OXFORD AREA HS

705 Waterway Rd

ATSI non-Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Kids First, Progress and Unity Oxford Area High School students will be prepared with the necessary skills upon graduation to be college and career ready. Special education students will have access to standards aligned curriculum across all content areas in a rigorous, educational environment with access to high level instruction enabling them to obtain the necessary skills for post-secondary training/education and career readiness.

STEERING COMMITTEE

Name	Position	Building/Group
James A. Canaday	Principal	OAHS
Dr. Margaret Billings-Jones	Assistant Superintendent	OASD
Dana Douglas	Assistant Principal	OAHS
Dana Webb	Special Education Teacher	OAHS
Kristy Spano	Math Teacher	OAHS
Vanessa Kephart	English Teacher	OAHS
David Woods	Superintendent	OASD
Andy Wendle	Principal	OAHS

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
	Other
OAHS will continue to support teachers by utilizing resources within the District and outside of the District to better understand data analysis and instructional practices that meet the needs of our students.	Professional learning
Special education students need to meet performance standards and growth measures across all Keystone Exams. To do so, we must continue to review curriculum, instructional practices, and assessments.	Essential Practices 1: Focus on Continuous Improvement of Instruction
	Essential Practices 1: Focus on Continuous Improvement of Instruction
Special Education students will show PVAAS growth in Algebra and Literature	Essential Practices 3: Provide Student-Centered Support Systems
OAHS remains committed to using student data platforms such as, CDTs, Study Island, and local assessments to better understand our special education students. Effective use of these data points will enable teachers to plan and design lesson and units that meet the needs of all students including our special education population	Essential Practices 3: Provide Student-Centered Support

Priority Statement	Outcome Category
	Systems
2:	Essential Practices 2: Empower Leadership

ACTION PLAN AND STEPS

Evidence-based Strategy
Curriculum Writing and Analysis

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Collaborative Curriculum Writing: SPED and Content Teachers	Special Education and content area teachers will write curriculum that is aligned to PA standards.
Special Education Student Data Analysis	Complete analysis of special education student data to better differentiate instruction

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Write Curriculum for all special education course that are	2022-08-29 -	English Department and	Special education and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
aligned to appropriate state standards, access to meaningful data that teachers can use to target instruction	2023-06-02	Special Education Department, Assistant Principal, Principal	regular education curriculum, PA standards, updated student data
LTRS Training	2022-09-01 - 2023-05-23	CCIU	LTRS Training

Anticipated Outcome

Written curriculum for special education courses that are aligned to PA Standards; access to data that is current and relevant to special education students that teachers can use to target instruction for individual and groups of students Increased understanding of literacy and reading

Monitoring/Evaluation

Through the curriculum writing process members of the special education, English and math departments will align curriculum with appropriate English and math standards. Review implementation on a quarterly basis with all departments. CDT, SI, and local assessment data will be analyzed and used for unit and lesson plans to target individual and groups of students. all special education teachers attend all sessions

Evidence-based Strategy

Common Assessments: Provide time for special education and regular education to develop and evaluate common assessments

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Common Assessments for all students	Develop and evaluate common assessments for all students with a focus on special education courses connected to Keystone Exam courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analyze performance assessments given in learning support and regular education English 9 and 10 and Algebra to align to PA standards and for appropriate level of rigor. Provide time for teachers to develop assessments and to discuss and implement instructional strategies that develop the stamina needed for Keystone exams	2022-08-29 - 2023-06-02	Special education teachers and appropriate regular education teachers	PA standards, Keystone released items, PDE SAS portal

Anticipated Outcome

Regular department meetings to review student performance measures and alignment with Keystone content

Monitoring/Evaluation

Regular scheduled meetings with all stakeholders including school

Evidence-based Strategy

Provide time for data analysis, communication between departments and development differentiated strategies to address specific learning needs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Special Education Student Data Analysis	Complete analysis of special education student data to better differentiate instruction
PVAAS Growth	Special Education students will meet PVAAS growth standard in Algebra and Literature

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analyze special education student data, formative and performance assessments to determine areas of need and strength for students	2022-08-29 - 2023-06-02	administration, learning support teachers and appropriate regular education teachers	CDT, SI data, ipads for testing, content area formative assessments and performance assessments, common planning time provided by ADMIN to review data

Anticipated Outcome

Schedule department level meetings to schedule and review testing results which will assist with unit planning and instruction. CDT and SI will be scheduled at least twice throughout the year in all Keystone content courses with regular, department level data review meetings and plan for future student instruction

Monitoring/Evaluation

CDT and SI will be scheduled at least twice throughout the year in all Keystone content courses with regular, department level data review meetings and plan for future student instruction

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Evidence-based Strategy

Math Solutions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Learning	OAHS will use resources for professional develop within our District and outside of our District to increase teacher understanding of student data and how to make better instructional decisions that cause an increase in student growth and achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Math Solutions Coaching	2022-09-01 - 2023-04-18	Kathleen Talbot, Math Solutions	Algebra I teachers, conference time for coaching

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Special Education and content area teachers will write curriculum that is aligned to PA standards. (Collaborative Curriculum Writing: SPED and Content Teachers) Complete analysis of special education student data to better differentiate instruction (Special Education Student Data Analysis)	Curriculum Writing and Analysis	Write Curriculum for all special education course that are aligned to appropriate state standards, access to meaningful data that teachers can use to target instruction	08/29/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Special Education and content area teachers will write curriculum that is aligned to PA standards. (Collaborative Curriculum Writing: SPED and Content Teachers) Complete analysis of special education student data to better differentiate instruction (Special Education Student Data Analysis)	Curriculum Writing and Analysis	LTRS Training	09/01/2022 - 05/23/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Complete analysis of special education student data to better differentiate instruction (Special Education Student Data Analysis) Special Education students will meet PVAAS growth standard in Algebra and Literature (PVAAS Growth)	Provide time for data analysis, communication between departments and development differentiated strategies to address specific learning needs	Analyze special education student data, formative and performance assessments to determine areas of need and strength for students	08/29/2022 - 06/02/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
OAHS will use resources for professional develop within our District and outside of our District to increase teacher understanding of student data and how to make better instructional decisions that cause an increase in student growth and achievement. (Professional Learning)	Math Solutions	Math Solutions Coaching	09/01/2022 - 04/18/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement		2022-04-19

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	David A. Woods, Ed.D.	2022-07-21
School Improvement Facilitator Signature	Margaret Billings-Jones, Ed.D.	2022-08-22
Building Principal Signature	James A. Canaday	2022-03-14

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
3-year ELA PVAAS average shows evidence that the school met the standard of PA academic growth	Special Education Student Performance on Keystone Exams
2018-2019 ELA PVAAS data shows that we exceeded the standard for growth	Special Education PVAAS Growth: Math and Literature
Special education co-teachers in Keystone content areas	- alignment of special education and ELA curriculum where appropriate: Foundations of English classes, transition classes to support ELA curriculum, PA Standards and Keystone prep
- dedicated time for ELA curriculum review at the building and district levels	- more time to review and analyze CDT and SI data to target instruction for our special education population
- collaboration between special education and ELA departments	- continued professional development in Study Island with time allotted for teachers to develop more individualized planning, assignments, and assessments for individual students and groups of students.
- dedicated time to review individual student data across all types of assessments	
- continued focus on special education students using individual student data: CDT, Study Island, and local assessment data	LTRS Training for our special education teachers - two year commitment to assist special education teachers in supporting literacy in their classrooms
- special education co-teachers in each algebra I academic level course to support special education students in the classroom and to allow for smaller group instruction	- a major challenge is to move special education students to proficiency on the Keystone exams due to their historical low

Strengths

- math department meets regularly to review and align algebra curriculum to meet the level of rigor on the Keystone Exam.

- dedicated time between special education math teachers and regular education math teachers to align algebra course with PA standards and to ensure that both groups are meeting the level of rigor in their classrooms that will be necessary to achieve proficiency on the Keystone exam

- biology teachers meets regularly to review and align biology curriculum to meet the level of rigor on the Keystone Exam.

- all student groups in biology during 18-19 data sets met the expected standard for demonstrating growth including our special education population

- access to student data: CDT, SI, and local aligned assessment data

- continued efforts to review and align Keystone related curriculum courses to state standards and eligible content

- collaboration between special education and regular education teachers

- review of student data to focus instructional practices to meet the needs of our special education students.

Challenges

performance on PSSA math tests. It will be important to conduct a needs assessment and/or to continue to evaluate our math curriculum at the elementary and middle levels for students to have the necessary skills to be successful or to show growth on the algebra Keystone

- remain steadfast using student performance data across our various data platforms allowing for teacher and student conferencing regarding student performance - allow time for review, reflection, and goal setting for students and teachers.

- remain steadfast using student performance data across our various data platforms allowing for teacher and student conferencing regarding student performance - allow time for review, reflection, and goal setting for students and teachers.

- dedicated time for curriculum alignment and review pertaining to biology curriculum and Bio Keystone exam

- continued professional development on best practices using and implementing CDT and SI data results into instructional practices and assessments

- increased proficiency and growth across all Keystone exams for our special education students

- increased math awareness entering grade 9; continuous review using vertical articulation and alignment within grades 6-9.

Strengths

- increased professional development in literacy (LTRS) training for our special education teachers

- increased math professional develop for our algebra teachers centered on outside observations and professional dialogue surrounding these observations with instructional coach, Kathleen Talbot, Math Solutions

- special education students are meeting performance standard by taking the NOCTI exam at our approved CTC

- Career standards all student group met the performance mark

Identify professional learning needs through analysis of a variety of data

Continuously monitor implementation of the school improvement plan and adjust as needed

Identify professional learning needs through analysis of a variety of data

Challenges

- special education four year cohort data for graduation needs to improve

Identify and address individual student learning needs

Monitor and evaluate the impact of professional learning on staff practices and student learning

Use multiple professional learning designs to support the learning needs of staff

Most Notable Observations/Patterns

It is important for teachers to review individual student and group data as the plan instruction and assessments for all students, including our focus on special education student growth and Keystone proficiency. By using CDT and Study Island data, teachers can effectively plan to differentiate instruction to meet the individual or group needs of students. Professional learning and the teacher evaluation process must support teachers and be a collaborative effort to assist teachers and departments as they plan for the specific needs of groups of students.

Challenges	Discussion Point	Priority for Planning
Special Education Student Performance on Keystone Exams		
Special Education PVAAS Growth: Math and Literature		
- remain steadfast using student performance data across our various data platforms allowing for teacher and student conferencing regarding student performance - allow time for review, reflection, and goal setting for students and teachers.		
Use multiple professional learning designs to support the learning needs of staff		
- more time to review and analyze CDT and SI data to target instruction for our special education population		
- continued professional development in Study Island with time allotted for teachers to develop more individualized planning, assignments, and assessments for individual students and groups of students.		
- continued professional development on best practices using and implementing CDT and SI data results into instructional practices and assessments		

ADDENDUM B: ACTION PLAN

Action Plan: Curriculum Writing and Analysis

Action Steps	Anticipated Start/Completion Date
Write Curriculum for all special education course that are aligned to appropriate state standards, access to meaningful data that teachers can use to target instruction	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Through the curriculum writing process members of the special education, English and math departments will align curriculum with appropriate English and math standards. Review implementation on a quarterly basis with all departments. CDT, SI, and local assessment data will be analyzed and used for unit and lesson plans to target individual and groups of students. all special education teachers attend all sessions	Written curriculum for special education courses that are aligned to PA Standards; access to data that is current and relevant to special education students that teachers can use to target instruction for individual and groups of students Increased understanding of literacy and reading

Material/Resources/Supports Needed	PD Step
Special education and regular education curriculum, PA standards, updated student data	yes

Action Steps	Anticipated Start/Completion Date
LTRS Training	09/01/2022 - 05/23/2023

Monitoring/Evaluation	Anticipated Output
Through the curriculum writing process members of the special education, English and math departments will align curriculum with appropriate English and math standards. Review implementation on a quarterly basis with all departments. CDT, SI, and local assessment data will be analyzed and used for unit and lesson plans to target individual and groups of students. all special education teachers attend all sessions	Written curriculum for special education courses that are aligned to PA Standards; access to data that is current and relevant to special education students that teachers can use to target instruction for individual and groups of students Increased understanding of literacy and reading

Material/Resources/Supports Needed	PD Step
LTRS Training	yes

Action Plan: Common Assessments: Provide time for special education and regular education to develop and evaluate common assessments

Action Steps	Anticipated Start/Completion Date
Analyze performance assessments given in learning support and regular education English 9 and 10 and Algebra to align to PA standards and for appropriate level of rigor. Provide time for teachers to develop assessments and to discuss and implement instructional strategies that develop the stamina needed for Keystone exams	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
Regular scheduled meetings with all stakeholders including school	Regular department meetings to review student performance measures and alignment with Keystone content

Material/Resources/Supports Needed		PD Step
PA standards, Keystone released items, PDE SAS portal		no

Action Plan: Provide time for data analysis, communication between departments and development differentiated strategies to address specific learning needs

Action Steps	Anticipated Start/Completion Date
Analyze special education student data, formative and performance assessments to determine areas of need and strength for students	08/29/2022 - 06/02/2023

Monitoring/Evaluation	Anticipated Output
CDT and SI will be scheduled at least twice throughout the year in all Keystone content courses with regular, department level data review meetings and plan for future student instruction	Schedule department level meetings to schedule and review testing results which will assist with unit planning and instruction. CDT and SI will be scheduled at least twice throughout the year in all Keystone content courses with regular, department level data review meetings and plan for future student instruction

Material/Resources/Supports Needed	PD Step
CDT, SI data, ipads for testing, content area formative assessments and performance assessments, common planning time provided by ADMIN to review data	yes

Action Plan: Math Solutions

Action Steps	Anticipated Start/Completion Date
Math Solutions Coaching	09/01/2022 - 04/18/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed		PD Step
Algebra I teachers, conference time for coaching		yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Special Education and content area teachers will write curriculum that is aligned to PA standards. (Collaborative Curriculum Writing: SPED and Content Teachers) Complete analysis of special education student data to better differentiate instruction (Special Education Student Data Analysis)	Curriculum Writing and Analysis	Write Curriculum for all special education course that are aligned to appropriate state standards, access to meaningful data that teachers can use to target instruction	08/29/2022 - 06/02/2023
Special Education and content area teachers will write curriculum that is aligned to PA standards. (Collaborative Curriculum Writing: SPED and Content Teachers) Complete analysis of special education student data to better differentiate instruction (Special Education Student Data Analysis)	Curriculum Writing and Analysis	LTRS Training	09/01/2022 - 05/23/2023
Complete analysis of special education student data to better differentiate instruction (Special Education Student Data Analysis) Special Education students will meet PVAAS growth standard in Algebra and Literature (PVAAS Growth)	Provide time for data analysis, communication between	Analyze special education student data, formative and performance assessments to	08/29/2022 - 06/02/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	departments and development differentiated strategies to address specific learning needs	determine areas of need and strength for students	
OAHS will use resources for professional develop within our District and outside of our District to increase teacher understanding of student data and how to make better instructional decisions that cause an increase in student growth and achievement. (Professional Learning)	Math Solutions	Math Solutions Coaching	09/01/2022 - 04/18/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
LTRS Training	special education teachers: Foundations of English and Transitions 9 and 10	Literacy based training program through CCIU

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
- teachers are better prepared to teach reading and literacy with their special education classrooms	09/01/2022 - 05/31/2023	CCIU consultant, OASD administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Math Solutions Support	Algebra I teachers	instructional strategies, lesson review, focus on rigor in the classroom as it relates to Algebra Keystone

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Coaching sessions, one - one post lesson conferences, increased performance on algebra benchmarks, increased teacher preparation for math instruction	09/01/2022 - 04/01/2022	Kathleen Talbot, Math Solutions

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Student Data Analysis: CDT, Study Island, and Local Performance Assessments	Special education teachers, Algebra I, and ELA 9 and 10	Implementation and data review of CDT and Study Island results and local assessments - formative and summative

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Targeted individual and group instruction based on data	08/29/2022 - 05/29/2023	School administrations, Keystone Content Teachers, Special education teachers 9-10

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Development	Special education department and Keystone content teachers	Review and alignment of all curriculum in special education/Keystone content courses and special education transition classes to provide additional Keystone support.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Alignment of content and assessments	08/29/2022 - 05/29/2023	Department Chairs, School Administration

Danielson Framework Component Met in this Plan: **This Step meets the Requirements of State Required Trainings:**

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting on the district website	School Plan	District website	community members	2022