

Orchard Park Central School District

Comprehensive District Education Plan (CDEP)



~ A 3 year Plan (2018-2021) ~

Presented to the Board of Education June 12, 2018

Adopted by the Board of Education July 9, 2018

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I. CDEP Committee Members

A representative group of stakeholders formed the CDEP Committee. This committee, which included representatives from the original 2012 CDEP Committee and the 2015 CDEP Committee, regularly met from September 2017 through May 2018.

Parent, Community, and Board of Education Representatives	Teacher & SRP Representatives	
<ul style="list-style-type: none"> • Christine Gray-Tinnesz, BOE • Dwight Eagan, BOE • Michelle Bouton, Parent 	<ul style="list-style-type: none"> • Sue Chudy, Social Studies • Michael Cohoon, Elementary • Nicole Holler, Technology Coach • Tammy Kirsch, Reading Specialist • Mary Kolodziejczak, Professional Development TOSA • Darlene Rombola, Mathematics Coach • Catherine Schumaker, Elementary • Emerson Smith, Elementary Science IL & Computer • Adam Ziccardi, Mathematics & OPTA President • Tracy Brege, SRP, teacher aide • Amy Powell, SRP, teacher aide 	
District Office Representatives		
<ul style="list-style-type: none"> • Deby Eppolito, Technology Director • Wendy Gloss, Director of Special Programs • Lisa Krueger, Assistant Superintendent for Curriculum, Instruction and Pupil Services & CDEP Chairperson • David Lilleck, Assistant Superintendent for Personnel & Pupil Services • Matthew McGarrity, Superintendent of Schools 	<th style="background-color: #e6b8a2;">Building Administrative Representatives</th> <ul style="list-style-type: none"> • Aaron Grupka, Orchard Park Middle School Principal • Paul Pietrantone, Ellicott Elementary Principal • Terry Tryon, Eggert Elementary Principal • Jonathan Wolf, Orchard Park High School Principal 	Building Administrative Representatives

Additional Representatives

As the CDEP began to draft our future goals, there was a desire to ensure different voices and perspectives were included, and that those impacted by the future goals would have input in the process. Therefore, the original CDEP committee was expanded to include the following guests. In some cases, guests joined the CDEP for 1-2 meetings. In other cases, guests were part of the process over multiple meetings.

Literacy & Numeracy Sub-Groups

Craig Dana, OPMS Mathematics Teacher
Brian Dena, OPHS Mathematics Teacher
Kathy Holmes, OPMS English Teacher
Kristen LeMay, OPMS Mathematics Teacher
Michael Lovering, OPMS 6th grade/Mathematics Teacher
Karen O'Brien, OPMS English Teacher
Melissa Rodemeyer, OPHS English Teacher
Jacquie Ryan, OPMS 6th grade/English Teacher
Lisa Sosnowski, OPMS Mathematics Teacher
Sherri Thomson, OPMS Special Education Teacher

Social Emotional Well Being Sub-Group

Katie Connelly, Ellicott Social Worker
Elizabeth Duffett, Eggert Social Worker
Kristen Farrell, OPHS English Teacher
Kelly Giallella, OPHS Social Studies Teacher
Mary Jo Kajfasz, OPMS Social Worker
Elizabeth Nobel, OPMS Counselor
Angela Sanita, Eggert/Ellicott Social Worker
Mary Wolf, OPHS Social Worker

Technology Sub-Group

Kristen Casto, OPHS Business Teacher
Missy Szczesniak, OPHS House 1 Principal

II. Demographic Information

The Community

The Orchard Park Central School District is located in beautiful and scenic southern Erie County, approximately 10 miles southeast of Buffalo, NY. It encompasses 50 square miles and includes portions of six adjacent townships: Orchard Park, West Seneca, Hamburg, Boston, Elma and Aurora. Orchard Park's 4,969 students (including out of district placements) are served by over 400 teachers, 22 administrators and over 300 support staff.

The district operates four K-5 elementary schools with the following enrollment (as of May 2018): Eggert – 494, Ellicott – 609, S. Davis – 330 and Windom – 554. The Orchard Park Middle School serves 1,147 students in grades 6-8 while the Orchard Park High School, grades 9-12, serves 1,511 students. The district underwent elementary redistricting in September 2008, but the overall student population remains quite stable. A slight decrease in enrollment has been noticed over the past 3 years, but it would be premature to forecast a steady trend of declining enrollment.

The elementary schools have a full day kindergarten program, art, music, computers, library media centers, physical education and strong academic programs that utilize a hands-on inquiry approach to learning. The district has also successfully secured a Universal Pre-kindergarten grant annually since 2007. Through the grant, the district provides half-day pre-kindergarten to 100 students in five community based organizations. The 2017-18 partnership preschool providers are: Child Time, DoodleBugs, EduKids, The YMCA, and Wee Can Preschool.

The Middle School faculty is organized into a team-based environment in order to provide strong instruction and support for all students. Outstanding programming is provided in the core academic areas as well as foreign language, health, art, music, physical education, technology, and life and careers instruction. The Middle School offers opportunities to accelerate or Honors opportunities in technology, math, science, English, foreign language (Latin), art and business. Lastly, the Middle School accommodates a student's full range of interests and needs, offering academic intervention services, special education programs and extracurricular clubs, activities and sports.

The High School is proud to offer strong academic, interscholastic sports and extracurricular programs. Academics come first with more than 94% of graduates going on to higher education. Regents Honors and Advanced Placement courses are offered in a range of subjects. The High School has fielded numerous championship teams in both boys and girls sports. Several teams participated in play-offs, securing titles as ECIC Division Champions or Section VI Class AA Champions. Musical groups have performed at Disneyworld, on Broadway and even in Canada and Europe. The school is organized into a three-house system, each with its own house principal. Students remain in the same house throughout their high school experience, which helps to create a sense of consistency and belonging that is sometimes missing in a large high school.

The District recognizes the harmful effects of bullying on student attendance, academic achievement and social emotional development. As a result, the District began taking steps to prevent bullying by training all district staff in the Olweus Bullying Prevention Program. This program is research-based, school-wide “systems change” program that has been used successfully in schools nationally and internationally. All staff members were informed and trained on:

- How to recognize the various forms of bullying
- How to intervene a bullying situation “on the spot”
- How to refer the individual demonstrating the bullying behavior to the appropriate staff member for follow-through and consequences
- An understanding of the program components, including Olweus rules and how to conduct classroom meetings that serve to proactively reduce incidents of bullying.

Starting in September 2011, the District began the implementation of Olweus with each school hosting a “Bullying Prevention Kick-Off” event. These activities drew attention to the issue of bullying and introduced students to the Anti-Bullying Pledge.

Adults can participate in Bullying Prevention Coordinating Committees, shared decision-making teams, Parent Teacher Organizations, High School student government, Music Boosters, Quaker Athletic Boosters, Destination Imagination Boosters and SafeHomes (a substance abuse prevention network) as well as community education.

District residents approved the consolidation of District Offices and a Transportation facility into one campus on Southwestern Boulevard. The move to the new District Offices and Transportation facility occurred during the

summer of 2013. In the fall of 2014, district residents approved a \$24.3 million dollar capital improvement project for renovations, energy improvements and enhancements to our educational and athletic facilities. These improvements were finished by the end of the 2017-18 school year.

The Orchard Park School District is the recipient of a number of honors and awards including:

- Consistently ranking in the Top 10 in Western New York by *Business First* since 1992
- NYS Reward School Status – Orchard Park High School, 2017
- National Blue Ribbon School – Orchard Park High School School, 2017

Note: Orchard Park High School joins Eggert Road (2009) and South Davis Elementary School (2014) as recipients of the National Blue Ribbon School of Excellence Award.

III. Background Information on CDEP in OPCSD

The Comprehensive District Educational Plan (CDEP) process first began in the Orchard Park Central School District in 2010. The work of three groups occurred over the course of 14 months. The first group began meeting in October 2010 and was comprised of a large cross section of the district. It included the following constituent groups: Board of Education members, parents, high school students, teachers, SRPs, principals, and district office administrators. The committee was led by a trained BOCES facilitator. Theresa Gray, Coordinator of Integrated Education Services at Erie 2 - Chautauqua-Cattaraugus BOCES, began by establishing norms for meetings, learning about consensus decision-making, and examining and revising the district and mission statement. This group also diligently reviewed student performance data, explored root causes and reached consensus on CDEP goals that addressed curriculum alignment, advancement, student achievement and the school environment. The CDEP Committee completed these tasks by March 2011.

A second group (Principals and the Assistant Superintendent for Curriculum and Pupil Services) then participated in SMART goal training under the guidance of Theresa Gray. The intent of the training was to utilize this goal writing strategy and further articulate these four identified areas into goals that were specific, measurable, attainable, relevant and time-based. This work was accomplished by late May 2011.

The last group to contribute to the CDEP was a sub-committee of coordinators, principals, and select district office administrators. These individuals were responsible for designing the action plan to achieve the SMART goals. This scope of work included setting measurable targets, developing tasks and activities to attain the goal, assigning leaders to manage the task, defining the timeline for the work, and identifying any needed professional development or funding to support the goal. This work began in June and concluded in October 2011.

The first CDEP team reconvened in November 2011 to review the draft overview plan. The purpose of the meeting was to determine if the overview plan was articulated clearly, if any areas were overlooked and if any parts of the action plan needed further enhancement or strengthening.

The CDEP committee and Sub-committee were informed regularly about meetings with agendas, email reminders and data obtained from a wide variety of sources. The Board of Education and the community also received periodic updates from the Superintendent of Schools and the Assistant Superintendent for Curriculum and Pupil Services on the progress

of the plan at board meetings. Parents also received information about the CDEP process through the district newsletter *The Community Report*. The formal plan was adopted by the Board of Education February 2012.

From February 2012 until December 2014, the Implementation Plan was followed and regular progress checks were conducted by the Assistant Superintendent for Curriculum & Instruction, Building Principals, and other task leaders identified in the Implementation Plan. Annual updates were given to the Board of Education regarding CDEP and goals related to CDEP including presentations to the BOE on the Olweus Bullying Prevention Program, NYS 3-8 Assessment data, Regents Examination data, AP data, and the NYS School Report Card.

In December 2014, CDEP formally reconvened to conduct a thorough analysis of progress made toward our current goals, and the future direction of CDEP goals. Since there were newly added committee members, the initial meetings reviewed the current (2012-15) CDEP, SMART goals, and other such foundation tasks to ensure a shared understand among committee members before embarking on our work.

The following goals are outlined for 2015-18 in this 3-year CDEP. The Committee recommended reconvening the Committee on a bi-annual basis to evaluate progress toward the goals. The Committee contemplated recommending a 5-year plan to the Board of Education, but felt a 3-year plan would allow for greater responsiveness to modifying goals in a timely manner.

Goals of 2015-18 CDEP

- **Goal 1: Maintenance of a Goal from the 2012-15 CDEP**

- Increase and maintain the percentage of students graduating with Advanced Diplomas as identified on the NYS report card to at least 68%.

- **Goal 2: Topic: Academic Goal**

- Kindergarten through 6th grade students will attain their annual growth expectations for literacy and numeracy skills.

- **Goal 3: Topic: Safe Environment**

- Conduct a district-wide analysis of current Character Education programs and practices including community service, Keeping Kids Safe, Peaceful School Bus, and the Olweus Bullying Prevention Program by June 2016.

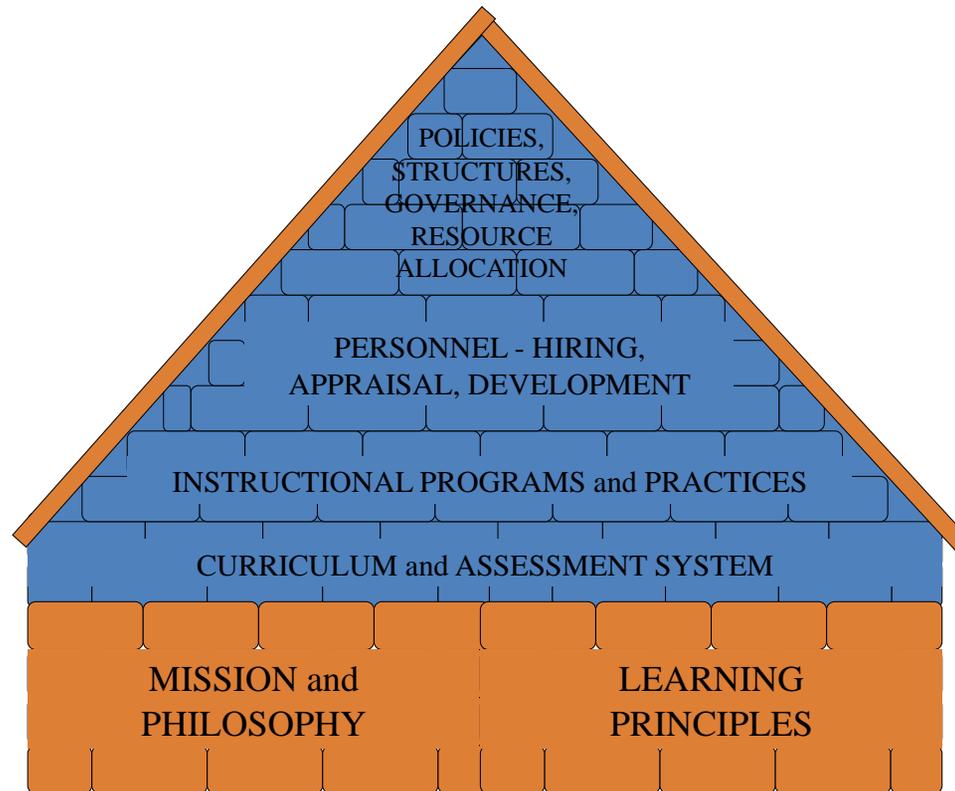
Develop recommendations to revise Character Education programs and practices based on the outcome of the analysis by December 2016.

- **Goal 4: Topic: Innovative Educational Environment**

- The District Technology Committee will develop and implement a comprehensive plan that includes a timeline and details to address:
 - Expanding student exposure to learning in an online environment;
 - Student access to technology resources outside of the school day;
 - Staff development to effectively incorporate technology to enhance instruction;
 - Resources needed to support the plan (both personnel and equipment/infrastructure).

IV. Vision, Mission & Guiding Principles

Prior to embarking on the task of revising our Comprehensive District Education Plan, the CDEP Committee reviewed the work of Jay McTighe and Grant Wiggins as presented in their book *Schooling by Design* (2010). This framework for school improvement became a visual reminder to the CDEP committee. This model also informed the sequence of analysis the Committee conducted, starting with the foundational elements of analyzing the Mission, Vision (philosophy) and Guiding Principles (learning principals) of the district.



After analyzing the Vision, Mission, and Guiding Principles, CDEP made the following recommendations.

Vision Statement

The Committee recommended maintaining our current Vision Statement. It was felt this artfully crafted statement is still a true reflection of our vision as a district.

*We give our students the vision to reach for the stars,
The skills and fortitude to climb the ladder,
And the wisdom to appreciate the beauty of the journey.*

Mission Statement

During the 2012-15 CDEP process, the committee noted it was written in an “adult centered” manner, focusing on what the adults in the school community were pledging to provide. CDEP, rather, wanted a Mission Statement focused on student/learner outcomes. Therefore, the Mission Statement was revised to reflect a more student-centered mission. The following Mission Statement has guided the District since 2015 when adopted by the Board of Education:

Through partnership with families, community, and the Orchard Park Central School District, students will:

- *Achieve their fullest potential*
- *Develop critical thinking, creativity, and character*
- *Become healthy, lifelong learners*
- *Be responsible and contributing members of an ever-changing and global society.*

At this time, CDEP feels the Mission Statement is still relevant and appropriate articulates the District’s Mission.

Guiding Principles

While the Mission Statement is student/learner outcome oriented, the Committee felt there was value in articulating guiding principles as a statement of beliefs to help guide the decisions the adult stakeholders make (i.e. Board of Education, Administrators, and all staff).

Orchard Park Central School District will:

- *Provide a healthy, safe, and innovative learning environment.*
- *Focus resources on the continuous improvement of student achievement, citizenship and character.*
- *Make informed decisions based on data analysis, educational research, and professional and/or community input.*
- *Foster a professional learning community that is enhanced through the support of staff development, ongoing curriculum evaluation and design, effective instructional practices, and integrated technology.*
- *Embrace and encourage communication, accountability, long-range planning and fiscal responsibility shared among constituent groups.*

V. Data Analysis to Evaluate Current Goals (Analysis of 2015-18 Goals)

Overview

Over the course of several meetings during the fall of 2017, the Committee worked in three sub-groups to analyze the four (4) goals articulated in the 2015-18 CDEP. Sub-groups analyzed whether or not the articulated goals were met, and whether they would recommend continuing the goal (possibly with changes/enhancements to the goal), or to conclude the goal and move on to new/different goals.

Data Analyzed to Evaluate Current Goals

The following data was reviewed by the Committee to evaluate the progress made toward goals:

- 3rd – 8th Grade NYS Testing Data for ELA & Mathematics Assessments; 4th & 8th Grade NYS Testing Data for Science Assessments;
- Elementary Universal Screening data in Literacy and Mathematics in grades K-5;
- NYS Regents Exam data;
- Local (OPCSD) data detailing enrollment in AP, Honors, and Accelerated courses at Orchard Park Middle and High School;
- High School graduation rates as reported on the New York State Report Card;
- Professional Development course offerings and participation;
- District Technology Plan.

- **Goal 1: Maintenance of a Goal from the 2012-15 CDEP**

- **Increase and maintain the percentage of students graduating with Advanced Diplomas as identified on the NYS report card to at least 68%.**

- **Recommendation & Rationale:**

- This goal was not only met but sustained over a four (4) year period. Therefore, CDEP recommended to discontinue this goal and focus efforts elsewhere.

- **Goal 2: Topic: Academic Goal**

- **Kindergarten through 6th grade students will attain their annual growth expectations for literacy and numeracy skills.**

- **Recommendation & Rationale:**

- The sub-group recommended modifying this goal. The spirit of the goal is quite similar, but it has expanded to include grades Kindergarten through 12th grade, and emphasizes creating a shared vision for K-12 students to attain their growth expectations in literacy and numeracy.

- **Goal 3: Topic: Safe Environment**

- **Conduct a district-wide analysis of current Character Education programs and practices including community service, Keeping Kids Safe, Peaceful School Bus, and the Olweus Bullying Prevention Program by June 2016. Develop recommendations to revise Character Education programs and practices based on the outcome of the analysis by December 2016.**

- **Recommendation & Rationale:**

- The sub-group recommended modifying this goal to better focus on the social emotional well being of the entire school community through student support, staff development, resource coordination and parent involvement. This sub-group deliberated over the previous Instructional Start Time Committee's work, and is urging the District to respond to the overwhelming evidence related to the start time of high school students and its link to social

emotional health. Additionally, increasing both parent and staff education, awareness and support related to the social emotional well being of our students is reflected in the revised goal.

- **Goal 4: Topic: Innovative Educational Environment**

- **The District Technology Committee will develop and implement a comprehensive plan that includes a timeline and details to address:**

- **Expanding student exposure to learning in an online environment;**
- **Student access to technology resources outside of the school day;**
- **Staff development to effectively incorporate technology to enhance instruction;**
- **Resources needed to support the plan (both personnel and equipment/infrastructure).**

- **Recommendation & Rationale:**

- The sub-group recommended modifying this goal. The development of a K-8 vertically and horizontally aligned computer program, articulated in a K-8 computer curriculum map, is necessary to provide improved educational efficiency, collaboration, and curriculum congruency in computer and technology classes. As we have evolved and our students now have 1:1 devices starting in 4th grade, our curriculum and instruction should also evolve.

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VI. Goals (2018-21)

- GOAL # 1: Develop a shared vision for K-12 students to attain their growth expectations in literacy and numeracy.
- GOAL # 2: Promote the social emotional well being of the OPCSD Community through increased student support, staff development, resource coordination and parent involvement.
- GOAL # 3: Study and survey our stakeholder groups (students, staff, parents) to gain insight to the technology skills that are being taught and identify skills students need to be successful while providing access to resources to support instruction incorporating technology in K-8 classes.
- GOAL # 4: Through the lens of a growth mindset, examine current best practices in Instruction, Assessment, Assignments, and Student Recognition. Based on findings, develop K-12 vertically aligned educational practices.

VII. Action Plan

Introduction

An Action Plan outlines the steps we intend to take to accomplish the goals outlined. Knowing our CDEP Committee is a representative group of stakeholders, it was determined others with specialized content knowledge and skills be sought in the development of our Action Plan. Therefore, each of the four CDEP goals presented had a subgroup associated with them. These subgroups helped to articulate the implementation details and action plan related to the goal.

GOAL # 1: Develop a shared vision for K-12 students to attain their growth expectations in literacy and numeracy.

Major Tasks related to Literacy	Leader(s)	Timeline	Target Audience	Resources/Support (i.e. Professional Development, etc.)
Explore expanded use of Tier 1-3 research-based interventions for struggling readers in grades 7-12	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • MS & HS School Principals • ELA Coordinators • MS & HS Instructional Leaders • Counselors 	September 2018	7-12 ELA Teachers, AIS & Special Education Teachers	<ul style="list-style-type: none"> • Professional Development • Time, potential special project
Research progress monitoring tools for grades 7-12 teachers	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • MS & HS School Principals • ELA Coordinators • MS & HS Instructional Leaders • Counselors 	September 2018	7-12 ELA Teachers, AIS & Special Education Teachers	<ul style="list-style-type: none"> • Professional Development • Time • Potential purchase of progress monitoring tools
Professional development for 7-12 ELA teachers	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Director of Special Programs • MS & HS School Principals 	June 2019	7-12 ELA Teachers, AIS & Special Education Teachers	<ul style="list-style-type: none"> • Professional Development funds • Time to conduct PD

	<ul style="list-style-type: none"> • ELA Coordinators • MS & HS Instructional Leaders • Counselors 			
Explore universal screening tools beyond FASTBridge for K-6	<ul style="list-style-type: none"> • Director of Special Programs • RtI Specialists • ELA ILs & Coordinator 	September 2018	Classroom Teachers, Special Education Teachers, Interventionists, Psychologists	<ul style="list-style-type: none"> • Time to research (network with other districts, etc) to explore universal screen tools
Support K-6 teachers in their implementation of the Readers Workshop model	<ul style="list-style-type: none"> • Elementary Principals; • OPMS Principal • Literacy Coaches • ELA Coordinators and ILs 	On-going	Classroom teachers, Special Education teachers, Interventionists	<ul style="list-style-type: none"> • Funds to support resources (i.e. classroom libraries) • Funds to support professional development (TCRWP staff developers, ELA staff developers)
Major Tasks related to Numeracy	Leader(s)	Timeline	Target Audience	Resources/Support (i.e. Professional Development, etc.)
Establish a K-12 Mathematics Committee	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Building Principals • Math Coordinators 	Fall 2018	Math Coordinators, ILs, Math teachers, Math coaches, Special Education teachers	
Develop a shared understanding of numeracy K-12 within the Mathematics Committee	<ul style="list-style-type: none"> • K-12 Mathematics Committee 	June 2019	Math Coordinators, ILs, Math teachers, Math coaches, Special Education teachers	<ul style="list-style-type: none"> • Professional learning to cultivate a shared understanding of numeracy such as: • Professional development/speakers • Visitations within District; visitations outside of District • Shared readings and research such as: <i>Mathematical Mindset</i>

				by Jo Boaler (book study) • Time for learning
Develop a shared understanding of best instructional practices within the Mathematics Committee	• K-12 Mathematics Committee	June 2020	Math Coordinators, ILs, Math teachers, Math coaches, Special Education teachers	<ul style="list-style-type: none"> • Professional Learning through resources such as: <ul style="list-style-type: none"> • Buffalo State’s Master Teacher Program • Math in the City • Carnegie Learning • Book study(s) • Shared readings/research • Time for collaboration • Visitations across levels within District • Visitations out of District
Articulate a shared vision for Mathematics instruction, anchored in a shared understanding of numeracy K-12 and shared understanding of best instructional practices K-12	• K-12 Mathematics Committee	December 2020	Math Coordinators, ILs, Math teachers, Math coaches, Special Education teachers	<ul style="list-style-type: none"> • Shared readings/research • Time for collaboration • Visitations across levels within District • Visitations out of District
Assessment Audit for K-12 Mathematics	• Math Coordinators & ILs	2019-2020 Phase 1 2020-2021 Phase 2	All teachers of Mathematics K-12	<ul style="list-style-type: none"> • Time to conduct audit; phase 1 includes initial articulation of assessments presently used. • Time to analyze audit; Phase 2 provides an analysis of assessments and identification of gaps, redundancies, identification of level of rigor, depth of knowledge, etc.
Teachers of Mathematics will provide relevant, contextualized, transferable learning experiences to develop mathematicians	• K-12 Mathematics Committee	2021 and beyond	All teachers of Mathematics	<ul style="list-style-type: none"> • Professional learning for all teachers of mathematics to ensure a shared understanding of numeracy K-12, and the consistent use of best instructional practices.

GOAL # 2: Promote the social emotional well being of the OPCSD Community through increased student support, staff development, resource coordination and parent involvement.

Major Tasks	Leader(s)	Timeline	Target Audience	Resources/Support (i.e. Professional Development, etc.)
Change student instructional start times to enable a later high school start time	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Building Principals • Transportation Director • Athletic Director 	June 2021	All Administrators, Faculty, Staff, Parents, Students and Board of Education	<ul style="list-style-type: none"> • Time to investigate options • Time to gather feedback from stakeholders • Potential financial/transportation impact
Revise K-12 health curricula to align with new regulations regarding content related to mental health	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Building Principals • Certified Health Teachers • Social Workers, Psychologists • Elementary Classroom Teachers 	2018-19 and summer 2019	All health courses and curricula K-12	<ul style="list-style-type: none"> • Professional Development • Potential Summer Curriculum Projects
Cultivate collaboration to promote consistency within the elementary level related to Tier 1 social well being and character programs (i.e. Second Step, Mind Up, etc.)	<ul style="list-style-type: none"> • District Character Council members, which includes Building Principals, Teachers, PPS, and SRPs 	2018-19 to collaborate; 2019-20 to create consistent practices	All elementary schools	<ul style="list-style-type: none"> • Time to collaborate • Potential purchase of resources to ensure consistent access to similar resources K-5
Examine District attendance policy with goal of developing and instituting consistent practices across all schools	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Building Principals • Director of Technology • Director of Special Programs • Attendance clerk/secretaries • OPHS Attendance Committee Representatives • PPS Representatives 	2019-20	All schools	<ul style="list-style-type: none"> • Time to collaborate and to develop an articulation of consistent protocols

<p>Ensure a member of the PPS team serves on every District committee with the focus to utilize the impact of social emotional well being as a “lens” through which other future goals, policies, procedures and practices can be developed and implemented.</p>	<ul style="list-style-type: none"> • Board of Education • Superintendent of Schools • All Administrators • All District Leaders (Coordinators, ILs, etc.) • PPS 	<p>2018-19</p>	<p>All District Committees</p>	
<p>Increase parent and staff learning opportunities to support the social emotional well being of students</p>	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Building Principals • Director of Special Programs • PPS Representatives 	<p>2018-19 and beyond</p>	<p>All administrators, parents, teachers, staff</p>	<ul style="list-style-type: none"> • Professional development

GOAL # 3: Study and survey our stakeholder groups (students, staff, parents) to gain insight to the technology skills that are being taught and identify skills students need to be successful while providing access to resources to support instruction incorporating technology in K-8 classes.

Major Tasks	Leader(s)	Timeline	Target Audience	Resources/Support (i.e. Professional Development, etc.)
Conduct survey of stakeholders related to technology use and skills	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Director of Technology • Tech ILs • Tech Coaches • CS Coordinator 	June 2019	K-12 teachers of computer, technology, business, and computer programming	<ul style="list-style-type: none"> • Time for survey creation, administration, analysis of results
Articulate survey findings in a K-8 curriculum map	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Director of Technology • Tech ILs • Tech Coaches • CS Coordinator 	December 2019	All teaching staff and administrators will have access to curriculum map	<ul style="list-style-type: none"> • Time to articulate survey findings in a K-12 curriculum map, potentially a summer curriculum or special project to facilitate this work
Analyze K-8 curriculum map to identify gaps or redundancies in curricula	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Director of Technology • Tech ILs • Tech Coaches • CS Coordinator 	June 2020	K-12 teachers of computer, technology, business, and computer programming	<ul style="list-style-type: none"> • Time to analyze curriculum map, potentially a summer curriculum or special project to facilitate this work
Create a vertically aligned K-8 computer curriculum	<ul style="list-style-type: none"> • Assistant Superintendent of Curriculum & Instruction • Director of Technology • Tech ILs • Tech Coaches • CS Coordinator 	June 2021	K-12 teachers of computer, technology, business, and computer programming	<ul style="list-style-type: none"> • Propose curriculum projects to respond to identified gaps or redundancies

GOAL # 4: Through the lens of a growth mindset, examine current best practices in Instruction, Assessment, Assignments, and Student Recognition. Based on findings, develop K-12 vertically aligned educational practices.

Major Tasks	Leader(s)	Timeline	Target Audience	Resources/Support (i.e. Professional Development, etc.)
Introduce growth mindset to the entire school community	<ul style="list-style-type: none"> Assistant Superintendent of Curriculum & Instruction Building Principals 	January 2019	All Administrators, Faculty, Staff, Parents, Students, Board of Education	<ul style="list-style-type: none"> Professional Development in various formats: Presentations, book studies, etc.
Examination of growth mindset as it applies to practices in building level committees (instruction, assignments, assessments, and student recognition)	<ul style="list-style-type: none"> Building Principals Building level committees (committee composition to include parents/students as appropriate) 	June 2020	Administrators, Faculty, Staff, Parents, Students serving on committees	<ul style="list-style-type: none"> Time to examine, reflect on, and discuss practices. Time & professional development to study alternative practices aligned with growth mindset.
<ul style="list-style-type: none"> K-12 conversations to cultivate a shared understanding of growth mindset as it applies to practices (instruction, assignments, assessments, and student recognition) 	<ul style="list-style-type: none"> “Growth mindset leaders” (representatives from building level committees, which may include Building Principals, teachers, staff, parents, students) Assistant Superintendent for Curriculum & Instruction 	January 2021	Administrators, Faculty, Staff, Parents, Students serving on committees	<ul style="list-style-type: none"> Time for collaborative conversations to cultivate a shared understanding.
Create a K-12 vertically aligned practices	<ul style="list-style-type: none"> “Growth mindset leaders” (representatives from building level committees, which may include Building Principals, teachers, staff, parents, students) Assistant Superintendent for Curriculum & Instruction 	June 2021	Administrators, Faculty, Staff, Parents, Students serving on committees	<ul style="list-style-type: none"> Time to meet and articulate the shared understanding and the resulting vertically aligned practices.