

## **OCTORARA AREA SD**

228 Highland Rd Suite 1

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

The mission of the Octorara Area School District, through a partnership among school, community, and family, is to foster a culture of high expectations in a safe, secure, and inclusive environment, empowering every learner to pursue the skills necessary to maximize their opportunities for success.

### **VISION STATEMENT**

"Maximizing Every Learner's Opportunities for Success"

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Everyone is capable of learning. A safe, secure environment is essential to a positive school experience. Everyone has value, has something to contribute and should be treated respectfully. Every student has a right to an education, and the school district has the responsibility to provide every student with the opportunity to obtain a high-quality education. Individuals are responsible and accountable for their actions. The responsibility for learning is shared by students, home, school, and community. All students should be challenged to reach their full potential. Freedom of discussion is critical to quality education.

### **STAFF**

Everyone is capable of learning. A safe, secure environment is essential to a positive school experience. Everyone has value, has something to contribute and should be treated respectfully. Every student has a right to an education, and the school district has the responsibility to provide every student with the opportunity to obtain a high-quality education. Individuals are responsible and accountable for their actions. The responsibility for learning is shared by students, home, school, and community. All students should be challenged to reach their full potential. Freedom of discussion is critical to quality education.

### **ADMINISTRATION**

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### **PARENTS**

Everyone is capable of learning. A safe, secure environment is essential to a positive school experience. Everyone has value, has something to

contribute and should be treated respectfully. Every student has a right to an education, and the school district has the responsibility to provide every student with the opportunity to obtain a high-quality education. Individuals are responsible and accountable for their actions. The responsibility for learning is shared by students, home, school, and community. All students should be challenged to reach their full potential. Freedom of discussion is critical to quality education.

## **COMMUNITY**

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## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Michele M. Orner, Ed.D	Administrator	Octorara Area School District
Dr. Elena Tachau	Administrator	Curriculum and Instruction
Dr. Chris Shultz	Administrator	Technology Instructional Specialist
Dr. Jon Propper	Administrator	OJSHS Principal
Mr. Brian Dikun	Administrator	OES Principal
Mrs. Krista Lease	Administrator	OPLC Principal
Dr. Christian Haller	Administrator	OIS Principal
Mr. Cale Hilbolt	Administrator	Student Services Director
Ms. Amanda Fraterman	Administrator	Special Education Supervisor
Mrs. Lisa McNamara	Administrator	Director of Career & Technical Education
Mrs. Jill Hardy	Staff Member	Superintendent & School Board Secretary
Christine Gray	Staff Member	Gifted Teacher at OIS
Andrea Weaver	Staff Member	Gifted Teacher at OPLC & OEs

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Renee Shenk	Staff Member	Gifted Teacher at OJSHS
Stephanie Nuse	Parent	Parent and teacher at OIS
Dwayne Walton	Community Member	Parkesburg Point Director
Shakira Davis	Community Member	WCU Social Work Department
Mike McGough	Other	Leadership Professional Development Facilitator
Brian Fox	Board Member	Octorara Area School District
Kelsey Nisula	Staff Member	Learning Support Teacher at OJSHS
Kelly Doughtie	Staff Member	Learning Support Teacher at OJSHS
Roxanne Sockoloskie	Community Member	Parkesburg Library/Former OJSHS Math Teacher
Jere Zimmerman	Board Member	Octorara Area School District
Lisa Bowman	Board Member	Octorara Area School District

## ESTABLISHED PRIORITIES

### Priority Statement

Establish a culture of high expectations in the Octorara school community.

### Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

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Promote a culture of high expectations in the Octorara School Community.

Community Engagement

Community Engagement

Fund a culture of high expectations in the Octorara school community.

Essential Practices 5: Allocate Resources Strategically and Equitably

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Data-Driven Decision Making

### Measurable Goals

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
ELA Interim goals Students with Disabilities	45.6% of students with disabilities will be proficient or advanced in ELA by 2024.
Math Interim goals Economically Disadvantaged	46% of economically disadvantaged students will be proficient or advanced in math by 2024.
ELA Interim Goals ED students	59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Establish systems in each building to ensure school wide student achievement data is used by all staff to support instructional decision making.	2021-08-24 - 2023-06-08	Director of Curriculum and Instruction/Building Principals	Benchmark and diagnostic assessments; data analysis protocols; evidence-based practices for using data to inform instruction and intervention

<b>Anticipated Outcome</b>
Teachers will differentiate instruction and utilize acceleration strategies to meet individual student needs. Increased student achievement across all subjects, but especially Math and ELA.

<b>Monitoring/Evaluation</b>
Learning walks, teacher collaboration, teacher observation

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## Evidence-based Strategy

Standards-Aligned Curricula

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Interim goals Students with Disabilities	45.6% of students with disabilities will be proficient or advanced in ELA by 2024.
Math Interim goals Economically Disadvantaged	46% of economically disadvantaged students will be proficient or advanced in math by 2024.
ELA Interim Goals ED students	59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise and implement curriculum review and revision cycle K-12.	2021-09-01 - 2024-06-06	Director of Curriculum and Instruction	Curriculum frameworks, PA Core Standards, Assessments
Establish grading and homework polices for grades K-12	2021-08-24 - 2022-06-09	Director of Curriculum and Instruction/Building	Research of Grading and Reporting; Research on HW



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise the 7-12 Career Pathways Program to ensure graduation requirements support college and career readiness for all students.	2022-09-01 - 2024-06-06	Principals JSHS Principal/ Director of Curriculum and Instruction	best practices

**Anticipated Outcome**  
 Increased coherence K-12 across educational programs that results in increased student success; increased graduation rates and more students moving into post-secondary programs and/or the trades.

**Monitoring/Evaluation**  
 Written curriculum frameworks, grading and homework practices that are consistent across classrooms, building principals will hold staff accountable, review of teacher grade books; completed revision of the 7-12 Career Pathways Program.

**Evidence-based Strategy**  
 MTSS

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Interim goals	45.6% of students with disabilities will be proficient or advanced in ELA by 2024.

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Students with Disabilities	
Math Interim goals Economically Disadvantaged	46% of economically disadvantaged students will be proficient or advanced in math by 2024.
ELA Interim Goals ED students	59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Formalize a K-12 multi-tiered system to support academics and behavior.	2021-09-24 - 2022-06-09	Building Principals/Student Services Director/Supervisor of Special Ed	
Design a formal process for delivering social and emotional learning and character education.	2022-08-22 - 2023-06-08	Director of Curriculum and Instruction/Student Services	SEL Curriculum K-12; Master Schedule to support character ed and connections; time to observe other character ed programs that have been successful in other districts.
Create, support, and sustain a district wide trauma informed culture.	2021-09-01 - 2024-06-06	Student Services/Director of Curriculum and	IU TAC

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement a K-12 student management system based on restorative practices so students have an opportunity to learn from mistakes and change behaviors.	2021-09-01 - 2024-06-06	Instruction Building Principals/Student Services	IU TAC
Implement professional development in universal design for learning, differentiation, and working with challenging students to ensure all teachers are able to address individual student needs	2021-08-24 -	Director of Curriculum and Instruction	IU TAC
Align positive behavior intervention and support initiatives across all buildings	2021-09-01 - 2022-06-09	Student services/building principals	IU TAC

### Anticipated Outcome

Integrated social and emotional learning for all students K-12; formalized MTSS plans designed for coherence across all buildings K-12; less disruption to students in transitions between buildings because of common practices for discipline and management, increased sense of belonging on the part of all students, increased capacity of teachers to meet the individual needs of all students. Increased student achievement.

### Monitoring/Evaluation

Learning walks, teacher observation, principal performance goals, MTSS plans, PBIS plans and SEL curriculum.



## Evidence-based Strategy

Evidence-Based Instructional Strategies

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

ELA Interim goals  
Students with Disabilities

45.6% of students with disabilities will be proficient or advanced in ELA by 2024.

Math Interim goals  
Economically  
Disadvantaged

46% of economically disadvantaged students will be proficient or advanced in math by 2024.

ELA Interim Goals ED  
students

59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Continue to utilize the Learning Focused Schools framework to integrate consistent and pervasive best practices K-12

2021-08-24 -  
2024-06-06

Director of  
Curriculum and  
Instruction

LFS Resources

Implement student-centered schedules at all buildings that support intervention, collaboration, consistency, and flexibility

2022-01-03 -  
2023-07-03

Building  
Principals

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to provide job-embedded professional development to ensure consistent and pervasive use of research and evidenced based instructional strategies.	2021-09-01 - 2024-06-06	Director of Curriculum and Instruction	

### Anticipated Outcome

Fewer "sit and get " professional development sessions, master schedules in all buildings that are student centered; increased student achievement

### Monitoring/Evaluation

Learning walks, teacher observation, board approved master schedules; principal performance goals; C&I performance goals

### Evidence-based Strategy

Job-embedded Instructional Coaching

### Measurable Goals

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Math Interim goals Economically	46% of economically disadvantaged students will be proficient or advanced in math by 2024.

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Disadvantaged

ELA Interim Goals ED students

59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Continue to utilize a challenge-based model for instructional coaching in the area of technology integration

2021-08-30 - 2024-06-06

Technology Integration Specialist

Build on the challenge-based coaching model with a focus on Math to provide job-embedded professional development aligned to content and technology integration

2021-08-30 - 2024-06-06

Director of Curriculum and Instruction and Technology Integration Specialist

Prioritize job-embedded coaching when contracting with the IU for professional development.

2021-08-30 - 2024-06-06

Director of Curriculum and Instruction

**Anticipated Outcome**

An agreed upon culture of coaching for professional development; increased student success; increased collective efficacy for teachers and staff

**Monitoring/Evaluation**

Learning walks, teacher collaboration, instructional coach evaluation and observation; student success data

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## Evidence-based Strategy

Educational Technology Integration

## Measurable Goals

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Math Interim goals Economically Disadvantaged	46% of economically disadvantaged students will be proficient or advanced in math by 2024.
ELA Interim Goals ED students	59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to build the leadership capacity of the Educational Technology Advisory Committee (EdTAC).	2021-09-01 - 2024-06-06	Director of Curriculum and Instruction/IT	
Continue to offer instructional based coaching using the challenge-based model.	2021-08-30 - 2024-06-06	Technology Integration Specialist	

### Anticipated Outcome

Increased collaboration among C&I, IT, and Ed Tech Specialist to leverage technology in a way that transforms teaching and learning to support student-centered classrooms and 21st century skills.

### Monitoring/Evaluation

EdTAC meeting agendas and notes; learning walks and teacher observations; Ed Tech specialist/IT/C&I meetings.

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### Evidence-based Strategy

Inclusive Practices

### Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop an equity and inclusion plan for all aspects of the organization.	2021-09-27 - 2023-06-08	Superintendent	
Incorporate restorative practices into student management procedures	2021-09-01 - 2024-06-06	Building principals	IU TAC
Embed educational equity in professional development for teachers and staff	2021-09-01 - 2024-06-06	Director of Curriculum and Instruction/Special Education Supervisor	

### Anticipated Outcome

All students will have equity of opportunity in the OASD; increased student success

### Monitoring/Evaluation

Written equity plan, completed PD, implemented restorative practices, student and parent surveys

### Evidence-based Strategy

Community outreach

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Communication and	The OASD Communication and Community Engagement plan by will be fully implemented by 2024.

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Community Engagement  
Plan

Kindergarten Outreach

90% of Kindergartners in the OASD will attend Kindergarten at OASD by 2024.

**Action Step****Anticipated  
Start/Completion****Lead Person/Position****Materials/Resources/Supports  
Needed**

Fully implement the OASD Communication and  
Community Engagement Plan

2021-08-30 -  
2023-06-20

Superintendent

Continue Kindergarten outreach and transition  
activities with local early care providers.

2021-08-30 -  
2024-08-26

Kindergarten Outreach  
Teacher on Assignment

OASD Marketing Materials

**Anticipated Outcome**

Increased Kindergarten enrollment with OASD being the school of choice; increased visibility of the OASD in the community and at community events; increased collaboration between the district and the community

**Monitoring/Evaluation**

Completed and publicized plan, Kindergarten registration numbers

**Evidence-based Strategy**

## Fiscal Stewardship

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Stewardship of  
Resources

100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Reestablish the Octorara Education Foundation

2021-09-01 -  
2024-06-30

Superintendent

Finalize a census process to confirm the findings of the enrollment study completed by the Pennsylvania Economy League

2021-09-01 -  
2023-09-01

Superintendent/Pupil  
Services

Develop and implement a facilities advertising plan.

2022-07-01 -  
2023-07-03

Business Manager

Continue to leverage the Octorara Virtual Academy to recruit cyber charter school students back to Octorara.

2021-07-01 -  
2024-12-16

OVA Director

### Anticipated Outcome

Strategic and targeted use of funding and resources that support the district's comprehensive planning goals. Additional funding sources that do not result in raising taxes for community members. The ability to make informed choices regarding resource allocation based on

census data.

### **Monitoring/Evaluation**

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State and federal budget audits; evidence of cyber charter students returning and enrolling in OVA; completed facilities advertising plan; the existence of the OASD Educational Foundation; implemented Census process.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Data-Driven Decision Making	Establish systems in each building to	08/24/2021 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)		ensure school wide student	06/08/2023
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		achievement data is used by all staff to support instructional decision making.	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Revise and implement	09/01/2021 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)		curriculum review and revision cycle K-12.	06/06/2024
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)		polices for grades K-12	-
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			06/09/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Revise the 7-12 Career Pathways Program to ensure graduation requirements support college and career readiness for all students.	09/01/2022 - 06/06/2024
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Formalize a K-12 multi-tiered system to support academics and behavior.	09/24/2021 - 06/09/2022
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Design a formal process for delivering social and emotional learning and character education.	08/22/2022 - 06/08/2023
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Create, support, and sustain a district wide trauma informed culture.	09/01/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

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46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Align positive behavior intervention and support initiatives across all buildings	09/01/2021 - 06/09/2022
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Evidence-Based Instructional Strategies	Continue to utilize the Learning Focused Schools framework to integrate consistent and pervasive best practices K-12	08/24/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Evidence-Based	Implement student-centered	01/03/2022 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)	Instructional Strategies	schedules at all buildings that support	07/03/2023
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		intervention, collaboration, consistency, and flexibility	



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Evidence-Based Instructional Strategies	Continue to provide job-embedded professional development to ensure consistent and pervasive use of research and evidenced based instructional strategies.	09/01/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Job-embedded	Continue to utilize a challenge-based	08/30/2021 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)	Instructional Coaching	model for instructional coaching in the	06/06/2024
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		area of technology integration	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Job-embedded	Build on the challenge-based	08/30/2021 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)	Instructional Coaching	coaching model with a focus on	06/06/2024
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		Math to provide job-embedded professional development aligned to content and technology integration	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Job-embedded	Prioritize job-embedded	08/30/2021 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)	Instructional Coaching	coaching when contracting with the IU for professional	06/06/2024
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		development.	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Educational Technology Integration	Continue to offer instructional based coaching using the challenge-based model.	08/30/2021
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			-
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			06/06/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Develop an equity and inclusion plan for all aspects of the organization.	09/27/2021 - 06/08/2023
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Incorporate restorative practices into student management procedures	09/01/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Embed educational equity in professional development for teachers and staff	09/01/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			



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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Revise and implement curriculum review and revision cycle K-12.	09/01/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Establish grading and homework	08/24/2021
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)		polices for grades K-12	-
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			06/09/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Revise the 7-12 Career Pathways Program to ensure	09/01/2022 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)		graduation requirements	06/06/2024
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		support college and career readiness for all students.	

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Formalize a K-12 multi-tiered system to support academics and behavior.	09/24/2021 - 06/09/2022
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Design a formal process for delivering social and emotional learning and character education.	08/22/2022 - 06/08/2023
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Implement a K-12 student management system based on restorative practices so students have an opportunity to learn from mistakes and change behaviors.	09/01/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Evidence-Based	Implement student-centered	01/03/2022 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)	Instructional Strategies	schedules at all buildings that support	07/03/2023
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		intervention, collaboration, consistency, and flexibility	

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Educational Technology Integration	Continue to build the leadership capacity of the	09/01/2021 -
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)		Educational Technology	06/06/2024
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		Advisory Committee (EdTAC).	



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Develop an equity and inclusion plan for all aspects of the organization.	09/27/2021 - 06/08/2023
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Incorporate restorative practices into student management procedures	09/01/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Embed educational equity in professional development for teachers and staff	09/01/2021 - 06/06/2024
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The OASD Communication and Community Engagement plan by will be fully implemented by 2024. (Communication and Community Engagement Plan)	Community outreach	Fully implement the OASD Communication and Community Engagement Plan	08/30/2021 - 06/20/2023
90% of Kindergartners in the OASD will attend Kindergarten at OASD by 2024. (Kindergarten Outreach)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The OASD Communication and Community Engagement plan by will be fully implemented by 2024. (Communication and Community Engagement Plan)	Community outreach	Continue Kindergarten outreach and transition activities with local early care providers.	08/30/2021 - 08/26/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students. (Stewardship of Resources)	Fiscal Stewardship	Reestablish the Octorara Education Foundation	09/01/2021 - 06/30/2024

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students. (Stewardship of Resources)	Fiscal Stewardship	Finalize a census process to confirm the findings of the enrollment study completed by the Pennsylvania Economy League	09/01/2021 - 09/01/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students. (Stewardship of Resources)	Fiscal Stewardship	Develop and implement a facilities advertising plan.	07/01/2022 - 07/03/2023



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students. (Stewardship of Resources)	Fiscal Stewardship	Continue to leverage the Octorara Virtual Academy to recruit cyber charter school students back to Octorara.	07/01/2021 - 12/16/2024

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

2021-11-15

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

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Chief School Administrator

Michele M. Orner, Ed.D.

2021-11-23

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

OJSHS: State Assessment Measures: Percent Proficient/Advanced in English Language Arts/Literature: Hispanic and Economically Disadvantaged student scores improved.

OES: State Assessment Measures: Mathematics/Algebra: Economically disadvantaged subgroup showed significant growth.

OES: State Assessment Measures: English Language Arts/Literature: All subgroups showed significant growth.

OIS: State Assessment Measures: Mathematics/Algebra: Hispanic and economically disadvantaged subgroups showed significant growth.

Summary: pockets of significant growth in subgroup performance. Examine instructional practices, align methods for best practice and consistency.

Despite the challenges of the pandemic, there are still almost 60% of students meeting the fluency benchmarks by the end of the school year. This can be attributed to the focus on fluency practice and Tier 2 and 3 fluency interventions that are in place across all three elementary schools.

### Challenges

OJSHS: State Assessment Measures: Percent Proficient/Advanced in Mathematics/Algebra 1: Two subgroups show significant decline in achievement: black and students with disabilities

OJSHS: State Assessment Measures: Growth Expectations in Mathematics/Algebra 1: Hispanic subgroup shows significant decline.

OIS: State Assessment Measures: Growth Expectations in English Language Arts/Literature: Hispanic and economically disadvantaged subgroups performed the strongest.

OIS State Assessment Measures: Percent Proficient/Advanced in Mathematics/Algebra 1: English language learner subgroup...significant decrease in performance.

ATSI Designation at OJSHS: subgroup issues in math performance. Continue job embedded professional development with math coach...extend the program to the Intermediate School in 2021-22. Realign special education program per CCIU and Special Ed Bureau audits. Restructure the ESL program per the CCIU audit.

Even in pre-Covid years, there is not significant growth seen in

## Strengths

Pre-covid, 63% of students in grades K-6 were meeting instructional reading level benchmarks. This can be attributed to the transition to a balanced literacy framework in grades K-6 with an emphasis on guided reading and independent reading.

PVAAS data 3 yr average shows students well above meeting the growth standard for the Keystone Literature Exam. Across all grades in 2019 on the PSSA ELA exam, students were above the growth standard. Grade 4 is well above the growth standard according to the 3 yr. average and grade 6 meets the growth standard. Grade 7 met the growth standard in 2019.

In pre-covid years, 60% of students were performing in the desired percentile range by the end of the year.

Students continue to perform, well above the growth standard on the Algebra I Keystone Exam.

Grade 8 math met the growth standard in 2019. Grades 4 and 6 consistently are well above the growth standard for math and grade 5 consistently meets the growth standard for math based on the 3 yr average in PVAAS.

In 2019 the 'across all grades' measure met the PVAAS growth standard for math.

2019 PVAAS data show an improvement in meeting the growth standard for grade 4 and grade 8.

## Challenges

the K-6 fluency and reading benchmark assessment data. If the interim targets are to be met, the LEA must improve the growth measures as demonstrated in fluency and reading benchmark data.

The PVAAS 3 year average across all grades is well below meeting the growth standard for ELA. Grades 5, 6, 7, and 8 in particular are well below meeting the growth standard for the 3 year average. In 2019 Grade 8 was well below meeting the growth standard as was grade 5.

In the 2020-2021 school year, students lost ground in mathematics as measured by the easyCBM Math CCSS benchmark assessment.

In both pre-Covid and Covid years, the amount of growth demonstrated by the data does not indicate student growth in mathematics significant enough to positively impact the Future Ready PA index interim targets.

Grades 7 and 8 are well below and below, respectively, in meeting the PVAAS growth standard based on the 3 yr. average in PVAAS.

Grade 4 is consistently not meeting the growth standard on the Science PSSA.

Students taking the Biology Keystone are consistently well below

## Strengths

The OASD offers 11 PDE approved Career and Technical Education Programs. 37.8% of students are participating in Industry-Based Learning, which exceeds the statewide performance standard of 30.7%.

Over 80% of graduates are pursuing some type of post-secondary education.

Almost 100% of students are meeting the Career Standards Benchmark.

The English Learner sub group is meeting the assessment goals for both ELA and Math

The Black and Hispanic sub groups are meeting the assessment goals for ELA

Schoolwide Title I plans align to the challenges and strengths found in the needs assessment of the comprehensive plan

Special Education Plan aligns to the challenges found in the needs assessment for the comprehensive plan

Allocating resources and support to schools based on the analysis of a variety of data.

Coordinating fiscal resources from local, state, and federal

## Challenges

the growth standard.

The 4-year cohort graduation rate does not meet the interim goal for improvement.

Students with disabilities and economically disadvantaged students are not meeting the assessment measures goals in any subject.

Hispanic and Black students are not meeting assessment measures goals in math or science.

Achievement and growth for economically disadvantaged students across ELA, Math, Science, and Keystone Exams.

Achievement and growth for students with disabilities across ELA, Math, Science and Keystone Exams.

Achievement and growth in Math and Science for all students.

There is a need to align English Language development programs across buildings and to the challenges and strengths in the Comprehensive Plan

Foster a vision and culture of high expectations for all students, educators and families

Establish and maintain a focused system for continuous

### Strengths

programs to achieve the district's goals and priorities.

Recruiting and developing high quality leaders and teachers.

Ensure effective, standards-aligned curriculum and assessment

Supporting schools in implementing evidence-based, instructional strategies.

### Challenges

improvement and ensure organizational coherence

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

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### Most Notable Observations/Patterns

There were some signs of improvement in math and ELA in 2019. Covid has set us back. Achievement, growth in ELA math and science for economically disadvantaged students is a concern across all data sets.

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### Challenges

ATSI Designation at OJSHS: subgroup issues in math performance. Continue job embedded professional development with math coach...extend the program to the Intermediate School in 2021-22. Realign special education program per CCIU and Special Ed Bureau audits. Restructure the ESL program per the CCIU audit.

### Discussion Point

Focus on job-embedded professional development (coaching). The JSHS represents half of the student body in the district. Getting the JSHS out of ATSI is of the highest priority.

### Priority for Planning

**Challenges****Discussion Point****Priority for Planning**

Foster a vision and culture of high expectations for all students, educators and families

Goals cannot be met without a culture of high expectations for all.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

The organization cannot move forward without coherence across programs, improvement efforts. Students experience school K-12. That coherence is vital if outcomes for students are to be improved.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Even in pre-Covid years, there is not significant growth seen in the K-6 fluency and reading benchmark assessment data. If the interim targets are to be met, the LEA must improve the growth measures as demonstrated in fluency and reading benchmark data.

The PVAAS 3 year average across all grades is well below meeting the growth standard for ELA. Grades 5, 6, 7, and 8 in particular are well below meeting the growth standard for the 3 year average. In 2019 Grade 8 was well below meeting the growth standard as was grade 5.

In both pre-Covid and Covid years, the amount of growth demonstrated by the data does not indicate student growth in mathematics significant enough to positively impact the Future Ready PA index interim targets.

**Challenges****Discussion Point****Priority for Planning**

Students taking the Biology Keystone are consistently well below the growth standard.

The 4-year cohort graduation rate does not meet the interim goal for improvement.

Students with disabilities and economically disadvantaged students are not meeting the assessment measures goals in any subject.

These students represent close to half of our K-12 student population. We must do a better job of meeting their needs so they can be successful. Our vision is Maximizing Every Learner's Opportunity for Success.

Hispanic and Black students are not meeting assessment measures goals in math or science.

Achievement and growth for economically disadvantaged students across ELA, Math, Science, and Keystone Exams.

Achievement and growth for students with disabilities across ELA, Math, Science and Keystone Exams.

Achievement and growth in Math and Science for all students.



## ADDENDUM B: ACTION PLAN

### Action Plan: Data-Driven Decision Making

Action Steps	Anticipated Start/Completion Date
Establish systems in each building to ensure school wide student achievement data is used by all staff to support instructional decision making.	08/24/2021 - 06/08/2023

Monitoring/Evaluation	Anticipated Output
Learning walks, teacher collaboration, teacher observation	Teachers will differentiate instruction and utilize acceleration strategies to meet individual student needs. Increased student achievement across all subjects, but especially Math and ELA.

Material/Resources/Supports Needed	PD Step	Comm Step
Benchmark and diagnostic assessments; data analysis protocols; evidence-based practices for using data to inform instruction and intervention	yes	no

### Action Plan: Standards-Aligned Curricula

**Action Steps****Anticipated Start/Completion Date**

Revise and implement curriculum review and revision cycle K-12.

09/01/2021 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Written curriculum frameworks, grading and homework practices that are consistent across classrooms, building principals will hold staff accountable, review of teacher grade books; completed revision of the 7-12 Career Pathways Program.

Increased coherence K-12 across educational programs that results in increased student success; increased graduation rates and more students moving into post-secondary programs and/or the trades.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Curriculum frameworks, PA Core Standards, Assessments

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Establish grading and homework polices for grades K-12

08/24/2021 - 06/09/2022

**Monitoring/Evaluation****Anticipated Output**

Written curriculum frameworks, grading and homework practices that are consistent across classrooms, building principals will hold staff accountable, review of teacher grade books; completed revision of the 7-12 Career Pathways Program.

Increased coherence K-12 across educational programs that results in increased student success; increased graduation rates and more students moving into post-secondary programs and/or the trades.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Research of Grading and Reporting; Research on HW best practices

yes

yes

**Action Steps**

**Anticipated Start/Completion Date**

Revise the 7-12 Career Pathways Program to ensure graduation requirements support college and career readiness for all students.

09/01/2022 - 06/06/2024

**Monitoring/Evaluation**

**Anticipated Output**

Written curriculum frameworks, grading and homework practices that are consistent across classrooms, building principals will hold staff accountable, review of teacher grade books; completed revision of the 7-12 Career Pathways Program.

Increased coherence K-12 across educational programs that results in increased student success; increased graduation rates and more students moving into post-secondary programs and/or the trades.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

yes

yes

**Action Plan: MTSS**

**Action Steps****Anticipated Start/Completion Date**

Formalize a K-12 multi-tiered system to support academics and behavior.

09/24/2021 - 06/09/2022

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher observation, principal performance goals, MTSS plans, PBIS plans and SEL curriculum.

Integrated social and emotional learning for all students K-12; formalized MTSS plans designed for coherence across all buildings K-12; less disruption to students in transitions between buildings because of common practices for discipline and management, increased sense of belonging on the part of all students, increased capacity of teachers to meet the individual needs of all students. Increased student achievement.

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

yes

**Action Steps****Anticipated Start/Completion Date**

Design a formal process for delivering social and emotional learning and character education.

08/22/2022 - 06/08/2023

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher observation, principal performance goals, MTSS plans, PBIS plans and SEL curriculum.

Integrated social and emotional learning for all students K-12; formalized MTSS plans designed for coherence across all buildings K-12; less disruption to students in transitions between buildings because of common practices for discipline and management, increased sense of belonging on the part of all students, increased capacity of teachers to meet the individual needs of all students. Increased student achievement.

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

SEL Curriculum K-12; Master Schedule to support character ed and connections; time to observe other character ed programs that have been successful in other districts.

yes      yes

**Action Steps****Anticipated Start/Completion Date**

Create, support, and sustain a district wide trauma informed culture.

09/01/2021 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher observation, principal performance goals, MTSS plans, PBIS plans and SEL curriculum.

Integrated social and emotional learning for all students K-12; formalized MTSS plans designed for coherence across all buildings K-12; less disruption to students in transitions between buildings because of common practices for discipline and management, increased sense of belonging on the part of all students, increased capacity of teachers to meet the individual needs of all students. Increased student achievement.

**Material/Resources/Supports Needed****PD Step****Comm Step**

IU TAC

yes

no



**Action Steps****Anticipated Start/Completion Date**

Implement a K-12 student management system based on restorative practices so students have an opportunity to learn from mistakes and change behaviors.

09/01/2021 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher observation, principal performance goals, MTSS plans, PBIS plans and SEL curriculum.

Integrated social and emotional learning for all students K-12; formalized MTSS plans designed for coherence across all buildings K-12; less disruption to students in transitions between buildings because of common practices for discipline and management, increased sense of belonging on the part of all students, increased capacity of teachers to meet the individual needs of all students. Increased student achievement.

**Material/Resources/Supports Needed****PD Step****Comm Step**

IU TAC

yes

yes





**Action Steps****Anticipated Start/Completion Date**

Implement professional development in universal design for learning, differentiation, and working with challenging students to ensure all teachers are able to address individual student needs

08/24/2021 - 01/01/0001

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher observation, principal performance goals, MTSS plans, PBIS plans and SEL curriculum.

Integrated social and emotional learning for all students K-12; formalized MTSS plans designed for coherence across all buildings K-12; less disruption to students in transitions between buildings because of common practices for discipline and management, increased sense of belonging on the part of all students, increased capacity of teachers to meet the individual needs of all students. Increased student achievement.

**Material/Resources/Supports Needed****PD Step****Comm Step**

IU TAC

yes

no

**Action Steps****Anticipated Start/Completion Date**

Align positive behavior intervention and support initiatives across all buildings

09/01/2021 - 06/09/2022

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher observation, principal performance goals, MTSS plans, PBIS plans and SEL curriculum.

Integrated social and emotional learning for all students K-12; formalized MTSS plans designed for coherence across all buildings K-12; less disruption to students in transitions between buildings because of common practices for discipline and management, increased sense of belonging on the part of all students, increased capacity of teachers to meet the individual needs of all students. Increased student achievement.

**Material/Resources/Supports Needed****PD Step****Comm Step**

IU TAC

yes

no

**Action Plan: Evidence-Based Instructional Strategies**

**Action Steps****Anticipated Start/Completion Date**

Continue to utilize the Learning Focused Schools framework to integrate consistent and pervasive best practices K-12

08/24/2021 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher observation, board approved master schedules; principal performance goals; C&I performance goals

Fewer "sit and get " professional development sessions, master schedules in all buildings that are student centered; increased student achievement

**Material/Resources/Supports Needed****PD Step****Comm Step**

LFS Resources

yes

no



**Action Steps****Anticipated Start/Completion Date**

Implement student-centered schedules at all buildings that support intervention, collaboration, consistency, and flexibility

01/03/2022 - 07/03/2023

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher observation, board approved master schedules; principal performance goals; C&I performance goals

Fewer "sit and get " professional development sessions, master schedules in all buildings that are student centered; increased student achievement

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

yes



**Action Steps**

**Anticipated Start/Completion Date**

Continue to provide job-embedded professional development to ensure consistent and pervasive use of research and evidenced based instructional strategies.

09/01/2021 - 06/06/2024

**Monitoring/Evaluation**

**Anticipated Output**

Learning walks, teacher observation, board approved master schedules; principal performance goals; C&I performance goals

Fewer "sit and get " professional development sessions, master schedules in all buildings that are student centered; increased student achievement

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

yes

no

**Action Plan: Job-embedded Instructional Coaching**

**Action Steps****Anticipated Start/Completion Date**

Continue to utilize a challenge-based model for instructional coaching in the area of technology integration

08/30/2021 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher collaboration, instructional coach evaluation and observation; student success data

An agreed upon culture of coaching for professional development; increased student success; increased collective efficacy for teachers and staff

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

no



**Action Steps****Anticipated Start/Completion Date**

Build on the challenge-based coaching model with a focus on Math to provide job-embedded professional development aligned to content and technology integration

08/30/2021 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Learning walks, teacher collaboration, instructional coach evaluation and observation; student success data

An agreed upon culture of coaching for professional development; increased student success; increased collective efficacy for teachers and staff

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

no



**Action Steps**

**Anticipated Start/Completion Date**

Prioritize job-embedded coaching when contracting with the IU for professional development.

08/30/2021 - 06/06/2024

**Monitoring/Evaluation**

**Anticipated Output**

Learning walks, teacher collaboration, instructional coach evaluation and observation; student success data

An agreed upon culture of coaching for professional development; increased student success; increased collective efficacy for teachers and staff

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

yes

no

**Action Plan: Educational Technology Integration**



**Action Steps****Anticipated Start/Completion Date**

Continue to build the leadership capacity of the Educational Technology Advisory Committee (EdTAC).

09/01/2021 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

EdTAC meeting agendas and notes; learning walks and teacher observations; Ed Tech specialist/IT/C&I meetings.

Increased collaboration among C&I, IT, and Ed Tech Specialist to leverage technology in a way that transforms teaching and learning to support student-centered classrooms and 21st century skills.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps**

**Anticipated Start/Completion Date**

Continue to offer instructional based coaching using the challenge-based model.

08/30/2021 - 06/06/2024

**Monitoring/Evaluation**

**Anticipated Output**

EdTAC meeting agendas and notes; learning walks and teacher observations; Ed Tech specialist/IT/C&I meetings.

Increased collaboration among C&I, IT, and Ed Tech Specialist to leverage technology in a way that transforms teaching and learning to support student-centered classrooms and 21st century skills.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

yes

no

**Action Plan: Inclusive Practices**

**Action Steps****Anticipated Start/Completion Date**

Develop an equity and inclusion plan for all aspects of the organization.

09/27/2021 - 06/08/2023

**Monitoring/Evaluation****Anticipated Output**

Written equity plan, completed PD, implemented restorative practices, student and parent surveys

All students will have equity of opportunity in the OASD; increased student success

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Incorporate restorative practices into student management procedures

09/01/2021 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Written equity plan, completed PD, implemented restorative practices, student and parent surveys

All students will have equity of opportunity in the OASD; increased student success

**Material/Resources/Supports Needed****PD Step****Comm Step**

IU TAC

yes

yes



**Action Steps**

**Anticipated Start/Completion Date**

Embed educational equity in professional development for teachers and staff

09/01/2021 - 06/06/2024

**Monitoring/Evaluation**

**Anticipated Output**

Written equity plan, completed PD, implemented restorative practices, student and parent surveys

All students will have equity of opportunity in the OASD; increased student success

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

yes

yes

**Action Plan: Community outreach**

**Action Steps****Anticipated Start/Completion Date**

Fully implement the OASD Communication and Community Engagement Plan

08/30/2021 - 06/20/2023

**Monitoring/Evaluation****Anticipated Output**

Completed and publicized plan, Kindergarten registration numbers

Increased Kindergarten enrollment with OASD being the school of choice; increased visibility of the OASD in the community and at community events; increased collaboration between the district and the community

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps****Anticipated Start/Completion Date**

Continue Kindergarten outreach and transition activities with local early care providers.

08/30/2021 - 08/26/2024

**Monitoring/Evaluation****Anticipated Output**

Completed and publicized plan, Kindergarten registration numbers

Increased Kindergarten enrollment with OASD being the school of choice; increased visibility of the OASD in the community and at community events; increased collaboration between the district and the community

**Material/Resources/Supports Needed****PD Step****Comm Step**

OASD Marketing Materials

no

yes

**Action Plan: Fiscal Stewardship**

**Action Steps****Anticipated Start/Completion Date**

Reestablish the Octorara Education Foundation

09/01/2021 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

State and federal budget audits; evidence of cyber charter students returning and enrolling in OVA; completed facilities advertising plan; the existence of the OASD Educational Foundation; implemented Census process.

Strategic and targeted use of funding and resources that support the district's comprehensive planning goals. Additional funding sources that do not result in raising taxes for community members. The ability to make informed choices regarding resource allocation based on census data.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes





**Action Steps****Anticipated Start/Completion Date**

Finalize a census process to confirm the findings of the enrollment study completed by the Pennsylvania Economy League

09/01/2021 - 09/01/2023

**Monitoring/Evaluation****Anticipated Output**

State and federal budget audits; evidence of cyber charter students returning and enrolling in OVA; completed facilities advertising plan; the existence of the OASD Educational Foundation; implemented Census process.

Strategic and targeted use of funding and resources that support the district's comprehensive planning goals. Additional funding sources that do not result in raising taxes for community members. The ability to make informed choices regarding resource allocation based on census data.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps****Anticipated Start/Completion Date**

Develop and implement a facilities advertising plan.

07/01/2022 - 07/03/2023

**Monitoring/Evaluation****Anticipated Output**

State and federal budget audits; evidence of cyber charter students returning and enrolling in OVA; completed facilities advertising plan; the existence of the OASD Educational Foundation; implemented Census process.

Strategic and targeted use of funding and resources that support the district's comprehensive planning goals. Additional funding sources that do not result in raising taxes for community members. The ability to make informed choices regarding resource allocation based on census data.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



**Action Steps**

**Anticipated Start/Completion Date**

Continue to leverage the Octorara Virtual Academy to recruit cyber charter school students back to Octorara.

07/01/2021 - 12/16/2024

**Monitoring/Evaluation**

**Anticipated Output**

State and federal budget audits; evidence of cyber charter students returning and enrolling in OVA; completed facilities advertising plan; the existence of the OASD Educational Foundation; implemented Census process.

Strategic and targeted use of funding and resources that support the district's comprehensive planning goals. Additional funding sources that do not result in raising taxes for community members. The ability to make informed choices regarding resource allocation based on census data.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

no

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Data-Driven Decision Making	Establish systems in each building to ensure school wide student achievement data is used by all staff to support instructional decision making.	08/24/2021
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			-
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			06/08/2023
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Revise and implement curriculum review and revision cycle K-12.	09/01/2021
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			-
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			06/06/2024
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned	Establish grading and homework	08/24/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	Curricula	policies for grades K-12	06/09/2022
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	Standards-Aligned Curricula	Revise the 7-12 Career Pathways Program to ensure graduation requirements support college and career readiness for all students.	09/01/2022 - 06/06/2024
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	MTSS	Formalize a K-12 multi-tiered system to support academics and behavior.	09/24/2021 - 06/09/2022
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA</p>	MTSS	Design a formal	08/22/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>		<p>process for delivering social and emotional learning and character education.</p>	<p>-</p> <p>06/08/2023</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>MTSS</p>	<p>Create, support, and sustain a district wide trauma informed culture.</p>	<p>09/01/2021</p> <p>-</p> <p>06/06/2024</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>MTSS</p>	<p>Implement a K-12 student management system based on restorative practices so students have an opportunity to learn from mistakes and</p>	<p>09/01/2021</p> <p>-</p> <p>06/06/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		change behaviors.	
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Implement professional development in universal design for learning, differentiation, and working with challenging students to ensure all teachers are able to address individual student needs	08/24/2021 - 01/01/0001
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Align positive behavior intervention and support initiatives across all buildings	09/01/2021 - 06/09/2022
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA	Evidence-	Continue to utilize	08/24/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>Based Instructional Strategies</p>	<p>the Learning Focused Schools framework to integrate consistent and pervasive best practices K-12</p>	<p>- 06/06/2024</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>Evidence- Based Instructional Strategies</p>	<p>Implement student-centered schedules at all buildings that support intervention, collaboration, consistency, and flexibility</p>	<p>01/03/2022 - 07/03/2023</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>Evidence- Based Instructional Strategies</p>	<p>Continue to provide job- embedded professional development to ensure consistent and pervasive use of research and</p>	<p>09/01/2021 - 06/06/2024</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>Job-embedded Instructional Coaching</p>	<p>evidenced based instructional strategies.</p> <p>Continue to utilize a challenge-based model for instructional coaching in the area of technology integration</p>	<p>08/30/2021 - 06/06/2024</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>Job-embedded Instructional Coaching</p>	<p>Build on the challenge-based coaching model with a focus on Math to provide job-embedded professional development aligned to content and technology integration</p>	<p>08/30/2021 - 06/06/2024</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA</p>	<p>Job-</p>	<p>Prioritize job-</p>	<p>08/30/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>embedded Instructional Coaching</p>	<p>embedded coaching when contracting with the IU for professional development.</p>	<p>- 06/06/2024</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>Educational Technology Integration</p>	<p>Continue to offer instructional based coaching using the challenge-based model.</p>	<p>08/30/2021 - 06/06/2024</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>Inclusive Practices</p>	<p>Develop an equity and inclusion plan for all aspects of the organization.</p>	<p>09/27/2021 - 06/08/2023</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA</p>	<p>Inclusive</p>	<p>Incorporate</p>	<p>09/01/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	Practices	restorative practices into student management procedures	- 06/06/2024
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	Inclusive Practices	Embed educational equity in professional development for teachers and staff	09/01/2021 - 06/06/2024

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## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
NWEA Map Growth Testing	Building principals and teachers of tested subjects	NWEA Map Growth Basics; Applying Reports and Informing Instruction; Using the data to differentiate instruction

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Student-centered classrooms with evidence of differentiation; pro active planning for acceleration; small group instruction; collaboration	08/27/2021 - 06/09/2022	C&I Director

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	
1a: Demonstrating Knowledge of Content and Pedagogy	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Best Practices for Grading and Reporting	Professional Staff and Building Administration	Best practices for grading for learning; homework policies that support learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Consistent grading and homework practices across all elementary and secondary classrooms	06/22/2021 - 06/08/2023	C&I Director and Building Principals

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 4b: Maintaining Accurate Records
- 1c: Setting Instructional Outcomes
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning

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Professional Development Step	Audience	Topics of Prof. Dev
College and Career Readiness--Career Pathways Program	7-12 professional staff and building administration	Career Pathways that promote student success and graduation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase the number of students graduating in four years and pursuing post secondary education or meaningful employment in industry	08/01/2022 - 06/06/2024	JSHS Principal and CTE Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
1c: Setting Instructional Outcomes	
1d: Demonstrating Knowledge of Resources	

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Professional Development Step	Audience	Topics of Prof. Dev
Universal Design for Learning and Learning Focused Schools	Professional staff K-12; instructional assistants	Universal Design for learning; Accelerating Learning and Catching Kids Up, Tier 1, 2, and 3 interventions and evidence-based practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Formalized MTSS plans with Tier 1, 2 and 3 interventions in each building; student achievement and growth data as evidence of accelerating learning for all students.	08/24/2021 - 08/22/2023	Director of C&I/Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
4d: Participating in a Professional Community	Teaching Diverse Learners in an Inclusive Setting
1a: Demonstrating Knowledge of Content and Pedagogy	
4e: Growing and Developing Professionally	
1a: Demonstrating Knowledge of Content and Pedagogy	
4d: Participating in a Professional Community	
4a: Reflecting on Teaching	
4e: Growing and Developing Professionally	



Professional Development Step	Audience	Topics of Prof. Dev
SEL and Character Ed Curriculum	K-12 Professional Staff and Instructional Assistants	Aligning SEL curriculum with character education; review of successful models in other districts; Implementing and integrating SEL curriculum and character education with the academic curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The language of social and emotional learning will be consistent among staff and students and across buildings; fewer discipline referrals	01/03/2022 - 06/06/2024	Student Services Director/Building Principals/C&I Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community	
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	
1b: Demonstrating Knowledge of Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
1c: Setting Instructional Outcomes	





<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Trauma-Informed Instruction	K-12 Professional staff and instructional assistants	Trauma-informed instruction

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Fewer discipline referrals; evidence of trauma-informed practices in the classroom	09/01/2021 - 06/26/2024	Student Services Director

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1b: Demonstrating Knowledge of Students	Trauma Informed Training (Act 18)
2b: Establishing a Culture for Learning	
2d: Managing Student Behavior	
2a: Creating and Environment of Respect and Rapport	



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Restorative Practices	K-12 Professional Staff, Instructional Assistants and Building Principals	Implementation and design of restorative practices

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Fewer discipline referrals; positive school climate	09/01/2021 - 06/08/2023	K-12 Building Principals/Student Services Director

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

2a: Creating and Environment of Respect and Rapport

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Student-Centered Master Schedules	K-12 Professional Staff and Building Principals	Models for student-centered master schedules; Incorporating SEL and Character Ed into a master schedule

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
K-12 Master Schedules that support all aspects of academic and social and emotional learning and character education. K-12 Master Schedules that promote opportunities for success for all learners.	09/01/2021 - 06/26/2023	K-12 Building Leadership Teams

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1b: Demonstrating Knowledge of Students</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p>	

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Professional Development Step	Audience	Topics of Prof. Dev
Job-embedded Instructional Coaching	K-12 Professional Staff	Math Workshop; Student-Centered Instructional Models; Using technology to transform teaching and learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student achievement and growth; student-centered classrooms that are differentiated and are inclusive of all students	01/04/2021 - 06/06/2024	C&I Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting

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Professional Development Step	Audience	Topics of Prof. Dev
Inclusive Practices	K-12 Professional Staff; Instructional Assistants and Building Principals	Inclusive Practices designed to meet the needs of all students in a regular education setting

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Increased student achievement and growth among students in sub groups	08/19/2021 - 06/08/2023	C&I Director/Supervisor of Special Education

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
1c: Setting Instructional Outcomes	
1a: Demonstrating Knowledge of Content and Pedagogy	
1c: Setting Instructional Outcomes	
2a: Creating and Environment of Respect and Rapport	
1a: Demonstrating Knowledge of Content and Pedagogy	
1b: Demonstrating Knowledge of Students	



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Revise and implement curriculum review and revision cycle K-12.	2021-09-01 - 2024-06-06
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Establish grading and homework policies for grades K-12	2021-08-24 - 2022-06-09
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Standards-Aligned Curricula	Revise the 7-12 Career Pathways Program to ensure graduation requirements	2022-09-01 - 2024-06-06
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)		support college and career readiness for all students.	
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Formalize a K-12 multi-tiered system to support academics and behavior.	2021-09-24 - 2022-06-09
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Design a formal process for delivering social and emotional learning and character education.	2022-08-22 - 2023-06-08
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	MTSS	Implement a K-12 student	2021-09-01 - 2024-06-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>		<p>management system based on restorative practices so students have an opportunity to learn from mistakes and change behaviors.</p>	06
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)</p>	<p>Evidence-Based Instructional Strategies</p>	<p>Implement student-centered schedules at all buildings that support intervention, collaboration, consistency, and flexibility</p>	<p>2022-01-03 - 2023-07-03</p>
<p>45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)</p> <p>46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)</p> <p>59.3% of economically disadvantaged students will be proficient or advanced in ELA by</p>	<p>Educational Technology Integration</p>	<p>Continue to build the leadership capacity of the Educational Technology Advisory</p>	<p>2021-09-01 - 2024-06-06</p>



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
2024. (ELA Interim Goals ED students)		Committee (EdTAC).	
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Develop an equity and inclusion plan for all aspects of the organization.	2021-09-27 - 2023-06-08
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Incorporate restorative practices into student management procedures	2021-09-01 - 2024-06-06
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by 2024. (ELA Interim Goals ED students)			
45.6% of students with disabilities will be proficient or advanced in ELA by 2024. (ELA Interim goals Students with Disabilities)	Inclusive Practices	Embed educational equity in professional development for teachers and staff	2021-09-01 - 2024-06-06
46% of economically disadvantaged students will be proficient or advanced in math by 2024. (Math Interim goals Economically Disadvantaged)			
59.3% of economically disadvantaged students will be proficient or advanced in ELA by			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
2024. (ELA Interim Goals ED students)			
<p>The OASD Communication and Community Engagement plan by will be fully implemented by 2024. (Communication and Community Engagement Plan)</p> <p>90% of Kindergartners in the OASD will attend Kindergarten at OASD by 2024. (Kindergarten Outreach)</p>	Community outreach	Fully implement the OASD Communication and Community Engagement Plan	2021-08-30 - 2023-06-20
<p>The OASD Communication and Community Engagement plan by will be fully implemented by 2024. (Communication and Community Engagement Plan)</p> <p>90% of Kindergartners in the OASD will attend Kindergarten at OASD by 2024. (Kindergarten Outreach)</p>	Community outreach	Continue Kindergarten outreach and transition activities with local early care providers.	2021-08-30 - 2024-08-26
<p>100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students. (Stewardship of Resources)</p>	Fiscal Stewardship	Reestablish the Octorara Education Foundation	2021-09-01 - 2024-06-30
<p>100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students. (Stewardship of Resources)</p>	Fiscal Stewardship	Finalize a census process to confirm the findings of the enrollment study completed by the	2021-09-01 - 2023-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		Pennsylvania Economy League	
100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students. (Stewardship of Resources)	Fiscal Stewardship	Develop and implement a facilities advertising plan.	2022-07-01 - 2023-07-03
100% of Octorara Area School District's resources will be strategically aligned to reduce and/or control the cost of improving the academic, technical, social and emotional achievement levels of all students. (Stewardship of Resources)	Fiscal Stewardship	Continue to leverage the Octorara Virtual Academy to recruit cyber charter school students back to Octorara.	2021-07-01 - 2024-12-16

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
OASD Website	The Octorara Area Community--all stakeholders	Finalized plans; procedures; philosophies

**Anticipated Timeframe**

09/01/2021 - 07/30/2024

**Frequency**

continually

**Delivery Method**

Posting on district website

**Lead Person/Position**

Superintendent Secretary

**Communication Step**

Town Hall Meetings

**Audience**

K-12 Parents and Families

**Topics/Message of Communication**

Finalized plans, practices, and philosophies

**Anticipated Timeframe**

01/03/2022 - 06/06/2024

**Frequency**

2-3 times annually

**Delivery Method**

Presentation

**Lead Person/Position**

OASD Leadership Team

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Present the Plan to the School Community	Use the the Comprehensive Plan Brochure: "Measuring Success in the Home of the Braves" to review the plan with community members.	Attend Community Events , Municipal Meetings, and Back to School programs.	School Community	July 2021-September 2021
Overview: Comprehensive Plan Document	Overview of the Comprehensive Plan document and it's different components; Review student success data.	Education Committee Meeting	School Board and Education Committee members	September 27, 2021
Presentation of Comprehensive Plan	Highlights of the Comprehensive Plan	School Board Meeting	School Board, Administration, School Community	October 11, 2021
Comprehensive Plan 28 Day Review Process	Opportunity for Community to Review and Comment on Plan	Post Plan to website with link to survey for stakeholders to provide feedback.	School Community	Begin Tuesday, October 12, 2021; End Friday, November 12, 2021
Publish an Annual Report to demonstrate progress toward meeting the	Includes highlights from the previous school year. Demonstrates progress toward meeting Comprehensive Plan	Published report document; also posted to the OASD website	School Community	Published annually beginning

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan Goals.	goals.			December 15, 2021.
Review progress at Education Committee meetings.	Progress check toward meeting goals.	Education Committee meetings	School Board members, administrators, school community.	Updates provided at every Education Committee meeting.

