

## Educational Programming Strategic Planning - Action Plan Meeting

Date: October 20, 2022 6pm - 7:15pm

Location: Zoom

Present: Amie Swope - Curriculum Director  
Meisha Baker - Principal/Parent  
Felicia Webber - Assistant Principal  
Tiara Beard - Teacher/Literacy Coach  
Maureen Freda - Teacher/IB Coordinator

**Revised Objective:** Achieve college and career-readiness for all students by adopting high-quality standards, interdisciplinary curriculum content, aligned instructional practices, appropriate student supports, necessary resource allocation and ~~parent~~ family and community engagement.

**Strategy 1:** Provide equity and excellence of education by implementing best practices, aligning culturally relevant curriculum to state standards, and employing inquiry-based learning supported by the IB program

**Strategy 2:** Expand literacy in PreK-12 across the curriculum to increase students' reading levels.

**Revised Strategy 3:** Expand professional learning opportunities to increase cultural humility and competency of administration, teachers, support staff, students, and community.

**Revised Strategy 4:** Maximize systems of collaboration between the community, ~~parent~~ families, and school to support teaching and learning.

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| <p><b>In addition to the above the following action steps were revised.</b></p> |
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### Revision Action Step 1:

- **Evidence of Success** IB Coordinators, administrators, teachers, and some classified staff receive training at the beginning of the 2022-2023 academic year.

**Revision Action Step 2 (what will be done?):** The district will work to study and adopt curriculum across all subjects and disciplines using a 5-year plan and cycle. This process will be used to continuously and regularly assess and coordinate instruction across grades and subject areas. **(Strategy 1)**

- **Responsibilities (Who will do it?):** Administrators and teachers in work teams (TBTs), specific committees related to which area of the curriculum is being studied in the 5-year plan.
- **Resources (People /Money / Time?):** Consultant and content area experts, focus group to study the curriculum, ODE resources such as Standards and gap analysis, funding for additional staff time, and eventual adoption of curricular materials.
- **Evidence of Success (How will you know that you are making progress? What are your benchmarks?):** A cohesive plan for studying and updating curriculum including professional development and assessment. .
- **Evidence of this Action Step:**
  - Adopted curriculum for each subject area and teachers using it with support and fidelity
  - Collection of materials such as tools such as gap analysis and review strategies, curriculum rubrics
  - timeline of cycle/implementation

**Revision Action Step 3 (what will be done?):** Research and implement evidence based literacy strategies to support Tier One instruction. **(Strategy 2)**

- **Responsibilities (Who will do it?):** District Leadership Team reviewed Local Literacy Plan to ensure each building has funds, training, and coaches needed. Literacy leaders in each building including administrators, instructional coaches, TBTs, and assistance from the ESC and SST.
- **Resources (People /Money / Time?):** CLSD grant, Title/Federal Funding, ESC contract, book study (Writing Revolution), LETRS training, Reading Ways and other embedded and supplemental PD.
- **Evidence of Success (How will you know that you are making progress? What are your benchmarks?):** An average of 70% of students in grades 6-8 were proficient or higher in ELA OST. At all buildings, we are using data such as Acadience, i-Ready, OST, CKLA benchmarks (OES).
- **Evidence of this Action Step:**  
Job-embedded PD is provided at weekly meetings including team meetings, staff meetings, and district PD.
- **Evaluation Process (How will you determine that your goal has been reached? What are your measures?):** Improved testing scores, improved student attendance, improved student academic and climate surveys.

**Revision Action Step 4 (what will be done?):** Receive training, implement, and reflect on on cultural competency, cultural humility, and unconscious bias. **(Strategy 3)**

- **Responsibilities (Who will do it?):** Administrative and district leaders cooperate to plan the training, and participants include the entire OCSD staff and board members.
- **Resources (People /Money / Time?):** Professional development funds for outside consultant, (Dr. James Knight) time including 2.5 days of professional learning embedded in district calendar, also a half day of training at administrators' retreat, investment in training staff members, each staff member also received a copy of Dr. Knight's book *Heart*.
- **Evidence of this Action Step:**
  - All staff received training on "Restorative Practices" during the 2022-2023 school year, which were led by state and district union representatives.
  - All staff received training on Cultural Humility and Cultural Competence.
  - Engage leaders in unconscious bias training so they can come back and share with our buildings and communities.
  - All families feel represented, welcomed, seen and heard.
  - Staff members are increasingly involved in the community outside of work hours.
- **Evaluation Process (How will you determine that your goal has been reached? What are your measures?):** Culture/climate survey, handouts and self-reflection continuum from Dr. Knight, equitable family, staff, and community involvement.

**Revision Action Step 5 (what will be done?):** Maximize systems of collaboration between the community, families, and school to support teaching and learning. **(Strategy 4)**

- **Responsibilities (Who will do it?):** Central Office and school leaders
- **Resources (People /Money / Time?):** Support from SST and ESC, extensive PD/training, frequent meetings, book studies, families, and community partners & businesses.

Next Meeting: January 25, 2023 6pm - 7pm via Zoom

Next Meeting Agenda: Revision of Action Steps 5 and 6.