

Old Fort Local Schools



3 YEAR STRATEGIC PLAN 2021 – 2024

YEAR 3 2023-2024

Board of Education

Val Steyer
Nick Baker
April Hull
Mandy Stacy
Kristin Woodall

District Goals:

1. Increase achievement of all students.
2. Unify and build trust with all stakeholders.
3. Ensure professional growth of every employee.



Vision:

All Stockaders will be prepared with the skills
and confidence to choose purposeful, productive paths.

Cindy Endsley

Superintendent

Thomas J. Siloy

Treasurer

Planning Process

The Old Fort Local School District Leadership Team began thoughtfully considering the identity and trajectory of the district in January of 2019. That spring, staff and community surveys were conducted in which we gained feedback about the desires of our stakeholders regarding what they would like to see for OFLS. During the school opening that fall, DLT members conducted a visioning activity with all employees. From that work, revised district vision and mission statements were born, along with overarching district goals and core values.

From January to April 2021, a core planning team, in collaboration with teacher-based teams from both buildings, worked diligently to complete the One Needs Assessment as required by ODE. An important aspect of the teams' work was to examine the issues and most critical needs of the school district. This work laid the foundation for the One Plan, also known as the 3 Year Strategic Plan, by identifying academic and cultural gaps and creating a long-term plan to address those needs. The goal was to create a clear roadmap for our work over the next several years that aligned with our vision and mission and would produce better outcomes for kids. A strategic plan, while focused on the present and the future, is a fluid document that is bound to change based on legislation, funding and/or shifting needs. The document will be revised annually to naturally sync with our progress and next steps. This protocol will allow us to function within the framework outlined by the 3 Year Strategic Plan while providing grace for necessary adjustments along the way.

Superintendent's Acknowledgements

I wish to express my sincere gratitude to the district's administrators, DLT members and teachers who worked countless hours to analyze district needs, conduct research around instructional best practices and develop this solid plan for the district's advancement. Old Fort Local Schools continues to be a remarkable school district, one that consistently shows growth in student achievement, builds the professional capacity of all staff and produces graduates who are college, military and career-ready. Thanks to our Board of Education, Leadership Team, dedicated staff, engaged parents, supportive community and amazing students, Old Fort remains a great place to be! It is an honor to lead such an impressive district, and I extend my sincere appreciation to all of our stakeholders for their partnerships. Our kids in Old Fort deserve nothing but the best, and I am confident that that's exactly what they get! Well done, Stockaders!

Sincerely,



Mrs. Cindy Endsley
Superintendent

GOAL AREA: ENGLISH LANGUAGE ARTS

DISTRICT GOALS

GOAL 1: INCREASE ACHIEVEMENT OF ALL STUDENTS.

GOAL 3: ENSURE PROFESSIONAL GROWTH OF EVERY EMPLOYEE.

SMART GOAL

LONG TERM ELA SMART GOAL: At least 80% of students in grades 3-10 will score Proficient or higher on Ohio's State Tests in Reading by May 2024.

SHORT TERM ELA SMART GOAL:

DATA MEASURES

STUDENT MEASURE: Twenty-five students scoring below proficient will score one designation higher, increasing our PI by 10 points, taking our PI score to 4 stars by 2024.

ADULT IMPLEMENTATION MEASURE: 100% of district ELA teachers will utilize strategies and resources supported by the Science of Reading by May 2024.

STRATEGY	YEAR 1: 2021-2022	YEAR 2: 2022-2023	YEAR 3: 2023-2024
INSTRUCTION	<p>Pilot authentic performances to increase fluency with identified teachers in select 2-7 classrooms (Rasinski)</p> <p>Utilize Anita Archer's Explicit Instruction strategy for vocabulary in all disciplines PK-12</p> <p>Utilize Mindplay as a Tier 1 & Tier 2 intervention for Reading</p>	<p>Explore where fluency fits into CKLA and identify needed resources for fluency practice</p> <p>Utilize authentic performances (Reader's Theater) in at least one grade level to increase fluency and incorporate parent involvement (Rasinski strategy)</p> <p>Conduct fidelity checks for use of Explicit Instruction for vocabulary in all disciplines K-12</p>	<p>Provide remediation for EOC exams as required for grades 11-12</p> <p>Revisit the use of Explicit Instruction for vocabulary in all disciplines K-12</p> <p>Dyslexia Supports: Administer Dyslexia screeners (Tier 1 & Tier 2) to students in K, transfer students, and 1-6 requests per HB 436, provide interventions and progress monitoring, and</p>

	<p>Teach syllabication as an advanced word study strategy for Tier 1 in 3-6 classrooms and for Tier 2 in 7-8</p> <p>Utilize second layer diagnostic assessments (PAST, Phonics First Diagnostic Assessment, <i>Mindplay</i>, spelling inventories, etc.) to inform specific interventions</p> <p>Expand preschool opportunities for early intervention</p> <p>Pilot the Cluster Model for gifted instruction in grade 6</p> <p>Explore Gifted Enrichment opportunities for identified 3-6 students</p>	<p>Cluster students for Gifted ELA Instruction in grades 4 and 6</p> <p>Continue to comply with legal mandates and enhance on-site preschool opportunities for kids</p> <p>Dyslexia Supports: Run a pilot year of our Dyslexia support plan (due to delay of implementation from ODE)</p> <p>Administer benchmark screener to students in K-3, provide interventions and progress monitoring, and communicate with parents accordingly</p> <p>Establish decision rules for and implement second layer diagnostic (Tier 2) assessments as part of RTI plan for at-risk students to inform specific interventions</p> <p>Utilize K-2 WEN time to establish fluid groups and intervene on Foundational Skills based on diagnostic data and RIMP plans (SWAT approach)</p> <p>Fine tune RTI plan by revisiting data tracking sheets, documenting the process and how to find necessary data, and ensuring the process can be replicated by all involved staff</p>	<p>communicate with parents accordingly</p>
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GOAL AREA: ENGLISH LANGUAGE ARTS

STRATEGY	YEAR 1: 2021-2022	YEAR 2: 2022-2023	YEAR 3: 2023-2024
PROFESSIONAL CAPITAL	<p>Offer 15 hours of Gifted PD to identified teachers for Clustering</p> <p>Train Administrators on: The Science of Reading Ohio's Plan to Raise Literacy The School wide Reading Model The Simple View of Reading Scarborough's Rope Evidence Based Strategies</p> <p>Introduce K-8 ELA teachers to Amplify's podcasts on <i>The Science of Reading</i></p> <p>Provide <i>Structures</i> training for 2-8 ELA teachers and interventionists (June '22)</p> <p>Provide specialized training for intervention specialists (IEP writing, book study, etc.)</p> <p>Hold quarterly vertical team meetings between 4-8 ELA teachers</p> <p>Train PK-12 teachers on Anita Archer's Explicit Instruction strategy for vocabulary in all disciplines</p>	<p>Offer 15 hours of Gifted PD to identified teachers for Clustering. Provide coaching through Gifted Supervisor to better support Gifted students in the classroom</p> <p>Continue Gr. 4-8 Department Meetings</p> <p>Provide CKLA training/coaching to support implementation/adoption</p> <p>Continue to consistently hold TBT's focused on ELA standards, data/assessments, and instructional strategies</p> <p>Create a New Teacher Cohort for continued support and monthly trainings on recent PD topics to ensure consistency among all teaching staff: Explicit Vocabulary Instruction, Google Skills, <i>Science of Reading</i>, etc.</p> <p>Dyslexia Supports: Continue to support K-12 teachers on <i>The Science of Reading</i> through TBT's and district PD time</p>	<p>Offer 15 hours of Gifted PD to identified teachers in order to service students. Provide coaching through Gifted Supervisor to better support Gifted students in the classroom</p> <p>Continue Department Meetings</p> <p>Continue to consistently hold TBT's focused on ELA standards, data/assessments, and instructional strategies</p> <p>Provide new teachers continued support through bi-weekly meetings with their mentor teachers to cover topics such as: Explicit Vocabulary Instruction, Google Skills, <i>Science of Reading</i>, CKLA training, Dyslexia support, check-in, needed supports, and more.</p> <p>Dyslexia Supports: Utilize the free Dyslexia modules through ODE's LMS to continue</p>

		<p>Ensure all K-1 teachers are trained in multisensory structured literacy (Phonics First & Heggerty). Utilize free Dyslexia PD through ODE as appropriate</p> <p>Explore the need for and feasibility of <i>The Reading Teacher's Top Ten Tools</i> training for 2023-2024 for in-depth <i>Science of Reading</i> PD</p>	<p>supporting PK-3 teachers on <i>The Science of Reading</i></p> <p>Train new K-3 teachers on appropriate dyslexia approved training.</p>
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GOAL AREA: ENGLISH LANGUAGE ARTS

STRATEGY	YEAR 1: 2021-2022	YEAR 2: 2022-2023	YEAR 3: 2023-2024
Curriculum	<p>Pilot Amplify's <i>CKLA</i> and <i>Wit & Wisdom</i> ELA curriculum in grades 2-4</p> <p>Calibrate current ELA curriculum against The Science of Reading; Obtain ELA materials for PK-8 aligned to the SOR</p> <p>Develop a continuum of writing instruction that is developmentally appropriate, yet aligned across K-12</p> <ul style="list-style-type: none"> -Expand 4 Square model to K-5 -Develop scoring rubrics for 4 Square model in each grade level K-5 -Expand PEEL writing approach to 6-9 -Develop common scoring rubric across all disciplines 7-12 -Calibrate scoring rubrics among teachers for consistency in grading -Gr. 2-10 ELA teachers will examine released exemplars from state testing <p>Provide Heggerty and Phonics First training to new teachers and elementary administrator(s)</p> <p>Conduct fidelity checks in grades PK-3 of Heggerty and Phonics First instruction</p>	<p>Implement Structures (morphology) for advanced word study in 4-6 classrooms</p> <p>Implement CKLA Second Edition ELA curriculum in K-6</p> <p>Identify K-6 supplemental ELA materials needed (related trade books, decodables, etc.) and create plan to obtain materials</p> <p>Writing: Utilize rich content as the basis for writing K-12: K-6: Continue to use the <i>4 Square</i> model as a framework for writing. Explore writing needs within CKLA and begin the process of gathering related texts in order to create writing prompts aligned to the OST</p> <p>7-12: Implement quarterly writing assessments across all disciplines using the building-adopted writing rubric(s)</p>	<p>Insert instructional strategies and activities where appropriate within CKLA to enhance student engagement</p> <p>Writing: Continue to utilize rich content as the basis for writing K-12.</p> <p>K-6: Continue to use the <i>4 Square</i> model as a framework for writing. Explore writing needs within CKLA and begin the process of gathering related texts in order to create writing prompts aligned to the OST</p> <p>7-12: Implement quarterly writing assessments across all disciplines using the building-adopted writing rubric. Establish visible success criteria for mastery in ELA classrooms</p> <p>Utilize released ELA writing items and scoring guidelines with 3-8 and ELA II students to enhance their understanding of the critical elements of written responses</p>

		<p>Utilize released ELA writing items and scoring guidelines with 3-8 and ELA II students to enhance their understanding of the critical elements of written responses (emphasis on content, evidence, and organization)</p> <p>Explore <i>The Writing Revolution</i> and its appropriateness for use K-12 in the 2023-2024 school year</p>	(emphasis on content, evidence, and organization)
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GOAL AREA:
MATHEMATICS

DISTRICT GOAL

GOAL 1: INCREASE ACHIEVEMENT OF ALL STUDENTS.

GOAL 3: ENSURE PROFESSIONAL GROWTH OF EVERY EMPLOYEE.

SMART GOAL

LONG TERM MATH SMART GOAL: At least 80% of students in grades 3-10 will score Proficient or higher on Ohio's State Tests in Math by May 2024.

SHORT TERM MATH SMART GOAL:

DATA MEASURES

STUDENT MEASURE: Twenty-five students scoring below proficient will score one designation higher, increasing our PI by 10 points, taking our PI score to 4 stars by 2024.

ADULT IMPLEMENTATION MEASURE: 100% of district Math teachers will utilize evidence-based strategies, such as explicit instruction, success criteria and the use of formative data, by May 2024.

STRATEGY	YEAR 1: 2021-2022	YEAR 2: 2022-2023	YEAR 3: 2023-2024
ASSESSMENTS	<p>Explore <i>Mastery Connect</i>, <i>Edulastic</i>, <i>TenMarks</i>, etc. as test bank resources for standards-based test items</p> <p>Label current assessments with D.O.K. levels</p> <p>Identify standards to be bundled for each unit of study</p> <p>Revise Math pacing guides 9-12</p>	<p>K-3: Develop formative common assessments with D.O.K. labeled</p> <p>4-8: Develop/utilize formative assessments with D.O.K. labeled to guide instruction and intervention decisions</p> <p>Revise Math pacing guides K-12</p>	<p>K-3: Develop formative common assessments with D.O.K. labeled</p> <p>Gr. 4-8: Develop success criteria for each unit of study to make learning visible for students</p> <p>Algebra I & Geometry: Develop pacing guides</p>

GOAL AREA: MATHEMATICS

STRATEGY	YEAR 1: 2021-2022	YEAR 2: 2022-2023	YEAR 3: 2023-2024
CURRICULUM, INSTRUCTION & PROFESSIONAL CAPITAL	<p>Offer 15 hours of Gifted PD to identified teachers for Clustering</p> <p>Gr. 4-12 Math teachers work with Mary Teglevic on: Mathematical Practices D.O.K. Data Analysis Effective Instructional Practices Standards Deconstruction Story/Word Problem Strategies Analyzing Student Work</p> <p>Train K-6 teachers on new Math series</p>	<p>Offer 15 hours of Gifted PD to identified teachers for Clustering. Provide coaching through Gifted Supervisor to better support Gifted students in the classroom</p> <p>Cluster students for Gifted in JH Math</p> <p>Continue to support the implementation of <i>Zearn</i> in K-6. Identify gaps and supplemental materials needed. Create a plan to obtain needed materials to fill gaps</p> <p>Continue Gr. 4-8 Department Meetings</p> <p>Meet regularly with JH/HS Math Dept., both as a group and individually for coaching and collaboration</p> <p>Continue to consistently hold TBT's focused on Math standards, data/assessments, and instructional strategies</p> <p>Review D.O.K. to be incorporated when writing common assessments</p>	<p>Offer 15 hours of Gifted PD to identified teachers for Clustering. Provide coaching through Gifted Supervisor to better support Gifted students in the classroom</p> <p>Determine future math curriculum needs.</p> <p>Provide training to Math teachers on Success Criteria for constructed response questions</p>

		Continue to restructure Math Reinforcement and AA in 7-12 as needed to ensure students are receiving the appropriate supports and interventions	
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GOAL AREA:
CLIMATE & CULTURE

DISTRICT GOAL

GOAL 1: INCREASE ACHIEVEMENT OF ALL STUDENTS.

GOAL 2: UNIFY AND BUILD TRUST WITH ALL STAKEHOLDERS.

GOAL 3: ENSURE PROFESSIONAL GROWTH OF EVERY EMPLOYEE.

SMART GOAL

LONG TERM CLIMATE & CULTURE SMART GOAL: The number of students in Tier 2 of our behavioral RTI system, as identified through SWIS data, will decrease by 20% by May 2024.

SHORT TERM CLIMATE & CULTURE SMART GOAL:

DATA MEASURES

STUDENT MEASURE: 100% of students will participate in recurring restorative practice circles by May 2024.


ADULT IMPLEMENTATION MEASURE: 100% of staff will consistently enforce PBIS expectations and implement the building wide student acknowledgment system each year of this 3 year plan.

STRATEGY	YEAR 1: 2021-2022	YEAR 2: 2022-2023	YEAR 3: 2023-2024
PBIS & Professional Capital	<p>Administrators and PBIS teams explore Restorative Practices as tools/skills to support Tier 1 of PBIS</p> <p>-<u>Better Than Carrots or Sticks</u> book study</p> <p>-Pre-recorded training videos with Missy McClain</p> <p>-Structured consultation days with Missy McClain</p> <p>PBIS teams continue to receive support from NCOESC and SST as needed</p>	<p>Begin using Restorative Circles consistently at all Leadership and Admin meetings</p> <p>Begin using Restorative Circles with staff (TBT's, staff meetings, department meetings, etc.) by second semester</p> <p>Expand Restorative Circles training to all K-12 teachers and identify timeline</p>	<p>Train all new administrators, new staff, and district coaches on Restorative Circles and determine clear expectations for implementation</p> <p>Continue focusing on Emotional Poverty, ACES, Restorative Practices, and/or Trauma Informed Care to better understand underlying reasons for at-risk student behavior</p>

		<p>and clear expectations for classroom implementation</p> <p>Provide district wide training on <i>Emotional Poverty</i> to understand underlying reasons for at-risk student behavior and how to better support these students</p> <p>Conduct the following book studies across the district: <i>Administrators- <u>Hacking School Discipline</u></i> (Restorative Practices) <i>Elementary PBIS Team- <u>Hacking School Discipline</u></i> (Restorative Practices) <i>Various Staff- <u>Lost at School</u></i> <i>Interventionists & Gen Ed Partners- <u>Your Students, My Students, Our Students: Rethinking the Inclusive Classroom</u></i></p> <p>Comply with HB 123 requirements (Risk Assessment Team, etc.)</p> <p>Train Admin Team on the Downey Walkthrough Process. Modify process to align it with OTES 2.0 and make it work for OFLS</p> <p>PBIS: Expand PBIS program at JH/HS by integrating students in planning and implementing the system</p>	<p>Continue exploring Restorative Practices and Tier 2 & Tier 3 Restorative Practice interventions</p> <p>PBIS teams will use SWIS data to make appropriate adjustments to school environment and improvements to PBIS plans</p> <p>Conduct a district-wide book study on <i>Hacking School Discipline</i>. As a natural result of this learning, blend PBIS plans with more Restorative Practices</p>
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		<p>Explore the possibility of earning an Ohio Means Jobs Readiness Seal through the PBIS program</p> <p>Allow for shared leadership in planning student activities for Fantastic Fridays</p> <p>Provide introductory training on Restorative Practices to PBIS teams</p> <p>Use SWIS data to make appropriate adjustments to environment /plans</p>	
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GOAL AREA: CLIMATE & CULTURE

STRATEGY	YEAR 1: 2021-2022	YEAR 2: 2022-2023	YEAR 3: 2023-2024
Community & Family Engagement	<p>Garner parent/community input on 3 Year Strategic Plan</p> <p>Implement at least 2 family engagement activities at each building</p> <p>Transition Kampus Keyhole to <i>Every Door Direct Mailer</i></p> <p>Develop District Climate & Communications Committee</p> <p>Begin introducing district videos to bolster school pride</p> <p>Create transparency by posting all district plans & updates on website</p> <p>Give district presentations at community groups (Reverse Raffle, Lions Club, etc.)</p>	<p>Increase our social media presence and use  to improve the quality of posts for both athletics and academics</p> <p>Conduct Community and Staff Surveys (similar to Spring 2019)</p> <p>Implement at least 1 new parent/family engagement activities at each building (i.e., graduation pathways, Elementary Carnival, special education family event, awards nights, etc.)</p> <p>Explore a staff recognition program</p> <p>Enhance the Kampus Keyhole by publishing a fifth edition with information about the 2023-2024 school year and district highlights of successes and student achievements from this year. Incorporate a Secret Kader Search in each edition</p> <p>Bring documentation of Old Schools' history up to date and publish district</p>	<p>Explore ways to continue promoting and enhancing parent/family engagement in the district</p> <p>Utilize community and staff survey feedback to make adjustments and improvements as appropriate</p> <p>Discuss <i>Staff Member of the Quarter</i> program or other staff recognition initiatives with the BLT's.</p> <p>Explore ways to create a district video: <i>What it Means to be a Stockader</i></p> <p>Continue Veteran's Day Luncheon at JH/HS and Veteran's Day Program at elementary</p>

		<p>video about our history using community members</p> <p>Create elementary academic honors awards program</p> <p>Continue building collaborative and productive partnerships with community stakeholders (community groups, churches, businesses, etc.)</p> <p>Collaborate with Boosters so both entities can develop both short- and long-term athletic plans</p>	
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