

Oxford Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

125 Bell Tower Lane
Oxford, PA 19363
(610)932-6600
Superintendent: David Woods
Director of Special Education: Chad Kinsey

Planning Process

The composing of the 2019-2022 Comprehensive Plan began in the 2017-18 school year under the direction of the district's Assistant Superintendent. An administrative steering committee was formed, consisting of building principals representing each school level.

This Steering Committee focused upon the elements of the Comprehensive Plan, attended training meetings at the district level. The steering committee reviewed the areas that were to be addressed in the plan and the individual administrators led the specific areas. The areas of the school level plan were completed for each school to further growth of each student in the schools. The school committees included the building administrators and teachers for each content area in addition to community members.

The committee was later expanded to include individuals from each representative area to assist in the plan. The Oxford Area School Board subcommittee, policy committee, met in a public forum to review the policies that required assurances in the plan, thus properly supporting the assurances of policies within the plan.

A formal public presentation at a meeting of the School Board was made in the beginning of the 2018 school year inviting public input and additional volunteers. The full committee met in August 2018. A full public presentation was scheduled to review the work of the committee. This meeting was broadcasted and was placed on the district website. The committee invited input following the public presentation, and adjusted the plan as necessary based upon this input during the 28 day display period. An additional full committee meeting was held on October 5, 2018 for further input prior to formal presentation to the school board for October approval. Upon completion with the adjustments per community input, the plan will be forwarded to the School Board during the regular meeting of the board for final review and approval. The final plan once approved by the school board will be submitted to PDE no later than November 2018.

Mission Statement

The mission of the Oxford Area School District is to foster excellence in education for all students in partnership with the community.

Vision Statement

Kids First, Progress and Unity

Shared Values

As the Oxford Area School District, we believe that:

All students can learn and should actively be involved in their education.

Everyone has value and has a responsibility to be a contributing member of society.

All individuals are responsible and accountable for their own behavior.

Educators and parents working together is critical to student's success.

Learning is a lifelong process.

Educational Community

Oxford Area School District is located in the southern part of Chester County. It is known for its rich agricultural area and has experienced unprecedented residential growth in recent years. Educational services are provided to 3,800 students in six schools. Jordan Bank is the district's kindergarten center, Elk Ridge Elementary this current year provides education for all students in grades one and two, Nottingham Elementary provides education services for students in grade three and four, Hopewell Elementary provides educational services for students in grade five and six, Penn's Grove provides educational services for students in grade seven and eight and the Oxford Area High School provides educational services for students in grades nine through twelve.

Educational instruction is provided by 425 professional and support personnel staff. The district has a comprehensive special education program that serves students on the full continuum of special educational services. Title I and Title III programs are offered to service students who have Limited English Proficiency and/or reading difficulty. Federal Title Services are offered in reading in grades kindergarten through sixth. Federal Title Services in language acquisition are offered in all grades throughout the district.

Over forty percent of our students are eligible to receive a free and or reduced priced lunch in four of our schools due to their family's current financial income. The district embraces its diversity and historically rich development.

The community partners with the district to provide educational opportunities to our students. An example of this is the partnership with the district's Early College Academy (ECA). The community helps support tuition reduction for students through fund raisers and donations to advance students in college. The community also supports the district students and teachers by involvement in the Parent Teacher Organization (PTO). Attendance at numerous district activities is evidence of community support for district programming.

Planning Committee

Name	Role
Margaret Billings-Jones, Ed.D.	Administrator : Professional Education Special Education Schoolwide Plan
Brian Cooney	Administrator : Professional Education Special Education Schoolwide Plan
Michael Garrison	Administrator : Professional Education Special Education Schoolwide Plan
David Woods	Administrator : Professional Education Special Education Schoolwide Plan
Kristen Dean	Board Member : Professional Education Schoolwide Plan
Gary Olson	Board Member : Professional Education Schoolwide Plan
Robert Tenga	Board Member : Professional Education Schoolwide Plan
Nicole Addis, Ed.D.	Building Principal : Professional Education Special Education Schoolwide Plan
James Canaday	Building Principal : Professional Education Special Education Schoolwide Plan
Mark DeEmilio	Building Principal : Professional Education Special Education Schoolwide Plan
Dave Hamburg, Ed.D.	Building Principal : Professional Education Special Education Schoolwide Plan
Herbert Hayes	Building Principal : Professional Education Special Education
Mathew Hovanec	Building Principal : Professional Education Special

	Education Schoolwide Plan
Tami Motes	Building Principal : Professional Education Special Education Schoolwide Plan
Lisa Yingst-Pyle	Building Principal : Professional Education Special Education Schoolwide Plan
Mary Fasick	Business Representative : Professional Education Schoolwide Plan
Bernie Hostetter	Business Representative : Professional Education
Donna Arrowood	Community Representative : Professional Education
Yami Fernandez	Community Representative : Special Education Schoolwide Plan
Debra Kellerman	Community Representative : Special Education
Richard Orpneck	Community Representative : Professional Education Schoolwide Plan
Stephen Roberts	Community Representative : Professional Education Schoolwide Plan
Buzz Tyson	Community Representative : Professional Education Schoolwide Plan
Cortney Encarnacion	Ed Specialist - Home and School Visitor : Professional Education Special Education Schoolwide Plan
Trevor Haney	Ed Specialist - Instructional Technology : Professional Education
Krista Gioffre	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Jennifer Williams	Ed Specialist - School Counselor : Professional Education
Kristen Ciaccia	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Kim Martin	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Michelle Haverly	Elementary School Teacher - Special Education : Special Education
Diane Shelderfer	Elementary School Teacher - Special Education : Special Education
Christina Boyer	High School Teacher - Regular Education : Special Education
Christopher Pierdomenico	High School Teacher - Regular Education : Professional Education

Andy Wendle	High School Teacher - Regular Education : Professional Education Special Education
Geri Hurley	High School Teacher - Special Education : Special Education
Linda Morse	Instructional Technology Director/Specialist : Professional Education Schoolwide Plan
Mark James	Middle School Teacher - Regular Education : Professional Education
Tristen Bowen	Middle School Teacher - Special Education : Professional Education Special Education
Sue Ellen Bledsoe	Parent : Special Education
Gayle Graziano	Parent : Special Education
Linda Morse	Parent : Professional Education Schoolwide Plan
Marsha Phillips	Parent : Professional Education Schoolwide Plan
Thomas Calvecchio, Ed.D.	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan
Chad Kinsey, Ed.D.	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Not answered	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

N/A

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

The district has taken a systemic approach to aligning the district curriculum to the PA core standards since August 2013. This is being accomplished through district focused curriculum review and mapping in each content area of study from grade K-12.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Classroom based assessments and standardized assessments of student performance.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Classroom based assessments and standardized assessments

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Classroom assessments and standardized assessments

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Classroom assessments and standardized assessments

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Curriculum is written and resources are provided to be used with a differentiated instructional approach to assist all students to be instructed at their educational level. The MTSS approach is being implemented to meet all students needs based upon data through multiple assessment points. Specially designed instruction (SDI) is followed for students with disabilities as per their Individualized Instruction Plan (IEP).

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The district embraces the Charlotte Danielson Framework for evaluation and incorporation of effective strategies in instruction at all grade levels. The district uses standardized assessment measures to assist in the determination of effective delivery of services and is moving to common end of the year assessments being developed by district educators.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of	Full

gifted students.	Implementation
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If necessary, provide further explanation. (Required explanation if column selected was

N/A

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Teachers are employed based upon their area of certification to fulfill the needs of the position. Teachers PVAAS data is reviewed annually and an evaluation is conducted to team with teachers to develop their strengths.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	8.00	8.00	8.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education

program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				X
Career Education and Work		X				X
Civics and Government		X				X
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in		X				X

History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics		X				X
Economics		X				X
Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Common Assessments, Curriculum Based Assessments, State assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Curriculum Diagnostic Tool, Exact Path		X	X	X
MAP, DIBELS	X			

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
DIBELS, DRA, Curriculum Based Assessments	X			
Exact Path, Curriculum Based Assessment, CDT		X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
DIBELS, DRA, Curriculum Based Assessment, Bracken	X			
Exact Path, Curriculum Based Assessment		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
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External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review			X	X
Professional Learning Community Review	X	X		
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Assessment review occurs beginning in the 2014-15 school year with the development of Common Assessments. The common assessments are being developed in conjunction with teachers department-wide with direct supervision of an administrator certified in the specific content area. This process is being overseen by the district level administrator.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The assessment will be reviewed departmentally, annually to assure that the assessments are remaining fresh and accurately reflect the information that is to be taught to all students. There is a four year curriculum cycle in place in the district. As the curriculum is reviewed, so too will the assessments to measure the information learned by the students.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Building level data teams are established at all schools. Electronic storage of standardized assessments are established and a data specialist works with district office administrators and building level faculty and administrators. MTSS approach will be used, therefore instructors will review data for diagnostic purposes and interventions needed for student advancement.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Data is analyzed and shared with professional learning communities and departments in each school. The data is then used to assist the teachers in developing instructional plans that pinpoint needs of students and direct the instructional needs.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Teachers are provided with professional development in the selected strategies. This is an ongoing process that is delivered in a differentiated approach based upon the teacher needs.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
N/A				

Provide brief explanation of the process for incorporating selected strategies.

The district engages in a comprehensive approach to information disbursement. The district holds meetings of the board of governance, committee meetings and parent meetings. Additionally, the district has a school broadcast in addition to electronic distribution of material on the district website. Schools distribute newsletters and letters providing information to parents and students. The district has a power call system that principals utilize to notify parents of information. Calendars and handbooks are published electronically.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

We currently do not have any schools classified as struggling so we will continue to use data and data teams, in each school, to provide diagnostic data and examine the data looking for strengths and weaknesses. This data will be used to drive instructional strategies and to assign resources. We will duplicate the successful interventions from our highest performing schools into our other schools. We will continue to assess our grade level expectations and grade level curriculum including supporting materials and resources for all of our diverse education populations. Our comprehensive professional development plan is aligned with district goals as identified by a review of our data, to provide quality preparation to our educators in elevating our student achievement.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs		X	X	X

Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

In the area of *peer helper programs* we are working as a district to expand what has worked well in our buildings to help spread this strategy in the EEP.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Oxford Area School District has a gifted screening process that takes multiple areas of criteria into consideration for moving a student into a full Chapter 16 evaluation. The screening includes teacher input, parent input, standardized assessments as well as benchmark assessment. In alignment with Chapter 16 guidelines, if a student does not obtain an IQ score of 130, multiple criteria is researched to determine a student's need for specially designed instruction.

At OASD we have gifted services at every level from K-12 which includes both acceleration and extension activities. As a gifted IEP team we develop a program of support for our gifted students based on each students individual needs and goals. In general our gifted teachers meet with our students three times during each six day cycle to implement the students program of support.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Referral is made for gifted screening by teachers, parents or administrators.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Students are screened and receive gifted services based upon classroom performance, performance on standardized assessments and on psychoeducational evaluations.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The teacher of gifted students provides individual educational opportunities to students as written into the GIEP. The advanced course work and the use of technology are strategies used to advance gifted students.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

OASD offers a full range of services to support our students and staff in a variety of areas. These supports are developed and run in coordination with building leadership, nursing staff, the guidance departments and the rest of the student service department staff.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X

Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

OASD strives to offer interventions that serve students in the least restrictive environment while ensuring student success. When needed, students are referred for a full psycho-educational evaluation to determine if they qualify for a more restrictive set of supports.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

OASD has a variety of supports for our students and parents to help with any issues they may face. This includes consultation with outside agencies that the District has established relationships and formal agreements.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Classroom teachers, specialist and intervention support staff have the opportunity to meet on a weekly basis to collaborate regarding specific student needs. They collaborate during

staff meetings, professional learning communities, data team meetings, common planning time, IEP meetings, and during parent teacher meetings.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The Oxford Area School District organizes a working lunch meeting for local preschool directors to review kindergarten curriculum, resource tools, and expectations for students entering kindergarten. Typically, this event is held at the kindergarten center in February/March each year. This is also one of the only times preschool directors are given the opportunity to collaborate on programming.

Through the Chester County Intermediate Unit, transition meetings are scheduled with school and district personnel to discuss the needs of students entering kindergarten from Early Intervention programs. Additionally, school and district personnel attend an evening meeting for parents of students attending the Oxford Area School District arranged by the intermediate unit to discuss general kindergarten programming and questions.

In April, the principal schedules and meets children at their respective preschools to read a book and answer questions the children might have regarding kindergarten.

In May, each preschool director schedules a time to tour the kindergarten facility. The tour is open to parents and children and is led by one of the kindergarten teachers.

Lastly, the principal and guidance counselor have been requested by some preschool directors to work through specific behavioral topics with students prior to their entrance into kindergarten.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Oxford Area School District personnel partners with the Chester County Intermediate Unit and Community Pre-K Programs to schedule and complete transition meetings for each student entering kindergarten from an early intervention program. The meetings provide an opportunity for parents to discuss their children's needs in the school setting. School personnel will often discuss possible specifically designed instruction to meet the children's level of need. Kindergarten booklets of staff and facility pictures are prepared to help ease the transition for children coming from an Early Intervention program.

In addition to the events addressed under the topic of Community Coordination, and Meet and Greet event is scheduled for parents and children prior to the beginning of school for families to be able to tour the kindergarten facility and meet their children's teacher.

Lastly, a Parent Orientation is scheduled for a few days after the first day of school to afford parents the opportunity to learn about building procedures, school and district initiatives, and curriculum specific to kindergarten.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The district has achieved accomplishment in the area of Language Arts, Math, Science and Social Studies. We have a four curriculum review cycle that is being followed with a consistent pattern of review followed by recommendation for materials and resources. In maintaining this pattern the district meets the changes needed and updates the materials and curriculum as needed to advance student achievement.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Through the use of Curriculum Committees and Data Teams, we have achieved in the area of Language Arts, Math, Science and Social Studies. We have a curriculum review cycle that is being followed with a consistent pattern of review followed by recommendation for materials and resources. In maintaining this pattern the district will meet the changes needed and updates the materials and curriculum as needed to advance student achievement.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Through the use of Curriculum Committees and Data Teams, we have achieved in the area of Language Arts. We have a curriculum review cycle that is being followed with a consistent pattern of review followed by recommendation for materials and resources. In maintaining this pattern but shortening the cycle of review from six years to a four year cycle, the district will more timely keep meeting the changes needed and updating the materials and curriculum as needed to advance student achievement.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Through the use of Curriculum Committees and Data Teams, we have achieved in the area of Language Arts. We have a curriculum review cycle that is being followed with a consistent pattern of review followed by recommendation for materials and resources. In maintaining this pattern but shortening the cycle of review from six years to a four year cycle, the district will more timely keep meeting the changes needed and updating the materials and curriculum as needed to advance student achievement.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation

Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

N/A

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full

	Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

N/A

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation

Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

N/A

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full

	Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

N/A

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on	X	X	X	X

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

District's Professional Education Characteristics	EEP	EEl	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Annually, professional development for educators is scheduled during district assigned in-service days. Topics are differentiated and staff members are provided with training that supports best practices in the classroom. Educators have been provided training on the Standards Aligned System and educators have worked to create curriculum aligned to the Pennsylvania Core Standards. Resources have been provided and training for the transition from the Pennsylvania State Standards to the Pennsylvania Core Standards. Educators have been provided training in the areas of Student Learning Objectives, the Educator Effectiveness model, Standards, Curriculum, Assessment, and best instructional practices. New educators to the district are also provided training on areas including the Teacher Effectiveness model, integration of technology, best instructional practices, classroom management strategies, ESL in the classroom setting, and data analysis among other topics.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/27/2013 Updated as per rotation
8/27/2018 updated as per required rotation

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/24/2015 updated as per rotation
The LEA plans to conduct the training on approximately:
9/11/2018 for new teachers

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
9/11/2018

Strategies Ensuring Fidelity*Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The professional development in the Oxford Area School District is targeted to the needs of students. Through on-going needs assessments and a continual examination of data through data teams comprised in each building, professional development is carefully selected.

The professional development activities are designed to support the implementation of new programs and curriculum in the district. The expectations are defined through professional development activities and provide staff with support for the implementation of any new initiative. Professional staff are provided the opportunity for feedback on surveys regarding district training for evaluation purposes. Administrators participate in all professional development sessions targeted at initiatives and goals for their schools and staff. Some of the district and building professional development sessions are led by the administrators. Professional development is on-going in the areas of implementation within the district. Staff are provided with on-going support through professional development sessions based on the needs of the staff. The building administrators (LEA) conduct walk-throughs and classroom observations based on the Charlotte Danielson framework (planning and preparation, classroom environment, instruction, and professional responsibilities) and the educator effectiveness model. The district has trained administrators and teachers in utilizing the teacher effectiveness model.

There is policy in place in the district to ensure the teacher observation and evaluation model is in place. Teachers formulate Student Learning Objectives and through continual analysis of data work towards accomplishing these objectives. Professional development within the district continues to be evaluated and monitored by the teaching staff and administrators. The administrators and teaching staff formulate goals together. The professional education and development sessions in the district are created as part of the feedback gained from the needs of students as well as the teaching staff. The impact of professional education and development on student achievement can be seen through walk-throughs, observations, data team meetings with the incorporation of assessments.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will examine best instructional practices through accommodations and adaptations for diverse learners.
- Inductees will review chapter 10 regulations and identify safe schools through school-wide positive behavior programs.
- Inductees will be able to access technology for use in instruction.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Inductees will be assigned a mentor to assist through the first year of the induction process. The mentor will support the inductee through peer visitations and provide feedback. The building administrator will conduct walk-throughs and observations utilizing the teacher effectiveness model. The administrator will provide feedback and establish expectations for student learning along with goals. The building administrator will act as the mentor during the second year of the induction process. The inductee and building administrator will meet at a minimum on a quarterly basis. The inductee during the first year will develop a collection of documents to demonstrate professional proficiency. The inductee will

continue the journal started during the first year of induction. The frequency of entries will be determined between the inductee and building principal. These entries will be shared with the building principal. The inductees will attend sessions with the Induction Coordinator throughout the year and focus on the following topics: effective classroom management strategies, lesson mastery, utilization of the PDE Portal: Standards Aligned System for enhancement of instructional practices, curriculum and instruction, standards, materials and resources, assessment, effective lesson planning, best instructional practices, differentiating instruction, safe and supportive schools, school-wide positive behavior programs, conflict resolution, school resource officers, the raptor identification system, parent/teacher conferences, data analysis and interpretation, student services (guidance, instructional support, and special education), the teacher effectiveness model, integration of technology in instruction, and ESL in the classroom setting.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The mentor observes the inductee through practice during peer visitations. The inductee conducts peer visitations to classrooms on a quarterly basis. Mentors meet with inductees frequently to identify and support areas of need. There is a mentor log documenting the meetings for the inductee and mentors. Building administrators identify specific needs of the inductees. Data is reviewed as a means for individual needs of inductees and conferences take place based on the Teacher Effectiveness Model with the inductee and building administrator.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

N/A

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The selection criteria of mentors include:

- a. Three years of successful teaching experience within the district and an Instructional II Certificate. Exceptions to this criteria can be made at the discretion of the building principal with the agreement of the Induction Coordinator.

- b. Obtain a satisfactory rating or above on the 82-1.
- c. Demonstrates through classroom implementation the knowledge of instructional methods, classroom management, planning and district policies, procedures, and regulations.
- d. Possess skills in organization, interpersonal relationships, and leadership.
- e. Displays enthusiasm, a positive attitude, and a desire to serve.

The selection procedures of mentors:

- a. All district teachers (Instructional II) will be invited to submit names annually (mid-May) to the building administrator.
 - b. Building principals may add names to the list.
 - c. Building principals will match the mentor(s) to the inductee(s) and recommend that assignment to the Superintendent or designee. The following considerations will be made as part of the selection process: proximity, grade-level assignment, and/or subject area.
 - d. If the potential mentor declines, another from the list will be selected.
 - e. No more than two inductees will be assigned as a mentor teacher.
- The building administrator will facilitate the mentor/mentee relationship, ensures reasonable working conditions, and formally evaluates the inductees.

Orientation

- a. The mentor will receive orientation for the overall District Induction Plan and for the program content designed for the inductees.
- b. The induction coordinator will be primarily responsible for mentor training.
- c. Two days will be established prior to the start of school for the purpose of inductee orientation. The mentor will join the inductee on one of these days.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X		X		
Best Instructional Practices	X	X				
Safe and Supportive Schools	X	X				
Standards	X	X	X			
Curriculum	X	X	X			
Instruction	X	X	X	X		
Accommodations and Adaptations for diverse learners		X	X	X		
Data informed decision making	X	X	X	X		
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

Inductees will attend meetings at least on a monthly basis with the Induction Coordinator. The purpose of these meetings is to share information as a group, learn from shared experiences, and examine the following topics in depth: effective classroom management strategies, lesson mastery, utilization of the PDE Portal: Standards Aligned System, curriculum and instruction, standards, materials and resources, assessment, effective lesson planning, best instructional practices, differentiating instruction, safe and supportive schools, school-wide positive behavior programs, conflict resolution, school resource officers, the raptor identification system, parent/teacher conferences, data analysis and interpretation, student services (guidance, instructional support, and special education), the teacher effectiveness model, integration of technology in instruction, and ESL in the classroom setting.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Record keeping of induction meeting dates take place through an attendance log. Also, mentors and inductees keep a mentor log documenting any meetings as well as the topics. These logs are submitted to the curriculum office and the Induction Coordinator. First year inductees will maintain a guided reflection journal. These journals will be shared with the mentor teachers. Second year inductees will work with their building principals to determine which self-evaluation tool will be the most beneficial for the inductee's professional growth.

Building administrator will organize building orientation activities, including a thorough introduction to the school and staff, policies and procedures, and students.

a. Professional Portfolio- The inductee will develop a collection of documents to demonstrate professional proficiencies gained. The portfolio will be shared with the building principal.

b. Guided Reflection Journal- The inductee will continue the journal started during the first year of induction. The frequency of entries will be determined between the inductee and the building principal. These entries will be shared with the building principal.

Documentation/Surveys/Evaluation:

The needs of the inductees will be assessed through the documentation of strengths and concerns related to the teaching practices of the new teacher and a new teacher survey of the assessment level of assistance received from the mentor at the midpoint and the end of the program.

All forms will be submitted to the Induction Coordinator and Assistant Superintendent/Superintendent. The building principal will sign off on the Oxford Area School District Orientation survey. At the completion of the two year program, the inductees that attended all sessions and completed the necessary paperwork will be issued an Induction certificate by the Superintendent.

The teacher induction program will be a two year program. The second year inductees will meet with building principals on a quarterly basis.

Inductees complete a survey at the beginning of the program and at the end of the program.

Participation and completion of the program includes:

- a. sign in at the meetings
- b. verification forms kept by mentors

- c. reflection journals
- d. mentor log
- e. program evaluation form

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **709**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Oxford Area School District uses the discrepancy model and the student's pattern of cognitive strengths and weaknesses in alignment with the Cattell-Horn-Carroll Theory (CHC Theory) when determining if a student is eligible with a specific learning disability. When referring a student for any special education evaluation, the Oxford Area School District is utilizing a multidisciplinary team to review available student specific data. The multidisciplinary team includes building administrators, teachers, school counselors, school psychologists, English as a Second Language Program Specialist, academic specialists (reading specialist, math specialist, writing specialist), related services providers, nurses,

students, community representatives/advocates, and parents/guardians/caretakers/family members.

The Oxford Area School District introduced a Multi-Tiered System of Support (MTSS) platform to provide targeted interventions and instruction time to students in the regular education program. The MTSS platform and targeted instruction provides valuable data to the referral team, and provides valuable information in the referral process.

Oxford Area School District serves a large population of English Learning (EL) students and migrant students. The Oxford Area School District is providing EL and migrant students with EL services in all six schools. Data collected through the EL enrollment process, EL assessments, EL educational programming, historical information, social, emotional, and behavioral functioning, parent/guardian/caretaker input, and any other student specific data are evaluated, in conjunction with regular education supports and services (MTSS), when considering a student for a specific learning disability evaluation.

When evaluating a student for a specific learning disability, the Discrepancy Model is used to calculate whether there is a severe discrepancy between a student's expected and actual academic achievement. This evaluation is completed by calculating a student's predicted academic achievement based on the result of a standardized intelligence assessment. The expected level of achievement, based on overall intelligence, is then compared to the student's academic achievement performance in Reading, Writing, Mathematics, and Oral Language, measured by a standardized academic achievement measure. A statistical formula is used to determine if a statistically relevant discrepancy exists between the predicted achievement and actual achievement. If the overall intellectual quotient score is found to be invalid due to discrepancies among the various indexes or composite scores. An alternative, and widely accepted evaluation can be conducted through the assessment and analysis of the student's pattern of cognitive strength(s) and weakness(es), and academic weakness(es). The CHC Theory is a widely used and accepted process in determining a student's eligibility for a specific learning disability. The CHC Theory evidences that the presence of a pattern of cognitive strengths and weaknesses, and congruent academic weaknesses related to the area of cognitive weakness(es) is indicative of a specific learning disability. A statistical analysis is used to determine the presence of statistical cognitive strength(s) and weakness(es). The cognitive abilities are measured using intellectual assessment measures and cognitive ability tests. An academic achievement assessment is administered to obtain a standardized score in the major academic areas of evaluation (reading, writing, mathematics, and oral language). Statistical analysis is conducted to determine that a statistically relevant discrepancy exists between the cognitive strength(s) and cognitive weakness(es), the cognitive weakness(es) is related to the area of academic weakness(es), and a statistically relevant discrepancy exists between the cognitive strength(s) and academic weakness(es). If this pattern of cognitive strengths and weaknesses, and academic weaknesses is present, it is the underlying factor in the student's inability to meet grade-level performance and academic standards, and the student is identified as having a specific learning disability. If as a result of the disability the student requires specially designed instruction, the student is identified as eligible for special education services.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The enrollment data is very important to the LEA as it highlights any over-representation of a particular race/ethnicity identified for special education services however, the data does not appear to be significantly disproportionate for students with disabilities from a variety of race/ethnicities compared to the general student population.

The following demographic finds:

The current 2016-2017 data indicates that the identification rate of Black or African American and multi-racial is about a .5% higher than the actual population of this subgroup. This is not determined significantly disproportionate.

The current 2016-2017 data indicates that the identification rate of Hispanic students is about 4% higher than the actual population and the identification rate of the white population is about 5% less than the overall population percentage.

Oxford has had an overall 5% increase of Hispanic students over the past three years and has diligently been watching the trends. As a result, the district created a task force lead by the curriculum office, EL teachers, and school psychologists to examine the pre-referral process of Hispanic students to proactively address this trend. The focus will be on providing quality instruction and interventions through the MTSS system to ensure students with EL needs are receiving the necessary instruction to perform academically and make appropriate progress opposed to being referred for Special Education service when not appropriate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

There are no 1306 facilities within the residential boundaries of Oxford Area School District. There are a few therapeutic foster care programs which may support students with disabilities. If this is the case, the IEP team meets to determine appropriate services and then provides the services following the same guidelines to honor the Least Restrictive Environment best option.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are no facilities that house incarcerated students located within the boundaries of the Oxford Area School District.

Under Sections 1306, 1306.1, and 1306.2 of the Pennsylvania Public School Code of 1949, the school districts in which juvenile and adult detention facilities are located ("host districts") are responsible for finding, identifying, and providing special education services to children with disabilities who are committed thereto. The Oxford Area School District facilitates this process by ensuring that all education records and other information necessary to enable the various host districts to conduct evaluations or reevaluations and develop and implement special education programs for adjudicated residents of the District who are or are thought to be disabled are transferred in a timely manner. The host district contracts with the CCIU to provide educational services to our adjudicated students. On-going communication with the CCIU staff continues while the students are incarcerated to ensure the Oxford Area School District is knowledgeable of the current status of each adjudicated youth and maintains parent contact while their child is incarcerated. When students who are identified as disabled are scheduled to be released from detention, the District makes every effort to schedule meetings at or near the time of discharge to ensure that these students re-enter public school programs with minimal disruption to their special education services. The district works collaborative with the probation and parole system to provide a smooth transition from incarceration back to public school particularly in the area of verify and honoring credits earned while incarcerated to support graduation.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Oxford Area School District continues to educate students with disabilities in the general education environment as appropriate for each student. Annual review of each student's educational program is conducted to determine the need and level of educational services to be provided. Each student is reviewed annually to determine what is his or her Least Restrictive Environment. The district administration continues to monitor and identify the needed level of services on the continuum for all students requiring special services.

In the Fall of 2016, the district opened a Diagnostic Kindergarten Class. This class is designed to work with students from early intervention who have significant learning needs prior to referred for Special Education services. This is a mixed categorical class with robust speech and language services, individualized instruction, a high staff to student ratio, and opportunities for inclusion in the general education classes.

In addition to these services, Oxford offers services throughout the six schools. There are two Elementary Emotional Support Classes and two Elementary Autistic Support classes in the district. To support students as they transition through the Oxford School District, there is a support class at the middle school. This class provides periods of instruction in emotional support, life skills, support and autistic support based on Individualized Education Plans. This provides the flexibility for students to be in the general education classes with maximum involvement in regular education while receiving the specialized instruction they require during the school day. Special Education is a service, not a placement in Oxford. In addition, the district offers direct instruction in reading, writing, math, social skills, occupational skills, and life skills based on students' Individualized Education Plans. The secondary level provides academic support periods to provide support and instruction in executive functioning to students exhibiting those skill deficits. The district has also developed a Transition to Life Program which is designed to prepare students to live independently and obtain employment at the high school. This program has allowed the district to transition back five students from out of district placements for a robust program. This allows the students to be involved in their community and seek employment in their home town.

The technology within Oxford supports students with disabilities to access the curriculum digitally. All grade 7-12 students have an IPAD. With the built in accessibility features, Oxford's core curriculum is supported with such apps as audio books, other supportive apps and web-based skills programs, therefore students with disabilities can be successful in the general education classes more readily with a universal design approach to instruction. Another way the district looks to educate its students within the LRE is the use of personal care assistants. The use of a PCA enables some students to stay in their home school environment. The district also added a social worker and a job trainer. The social worker connects families with community services. The job trainer works in the life skills setting with students who require skills to get and maintain employment. The job trainer works to build community partnerships with the local businesses.

Oxford Area School District(OASD) staff and administration have been obtaining professional development focused on researched based programs that can be used to meet the needs of students with disabilities. OASD participated in the Multi-tiered Systems of

Support training offered by Pattan in four of our buildings grades K-8 to develop a tiered approach within the general education curriculum. All new teachers receive an introductory training on special education and differentiation during new teacher induction. There are Act 80 days and professional development days when training is available for both general education and special education teachers. For the majority of the professional development, teachers are trained together, regular and special education, for consistency in practice.

Additionally, OASD uses the expertise available through the CCIU TAC team to replicate programs that have proven successful in other Chester County school districts. The TAC team assists in setting up intervention programs that have a research based approach that can be used in the regular setting. The district works with a BCBA from CCIU to help with behavioral consults and FBA's when necessary. In addition, the district works with a BCBA who specializes in Verbal Behavior to work with implementing the VB curriculum and program implementation. The district has a CPI trainer to provide training in verbal de-escalation and non-violent crisis intervention. In addition, the school psychologists and special education teachers present on best practices in special education at building faculty meetings. The district also offers opportunities for para-professionals to meet their training hours within the district as well as online options through PATTAN.

The district uses a co-teaching model in some of the schools to support students success in the general education classes. This is done in conjunction with the necessary supports paired with direct instruction in content areas during intervention time.

An analysis of Oxford's three year trend on percentage of students receiving services outside the district indicates a steady rate hovering around the 4.8% with our projected 2017-2018 rate being 4.1%. This number indicates that we are referring less students outside of their home district for services. The goal for our coming years is to increase the in-district educational options to reduce the number of out of district students to be more in line with the SPP target.

SE in other settings

School Year (%) Change (%)

2015-2016 7.9%

2016-2017 4.8% - 3.1%

2017-2018 4.1% -.7% (projected)

Our data for "SE inside regular class 80% or more" is higher than the state average by 3.2% and "SE inside regular class less than 40%" is lower than the state average by 4.2%. The decreasing percentage actually represents about 40 less students outside of the district for services than in 2015-2016. This continues to be indicative of the OASD's trend over the last year to place students in inclusive environments. Placement, including out of district placement, is based on educational placement that best meets students' needs. Moving a student to an out of district placement is determined after examining all other supplementary aids and services to support in the general education class and home school. A continuum of services is considered and options are being developed to best support our students for both in district and out of district. As the years progress, OASD will continue to work on developing more options within the district to meet the needs of all students and looking at each student individually anticipating closer alignment to state-wide trends.

School Year	SE inside Reg class 80% or more (OASD/ State%)	SE inside Reg class less than 40% (OASD/State %)
2015-2016	70.3%/ 61.8	3.8%/9.5%(12/1/15 Penn Data)
2016-2017	65.6% / 62.4%	4.8%/ 9.0%(12/1/16 Penn Data)
2017-2018	68.8%/ pending verification	4.1% pending verification(12/1/17 Penn Data Submission)

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The school board policy number 5375 went into effect 5/20/2015 readopted in 2016. The board directs that the district behavioral support programs should be rooted in research-based positive techniques. The plan represents a three tiered hierarchy model based on current best practices. Interventions focus upon positive rather than negative measures and must be clearly outlined to all personnel who interact with students with disabilities via on-going regularly scheduled in-service and guided practice. The plan is regularly evaluated, monitored, and redesigned to ensure their continued effectiveness by the IEP team. Recognizing the powerful impact of the parent's impact on behavior, the IEP team will recommend parent training through the districts' parent universities. Oxford Area School District instituted School Wide Positive Behavioral Supports in each building with the same overarching mission of positively supporting student prosocial behavior while tailoring the program based on the individual developmental needs at each school.

Jordan Bank, Grade K/Elk Ridge Elementary, Grade 1/2

Students in these schools have the opportunity to earn "Bee" tickets for displaying one of four character traits: Honesty, Respect, Responsibility, and Effort. Kindness will be added next year. Students receive social skills instruction in general education by following Kelso's choice through guidance, Lunch Bunch and Superflex direct instruction. Go Noodle is used frequently within the general education classes to provide brain breaks and self-regulation strategies. At Jordan Bank teachers received professional development in Personal Learning Communities including topics of Differentiation and Mindful Education. The goal is to examine more Mindfulness practices to be preventative in our approach.

Nottingham Elementary, Grades 3/4

Building upon the same character traits in the earlier grades, Nottingham will add Acceptance for the 2018-2019 School year. Students at Nottingham earn Green Tickets to be recognized on the top 200 board. They can also earn High Five Tickets for exhibiting positive character traits. There is a Golden Spork Award given to the class that exhibits best behavior in the cafeteria which over time can conclude with additional incentives. Social Skills is available through guidance sessions, Lunch Bunch, and direct instruction within special education with Zones of Regulation or Superflex. Go Noodle is used frequently within the general education classes to provide brain breaks and self-regulation strategies.

Hopewell Elementary, Grades 5/6

Students at Hopewell earn Stinger Tickets for exhibiting the same positive character traits as the lower grades, with the addition of Leadership and Acceptance. Classrooms have the opportunity to earn rewards based on student ticket drawings. Social Skills is available through guidance sessions, Lunch Bunch, and direct instruction within special education with Zones of Regulation or Superflex.

Penn's Grove Middle School

Students in the middle school have recognition of the same positive character traits as the lower grades, with Empathy being added in the 2018-2019 school year. Students can earn Fun Friday activities or be nominated as one of the top 200 students in the building for exhibiting the targeted character traits.

Oxford Area High School

The high school sets the same expectation for positive character traits as the other schools in the district and all schools participate in the district-wide students of the month celebration. Students and Teachers have participated in Mental Health Awareness Training. As a district, the goal is to continue the trend toward positive approach to behavioral concerns. The goal is to maintain a positive learning environment across all buildings. The approach to positive behavioral supports are aligning with the PA MTSS approach to behavior and the goal is over the next three years to align more deliberately with the goal of that approach. Following the school wide positive behavioral approach, teachers are expected to plan engaging lessons and employ effective classroom management procedures.

When a student requires individual approaches to support his/her behavior, an individualized behavioral support plan will be developed as part of an intervention or specially designed instruction portion of an individualized education plan.

The district contracts with a behavioral specialist to be a consultant to teachers and building principals to support the mission of a positive approach to behavior.

Teachers were trained in Mental Health First Aide. Additionally the district trained at least two people from each school, as well as paraprofessionals in Crisis Prevention Intervention. Principals are trained in de-escalation and physical restraint.

Oxford Area School District works collaboratively with Holcomb and Child Guidance to connect parents to mental health services as appropriate. The District Social Worker and

guidance counselors are key to support parents in referral for mental health services. If a student is in crisis, the district works with Valley Creek Crisis Center and the families to support the student to get the necessary immediate support.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

When looking at educational placements for our students we look at all available data and involve all relevant participants to the IEP meetings including outside agencies, CYF, foster families, and psychologists. District teams have the opportunity to collaborate with all child-serving agencies, through the interagency process, to help students succeed in school and to help developing an educational program that ensures FAPE. For students who receive support from multiple providers, staff from educational, clinical, protective, and corrections services work to enhance and coordinate services. Frequently, the outside agencies have knowledge of additional educational options to add to the discussion so informed team decisions can be made. This interagency process also tends to help the group be more creative in developing supports and offers outside perspectives. Oxford utilizes a variety of outside services and programs to meet the unique needs of our learners. The District does not operate its own partial hospitalization programs and therefore, Oxford students with significant mental health needs attend CCIU programs such as: TEACH or REACH.

The TEACH program is an elementary school-based, partial hospitalization program that provides a clinical and alternative education environment for children, ages six through ten years old, who have been diagnosed with a significant mental health disorder.

The REACH program is an adolescent, school-based, partial hospitalization program that provides a clinical and alternative education environment for students who have been diagnosed with significant mental health disorders.

The District also uses CCIU programs when IEP teams have found the individual needs of students are better met in a different learning environment. Some Oxford students attend the following programs:

The Changes program is an alternative high school program that addresses the academic, social, emotional, and behavioral needs of students who are not succeeding in a traditional

high school setting due to substance abuse. The Changes program provides an opportunity for students to receive an integrated program of treatment for substance abuse with individualized, rigorous academics in a small, caring, personalized setting. The primary goal of the program is to provide students with the skills to maintain sobriety, achieve academic success, transition into the community, and return to the regular school setting.

The district also uses the Child Development Center(CDC) and the Chester County Learning Center(CCLC) for students with significant emotional or behavioral needs. There has been a 50% reduction of students serviced in the CDC and CCLC over the past two years. Oxford has been expanding the services available within the district.

The district uses the Intermediate Unit to provide services for students that have significant autism or are medically fragile. Some of these services are at the CDC building while others are in cross district classes.

The district currently supports two students at the Elwyn Institute and three students at Devereux Day School programs.

The district works with the county mental health system to support students with significant behavioral needs into the Woods School.

These out of district placements have occurred after all in district supports have been found to not be sufficient to meet the needs of the students.

Oxford collaborates with the CCIU, the Child Guidance Resource Center and CYF as part of the Interagency process. Additionally the district partners with the CCIU Training and Consultation (TAC) team for on-going professional development and support.

Oxford has expanded its resources over the past few years, adding a speech therapist, a social worker and a learning support teacher at the high school. Oxford provides life skills services K-1 and 7-12, Emotional Support Services K-12, Autistic Support Services K-12, and Learning Support Services K-12 within district. It is examining expanding Life Skills services grades 2 to 6 once students begin to age up from the Diagnostic Kindergarten Class. The next development is the balance between itinerant and supplemental services so students have access to core instruction and the direct instruction in the skill area as determined by the IEP team. As the district continues to deliver services within home schools, professional staff may be added to serve student needs.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
CCIU CHAMMP	Special Education Centers	AS	1
CCIU Child and Career Development Center (CDC)	Special Education Centers	ES, LS, LSS, MDS	21
Devereux School	Special Education Centers	ES, AS, MDS	4
Elwyn/ Davidson School	Special Education Centers	AS, MDS	2
CCIU Learning Center	Special Education Centers	ES, LS	5
CCIU Cross District Programs (Octorara, Avon Grove)	Neighboring School Districts	AS, MDS, LSS	1
CCIU-REACH	Special Education Centers	Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	7	0.2
Locations:				
Jordan Bank Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	9	1
Locations:				
Jordan Bank Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	17	1
Locations:				
Elk Ridge Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	17	1
Locations:				
Elk Ridge Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	8	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	17	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	22	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	17	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	16	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	19	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	11	1
Locations:				
Nottingham Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	11 to 13	16	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	18	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	17	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	16	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	18	1
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	20	1
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	18	1
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	20	1
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	20	1
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	20	1
Justification: Students are not educated in the same room simultaneously.				
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2017*

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	4	0.5
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	2	0.2
Locations:				
Penn's Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	12 to 15	4	0.3
Locations:				
Penns Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	15	0.5
Justification: Special Education students can go until age 21				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	10	0.5
Justification: Spec. Ed. students are able to attend until 21.				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	1
Locations:				
Oxford Area High	A Senior High School	A building in which General Education		

School	Building	programs are operated		
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Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	25	1
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	10	0.5
Justification: Spec. Ed. students can attend until 21.				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	15	0.5
Justification: Spec. Ed. students can attend until 21.				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 20	25	1
Justification: Students are not educated in the same room simultaneously.				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	1
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	10	0.8
Justification: Age waiver completed at IEP meeting Annually				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 21	2	0.2
Justification: Age waiver completed at annual IEP meeting				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	15	1
Locations:				
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	17	1
Locations:				
Hopewell Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	5	0.6
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 13	3	0.4
Locations:				
Hopewell Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	20	0.6
Locations:				
Jordan Bank	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	14	0.2
Justification: Students can attend school until 21 and are not services simultaneously				
Locations:				
Oxford Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	14	0.2
Justification: Speech and Language Services, students are not seen simultaneously.				
Locations:				
Penns Grove Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 8	60	1
Locations:				
Elk Ridge	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	51	1
Locations:				
Nottingham School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	42	0.8
Locations:				
Hopewell	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	10	0.2
Locations:				
Nottingham Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	9	1
Locations:				
Elk Ridge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	22	1
Justification: This is an increase in the FTE. Due to case load size, district added a teacher to their staff. There is no change in room. This is a high school case load. Teachers support students they see.				
Locations:				
Oxford Area High school	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Central Office	1
Supervisor of Special Education	Central Office	1
School Psychologists	District Buildings	3
Paraprofessionals	District Buildings	22
Speech and Language Pathologists	District Buildings	4

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austills Educational Services	Outside Contractor	16 Days
CCRN	Outside Contractor	50 Days
Criticare	Outside Contractor	5 Days
Chester County Intermediate Unit	Intermediate Unit	180 Days
GHR	Outside Contractor	25 Days

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

In review of the district's accomplishments and challenges we are able to identify that the newly written standards aligned curriculum supported with aligned resources is providing educational opportunities that is moving our students performance forward. Although the percent of proficient and advanced students is not yet where we want it to be, we are seeing growth in student populations academic achievement. In reviewing the spring Keystone Literature exam, we see that over 71% of the students were proficient. We are looking to gather data to determine the total percentage of a cohort that are proficient prior to graduating. Our teachers are reporting that students math understanding is deeper and richer since we rewrote the math curriculum and provided the math resources to support the curriculum. We are seeing science growth as well in our fourth grade program. The four core areas of content have rewritten curriculum and new resources to support the curriculum. The pattern is of growth for our students in these areas. We have also increased our use of technology in instruction, this is more purposeful and the trend of effective use of the technology is observed, Professional development will continue to support this process. The historically underperforming subgroup is advancing on ACCESS scores, but still lag behind students that English is their first language. We see increases in performance at the lower grade levels and more difficulty for students to achieve at higher levels based upon the time in the country and the English language development.

District Accomplishments

Accomplishment #1:

The shared mission of *Kids First, Progress and Unity*.

Accomplishment #2:

Pa core standards aligned curriculum was written within the past five years in all core content areas English Language Arts, Math, Science, Social Studies and in Health, P.E., Business, and World Language, Numerous days of professional development were used to accomplish a K-12 continuity of educational programming/curriculum and familiarity for all teachers in each content area.

Accomplishment #3:

Resources have been purchased within the last five years to support the PA Core Standards newly rewritten district curriculum. Additional supplemental intervention programs and resources were implemented and continue to be monitored for effectiveness in the district.

Accomplishment #4:

Data use as a diagnostic tool through CDTs and other assessments such as Exact Path were implemented and professional development was provided to enhance educators use of the tools to identify student's area of strength and weakness for instructional effectiveness.

Accomplishment #5:

Increase use of technology as an instructional tool throughout the district. Over 100 hours of technical training was offered to designated groups of teachers to advance their use of technology and to serve as building assistance and coaches to other teachers. The district has 1:1 IPAD use for students in grades 5-12 and 1:2 IPAD use in grades K-4. All teachers have Apple TVs for projection and white boards were added to the elementary schools to increase the visibility of projection.

Accomplishment #6:

Differentiate instruction is supported and the implementation of the MTSS process in all elementary schools is underway. Two of the four schools piloted the MTSS approach and are now leading the other two schools in the process with district level administrative support. Elementary schools received grants to support the implementation of the MTSS approach and are working with PATTAN to successful adopt this practice.

Accomplishment #7:

STEM increased in the district in grades 3-12. Grades 5-12 are forwarding the curriculum of PLTW engineering and science. Grades 3 and 4 are entering the STEAM focus in the 2018-19 school year and received a grant to assist with the cost of implementation. Teachers in grades 7-12 attended professional training with PLTW curriculum. Students are performing exceptionally well in this program.

Accomplishment #8:

Career Paths increased in the district, the district is proud of the student success and partnership with schools of higher education. These include: Cecil College Early College Academy (ECA) graduating 15 students in 2018 with their college associate degree while also receiving their high school diploma. Transfer of credits for these students was well received by their four year colleges, thus cost reduction and advanced academic standing permitting early college graduation as well. Currently approximately 100 students are taking advantage of this program. Partnership with Thaddeus Stevens College of Technology enabled our students to attend Thaddeus Stevens for their senior year of school and will then have the opportunity for summer internships in 2019 and are projected to complete their associate degrees in the technical fields within one year after their high school graduation. The district currently has five students taking advantage of this opportunity. The

District is continuing to explore opportunities with educational partners for opportunities to students including Harrisburg Area Community College.

Accomplishment #9:

Increased academic growth of students is indicated in standardized assessment scores. Proficiency levels in Literature as measured by the Keystone Exam in 2018 was reported at 71.5%, proficiency levels of Algebra I for grade seven was over 97%, fourth grade science as measured by the PSSA was near 75%. These are a few of the indicators in the content areas that demonstrate growth across disciplines.

Accomplishment #10:

Safety and Security measures were increased both through structural and soft measures. These include Gaggle, Safety Tip Line, Mental Health First Aide Training for all 7-12 grade teachers and staff, Helping Individuals with Violence Prevention and Emotional Stress (HIVE) teams, and further securing building (additional camera coverage included) and increased police presence on campus.

Accomplishment #11:

Annual high quality professional development for teachers to advance all content area instruction for students and the use of technology for effective instructional delivery.

Accomplishment #12:

Community partnerships that advance opportunities for students. These include: Oxford Public Library assistance with book availability for required summer reading throughout the district. The Pre-K relationship developed with community programs to support readiness for Kindergarten. The La Comunidad Hispana relationship in providing ESL and pre-GED programming for parents of our EL students. The Oxford Educational Foundation for their support in providing over 100 volunteers to tutor students in multiple areas including physics and chemistry, a total in 2018 of over 3,000 hours.

Accomplishment #13:

Comprehensive summer programming for students is an accomplishment of the district to help prevent regression of student achievement, advance the Pre-K students and to provide enrichment for students. These programs are offered at no cost to students, transportation and meals are provided free to all participants. The district also runs an Academy program for summer enrichment in the arts and in math, science and physical fitness. In the summer of 2018, the over 500 students participated in one of the district's summer programs.

District Concerns

Concern #1:

The district remains committed to high achievement levels for all students throughout the district, therefore the district's concern is in providing a consistent delivery of educational services in all areas, including partnerships that meet the needs of all students. Students need to graduate from Oxford Area School District with the skills and preparation necessary to be productive and successful in their next aspiration.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The district remains committed to high achievement levels for all students throughout the district, therefore the district's concern is in providing a consistent delivery of educational services in all areas, including partnerships that meet the needs of all students. Students need to graduate from Oxford Area School District with the skills and preparation necessary to be productive and successful in their next aspiration.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystone Exams, PVASS

Specific Targets: +5% in student performance annually

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

District Curriculum aligned to the PA Core Standards

Description:

District curriculum committees are established to review the curriculum on a four year cycle to include analysis, design, implementation and evaluation. All teachers in each school in the district use data to review diagnostic, and performance measures of all students.

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

Implementation Steps:

Professional Development

Description:

Conduct surveys to determine ongoing professional development needs

Organize district professional development and teacher induction timelines, maintain a district level and a building level professional development plan, updated annually based upon needs.

Establish curricular committees focused upon content areas, most effective instructional practices and exposure to quality resources

Develop professional development to address understanding of standards, data analysis and effective use of data to make informed decisions as to the direction of student instruction and the use of technology in instructional delivery.

Start Date: 7/16/2019 **End Date:** 7/24/2022

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Instructional Conversations
- District Curriculum aligned to the PA Core Standards

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices, additionally ensuring 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: PSSA 2016-19, Keystone Exams 2016-2019, PVASS 2016-19

Specific Targets: + _____%

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

District Curriculum aligned to the PA Core Standards

Description:

District curriculum committees are established to review the curriculum on a four year cycle to include analysis, design, implementation and evaluation. All teachers in each school in the district use data to review diagnostic, and performance measures of all students.

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

After School Programs

Description: After-school programs can provide enrichment activities that develop students' academic and social skills. For students who lack

adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

SAS Alignment: Materials & Resources, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Data analysis and review

Description:

Educators serve on data committees in each school to assist in the evaluation of the effectiveness of instructional practices based upon the increase in student achievement. Students will be instructed utilizing differentiated instructional practices and students needing additional services will be found and referred for additional assessment and services if needed. Educators work in partnership with students' parents to provide the most comprehensive service to all students.

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Data Analysis and consistent curriculum k-12 delivery

Description:

In addition to data teams established at each school beginning in the 2014 school year, the district began in the 2013 school year, a systematic approach to analyze and implement a curriculum k-12 that will align with

the PA Core Standards and provide students with meaningful education. Highly qualified professionals will serve on curriculum committees in design and implementation of curriculum needs for all students. Differentiated instruction will continue to be an area of professional development to meet the needs of all students.

Start Date: 8/30/2013 **End Date:** 7/30/2020

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data analysis and review

Data analysis and curriculum implementation

Description:

A systematic approach is being utilized to review curriculum on a cyclical basis. Decisions will be made to determine the effectiveness of the curriculum and curricular materials for student achievement. Technology will be integrated into the curriculum to enable the students to be career and college ready when they graduate from Oxford Area School District. Programs will be introduced into the curriculum to provide students with advanced rigor through not only district courses, but also through Early College Enrollment (earning an associates degree from participating college) and a Dual Enrollment Program.

Start Date: 8/30/2013 **End Date:** 7/30/2020

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data analysis and review

Goal #3: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Common district developed assessments

Specific Targets: Increased consistently measured performance for all students with an increase in the percentage of proficiency and in value added growth measures for students on state assessments.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Data analysis and review

Description:

Educators serve on data committees in each school to assist in the evaluation of the effectiveness of instructional practices based upon the increase in student achievement. Students will be instructed utilizing differentiated instructional practices and students needing additional services will be found and referred for additional assessment and services if needed. Educators work in partnership with students' parents to provide the most comprehensive service to all students.

SAS Alignment: Standards, Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CCreating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CCreating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Consistency of Educational Delivery to all students

Description:

The district recognizes the need to provide consistent and differentiated educational services to all students. The district developed a consistent approach of data analysis throughout the district at all schools. The data will be reviewed periodically at the district level to ensure the consistency across the district.

Instructional techniques will continue to be developed and implemented throughout the district. Professional development as a district with specific targeted school needs will be developed. Student achievement will

not be reviewed as owned at each building level, but will instead be viewed as a continuum of educational services to each child.

This strategy will continue through the years of the comprehensive plan. Principals will work with teachers and parents communicating student progress. Students will be involved in understanding their progress. Administrators at the district level will work with both building administrators and faculty to assure the needed professional development and resources are appropriately allocated.

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

Data Analysis and consistent curriculum k-12 delivery

Description:

The district is engaged in an analysis of curriculum as aligned to the PA Core Standards. The district is utilizing both administrators and faculty certified in the content area to be reviewed. The SAS system is being used to support the standards that need to be addressed at each grade level. Vertical alignment within the district is being focused upon in the design and implementation of the curriculum. All district professional educators are involved in planning and implementing meaningful instruction for all students.

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

Early College Academy, Early College Enrollment and Dual Enrollment

Description:

Students in the secondary setting have the opportunity to enroll in a college program. Students can earn an associate degree that can be conferred upon completion of the high school program, at the time of graduation acquiring the credits needed from a participating college. Students will also have the opportunity in the secondary setting to participate in the traditional dual enrollment program, earning college credits that will transfer into the postsecondary setting. Practices at this level will be instructionally sound and assist in the transition of school to college/career.

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

Technology and Student Achievement

Description:

The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive effect on student achievement. (Sources: [Edtech research: Explore the horizons of education technology](#))

SAS Alignment: Instruction

Implementation Steps:

Data analysis and curriculum k-12 implementation

Description:

A cyclical schedule is developed that reviews content areas of the curriculum for alignment and updated design to improve student achievement. A team of highly qualified educators are assigned to meet regularly throughout the year to provide analysis, design and implementation recommendation.

Start Date: 8/30/2013 **End Date:** 7/30/2020

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Conversations
- Substantial Professional Development
- Differentiating Instruction
- Reading Across the Curriculum
- Data analysis and review
- Consistency of Educational Delivery to all students
- Data Analysis and consistent curriculum k-12 delivery

- Early College Academy, Early College Enrollment and Dual Enrollment
- Technology and Student Achievement

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Strategy #1: Common Assessment within Grade/Subject
Strategy #2: Instructional Conversations
Strategy #3: District Curriculum aligned to the PA Core Standards

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
			Conduct surveys to determine ongoing professional development needs							
			Organize district professional development and teacher induction timelines, maintain a district level and a building level professional development plan, updated annually based upon needs.							
7/16/2019	7/24/2022	Professional Development	Establish curricular committees focused upon content areas, most effective instructional practices and exposure to quality resources							
			Develop professional development to address understanding of standards, data analysis and effective use of data to make informed decisions as to the direction of student instruction and the use of technology in instructional delivery.	Professional Development Coordinator	1.0	4	30	OASD	School Entity	Yes

Knowledge	Educators will gain knowledge in effective instructional strategies, data analysis and interpretation, using data to make rich instructional decisions, use of technology in instructional delivery and resource awareness including the state portal.
Supportive Research	Professional Development
Designed to Accomplish	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p> <p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership roles:	
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>

Professional Learning Communities

Participant Roles	Dir	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex</p> <p>School counselors New Staff Other educational specialists</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities		<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

LEA Goals Addressed: Establish a district system that fully ensures Strategy #1: Common Assessment within

staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices, additionally ensuring 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.

Grade/Subject
Strategy #2: Data analysis and review

Start	End	Title	Description					
8/30/2013	7/30/2020	Data analysis and curriculum implementation	A systematic approach is being utilized to review curriculum on a cyclical basis. Decisions will be made to determine the effectiveness of the curriculum and curricular materials for student achievement. Technology will be integrated into the curriculum to enable the students to be career and college ready when they graduate from Oxford Area School District. Programs will be introduced into the curriculum to provide students with advanced rigor through not only district courses, but also through Early College Enrollment (earning an associates degree from participating college) and a Dual Enrollment Program.					
		Person Responsible District administrator	SH 3.0	S 27	EP 15	Provider Oxford Area School District	Type School Entity	App. No

Knowledge Curriculum needs and alignment to the state requirements. Resoures that effectively support instruction to all students with differentiation for the various needs of each student.

Supportive Research Curriculum framework through the PDE SAS, Research through publication companies for the best supporting materials and resources, data analysis of student achievement

Designed to Accomplish
 For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

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.

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.

Training Format
 Department Focused Presentation
 Professional Learning Communities

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff Parents	Grade Levels	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 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

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

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Joseph Tighe on 11/27/2018

Board President

Affirmed by David Woods on 11/27/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by JOSEPH TIGHE on 4/27/2018

Board President

Affirmed by David Woods on 4/27/2018

Superintendent/Chief Executive Officer