

## **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**

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.

### **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 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
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
<b>Anticipated Outcome</b>			
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 - 2026-06-08	Director of Curriculum and Instruction;	Math 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
<b>Anticipated Outcome</b>			
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 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 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 Tier 1 ELA Curriculum and Instruction	Revise ELA Curriculum and Instruction to align with the Science of Reading	01/02/2024 - 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	Research and Review potential ELA Curriculum Resources for grades K-5 and 6-8	11/20/2023 - 02/26/2024

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 Reading Assessment will be 60% (Reading Growth)	Fidelity of	Provide	05/31/2024
	Tier 1 ELA Curriculum and Instruction	professional 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	Evaluate Tier 2	02/02/2024
	Tier 1 ELA	and Tier 3	-
	Curriculum and Instruction	Reading Interventions for rigor and adequate scope and sequence to ensure students who are struggling are able to increase their skills.	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-Embedded Professional Development	Provide job-embedded professional learning to build teacher capacity in instructional best practices for literacy.	08/26/2024
			- 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 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.	01/22/2024
			- 03/18/2024

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 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

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 Tier 1 ELA Curriculum and Instruction	Engage parents and families by sharing the recommended curriculum resources and gathering input from parents and families.	02/27/2024 - 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 Pathways	Consider the	07/01/2024
		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 Pathways	Consider the development of future pathways to Graduation	07/01/2024 - 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 Pathways	Consider the development of school to work initiatives	07/01/2024 - 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		PD Step	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	PD Step	Comm Step
Community and school engagement in the process	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 K-Alg. 1 for rigor and alignment with PA Core Standards	06/29/2023 - 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	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
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	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
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	01/08/2024 - 06/08/2026

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

Structured Literacy

1a: Demonstrating Knowledge of Content and Pedagogy

Language and Literacy Acquisition for All Students

4e: Growing and Developing Professionally

Language and Literacy Acquisition for All Students

1e: Designing Coherent Instruction

Language and Literacy Acquisition for All Students

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

-----

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	Lead Person/Position
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	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:**

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

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

---

-----

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
<b>Lead Person/Position</b>		
Director of Curriculum and Instruction		

-----

**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
<hr/>				