

OCTORARA AREA SD

228 Highland Rd Suite 1

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

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

VISION STATEMENT

"Maximizing Every Learner's Opportunities for Success"

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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ADMINISTRATION

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PARENTS

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COMMUNITY

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OTHER (OPTIONAL)

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

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

Essential Practices 5: Allocate Resources Strategically and Equitably

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

Community Engagement

Community Engagement

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

Essential Practices 1: Focus on Continuous Improvement of Instruction

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ACTION PLAN AND STEPS

Evidence-based Strategy

Educational Technology Integration

Measurable Goals

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

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

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

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

Evidence-based Strategy

Evidence-Based Instructional Strategies

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA Interim goals
Students with Disabilities

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

Math Interim goals
Economically
Disadvantaged

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

ELA Interim Goals ED
students

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

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

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

2021-08-24 -
2024-06-06

Director of
Curriculum and
Instruction

LFS Resources

Implement student-centered schedules at all buildings that support

2022-01-03 -

Building

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
intervention, collaboration, consistency, and flexibility	2023-07-03	Principals	
Continue to provide job-embedded professional development to ensure consistent and pervasive use of research and evidenced based instructional strategies.	2021-09-01 - 2024-06-06	Director of Curriculum and Instruction	

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

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

Evidence-based Strategy
Job-embedded Instructional Coaching

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to utilize a challenge-based model for instructional coaching in the area of technology integration	2021-08-30 - 2024-06-06	Technology Integration Specialist	
Build on the challenge-based coaching model with a focus on Math to provide job-embedded professional development aligned to content and technology integration	2021-08-30 - 2024-06-06	Director of Curriculum and Instruction and Technology Integration Specialist	
Prioritize job-embedded coaching when contracting with the IU for professional development.	2021-08-30 - 2024-06-06	Director of Curriculum and Instruction	

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

Monitoring/Evaluation

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

Evidence-based Strategy

Data-Driven Decision Making

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Principals	instruction and intervention

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

Monitoring/Evaluation
 Learning walks, teacher collaboration, teacher observation

Evidence-based Strategy
 Standards-Aligned Curricula

Measurable Goals

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

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise and implement curriculum review and revision cycle K-12.	2021-09-01 - 2024-06-06	Director of Curriculum and Instruction	Curriculum frameworks, PA Core Standards, Assessments
Establish grading and homework polices for grades K-12	2021-08-24 - 2022-06-09	Director of Curriculum and Instruction/Building Principals	Research of Grading and Reporting; Research on HW best practices
Revise the 7-12 Career Pathways Program to ensure graduation requirements support college and career readiness for all students.	2022-09-01 - 2024-06-06	JSHS Principal/ Director of Curriculum and Instruction	

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

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

Evidence-based Strategy

MTSS

Measurable Goals

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Formalize a K-12 multi-tiered system to support academics and behavior.	2021-09-24 - 2022-06-09	Building Principals/Student Services Director/Supervisor of Special Ed	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design a formal process for delivering social and emotional learning and character education.	2022-08-22 - 2023-06-08	Director of Curriculum and Instruction/Student Services	SEL Curriculum K-12; Master Schedule to support character ed and connections; time to observe other character ed programs that have been successful in other districts.
Create, support, and sustain a district wide trauma informed culture.	2021-09-01 - 2024-06-06	Student Services/Director of Curriculum and Instruction	IU TAC
Implement a K-12 student management system based on restorative practices so students have an opportunity to learn from mistakes and change behaviors.	2021-09-01 - 2024-06-06	Building Principals/Student Services	IU TAC
Implement professional development in universal design for learning, differentiation, and working with challenging students to ensure all teachers are able to address individual student needs	2021-08-24 -	Director of Curriculum and Instruction	IU TAC
Align positive behavior intervention and support initiatives across all buildings	2021-09-01 - 2022-06-09	Student services/building principals	IU TAC
Anticipated Outcome			

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

Monitoring/Evaluation

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

Evidence-based Strategy

Inclusive Practices

Measurable Goals

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

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

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

Evidence-based Strategy
 Community outreach

Measurable Goals

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

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

Community Engagement
Plan

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Fully implement the OASD Communication and Community Engagement Plan	2021-08-30 - 2023-06-20	Superintendent	
Continue Kindergarten outreach and transition activities with local early care providers.	2021-08-30 - 2024-08-26	Kindergarten Outreach Teacher on Assignment	OASD Marketing Materials

Anticipated Outcome

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

Monitoring/Evaluation

Completed and publicized plan, Kindergarten registration numbers

Evidence-based Strategy

Fiscal Stewardship

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Stewardship of Resources

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Reestablish the Octorara Education Foundation	2021-09-01 - 2024-06-30	Superintendent	
Finalize a census process to confirm the findings of the enrollment study completed by the Pennsylvania Economy League	2021-09-01 - 2023-09-01	Superintendent/Pupil Services	
Develop and implement a facilities advertising plan.	2022-07-01 - 2023-07-03	Business Manager	
Continue to leverage the Octorara Virtual Academy to recruit cyber charter school students back to Octorara.	2021-07-01 - 2024-12-16	OVA Director	

Anticipated Outcome

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

census data.

Monitoring/Evaluation

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