



District Goals for 2026-2027

Goal 1: Student Success - Ensure that all students are challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. The school district will eliminate opportunity gaps and work to ensure all students are active participants in the community.

Initiative/Task	Lead Administrator(s)	Resources Needed	Measure of Success	Updates Throughout the Year
Foster a unified approach to teaching and learning by strengthening collaboration, shared ownership, and decision-making between general and special education, ensuring all students receive coordinated, high-quality instructional practices and supports within the general education environment whenever appropriate. <i>(This goal also appears under Student Wellbeing)</i>	Assistant Superintendents, Directors, Supervisors, Principals, Coordinator of Prevention and Support Services	<u>Significant</u> Meeting and planning time between administrators and school leaders.	Success will be evident when general and special education leaders and staff consistently engage in collaborative planning, decision-making, and problem-solving with shared responsibility for the success of all students.	
Provide professional development for high-quality instructional practices connected to Danielson's Framework, Universal Design for Learning and Tip Sheet	Assistant Superintendents, Directors, Supervisors, Principals, Coordinator of Prevention and Support Services	<u>Significant</u> Provide the professional development through Instructional Coaches to increase access for all students in general education classes	Students will have greater access and engagement in classes as measured by observations of Danielson rubric. Teachers will use additional instructional strategies from Tip Sheet as measured by observations of the Danielson rubric.	
Evaluate the use of student instructional technology and make course and grade level recommendations that support the school district's mission	Assistant Superintendents, Director of Technology Principals Supervisors	<u>Moderate</u> Provide a Board Workshop about current practices	Finding the right balance with technology use requires a clear understanding of current use and expectations. Once determined, recommendations can be made	

		Provide an update for the community during a Working Session	for appropriate use by grade level and individual course.	
Continue with ongoing Curriculum Development Cycle and instructional interventions: • Monitor the new Personal Finance course and consider additional resources as needed for all three levels. • Implement Into Reading and Into Literature (year 2) with necessary professional development, update assessment plan, if needed. • Implement Reveal Math in grades 7-9 (year 2) with necessary professional development, update assessments, if needed. • 7-12 World Language revision with an emphasis on access for all students (MS) and elective for HS. • Complete a revision plan for Business Education for 2027-2028	Assistant Superintendent of Teaching and Learning Director of Curriculum Supervisors	<u>Significant</u> Professional development for groups of teachers and administrators throughout the year on inservice days, faculty meetings, and department/grade level meetings	Resource and assessment review completed for Personal Finance and plans completed for future sections. Students will be successful completing the course. Remaining course revisions are completed with assessment review when documentation is completed. Students continue to be successful in coursework, on international tests (World Languages), and success on standardized tests.	
Provide professional development for teachers to use AI for teacher productivity tasks. • Continue with professional development for the use of AI for teacher productivity tasks or classroom resources.	Technology Department, Principals, Curriculum Supervisors	<u>Moderate</u> Curriculum development time for multiple departments and teams	Teachers will use AI tools for productivity tasks or classroom resources.	
Aimsweb, Link It, PSSA/Keystone - Monitor assessment data to provide tier 1	Principals, Curriculum and Special	<u>Significant</u> Professional	Use Aimsweb, IXL, and LinkIt! data during the school year to monitor student progress,	

instruction and interventions for students

Education Supervisors,
Assistant Superintendents

development for
intervention staff and
core area teachers for
PSSA and Keystone.
These tests are used to
monitor student
progress throughout the
year.

create intervention groups, and guide
instruction. Student achievement and
growth from the fall will be monitored.

instruction and interventions for students	Education Supervisors, Assistant Superintendents	development for intervention staff and core area teachers for PSSA and Keystone. These tests are used to monitor student progress throughout the year.	create intervention groups, and guide instruction. Student achievement and growth from the fall will be monitored.	
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Goal 2: Student Wellbeing - Create an environment that fosters the growth and nurturing of all students' physical, mental, and social-emotional growth in healthy, safe and supportive learning environments.

Initiative/Task	Lead Administrator(s)	Resources Needed	Measure of Success	Updates Throughout the Year
Foster a unified approach to teaching and learning by strengthening collaboration, shared ownership, and decision-making between general and special education, ensuring all students receive coordinated, high-quality instructional practices and supports within the general education environment whenever appropriate. <i>(This goal also appears under Student Success)</i>	Assistant Superintendents, Directors, Supervisors, Principals, Coordinator of Prevention and Support Services	<u>Significant</u> Meeting and planning time between administrators and school leaders.	Success will be evident when general and special education leaders and staff consistently engage in collaborative planning, decision-making, and problem-solving with shared responsibility for the success of all students.	
Implementation of Character Strong at the Elementary Schools	Assistant Superintendent, Principals, Coordinator of Prevention and Support Services	<u>Significant</u> Character Strong Resource	Successful completion of year 1 implementation of the Character Strong program across all five elementary schools. Results from teacher surveys, student social-emotional learning surveys, and Character Strong growth ratings.	
Continue implementing Restorative Practices training at the Middle School and begin the implementation process at the High School	Assistant Superintendent, Middle School Principal, Middle School Assistant Principal	<u>Significant</u> Utilization of the Restorative Practices Staff Trainers at the Middle School. Restorative Practices resources	Middle School - Throughout the school year, staff will participate in professional development sessions designed to enhance their skills in the Fundamentals of Restorative Practices. Middle School - All new teachers will be trained in Fundamentals of Restorative Practices. Middle School - Implementation and	

			integration of Restorative Practices in the classroom and small group settings. High School - Train a group of professional staff members on Fundamentals of Restorative Practices and Restorative Conversations.	
Launch of a 10th-grade seminar program at the High School	High School Principal, High School Assistant Principals, Coordinator of Prevention and Support Services.	<u><i>Significant</i></u> Teachers and administrators will lead 10th-grade seminar sessions via school-developed lesson plans through Canvas. Seminar schedule Additional flex offerings	The 10th-grade seminar will help students take ownership of their high school experience by strengthening their self-awareness, sense of belonging, and academic self-advocacy. Through reflection and exploration, students will build the skills and confidence needed to make informed decisions about their future.	
Enhance opportunities for students to share feedback, provide input, and propose initiatives aimed at continuously strengthening the school community. Through the work and planning of Student Government this year, the high school will re-establish the Presidential Council for the 2026-2027 school year.	High School Principal, High School Assistant Principals	<u><i>Moderate</i></u> Calendar of meetings with building administration, staff, and student leaders Student Engagement Instrument (SEI) and LinkIt!	Through the Student Government's work and planning this year, the high school will re-establish the Presidential Council for the 2026-2027 school year.	
Embed a comprehensive plan for supporting tier-1 executive functioning skills across elementary classrooms, ensuring consistent instructional practices and strategies.	Assistant Superintendents, Directors, Supervisors, Principals, Coordinator of Prevention and Support Services	<u><i>Significant</i></u> Qualitative data from the Executive Function Staff Survey Executive Functioning Professional Development Character Strong Resource	Establish a tier-1 model for executive-functioning support.	

Strengthen awareness of the opportunities and supports available to students within the Owen J. Roberts School District, with a focus on student enrollment and retention.	Director of Communications, Assistant Superintendent, Compliance Coordinator, Principals, Directors	<u><i>Significant</i></u> Funding for community events, outreach, and marketing	Improve student retention and enrollment by promoting the value of an Owen J. Roberts education and raise awareness of our programs, offerings, supports, and services.	
Foster a district-wide culture where positive classroom door greetings are a consistent and expected daily practice	Assistant Superintendent, Principals, Assistant Principals	<u><i>Moderate</i></u> Provide information to teachers	Teachers and administrators have established positive greetings for students as they enter classrooms and offices.	

Goal 3: Infrastructure Excellence - Continue design development and begin land development for the Long-term Facilities Plan. In addition, engage stakeholders in the 2027-28 budget development process with the intent of staying within the state-mandated limits and focusing on resource allocation that prioritizes district initiatives related to student success and wellbeing.

Initiative/Task	Lead Administrator (s)	Resources Needed	Measure of Success	Updates Throughout the Year
Long-term Facilities Plan - Complete construction for French Creek Elementary School traffic pattern improvements and relocation of soft and hard play areas. - Continue design development of the secondary campus facilities plan. Begin the land development process with South Coventry Township. Obtain appropriate governmental/agency approvals.	Director of Business and Operations Director of Facilities	<u>Significant</u> School Board, Architect, Civil Engineer, Traffic Engineer, Legal Advisor, Financial Advisor, Construction Manager, Cabinet, Principals and building level input	Board approved construction contracts Completion of construction as indicated in the initiatives/tasks Secondary campus design documents, applicable agency and township approvals, written reports, public presentations/updates	
Develop a balanced General Fund operating budget for 2027-28 with 3 year projections incorporating available resources to support District initiatives related to student success and wellbeing goals below the state's base Act 1 Index.	Director of Business and Operations Director of Finance	<u>Significant</u> School Board, Superintendent's Cabinet, Building Principals, District-wide Department Heads, Business Office	Board acknowledgement and approval of student enrollment projections and proposed staffing allocations by March/April 2027, and the final budgets by May/June 2027. Internal cost center meetings with Superintendent, Director of Business and Operations, Director of Finance and Budget Managers. Public budget presentations and opportunities for input at School Board working sessions, Finance Committee meetings and town hall meetings.	

Develop and execute district-wide strategies to ensure the ethical, responsible, and effective integration of Artificial Intelligence (AI) in teaching, learning, and operations for both staff and students	Director of Technology School Principals Superintendent Curriculum Office	<u>Significant</u> External consultant or AI advisory panel Professional development sessions Curriculum alignment reviews Legal and ethical guidance on AI use	Completed Technology Strategy with guidelines, procedures, and training modules. Staff and student surveys indicating readiness and responsible AI use Progress reports on implementation activities	
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