention specialist, school counselor, regular education teacher(s), and special education teacher(s); the team may include a school psychologist,

ESL Specialist, school nurse, or other contributing specialists.

4. Each school MTSS team will review universal screening data three times yearly; the team shall meet within one week following screenings to identify

students who are not making adequate progress in reading, math, and social/emotional well-being. Students who do not meet performance criteria will

be placed in interventions (Tier 2, Tier 3) according to the school MTSS plan.

5. Each school MTSS team will monitor and evaluate MTSS implementation and fidelity using student performance data, benchmark data, progress



monitoring data from interventions, tier movement data, intervention eligibility data, discipline/attendance data, and other data relevant to a student's

progress.

6. Each school MTSS team will meet at the end of the school year to determine areas of success and areas for growth in order to set building-level goals

for the following school year.

7. Each principal will present end-of-year data to all other principals annually after the last day of school in order to set district-level goals for the following

year.

**Start Date:** 8/27/2018    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Year 3: Annual Revision of Formal School MTSS Plans and District MTSS Manual*

**Description:**

1. Annual review/revision of all Tier 1, 2 and 3 interventions in each school.

a. Each school's intervention specialist will review/revise all Tier 1, 2 and 3 interventions in use in their school by September 30, 2019.

b. All intervention specialists will revise the district MTSS manual by October 31, 2019.

c. Each school's intervention specialist and principal will be responsible to ensure that all Tier 1, 2 and 3 interventions and necessary data entry will be entered and maintained in EdInsight.

2. The tiered intervention menu will be implemented with fidelity according to each school MTSS plan.

a. Each intervention specialist and principal will present the school MTSS plan with revised interventions to all stakeholders by September 30, 2019.

b. Each school MTSS team will provide training and necessary supports to ensure MTSS understanding and implementation with fidelity to all instructional staff. Outside resources such

as PaTTAN, CCIU, and other supports will be utilized as needed.

c. Each school MTSS team will ensure that Tier 2 and Tier 3 interventions are research-based and can be monitored for fidelity.

3. Each school MTSS team will revise tier movement protocols between tiers annually by September 30, 2019.

a. Each school MTSS team will review the process to track student progress and record and monitor each student's tier movement via EdInsight.

i. Each school MTSS team will assign tier interventions according to the need of students based on student data, will monitor student progress and will revise interventions or reassign,

depending on student progress, every 4-9 weeks.

ii. Each principal will ensure that all interventions are implemented with fidelity.

b. Each principal will ensure that the MTSS team meets to review student data within one week of screening/benchmark assessments.

4. Each intervention specialist will monitor and record student progress and tier movement in EdInsight in a timely fashion, according to the school MTSS plan and district MTSS manual.

**Start Date:** 8/26/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Year 3: School-Level MTSS Implementation*

**Description:**

1. Revision of each school's MTSS plan.

a. Each intervention specialist will oversee any revisions of the school MTSS plan (written), to include all students' reading, math,

and social/emotional performance, by September 30, 2019.

b. Each intervention specialist and principal will present any revisions of the school MTSS plan to instructional staff by October 15, 2019.

2. Revision of the district MTSS manual: All intervention specialists, with support from the school MTSS teams (following data review of students and incorporating curricular revisions), will

review and revise the district MTSS manual by October 15, 2019.

3. Communication of revised school MTSS plans and the district MTSS manual: All intervention specialists and principals will communicate to all stakeholders revised school MTSS plans and the district MTSS manual by October 31, 2019.

**Start Date:** 8/26/2019    **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Year 3: Universal Screenings, MTSS Team Formation and Data Collection*

**Description:**

1. Each school will conduct universal screenings with all students a minimum of three times per academic year for reading, mathematics, and

social/emotional well-being.

2. Each school will use universal screening practices that are academically and developmentally appropriate, reflect student performance, are efficiently

administered, and are sensitive to student growth. The screening will be defined as Tier 1 universal screenings in the school MTSS plan.

3. The principal will form a standing MTSS team which will review student data on a regular basis. The team will consist minimally of the principal,

intervention specialist, school counselor, regular education teacher(s), and special education teacher(s); the team may include a school psychologist,

ESL Specialist, school nurse, or other contributing specialists.

4. Each school MTSS team will review universal screening data three times yearly; the team shall meet within one week following screenings to identify

students who are not making adequate progress in reading, math, and social/emotional well-being. Students who do not meet performance criteria will

be placed in interventions (Tier 2, Tier 3) according to the school MTSS plan.

5. Each school MTSS team will monitor and evaluate MTSS implementation and fidelity using student performance data, benchmark data, progress

monitoring data from interventions, tier movement data, intervention eligibility data, discipline/attendance data, and other data relevant to a student's

progress.

6. Each school MTSS team will meet at the end of the school year to determine areas of success and areas for growth in order to set building-level goals

for the following school year.

7. Each principal will present end-of-year data to all other principals annually after the last day of school in order to set district-level goals for the following

year.

**Start Date:** 8/26/2019      **End Date:** 6/30/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #4:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Related Challenges:**

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content

resources) aligned with state standards and fully accessible to teachers and students.

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA; Keystone Exam; Attendance: EdInsight

Specific Targets: Growth (PVASS) will increase by 10%; Achievement (PSSA, Keystone Exam) will increase by 10%; student attendance will improve by 20%

***Strategies:***

***Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community***

**Description:**

We will utilize diversity training of staff, creative use of technology to improve parent communication, robust efforts for community to provide feedback, in order for faculty, staff and administration to be better equipped to engage with parents and the community.

**SAS Alignment:** Materials & Resources

***Implementation Steps:***

***Diversity Training for Faculty and Staff 2017-18***

**Description:**

Provide professional development that will empower staff to recognize the diversity of the school community, increase empathy, tolerance and understanding.

Potential trainings to include the following:

- Health and Wellness
- Sexual Orientation
- Empathy
- Bullying
- Special Needs - Social/Emotional, Gifted, Learning Support
- Community Awareness

**Start Date:** 7/20/2017      **End Date:** 11/10/2017

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community

### *Diversity Training for Faculty and Staff 2018-19*

**Description:**

Provide professional development that will empower staff to recognize the diversity of the school community, increase empathy, tolerance and understanding.

Potential trainings to include the following:

- Health and Wellness
- Sexual Orientation
- Empathy
- Bullying
- Special Needs - Social/Emotional, Gifted, Learning Support
- Community Awareness

**Start Date:** 7/20/2018      **End Date:** 11/9/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community

### *Diversity Training for Faculty and Staff 2019-20*

**Description:**

Provide professional development that will empower staff to recognize the diversity of the school community, increase empathy, tolerance and understanding.

Potential trainings to include the following:

- Health and Wellness
- Sexual Orientation
- Empathy
- Bullying
- Special Needs - Social/Emotional, Gifted, Learning Support
- Community Awareness

**Start Date:** 7/25/2019    **End Date:** 11/8/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community

### *Community Outreach 2017-18*

**Description:**

Annually, teachers, administrators and staff will spend time in the community interacting with parents and community leaders.

Develop a committee charged with developing community outreach event participation:

- Food Cupboard Bike Ride
- The Point night a month
- Town Hall Meetings
- PCCO
- Special Event Days in the community
- Small Performance Groups - Band, Chorus, Theatre, Students Demonstrations

Annually, the committee will be reconstituted to develop more capacity to engage teachers, administrators and staff in the community.

**Start Date:** 7/3/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community

### *Community Outreach 2018-19*

**Description:**

Annually, teachers, administrators and staff will spend time in the community interacting with parents and community leaders.

Develop a committee charged with developing community outreach event participation:

- Food Cupboard Bike Ride
- The Point night a month
- Town Hall Meetings
- PCCO
- Special Event Days in the community
- Small Performance Groups - Band, Chorus, Theatre, Students Demonstrations

Annually, the committee will be reconstituted to develop more capacity to engage teachers, administrators and staff in the community.

**Start Date:** 7/26/2018    **End Date:** 6/30/2019

**Program Area(s):**

**Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community



## *Community Outreach 2019-20*

### **Description:**

Annually, teachers, administrators and staff will spend time in the community interacting with parents and community leaders.

Develop a committee charged with developing community outreach event participation:

- Food Cupboard Bike Ride
- The Point night a month
- Town Hall Meetings
- PCCO
- Special Event Days in the community
- Small Performance Groups - Band, Chorus, Theatre, Students Demonstrations

Annually, the committee will be reconstituted to develop more capacity to engage teachers, administrators and staff in the community.

**Start Date:** 7/18/2019    **End Date:** 6/30/2020

### **Program Area(s):**

### **Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community

## *Develop alternative formats for parent conferences.*

### **Description:**

In an effort to reach more parents, especially those with students in subgroups that traditionally do not attend conferences, we will develop four (4) satellite locations in town centers where parents can walk to the center and have a conference with a teacher via Face-Time, Skype, or another format. We will use attendance data collected from parent-teacher conferences in the fall of 2017 and the spring of 2018 as a baseline. We will compare this data to attendance data for parent conferences in the fall of 2018 and the spring of 2019 to determine if we are reaching our target population more effectively by utilizing this strategy.

**Start Date:** 9/1/2017    **End Date:** 11/30/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community

*Take District to Community*

**Description:**

We traditionally think that we must find ways to bring the community to our campus. This implementation step is designed to take us to the community. A website committee will be developed to prepare recommendations and an action plan for how best to maximize the utilization of the website. The emphasis will be on demonstrating what is going to happen on campus, what is happening on campus, and what has happened on campus in easy to access formats that motivates parent and community interest. We will look at the role of other on-line mediums and how they may enhance the website experience. We will want parent and community input in this endeavour. Committee will be initiated in February 2018 with a goal of developing a plan and executing the plan by August 2018 for the start of the new school year 2018-2019.

**Start Date:** 2/1/2018      **End Date:** 8/1/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community

*Enhance time when people already come to campus 2017-18*

**Description:**

Starting in August 2017 each building will begin to provide a showcase of "what students are doing" for events on campus. This will include but not be limited to performance groups; band, chorus, theatre, club demonstrations, classroom demonstrations; poetry reading, science demonstrations, physical education shows, etc. and other ideas that are not imagined at this writing. The intent of this implementation step is to provide students an opportunity

to demonstrate what they are learning and to better inform all visitors of what is going on in school today. This includes visitors to School Board meetings.

Along with this initiative will be a "survey everyone, all the time" philosophy. When we have an activity at school we will ask people to let us know what they are thinking. The demonstrations outlined in the first paragraph will be a good format for "capturing" people to complete the surveys.

**Start Date:** 8/23/2017    **End Date:** 6/11/2018

**Program Area(s):**

**Supported Strategies:**

- Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community

### *Enhance time when people already come to campus 2018-19*

**Description:**

Starting in August 2017 each building will begin to provide a showcase of "what students are doing" for events on campus. This will include but not be limited to performance groups; band, chorus, theatre, club demonstrations, classroom demonstrations; poetry reading, science demonstrations, physical education shows, etc. and other ideas that are not imagined at this writing. The intent of this implementation step is to provide students an opportunity to demonstrate what they are learning and to better inform all visitors of what is going on in school today. This includes visitors to School Board meetings.

Along with this initiative will be a "survey everyone, all the time" philosophy. When we have an activity at school we will ask people to let us know what they are thinking. The demonstrations outlined in the first paragraph will be a good format for "capturing" people to complete the surveys.

**Start Date:** 8/23/2018    **End Date:** 6/11/2019

**Program Area(s):**

**Supported Strategies:** None selected

### *Enhance time when people already come to campus 2019-20*

**Description:**

Starting in August 2017 each building will begin to provide a showcase of "what students are doing" for events on campus. This will include but not be limited to performance groups; band, chorus, theatre, club demonstrations, classroom demonstrations; poetry reading, science demonstrations, physical education shows, etc. and other ideas that are not imagined at this writing. The intent of this implementation step is to provide students an opportunity to demonstrate what they are learning and to better inform all visitors of what is going on in school today. This includes visitors to School Board meetings.

Along with this initiative will be a "survey everyone, all the time" philosophy. When we have an activity at school we will ask people to let us know what they are thinking. The demonstrations outlined in the first paragraph will be a good format for "capturing" people to complete the surveys.

**Start Date:** 8/23/2019    **End Date:** 6/11/2020

**Program Area(s):**

**Supported Strategies:** None selected

### *Assess School Climate*

**Description:**

As adults supporting the education of our children, we know that a student's social and emotional experiences can have an impact on academic achievement and child development. Research shows that the learning environment often affects students' experiences, which can include feelings of safety, the ability to build positive relationships, and how students respond to social and academic challenges. Collectively, these factors contribute to school climate, a broad term that refers to the quality and character of the learning environment.

In the winter of 2018, the District will administer a school climate survey that will ask staff, students, and parents honest feedback about the learning environment. They will be asked to reflect on the following dimensions of school climate: Safety, Teaching and Learning, Interpersonal Relationships, and Institutional Environment. Students and staff will access the online survey at school; parents will be sent instructions by email for completing the survey at home.

Once completed, the survey data will be analyzed and shared in a comprehensive report. This report will outline the next steps for the District in the continuous school improvement process.

**Start Date:** 1/2/2018    **End Date:** 2/28/2018

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #5:** Establish an educational technology implementation and sustainability plan.

**Related Challenges:**

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.
- Establish an educational technology implementation and sustainability plan.

**Indicators of Effectiveness:**

Type: Interim

Data Source: A K-12 Educational Technology Committee will be created

Specific Targets: Committee will meet a minimum of three days to begin the work to develop the plan.

Type: Interim

Data Source: Plan will be communicated to Board of Directors for feedback and discussion and to inform decision making regarding budget needs.

Specific Targets: Board will approve the K-12 Educational Technology Implementation and Sustainability Plan

Type: Annual

Data Source: PSSA and Keystone Exam PVAAS and Achievement scores in Math, ELA and Science

Specific Targets: PSSA and Keystone Achievement Data will show an increase of at least ten percentage points for each tested grade level and subject. A minimum of 75 percent of students will meet the state expectations for growth for each tested grade level and subject.

Type: Annual

Data Source: Administrative Observations; walkthroughs; teacher and student feedback.

Specific Targets: Technology will be seen by administrators, teachers and students as a tool to support student learning and will be integrated seamlessly so that the focus is not on the technology use, but on student learning goals and achievement. Technology will be less of a distraction in the classroom and will become necessary to achieve learning goals.

### ***Strategies:***

#### ***Technology and Student Achievement***

##### **Description:**

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement.

[www.iste.org](http://www.iste.org)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### ***Implementation Steps:***

#### ***Create a K-12 Educational Technology Integration Committee***

##### **Description:**

A committee of stakeholders will be created to include representation of K-12 teachers, secondary (beginning in grade 6) students, administrators and elementary and secondary parents. The committee will meet a minimum of three times during the first semester of the 2017-18 academic school year.

**Start Date:** 8/21/2017    **End Date:** 9/8/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology and Student Achievement

*Meeting One of the K-12 Educational Technology Integration Committee (10/7/17)*

**Description:**

The committee will work collaboratively to:

- Review and finalize a draft statement that outlines the vision, purpose and instructional benefits for the integration of educational technology.
- Identify other educational software and hardware that is being used in the district to support student achievement
- Draft three-year goals for the implementation of the 1:1 initiative, and the use of Schoology learning management system

**Start Date:** 8/1/2017    **End Date:** 10/7/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology and Student Achievement

*Meeting Two of the Educational Technology Integration Committee (10/21/17)*

**Description:**

The committee will:

- Provide feedback in order to finalize explanations of administrator, teacher and student expectations for educational technology use and implementation.
- Provide feedback in order to finalize a 3-year professional development plan for Technology Integration and Sustainability K-12.
- Provide feedback in order to finalize explanations and protocols for device maintenance and replacement.
- Provide feedback in order to finalize strategies and protocols for selecting, purchasing and evaluating educational technology tools

**Start Date:** 10/7/2017    **End Date:** 10/28/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology and Student Achievement

*Meeting three of the Educational Technology Integration Committee (10/28/17)*

**Description:**

The committee will:

- Review and provide feedback to finalize a three-year professional learning plan that promotes the effective use of technology related to The Danielson Framework for Teaching and the Learning Focused Schools Framework
- Review and provide feedback to finalize an annual evaluation plan that guides future decision making and planning for the implementation of educational technology

(PTO provide breakfast 7:30-8:15 each morning--meeting 9-1)

**Start Date:** 10/7/2017    **End Date:** 10/28/2017

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Technology and Student Achievement



*Presentation of Educational Technology Integration and Sustainability Plan To District Stakeholders*

**Description:**

After the completion of the plan by the committee, the Director of Curriculum and Instruction will share the plan with all teachers, parents, and board members to gather additional feedback via survey.

**Start Date:** 10/30/2017    **End Date:** 11/6/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology and Student Achievement

*Meeting Four of the Educational Technology Integration and Sustainability Committee (11/11/17)*

**Description:**

During this meeting, the committee will:

- Review the survey feedback on the DRAFT ETIS Plan and Discuss
- Make any changes to the plan deemed necessary based on survey feedback and discussion

**Start Date:** 11/11/2017    **End Date:** 11/11/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology and Student Achievement

*Present the Educational Technology Implementation and Sustainability Plan for Board Approval and Adoption*

**Description:**

The finalized plan will be placed on the Board Agenda in January of 2018 for approval.

**Start Date:** 1/8/2018    **End Date:** 1/15/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology and Student Achievement

*Implement year one of the professional learning plan that promotes effective use of technology related to the Danielson Framework for Teaching and the Learning Focused Schools Model.*

**Description:**

The plan will have been collaboratively developed with the Educational Technology Integration and Sustainability Committee in the Fall of 2017. Professional development for technology integration will include a variety of options in order to differentiate staff development based on expertise and need in alignment with the plan's instructional and academic goals.

**Start Date:** 7/2/2018    **End Date:** 7/1/2019

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:**

- Technology and Student Achievement

*Implement year two of the professional learning plan that promotes effective use of technology related to the Danielson Framework for Teaching and the Learning Focused Schools Model.*

**Description:**

The plan will have been collaboratively developed with the Educational Technology Integration and Sustainability Committee in the Fall of 2017. Professional development for technology integration will include a variety of options in order to differentiate staff development based on expertise and need in alignment with the plan's instructional and academic goals.

**Start Date:** 7/1/2019    **End Date:** 7/1/2020

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:** None selected

*Implement year three of the professional learning plan that promotes effective use of technology related to the Danielson Framework for Teaching and the Learning Focused Schools Model.*

**Description:**

The plan will have been collaboratively developed with the Educational Technology Integration and Sustainability Committee in the Fall of 2017. Professional development for technology integration will include a variety of options in order to differentiate staff development based on expertise and need in alignment with the plan's instructional and academic goals.

**Start Date:** 7/1/2020    **End Date:** 12/18/2020

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:** None selected

*Review and/or Revise Curriculum to ensure educational technology integration.*

**Description:**

Add educational technology integration as part of the curriculum review cycle. Curriculum review committees will review and/or revise curriculum to ensure the inclusion of language to intentionally outline integration of technology that transforms content and pedagogy in support of student achievement.

**Start Date:** 8/1/2017    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Technology and Student Achievement

# Appendix: Professional Development Implementation

## Step Details

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Professional Development on the Learning Focused Schools Framework Strategy #2: On-going, job-embedded, professional learning on research and evidence-based instructional strategies.</b>
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Start	End	Title	Description	Provider	Type	App.
7/3/2017	6/30/2018	Professional Development for Teachers and School Leaders (2017-2018)	District-wide professional development will be provided to all teachers, instructional assistants and administrators in the Learning Focused Schools Instructional Framework: Learning-Focused Lessons; Higher Order Thinking; Accelerating Learning for All Students; Effective Assignments and Assessments for Learning. The focus of the 2017-18 and 2018-19 school year will be retraining/review of HOT's and Accelerating Learning for all Students. The focus of the 2019-2020 school year will be the effective assignments and assessments.	Octorara Area School District	School Entity	Yes
		<b>Person Responsible</b> Director of Curriculum and Instruction	<b>SH</b> 5.0	<b>S</b> 32	<b>EP</b> 210	

<b>Knowledge</b>	Learning-Focused Lessons; Higher Order Thinking; Accelerating Learning for All Students; Effective Assignments and Assessments for Learning; Literacy Strategies K-12
<b>Supportive Research</b>	Robert J. Marzano, Doug Fischer and Nancy Frey; Robyn Jackson; Max Thompson; Rick Wormeli; Susan Brookhart;
<b>Designed to Accomplish</b>	

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.  
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.  
 Provides leaders with the ability to access and use appropriate data to inform decision-making.  
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

- Series of Workshops
- Department Focused Presentation
- Online-Synchronous
- Online-Asynchronous
- Professional Learning Communities

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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**Follow-up Activities** Team development and sharing of

**Evaluation Methods** Classroom observation focusing on factors

content-area lesson implementation  
 outcomes, with involvement of  
 administrator and/or peers  
 Analysis of student work, with  
 administrator and/or peers  
 Creating lessons to meet varied  
 student learning styles  
 Peer-to-peer lesson discussion  
 Lesson modeling with mentoring  
 Joint planning period activities

such as planning and preparation,  
 knowledge of content, pedagogy and  
 standards, classroom environment,  
 instructional delivery and professionalism.  
 Student PSSA data  
 Standardized student assessment data  
 other than the PSSA  
 Classroom student assessment data  
 Participant survey  
 Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</b>	<b>Strategy #1: Intervention Infrastructure (MTSS)</b>
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Start	End	Title	Description
8/28/2017	1/15/2018	Year 1: School-Level MTSS Plan Development and Implementation	1. Development of all Tier 1, 2 and 3 interventions in each school. <ul style="list-style-type: none"> <li>a. Each school's intervention specialist will develop all Tier 1, 2 and 3 interventions in use in their school by September 30, 2017.</li> <li>b. All intervention specialists will develop the district MTSS manual by October 31, 2017.</li> <li>c. Each school's intervention specialist and principal will be responsible to ensure that all Tier 1, 2 and 3 interventions and necessary data entry will be entered and</li> </ul>

maintained in EdInsight.

2. The tiered intervention menu will be implemented with fidelity according to each school MTSS plan.

a. Each intervention specialist and principal will present the school MTSS plan to all stakeholders by October 15, 2017.

b. Each school MTSS team will provide training and necessary supports to ensure MTSS understanding and implementation with fidelity to all instructional staff. Outside resources such

as PaTTAN, CCIU, and other supports will be utilized as needed.

c. Each school MTSS team will ensure that Tier 2 and Tier 3 interventions are research-based and can be monitored for fidelity.

3. Each school MTSS team will develop/revise tier movement protocols between tiers by September 30, 2017

a. Each school MTSS team will develop a process to track student progress and record and monitor each student's tier movement via EdInsight.

i. Each school MTSS team will assign tier interventions according to the need of students based on student data, will monitor student progress and will develop interventions or reassign,

depending on student progress, every 4-9 weeks.

ii. Each principal will ensure that all interventions are implemented with



fidelity.

b. Each principal will ensure that the MTSS team meets to review student data within one week of screening/benchmark assessments.

4. Each intervention specialist will monitor and record student progress and tier movement in EdInsight in a timely fashion, according to the school MTSS plan and district MTSS manual.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Special Education, Principals	1.0	1	120	OASD	School Entity	No

**Knowledge**

Methodology and Processes in MTSS

**Supportive Research**

yes

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.  
 Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.  
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  
 Instructs the leader in managing resources for effective results.

<b>Training Format</b>	School Whole Group Presentation	
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists	<b>Grade Levels</b>
		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion	<b>Evaluation Methods</b>
		Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

**LEA Goals Addressed:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a **Strategy #1: Intervention Infrastructure (MTSS)**

**process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.**

Start	End	Title	Description
8/28/2017	6/30/2018	Year 1: Universal Screenings, MTSS Team Formation and Data Collection	<p>1. Each school will conduct universal screenings with all students a minimum of three times per academic year for reading, mathematics, and social/emotional well-being.</p> <p>2. Each school will use universal screening practices that are academically and developmentally appropriate, reflect student performance, are efficiently administered, and are sensitive to student growth. The screening will be defined as Tier 1 universal screenings in the school MTSS plan.</p> <p>3. The principal will form a standing MTSS team which will review student data on a regular basis. The team will consist minimally of the principal, intervention specialist, school counselor, regular education teacher(s), and special education teacher(s); the team may include a school psychologist, ESL Specialist, school nurse, or other contributing specialists.</p> <p>4. Each school MTSS team will review universal screening data three times yearly; the team shall meet within one week following screenings to identify students who are not making adequate progress in reading, math, and</p>

social/emotional well-being. Students who do not meet performance criteria will

be placed in interventions (Tier 2, Tier 3) according to the school MTSS plan.

5. Each school MTSS team will monitor and evaluate MTSS implementation and fidelity using student performance data, benchmark data, progress

monitoring data from interventions, tier movement data, intervention eligibility data, discipline/attendance data, and other data relevant to a student's

progress.

6. Each school MTSS team will meet at the end of the school year to determine areas of success and areas for growth in order to set building-level goals

for the following school year.

7. Each principal will present end-of-year data to all other principals annually after the last day of school in order to set district-level goals for the following

year.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Principals, Director of Special Education	1.0	2	15	OASD	IU	No

**Knowledge** Use of EdInsight to develop portfolio for individual students

**Supportive Research** yes

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Principals / Asst. Principals School counselors Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Discussion &amp; reflection</li> </ul>

**LEA Goals Addressed:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Strategy #1: Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community**

Start	End	Title	Description
7/20/2017	11/10/2017	Diversity Training for Faculty and Staff 2017-18	<p>Provide professional development that will empower staff to recognize the diversity of the school community, increase empathy, tolerance and understanding.</p> <p>Potential trainings to include the following:</p> <ul style="list-style-type: none"> <li>• Health and Wellness</li> <li>• Sexual Orientation</li> <li>• Empathy</li> <li>• Bullying</li> <li>• Special Needs - Social/Emotional, Gifted, Learning Support</li> <li>• Community Awareness</li> </ul>

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team (Superintendent)	5.0	1	250	OASD	School Entity	Yes

<b>Knowledge</b>	Recognition of the diversity of our OASD Community, increased empathy, tolerance, understanding and connectedness between students, community, parents and school.
<b>Supportive Research</b>	Ruby Payne
<b>Designed to Accomplish</b>	For classroom teachers, school counselors and education Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

### Training Format

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<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / Asst. Principals</li> <li>School counselors</li> <li>Paraprofessional</li> <li>New Staff</li> <li>Other educational specialists</li> <li>Parents</li> </ul>	<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>Elementary - Primary (preK - grade 1)</li> <li>Elementary - Intermediate (grades 2-5)</li> <li>Middle (grades 6-8)</li> <li>High (grades 9-12)</li> </ul>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> <li>Participant survey</li> </ul>

**LEA Goals Addressed:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Strategy #1: Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/20/2018	11/9/2018	Diversity Training for Faculty and Staff 2018-19	<p>Provide professional development that will empower staff to recognize the diversity of the school community, increase empathy, tolerance and understanding.</p> <p>Potential trainings to include the following:</p> <ul style="list-style-type: none"> <li>• Health and Wellness</li> <li>• Sexual Orientation</li> <li>• Empathy</li> <li>• Bullying</li> <li>• Special Needs - Social/Emotional, Gifted, Learning Support</li> <li>• Community Awareness</li> </ul>	Administrative Team (Superintendent)	5.0	1	250	OASD	School Entity	Yes

**Knowledge**

Recognition of the diversity of our OASD Community, increased empathy, tolerance, understanding and connectedness between students, community, parents and school.



**Supportive Research**

Ruby Payne

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

**Training Format**


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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

Standardized student assessment data  
 other than the PSSA  
 Classroom student assessment data  
 Participant survey

**LEA Goals Addressed:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Strategy #1: Increase Parent Involvement and Faculty/Staff Engagement with the OASD Community**

Start	End	Title	Description
7/25/2019	11/8/2019	Diversity Training for Faculty and Staff 2019-20	Provide professional development that will empower staff to recognize the diversity of the school community, increase empathy, tolerance and understanding.  Potential trainings to include the following: <ul style="list-style-type: none"> <li>• Health and Wellness</li> <li>• Sexual Orientation</li> <li>• Empathy</li> <li>• Bullying</li> <li>• Special Needs - Social/Emotional, Gifted, Learning Support</li> <li>• Community Awareness</li> </ul>

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Administrative Team (Superintendent)	5.0	1	250	OASD	School Entity	Yes

<b>Knowledge</b>	Recognition of the diversity of our OASD Community, increased empathy, tolerance, understanding and connectedness between students, community, parents and school.					
<b>Supportive Research</b>	Ruby Payne					
<b>Designed to Accomplish</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.					
For classroom teachers, school counselors and education specialists:						
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.					
<b>Training Format</b>	Series of Workshops					
<b>Participant Roles</b>	Classroom teachers					Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals					Elementary - Intermediate (grades 2-5)
	School counselors					Middle (grades 6-8)
	Paraprofessional					High (grades 9-12)
	New Staff					
	Other educational specialists					
		<b>Grade Levels</b>				

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Parents

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
Student PSSA data  
Standardized student assessment data other than the PSSA  
Classroom student assessment data  
Participant survey