

OCTORARA AREA SCHOOL DISTRICT WORK SESSION

**March 11, 2024 – 7:00 p.m.
Jr. High School Multi-Purpose Room**

DISCUSSION GUIDE

1. Moment of Silence
2. Pledge of Allegiance
3. Roll Call
4. Visitors' Comments – Agenda Items Only
5. Presentations
 - A. Chris Shultz - Eagles Autism and Student Podcast
 - B. Beth Trapani – Communication Audit
 - C. Dorian Lobato – Food Service Update
6. Information Items
 - A. Dr. Leever will be attending the PASA Leadership Forum in Hershey from March 14-15, 2024
7. Recommended Action Items:
 - A. Election of Vacant Board Office
 - B. Committee Vacancies
8. Presentation of Agenda Items for the March 18, 2024 Regular Monthly Public Meeting:
 - A. That the Octorara Board of School Directors approve Mr. Scott Domowicz as the District's Title IX Coordinator. (Replacing Kelley Vance)
 - B. That the Octorara Board of School Directors approve the District's 2024-2027 Comprehensive Plan.
 - C. That the Octorara Board of School Directors approve the revision to the 2024-2025 school calendar.
 - D. That the Octorara Board of School Directors approve the Agreement with Collaborative Classroom to pilot the SIPPS Reading Intervention Program with one teacher in 2nd grade and one teacher in 3rd grade.
 - E. That the Octorara Board of School Directors accept the 2023-2024 Competitive Equipment Grant for \$85,000 for Self-Contained Breathing Apparatus equipment. This equipment will supply the Homeland Security and Protective Services Academy with critically needed personal protective equipment for the firefighter students.
 - F. That the Octorara Board of School Directors accept the Supplemental Equipment Grant for \$20,998 also to be used for Self-Contained Breathing Apparatus equipment for the Homeland Security and Protective Services Academy.

- G. That the Octorara Board of School Directors approve the attainment of tenure status for the following professional employee in accordance with Section 1108 of the current School Laws of Pennsylvania:

Tammy Simon

- H. That the Octorara Board of School Directors approve the following policy, first reading:
011 *Principles of Governance and Leadership*

Resignation Approvals:

- I. That the Octorara Board of School Directors accept the resignation of Mr. John Narcise as a Law Instructor for the Octorara Homeland Security and Protective Services Academy effective the end of the 2023-2024 school year. (Hired June 16, 2020)
- J. That the Octorara Board of School Directors accept, with regret, the resignation of Ms. Angela Christou as an Instructional Assistant at the Octorara Elementary School effective March 1, 2024. (Hired September 15, 2014)
- K. That the Octorara Board of School Directors accept the resignation of Ms. Stephanie Klingler as a Food Service employee effective March 8, 2024. (Hired February 20, 2024)

Hiring Approvals:

- L. That the Octorara Board of School Directors approve the following salary change effective January 19, 2024:

Samantha Norris from M Step 16 at \$61,203 to M Step 15 at \$62,102

- M. That the Octorara Board of School Directors approve the following Athletic Game Workers for the 2023-2024 school year:

Sara Seipel
Allison Carr
Brittany Fulwider
Julia Harpel
Allison Hickey
Kaylene Mummert
Renee Shenk

- N. That the Octorara Board of School Directors approve the following supplemental contract for the 2023-2024 school year:

John Cummings Middle School Softball Coach 4 pts @ \$620 \$2,480

- O. That the Octorara Board of School Directors approve the following supplemental contract for the 2024-2025 school year:

Ken Lewis Jr. High Football Coach 6 pts @ \$620 \$3,720

- P. Board of School Directors approve the following changes in salary due to graduate credits earned:

Elizabeth Scroggin	From M (\$71,308) to M+15 (\$75,514)	Step 8 to MAX
Trent Zook	From M+15 (\$73,873) to M+30 (\$75,888)	Step 9 to MAX

9. Education Committee Report

10. Policy Committee Report

11. Facility Committee Report

12. Other Items/Concerns

13. Visitors' Comments – General

14. Administrator Comments/Announcements

15. Board Comments

16. Adjournment

Policy/Facility Committee Meeting – Monday, March 11, 2024 – 6:00 p.m. in the Jr. High School Multi-Purpose Room

Executive Session for Personnel, Legal, and Negotiations - Monday, March 11, 2024 – Prior to the Work Session in room 102 at the Jr. High School

Finance Committee Meeting – Monday, March 18, 2024 – 6:00 p.m. in the Jr. High School Multi-Purpose Room

Next regularly scheduled Board Meeting – Monday, March 18, 2024 – 7:00 p.m. in the Jr. High School Multi-Purpose Room

Education Committee Meeting – Monday, March 25, 2024 – 6:00 p.m. in the Jr. High School Multi-Purpose Room

OCTORARA AREA SD

228 Highland Rd

Comprehensive Plan | 2024 - 2027

MISSION STATEMENT

The mission of the Octorara Area School District, in partnership with community and family, is to foster a culture of high expectations where students are empowered to become lifelong learners who positively contribute to their communities.

VISION STATEMENT

Empowering students to build successful futures.

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

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.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Steven A. Leever	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 Hilbalt	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
Dwayne Walton	Community Member	Parkesburg Point Director
Brian Fox	Board Member	Octorara Area School District

Name	Position	Building/Group
Joelyn Metzler	Parent	Octorara Area School District
Melissa Falgiatore	Parent	Octorara Area School District
Andrew Reynolds	Staff Member	Octorara Area School District
Amanda King	Staff Member	Octorara Area School District
Melissa Hinton	Staff Member	Octorara Area School District
Kelly Holub	Staff Member	Octorara Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Improve the consistency and fidelity of Tier 1 curriculum and instruction in math to ensure that all students and students in sub groups are able to meet the rigor of the PA Core Standards.	Mathematics
Improve the consistency and fidelity of Tier 1 curriculum and instruction in ELA to ensure more students overall and students in sub groups are reading on grade level.	English Language Arts
Improve the 4-year cohort graduation rate by ensuring students have options to multiple pathways to graduation.	Graduation rate

ACTION PLAN AND STEPS

Evidence-based Strategy	
Fidelity of Tier 1 Curriculum and Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Growth	The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review and revise math curriculum K-Alg. 1 for rigor and alignment with PA Core Standards	2023-06-29 - 2024-08-12	Director of Curriculum and Instruction; Math Coordinator/Consultant/Coach	Curriculum resources, PA Core Standards, Curriculum Maps, Time
Create and revise common assessments	2023-06-29 - 2025-08-12	Director of Curriculum and Instruction; Math Coordinator/Consultant/Coach	Curriculum resources, PA Core Standards, Curriculum Maps
Identify and implement instructional best practices for the teaching of math K-5 and 6-Alg. 1.	2024-01-08 - 2026-06-08	Director of Curriculum and Instruction;	NCTM instructional best practices; math consultant/coach/coordinator
Collaboratively review student common assessment and benchmark data in achievement teams to determine mastery and inform instruction and intervention.	2024-01-08 - 2026-06-08	Building principals;	Time for collaboration and protocols for Achievement Teams
Evaluate Tier 2 and Tier 3 Math Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.	2024-08-26 - 2025-08-18	Director of Curriculum and Instruction	Intervention materials; evaluation rubric; support from CCIU or PATTAN
Anticipated Outcome			
Increased student achievement and growth in math across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.			

Monitoring/Evaluation

Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals

Evidence-based Strategy				
Job-embedded Professional development				
Measurable Goals				
Goal Nickname	Measurable Goal Statement (Smart Goal)			
Math Growth	The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58%			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Provide job-embedded professional learning to build teacher capacity in instructional best practices for mathematics.	2024-01-08 -	Director of	Math	
	2026-06-08	Curriculum and Instruction;	coordinator/consultant/coach	
Anticipated Outcome				
Increased student achievement and growth in math across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.				
Monitoring/Evaluation				

Teacher Surveys; Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals

Evidence-based Strategy

Fidelity of Tier 1 ELA Curriculum and Instruction

Measurable Goals

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

Reading Growth The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60%

Action Step

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

Revise ELA Curriculum and Instruction to align with the Science of Reading 2024-01-02 - 2026-06-08 Director of Curriculum and SOR aligned curriculum resources for review; board approval; parent and family engagement; teacher support

Research and Review potential ELA Curriculum Resources for grades K-5 and 6-8 2023-11-20 - 2024-02-26 Director of Curriculum and Instruction Structured Literacy Audit Support; EdReports; Curriculum Committees; Evaluation Rubrics; Teacher Surveys

Engage parents and families by sharing the recommended 2024-02-27 - Director of Parent and family presentation;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
curriculum resources and gathering input from parents and families.	2024-03-08	Curriculum and Instruction	Survey tools
Recommend a K-5 ELA Curriculum Resource and a 6-8 ELA Curriculum Resource that is aligned to the SOR for Board approval.	2024-01-22 - 2024-03-18	Director of Curriculum and Instruction	Structured Literacy Audit Support; EdReports; Curriculum Committees; Evaluation Rubrics ; Teacher Surveys
Provide professional development in instructional best practices for curriculum implementation.	2024-05-31 - 2026-06-08	Director of Curriculum and Instruction	PD Consultant(s); Curriculum materials;
Collaboratively review student common assessment and benchmark data in achievement teams to determine mastery and inform instruction and intervention.	2024-01-08 - 2026-06-08	Building Principals	Time for collaboration and protocols for Achievement Teams
Evaluate Tier 2 and Tier 3 Reading Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.	2024-02-02 - 2025-06-06	Director of Curriculum and Instruction	Intervention materials; evaluation rubric; support from CCIU or PATTAN

Anticipated Outcome

Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.

Monitoring/Evaluation

Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals

Evidence-based Strategy

Job-Embedded Professional Development

Measurable Goals

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

Reading Growth The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60%

Action Step

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

Provide job-embedded professional learning to build teacher capacity in instructional best practices for literacy. 2024-08-26 - 2026-06-08 Director of Curriculum and Instruction Literacy Coordinator/Coach/Consultant

Anticipated Outcome

Increased teacher self-efficacy; Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.

Monitoring/Evaluation

Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals

Evidence-based Strategy

Graduation Pathways

Measurable Goals

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

Graduation Rate 96% of all students will graduate on time with their class.

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

Materials/Resources/Supports Needed

Consider the development a Profile of an Octorara Graduate 2024-07-01 - 2026-07-01 Superintendent Community and school engagement in the process

Consider the development of future pathways to Graduation

2024-07-01 - 2027-06-30

Building Principal

Community and school engagement in the process

Consider the development of school to work initiatives

2024-07-01 - 2027-06-30

Building Principal

Community and school engagement in the process

Anticipated Outcome

Multiple pathways to graduation will be available to all students. Increased 4-year cohort graduation rate.

Monitoring/Evaluation

Superintendent; Building Principal; School Board approval and stakeholder engagement; Student participation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Fidelity of Tier 1	Review and revise math curriculum	06/29/2023 -
	Curriculum and Instruction	K-Alg. 1 for rigor and alignment with PA Core Standards	08/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Fidelity of Tier 1	Identify and implement	01/08/2024 -
	Curriculum and Instruction	instructional best practices for the teaching of math K-5 and 6-Alg. 1.	06/08/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Fidelity of Tier 1	Collaboratively review student	01/08/2024
	Curriculum and	common assessment and	-
	Instruction	benchmark data in achievement teams to determine mastery and inform instruction and intervention.	06/08/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Fidelity of Tier 1 Curriculum and Instruction	Evaluate Tier 2 and Tier 3 Math Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.	08/26/2024 - 08/18/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Job-embedded	Provide job-embedded	01/08/2024
	Professional development	professional learning to build teacher capacity in instructional best practices for mathematics.	-
			06/08/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of	Revise ELA	01/02/2024
	Tier 1 ELA	Curriculum and	-
	Curriculum and Instruction	Instruction to align with the Science of Reading	06/08/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of	Research and	11/20/2023
	Tier 1 ELA	Review potential	-
	Curriculum	ELA Curriculum	02/26/2024
	and Instruction	Resources for grades K-5 and 6-8	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of	Provide	05/31/2024
	Tier 1 ELA	professional	-
	Curriculum and Instruction	development in instructional best practices for curriculum implementation.	06/08/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of Tier 1 ELA Curriculum and Instruction	Collaboratively review student common assessment and benchmark data in achievement teams to determine mastery and inform instruction and intervention.	01/08/2024 - 06/08/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of Tier 1 ELA Curriculum and Instruction	Evaluate Tier 2 and Tier 3 Reading Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.	02/02/2024 - 06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Job-	Provide job-	08/26/2024
	Embedded	embedded	-
	Professional Development	professional learning to build teacher capacity in instructional best practices for literacy.	06/08/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of	Recommend a K-5	01/22/2024
	Tier 1 ELA	ELA Curriculum	-
	Curriculum	Resource and a 6-	03/18/2024
	and Instruction	8 ELA Curriculum	
		Resource that is aligned to the SOR for Board approval.	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of	Research and	11/20/2023
	Tier 1 ELA	Review potential	-
	Curriculum	ELA Curriculum	02/26/2024
	and Instruction	Resources for grades K-5 and 6-8	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of	Engage parents	02/27/2024
	Tier 1 ELA	and families by	-
	Curriculum and Instruction	sharing the recommended curriculum resources and gathering input from parents and families.	03/08/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
96% of all students will graduate on time with their class. (Graduation Rate)	Graduation	Consider the	07/01/2024
	Pathways	development a	-
		Profile of an Octorara Graduate	07/01/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
96% of all students will graduate on time with their class. (Graduation Rate)	Graduation	Consider the	07/01/2024
	Pathways	development of	-
		future pathways to Graduation	06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
96% of all students will graduate on time with their class. (Graduation Rate)	Graduation	Consider the	07/01/2024
	Pathways	development of	-
		school to work initiatives	06/30/2027

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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

JSHS: The Hispanic (71.7) and Students With Disabilities (72.0) student groups met the statewide goal for growth in PSSA and Algebra I Keystone.

OES: ELA and Math Growth is 100% and all student groups exceeded the statewide goal.

JSHS The Students with Disabilities group (72.0) met the statewide goal for growth in PSSA and Biology.

Students are starting out strong in grades K and 1. Their foundational reading skills are being developed well, based on the data.

Over half of our students are projected to be proficient or advanced on the PSSA based on the fall 2023 performance on MAP Growth. Teachers can use this data to target instruction and increase the percentage of proficient and advanced by the spring assessments.

The majority of students in grades K-10 are scoring in the 40-50th percentile range. The correlation data for state testing indicates that if a student scores in the 50th percentile or above, they have the best chances of being proficient or advanced on the PSSA

Challenges

ELA Achievement/Keystone Literature: None of the student groups or grade levels met the statewide goal or interim target in grades 3-11.

Math Achievement/Keystone Algebra I: None of the student groups or grade levels met the statewide goal or interim target in grades 3-11.

JSHS: None of the student groups or grade levels met the statewide goal or interim target in grades 8 and 11.

ELA Growth: JSHS and OIS: None of the student groups or grade levels met the statewide goal for growth on the PSSA or Keystone Literature assessments

OIS: None of the student groups or grade levels met the statewide goal for student growth in Math.

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

Math achievement is a concern across all grade levels. 32% are projected to be proficient or advanced on the spring PSSA.

Strengths

and Keystone.

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

Grade 4 Science Achievement has been much stronger than grade 8.

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

Approximately half of our students across grades K-6 are mostly at or above benchmark

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

The median achievement percentile in math K-2 is 58. This is higher than all of the other grade levels.

The OASD offers 11 PDE approved Career and Technical Education Programs. 52.2% of students are participating in Industry-Based Learning, which exceeds the statewide performance standard of 30.7%.

Challenges

The 7-8 median achievement percentile for math on MAP Growth in the fall of 2023 is 30%. We need to increase this if we are going to meet the interim targets on the PSSA.

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

Student achievement in reading is strong in K-1 as we are building foundational skills but dips significantly in grades 2-6 according to DIBELS data. We need to find the root causes of this and address them.

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

Ensure effective, standards-aligned curriculum and assessment *

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

The PSSA projections from the MAP Growth fall 2023 assessment

Strengths

85.2% of students are meeting the Career Standards Benchmark.

Allocate resources, including money staff, professional learning materials and support to schools based on the analysis of a variety of data

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Challenges

are at 58% proficient or advanced. In order to meet our interim targets and statewide goal, we need to increase that projection.

While grade 4 science achievement is strong, we are unable to maintain as students move through the grade levels and test in grade 8 and then again in Keystone Biology.

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 , science or ELA

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
ELA Achievement/Keystone Literature: None of the student groups or grade levels met the statewide goal or interim target in grades 3-11.	There is a need to shift from a balanced literacy approach to a structured literacy approach that is aligned to the Science of Reading. This will increase the rigor of Tier 1 curriculum and instruction as well as ensure more students are reading on grade level.	✓
Math Achievement/Keystone Algebra I: None of the student groups or grade levels met the statewide goal or interim target in grades 3-11.	While we are seeing growth in our benchmark data this year, there is a need for continued job-embedded professional development in instructional best practices for math in order for students to meet the rigor of the PA Core Standards. More emphasis on problem solving and less emphasis on procedural "steps" for solving problems need to be included in instruction.	✓
The 4-year cohort graduation rate does not meet the interim goal for improvement.	This is of concern—ultimately, all we do K-12 supports the goal of graduation. We need to re-define pathways to graduation and support students in ways to achieve graduation that are meaningful to them. The 4-year cohort graduation rate is lowest for Hispanic students.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Fidelity of Tier 1 Curriculum and Instruction

Action Steps	Anticipated Start/Completion Date
Review and revise math curriculum K-Alg. 1 for rigor and alignment with PA Core Standards	06/29/2023 - 08/12/2024
Monitoring/Evaluation	Anticipated Output
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals	Increased student achievement and growth in math across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.
Material/Resources/Supports Needed	PD Step Comm Step
Curriculum resources, PA Core Standards, Curriculum Maps, Time	yes no

Action Steps		Anticipated Start/Completion Date	
Create and revise common assessments		06/29/2023 - 08/12/2025	
Monitoring/Evaluation		Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals		Increased student achievement and growth in math across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed		PD Step	Comm Step
Curriculum resources, PA Core Standards, Curriculum Maps		no	no

Action Steps		Anticipated Start/Completion Date
Identify and implement instructional best practices for the teaching of math K-5 and 6-Alg. 1.		01/08/2024 - 06/08/2026
Monitoring/Evaluation	Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals	Increased student achievement and growth in math across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed	PD Step	Comm Step
NCTM instructional best practices; math consultant/coach/coordinator	yes	no

Action Steps		Anticipated Start/Completion Date	
Collaboratively review student common assessment and benchmark data in achievement teams to determine mastery and inform instruction and intervention.		01/08/2024 - 06/08/2026	
Monitoring/Evaluation		Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals		Increased student achievement and growth in math across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed		PD Step	Comm Step
Time for collaboration and protocols for Achievement Teams		yes	no

Action Steps	Anticipated Start/Completion Date	
Evaluate Tier 2 and Tier 3 Math Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.	08/26/2024 - 08/18/2025	
Monitoring/Evaluation	Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals	Increased student achievement and growth in math across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed	PD Step	Comm Step
Intervention materials; evaluation rubric; support from CCIU or PATTAN	yes	no

Action Plan: Job-embedded Professional development

Action Steps		Anticipated Start/Completion Date	
Provide job-embedded professional learning to build teacher capacity in instructional best practices for mathematics.		01/08/2024 - 06/08/2026	
Monitoring/Evaluation		Anticipated Output	
Teacher Surveys; Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals		Increased student achievement and growth in math across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed		PD Step	Comm Step
Math coordinator/consultant/coach		yes	no

Action Plan: Fidelity of Tier 1 ELA Curriculum and Instruction

Action Steps		Anticipated Start/Completion Date
Revise ELA Curriculum and Instruction to align with the Science of Reading		01/02/2024 - 06/08/2026
Monitoring/Evaluation		Anticipated Output
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals		Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.
Material/Resources/Supports Needed		PD Step Comm Step
SOR aligned curriculum resources for review; board approval; parent and family engagement; teacher support		yes no

Action Steps	Anticipated Start/Completion Date
Research and Review potential ELA Curriculum Resources for grades K-5 and 6-8	11/20/2023 - 02/26/2024
Monitoring/Evaluation	Anticipated Output
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals	Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.
Material/Resources/Supports Needed	PD Step Comm Step
Structured Literacy Audit Support; EdReports; Curriculum Committees; Evaluation Rubrics; Teacher Surveys	yes yes

Action Steps	Anticipated Start/Completion Date	
Engage parents and families by sharing the recommended curriculum resources and gathering input from parents and families.	02/27/2024 - 03/08/2024	
Monitoring/Evaluation	Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals	Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed	PD Step	Comm Step
Parent and family presentation; Survey tools	no	yes

Action Steps		Anticipated Start/Completion Date	
Recommend a K-5 ELA Curriculum Resource and a 6-8 ELA Curriculum Resource that is aligned to the SOR for Board approval.		01/22/2024 - 03/18/2024	
Monitoring/Evaluation		Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals		Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed		PD Step	Comm Step
Structured Literacy Audit Support; EdReports; Curriculum Committees; Evaluation Rubrics ; Teacher Surveys		no	yes

Action Steps		Anticipated Start/Completion Date
Provide professional development in instructional best practices for curriculum implementation.		05/31/2024 - 06/08/2026
Monitoring/Evaluation	Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals	Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed		Comm Step
PD Consultant(s); Curriculum materials;		yes
		no

Action Steps		Anticipated Start/Completion Date	
Collaboratively review student common assessment and benchmark data in achievement teams to determine mastery and inform instruction and intervention.		01/08/2024 - 06/08/2026	
Monitoring/Evaluation		Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals		Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed		PD Step	Comm Step
Time for collaboration and protocols for Achievement Teams		yes	no

Action Steps	Anticipated Start/Completion Date	
Evaluate Tier 2 and Tier 3 Reading Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.	02/02/2024 - 06/06/2025	
Monitoring/Evaluation	Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals	Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed	PD Step	Comm Step
Intervention materials; evaluation rubric; support from CCIU or PATTAN	yes	no

Action Plan: Job-Embedded Professional Development

Action Steps		Anticipated Start/Completion Date	
Provide job-embedded professional learning to build teacher capacity in instructional best practices for literacy.		08/26/2024 - 06/08/2026	
Monitoring/Evaluation		Anticipated Output	
Data team meetings; Achievement Team Meetings; Teacher Observations and Walkthroughs/Building Principals		Increased teacher self-efficacy; Increased student achievement and growth in reading across all subgroups and fewer students in need of Tier 2 and Tier 3 interventions.	
Material/Resources/Supports Needed		PD Step	Comm Step
Literacy Coordinator/Coach/Consultant		yes	no

Action Plan: Graduation Pathways

Action Steps		Anticipated Start/Completion Date
Consider the development a Profile of an Octorara Graduate		07/01/2024 - 07/01/2026
Monitoring/Evaluation		Anticipated Output
Superintendent; Building Principal; School Board approval and stakeholder engagement; Student participation		Multiple pathways to graduation will be available to all students. Increased 4-year cohort graduation rate.
Material/Resources/Supports Needed		PD Step Comm Step
Community and school engagement in the process		no yes

Action Steps		Anticipated Start/Completion Date
Consider the development of future pathways to Graduation		07/01/2024 - 06/30/2027
Monitoring/Evaluation		Anticipated Output
Superintendent; Building Principal; School Board approval and stakeholder engagement; Student participation		Multiple pathways to graduation will be available to all students. Increased 4-year cohort graduation rate.
Material/Resources/Supports Needed		PD Step Comm Step
Community and school engagement in the process		no yes

Action Steps		Anticipated Start/Completion Date
Consider the development of school to work initiatives		07/01/2024 - 06/30/2027
Monitoring/Evaluation		Anticipated Output
Superintendent; Building Principal; School Board approval and stakeholder engagement; Student participation		Multiple pathways to graduation will be available to all students. Increased 4-year cohort graduation rate.
Material/Resources/Supports Needed		
Community and school engagement in the process		
	PD Step	Comm Step
	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Fidelity of Tier 1 Curriculum and Instruction	Review and revise math curriculum	06/29/2023
		-	-
		K-Alg. 1 for rigor and alignment with PA Core Standards	08/12/2024
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Fidelity of Tier 1 Curriculum and Instruction	Identify and implement instructional best practices for the teaching of math K-5 and 6-Alg. 1.	01/08/2024
		-	-
			06/08/2026
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Fidelity of Tier 1 Curriculum and Instruction	Collaboratively review student common assessment and benchmark data in achievement teams to determine	01/08/2024
		-	-
			06/08/2026

Measurable Goals

Action Plan Name	Professional Development Step	Anticipated Timeline
mastery and inform instruction and intervention.		
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Fidelity of Tier 1 Curriculum and Instruction	Evaluate Tier 2 and Tier 3 Math Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.
		08/26/2024 - 08/18/2025
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Math Assessment will be 58% (Math Growth)	Job-embedded Professional development	Provide job-embedded professional learning to build teacher capacity in instructional best practices for mathematics.
		01/08/2024 - 06/08/2026
The average percentage of students in grades K-8 who meet or exceed their growth	Fidelity of	Revise ELA
		01/02/2024

Measurable Goals

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Tier 1 ELA Curriculum and Instruction	Curriculum and Instruction to align with the Science of Reading	- 06/08/2026
	Fidelity of Tier 1 ELA Curriculum and Instruction	Research and Review potential ELA Curriculum Resources for grades K-5 and 6-8	11/20/2023 - 02/26/2024
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of Tier 1 ELA Curriculum and Instruction	Provide professional development in instructional best practices for curriculum implementation.	05/31/2024 - 06/08/2026
	Fidelity of Tier 1 ELA Curriculum and Instruction	Collaboratively review student common assessment and benchmark data in achievement	01/08/2024 - 06/08/2026
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		teams to determine mastery and inform instruction and intervention.	
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of Tier 1 ELA Curriculum and Instruction	Evaluate Tier 2 and Tier 3 Reading Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.	02/02/2024 - 06/06/2025
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Job-Embedded Professional Development	Provide job-embedded professional learning to build teacher capacity in instructional best practices for	08/26/2024 - 06/08/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		literacy.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading	Elementary Teachers, Special Education Teachers, Reading Specialists, Building Principals	Structured Literacy and the Science of Reading; Shift from balanced literacy to the Science of Reading aligned curriculum and instruction
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student achievement in reading	07/01/2024 - 06/30/2026	Director of Curriculum and Instruction

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4e: Growing and Developing Professionally
- 1e: Designing Coherent Instruction
- 1d: Demonstrating Knowledge of Resources
- 1c: Setting Instructional Outcomes
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 1b: Demonstrating Knowledge of Students
- 4a: Reflecting on Teaching
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4e: Growing and Developing Professionally

- Structured Literacy
- Language and Literacy Acquisition for All Students
- Language and Literacy Acquisition for All Students
- Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Achievement Team Protocols	All teachers of math and ela in grades K-6	Using NWEA MAP data to diagnose student learning needs and differentiate instruction; Reviewing Common Assessment Data to determine student mastery and instructional response; protocols for effective achievement teams
Evidence of Learning		Anticipated Timeframe
Teachers participating in Achievement Teams will increase their collective efficacy in meeting student needs and increasing growth and achievement by differentiating instruction.		07/01/2024 - 06/30/2027
		Lead Person/Position
		Building principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 3d: Using Assessment in Instruction
- 4d: Participating in a Professional Community
- 4a: Reflecting on Teaching
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction
- 4f: Showing Professionalism
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4e: Growing and Developing Professionally

Professional Development Step	Audience	Topics of Prof. Dev
Best Practices in Mathematics Instruction	Math Teachers and Math Interventionists K-8	Math Workshop Instructional Model; Identifying student mastery of standards; Small Group instruction in math; Using Manipulatives in Mathematics Instruction; CRA approach to teaching math;

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student achievement and growth in Math K-8	07/01/2024 - 06/30/2027	Director of Curriculum and Instruction
Danielson Framework Component Met in this Plan:		
This Step meets the Requirements of State Required Trainings:		
1d: Demonstrating Knowledge of Resources		
2c: Managing Classroom Procedures		
1b: Demonstrating Knowledge of Students		
4e: Growing and Developing Professionally		
1c: Setting Instructional Outcomes		
1a: Demonstrating Knowledge of Content and Pedagogy		
3c: Engaging Students in Learning		
1e: Designing Coherent Instruction		
1c: Setting Instructional Outcomes		
4a: Reflecting on Teaching		
1f: Designing Student Assessments		
1e: Designing Coherent Instruction		
1a: Demonstrating Knowledge of Content and Pedagogy		
3c: Engaging Students in Learning		

Danielson Framework Component Met in this Plan:

1e: Designing Coherent Instruction

4f: Showing Professionalism

1b: Demonstrating Knowledge of Students

4d: Participating in a Professional Community

1d: Demonstrating Knowledge of Resources

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of Tier 1 ELA Curriculum and Instruction	Recommend a K-5 ELA Curriculum Resource and a 6-8 ELA Curriculum Resource that is aligned to the SOR for Board approval.	2024-01-22 - 2024-03-18
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of Tier 1 ELA Curriculum and Instruction	Research and Review potential ELA Curriculum Resources for grades K-5 and 6-8	2023-11-20 - 2024-02-26
The average percentage of students in grades K-8 who meet or exceed their growth projections on the NWEA MAP Growth Reading Assessment will be 60% (Reading Growth)	Fidelity of Tier 1 ELA Curriculum and Instruction	Engage parents and families by sharing the recommended curriculum resources and	2024-02-27 - 2024-03-08

Measurable Goals

Action Plan Name	Communication Step	Anticipated Timeline
gathering input from parents and families.		
96% of all students will graduate on time with their class. (Graduation Rate)	Graduation Pathways Consider the development a Profile of an Octorara Graduate	2024-07-01 - 2026-07-01
96% of all students will graduate on time with their class. (Graduation Rate)	Graduation Pathways Consider the development of future pathways to Graduation	2024-07-01 - 2027-06-30
96% of all students will graduate on time with their class. (Graduation Rate)	Graduation Pathways Consider the development of school to work initiatives	2024-07-01 - 2027-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Community Partnership with The Point	Parents and Families, OASD School Community; School Board	Updates on Point employess impact on student success and well being; potential collaboration on the development of the Profile of an Octorara Graduate and school to work initiative
Anticipated Timeframe	Frequency	Delivery Method
07/01/2024 - 06/30/2027	Annually	Presentation Posting on district website
Lead Person/Position		
Superintendent		
Communication Step	Audience	Topics/Message of Communication
ELA Curriculum Adoption	School Board; Parents and Families	Science of Reading; Components of Recommended Curriculum; Anticipated Outcomes for Student

Anticipated Timeframe	Frequency	Delivery Method
07/01/2024 - 08/01/2024	1x for board; 1x for parents and families	Presentation Posting on district website
Lead Person/Position		
Director of Curriculum and Instruction		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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Octorara Area School District

2024-2025

Academic Year Calendar

First Student Day	K-12 Early Dismissal
No School for Students and Staff	K-6 Conferences
No School for Students-Staff In-Service	7-12 Conferences
No School K-6 Only In-Service/Clerical	Staff Flex Professional Development
No School 7-12 Only In-Service/Clerical	New Teacher Orientation
No School K-12 In-Service/Clerical	Weather Make-Up Day

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S 20 (175) Fac 21 (183)

1st MP - 10/30/24
2nd MP - 1/17/25
3rd MP - 3/27/25
4th MP - 6/6/25

Act 80 Days: Sept. 27, Oct. 18, Jan. 17, Feb. 12, May 23, Jun. 4-6

August 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

August 25						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

S 5 (180) Fac 5 (188)

Events	
Aug 12, 15, 19 - Staff Flex Prof Development	Aug 12, 15, 19 - Staff Flex Prof Development
Aug 13-14 - New Teacher Orientation	Aug 13-14 - New Teacher Orientation
Aug 20-22 - No School for Students-Staff In-Service	Aug 20-22 - No School for Students-Staff In-Service
Aug 26 - First Student Day	Aug 26 - First Student Day
Aug 30-Sept 2 - School Not In Session	Aug 30-Sept 2 - School Not In Session
Sept 27 - K-12 Early Dismissal Staff Act 80 PM	Sept 27 - K-12 Early Dismissal Staff Act 80 PM
Oct 10 - 7-12 Early Dismissal Afternoon & Evening Conferences	Oct 10 - 7-12 Early Dismissal Afternoon & Evening Conferences
Oct 14 - School Not In Session	Oct 14 - School Not In Session
Oct 16 - 7-12 Evening Conferences	Oct 16 - 7-12 Evening Conferences
Oct 18 - K-12 Early Dismissal Staff Act 80 PM	Oct 18 - K-12 Early Dismissal Staff Act 80 PM
Nov 1 - No School 7-12 Only In-Service/Clerical	Nov 1 - No School 7-12 Only In-Service/Clerical
Nov 7 - K-6 Early Dismissal Afternoon & Evening Conferences	Nov 7 - K-6 Early Dismissal Afternoon & Evening Conferences
Nov 13 - K-6 Evening Conferences	Nov 13 - K-6 Evening Conferences
Nov 22 - No School K-6 Only In-Service/Clerical	Nov 22 - No School K-6 Only In-Service/Clerical
Nov 27 - K-12 Early Dismissal Students & Staff	Nov 27 - K-12 Early Dismissal Students & Staff
Nov 28-29 School Not In Session	Nov 28-29 School Not In Session
Dec 2 - No School for Students-Staff In-Service	Dec 2 - No School for Students-Staff In-Service
Dec 20 - K-12 Early Dismissal Students & Staff	Dec 20 - K-12 Early Dismissal Students & Staff
Dec 23-Jan 1 - School Not In Session	Dec 23-Jan 1 - School Not In Session
Jan 17 - K-12 Early Dismissal Staff Act 80 PM	Jan 17 - K-12 Early Dismissal Staff Act 80 PM
Jan 20 - School Not In Session	Jan 20 - School Not In Session
Jan 24 - No School K-12 In-Service/Clerical	Jan 24 - No School K-12 In-Service/Clerical
Feb 12 - K-12 Early Dismissal Staff Act 80 PM	Feb 12 - K-12 Early Dismissal Staff Act 80 PM
Feb 17 - School Not In Session	Feb 17 - School Not In Session
Mar 7 - No School K-6 Only In-Service/Clerical	Mar 7 - No School K-6 Only In-Service/Clerical
Mar 14 - No School 1st Weather Make-Up Day	Mar 14 - No School 1st Weather Make-Up Day
Mar 20 - K-6 Early Dismissal Afternoon & Evening Conferences	Mar 20 - K-6 Early Dismissal Afternoon & Evening Conferences
Mar 21 - K-12 Early Dismissal Students & Staff	Mar 21 - K-12 Early Dismissal Students & Staff
Mar 28 - No School 7-12 Only In-Service/Clerical	Mar 28 - No School 7-12 Only In-Service/Clerical
Apr 17 - No School 2nd Weather Make-Up Day	Apr 17 - No School 2nd Weather Make-Up Day
Apr 18 - School Not In Session	Apr 18 - School Not In Session
April 21 - No School 3rd Weather Make-Up Day	April 21 - No School 3rd Weather Make-Up Day
Apr. 23 - May 2 - PSSA Assessments	Apr. 23 - May 2 - PSSA Assessments
May 12 - 22 - Keystone and AP Assessment	May 12 - 22 - Keystone and AP Assessment
May 23 - K-12 Early Dismissal Staff Act 80 PM	May 23 - K-12 Early Dismissal Staff Act 80 PM
May 26 - School Not In Session	May 26 - School Not In Session
May 30 - No School K-12 In-Service/Clerical	May 30 - No School K-12 In-Service/Clerical
June 4, 5, 6 - K-12 Early Dismissal Staff Act 80 PM	June 4, 5, 6 - K-12 Early Dismissal Staff Act 80 PM
June 6 - Last Day of School	June 6 - Last Day of School



Dr. Elena Tachau
Octorara Area School District
228 Highland Road, Suite 1
Atglen, PA 19310

Dear Dr. Tachau,

Thank you for your interest in and commitment to piloting [insert program name with appropriate trademark symbol]. We look forward to working in partnership with you to support the growth of your teachers and students during the pilot. This agreement confirms our commitment and outlines our collective agreements.

Collaborative Classroom's Contribution

We will provide the following materials at no charge:

- SIPPS Extension Level Package, 4th Edition (2 sets)
- Access to all digital resources on the Learning Portal through Aug 31, 2024

The total value of these materials is \$1,566, including shipping and handling. By signing this agreement, if at the end of the pilot, SIPPS is adopted, the district agrees that these materials will be purchased. If at the end of the pilot, SIPPS is not adopted, the district agrees that these materials will be returned and the district will be invoiced for any missing materials.

Implementation Support

Our experience has shown that combining Collaborative Literacy resources with supportive professional learning is the key to improving and sustaining effective teacher practice. For that reason, Collaborative Classroom will also provide the following support at no charge:

- 2 hours of virtual professional learning (Launching SIPPS Session)
- Monthly Check-In with teachers (2)

To ensure a smooth and effective start to the implementation, piloting teachers will need to create accounts on the Learning Portal to access program materials, professional learning, and other implementation resources. Collaborative Classroom will provide login information once you receive your materials.

Octorara Area School District Responsibilities

In exchange for this investment of time and resources, we ask that:

- Pilot teachers teach the programs as intended and attend all professional learning sessions.
- Pilot classrooms are open and available to Collaborative Classroom consultants to observe and debrief lessons. These times will be scheduled with the principal and participating teacher prior to the visits.
- Pilot school principals allow or invite other district leaders and non-pilot teachers to hear about and observe the effectiveness of the program as it unfolds.
- Your district and/or teachers would consider being spotlighted in a blog, article, or webinar about their experience.
- You invite Collaborative Classroom to present the programs to other district leaders at an appropriate time and place.

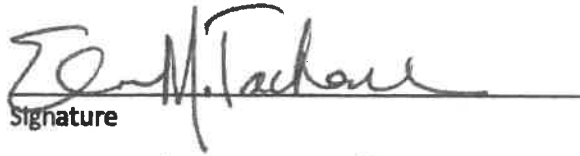
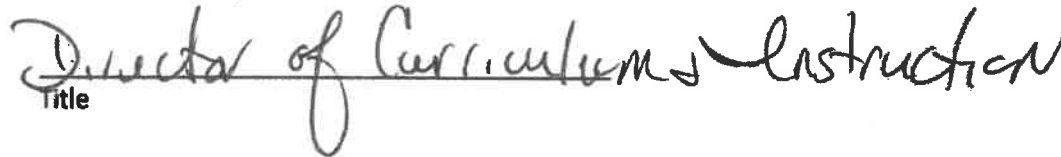
We anticipate that this pilot will be an energizing experience for your district. Please let us know if there is anything else we can do to support you.

Thank you very much,



Isabel Sawyer
Senior Vice President of Dissemination

I accept the terms of this agreement.


Signature
Date
Title



Book	Policy Manual
Section	000 Local Board Procedures
Title	Principles for Governance and Leadership
Code	011
Status	First Reading
Adopted	November 18, 2019

Pennsylvania school boards are committed to providing **every** student the opportunity to grow and achieve. ~~The~~ **Our** actions, ~~taken by the board as elected and appointed board members,~~ ultimately have both short and long-term impact in the classroom. Therefore, ~~school directors collectively and individually~~ **we pledge that we** will . . .

Advocate Earnestly

- Promote public education as a keystone of ~~democracy~~ **our Commonwealth**
- Engage the community by seeking input, building support networks, and generating action
- Champion public education by engaging ~~members of local, state and federal legislative bodies~~ **officials**

Lead Responsibly

- Prepare for, attend and actively participate in board meetings
- Work together ~~in a spirit of harmony, respect and~~ **with civility and** cooperation, **respecting** that individuals hold differing opinions and ideas
- Participate in professional development, training and board retreats
- Collaborate with the Superintendent, **acknowledging their role** as the ~~Team of 10th member of the board and commissioned officer of the Commonwealth~~

Govern Effectively

- Adhere to an established set of rules and procedures for board operations
- Develop, adopt, revise and review policy **routinely**
- **Align board decisions to policy ensuring compliance with the PA School Code and other local, state, and federal laws**
- ~~Differentiate between~~ **Remain focused on the role of governance and management,** **effectively** delegating management tasks to administration
- ~~Allocate finances and resources~~
- ~~Ensure compliance with local, state and federal laws~~

Plan Thoughtfully

- ~~Adopt and i~~ **Implement a collaborative comprehensive strategic** planning process, ~~including regular reviews~~
- Set annual goals that are aligned with the comprehensive plans, **recognizing the need to adapt as situations change**
- Develop a **comprehensive** financial plan **and master facilities plan** that anticipates both short and long-term needs
- ~~Formulate a master facilities plan conducive to teaching and learning~~
- **Allocate resources to effectively impact student success**

Evaluate Continuously

- ~~Utilize appropriate data to m~~ Make data-informed decisions
- ~~Use effective practices for the evaluation~~ Evaluate of the Superintendent annually
- Conduct a board self-assessment on a recurring basis
- ~~Assess~~ Focus on student growth and achievement
- Review effectiveness of the ~~all~~ comprehensive and strategic plans

Communicate Clearly

- Promote open, honest and respectful dialogue among the board, staff and community
- ~~Encourage input and support for the district from the school community~~
- ~~Protect confidentiality~~
- ~~Honor the sanctity of executive session~~
- Acknowledge and listen to varied input from all stakeholders
- Promote transparency while protecting necessary confidential matters
- Set expectations and guidelines for individual board member communication

Act Ethically

- Never use the position for improper benefit to self or others
- ~~Act to a~~ Avoid actual or perceived conflicts of interest
- Recognize the ~~absence of~~ school directors do not possess any authority outside of the collective board
- ~~Respect the role, authority and input of the Superintendent~~
- ~~Balance the responsibility to provide educational programs with being stewards of community resources~~
- ~~Abide by the majority decision~~
- Accept that when a board has made a decision, it is time to move forward collectively and constructively