

OWEN J ROBERTS SD

901 Ridge Rd

Comprehensive Plan | 2022 - 2025

Steering Committee

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LEA Profile

The Owen J. Roberts School District was formed by state law and began operations on July 1, 1965. The District is located 35 miles west of Philadelphia in historic Chester County and encompasses an area of one hundred eleven square miles with a total population of 34,828 and a projected student population of 5,385 for 2021-22. The seven townships which constitute the District are: North Coventry, East Coventry, South Coventry, West Vincent, East Vincent, Warwick and East Nantmeal. The environment of the District is a combination of suburban and rural. The northern and eastern areas are the most populous, while the remainder of the area is characterized by open country. The District is currently experiencing, and is expected to continue to experience, growth during the next decade. Small business and industry are located throughout the District. The District consists of five elementary schools (grades K-6), one middle school (grades 7-8), one high school (grades 9-12), and a newly formed OJR Cyber Academy designed to serve grades 3-12. In addition, Owen J. Roberts is one of four districts sending students in grades ten through twelve to a Technical College High School – Pickering Campus. Elementary school attendance boundaries cross municipal lines to provide the best balance of classes per grade level and educational services in each building.

Mission and Vision

Mission

Inspiring each student for success today and greatness tomorrow.

Vision

The Owen J. Roberts School District has a vision of moving from “Good to Great”. Our focus is to, “Do the right thing at the right time for the right reason.” Our Shared Values: Together with parents, families and community, the Owen J. Roberts School District commits to provide opportunities for students to obtain the following academic values to acquire necessary knowledge and skills to be successful in their school, community, and the world: Reading, Writing, Speaking and Listening Mathematics Science and Technology Environment and Ecology Social Studies (Civics, Government, Geography, Economic and History) Arts and Humanities Career Education and Work Health, Safety and Physical Education Family and Consumer Science World Languages Process Information Problem Solve Work Independently Collaborate with Others Adapt to Change Serve their Community Think Globally

Educational Value Statements

Students

An effective educational process enables each person to be an enthusiastic life-long learner, to have positive self-esteem, and to accomplish the most they can as an individual. Educational programs guided by high expectations and supported by appropriate resources lead to higher achievement. A major purpose of education is to prepare individuals for responsible citizenship in our society. The community, parents, school, and students share responsibility and accountability for the learning that occurs in each individual. When students participate in the total school environment, they will: value their experience, commit to their learning, grow as individuals, and enhance their environment. Every individual is to be treated with dignity and respect. Each individual has unique intelligence, talents and needs. The most profound learning experiences inspire and involve the total person. Technology is fundamentally changing the educational process. Educational planning must anticipate, prepare for, and manage change.

Staff

An effective educational process enables each person to be an enthusiastic life-long learner, to have positive self-esteem, and to accomplish the most they can as an individual. Educational programs guided by high expectations and supported by appropriate resources lead to higher achievement. A major purpose of education is to prepare individuals for responsible citizenship in our society. The community, parents, school, and students share responsibility and accountability for the learning that occurs in each individual. When students participate in the total school environment, they will: value their experience, commit to their learning, grow as individuals, and enhance their environment. Every individual is to be treated with dignity and respect. Each individual has unique intelligence, talents and needs. The most profound learning experiences inspire and involve the total person. Technology is fundamentally changing the educational process. Educational planning must anticipate, prepare for, and manage change.

Administration

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Parents

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unique intelligence, talents and needs. The most profound learning experiences inspire and involve the total person. Technology is fundamentally changing the educational process. Educational planning must anticipate, prepare for, and manage change.

Community

An effective educational process enables each person to be an enthusiastic life-long learner, to have positive self-esteem, and to accomplish the most they can as an individual. Educational programs guided by high expectations and supported by appropriate resources lead to higher achievement. A major purpose of education is to prepare individuals for responsible citizenship in our society. The community, parents, school, and students share responsibility and accountability for the learning that occurs in each individual. When students participate in the total school environment, they will: value their experience, commit to their learning, grow as individuals, and enhance their environment. Every individual is to be treated with dignity and respect. Each individual has unique intelligence, talents and needs. The most profound learning experiences inspire and involve the total person. Technology is fundamentally changing the educational process. Educational planning must anticipate, prepare for, and manage change.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Achievement in Science for MS for All student and Economically Disadvantaged students	No
Achievement for All students in all areas and subgroups for FC and WV	Yes
Achievement in all areas for HS Keystone for All Students	Yes
All Students have been successful meeting the Career Standard benchmark.	Yes
Nearly all students were successful passing the citizenship test.	No
The students with disabilities are the most successful in the schools where All students are successful.	No
Students score well on the writing portion of the PSSA and Keystone tests.	No
Students progress in the reading program and require less intervention after elementary school.	No
Students are successful with state tests in most schools for PSSA and for Keystones.	No
Students are the most successful with curriculum based assessments (EDM) or unit assessments (secondary)	No
Students who receive supports for math assessments are more successful.	No
The science strength is in the diversity of courses and options for students. We are looking to expand science/STEM next year.	No
Other strengths are the curriculum based assessments K-8.	No
Coordination of services for students in need is a priority for schools and supported with financial resources.	Yes
Professional learning is available for the leadership team to enhance skills and support students.	No
Pupil Services offers a robust range for services to meet the needs of students.	No
K-12 Technology affords all our students access to the age-appropriate digital tools for increased learning.	No

Challenges

Challenge	Consideration In Plan
Achievement in ELA - PSSA for Economically Disadvantaged students	No
Achievement in Math - PSSA for Economically Disadvantaged students	No
Students could still benefit from additional career awareness activities. The students have many common activities right now.	No
Students could benefit from other career experiences to other variety for the benchmark activities.	No
There are several areas where students who are economically disadvantaged are not meeting the state goal or interim school goal.	No
The growth scores in ELA for secondary students fluctuate and a lower some years.	No
Some student populations continue to struggle in reading achievement or growth	No
Growth in mathematics widely varies across schools and grade levels. Despite lower growth and achievement in MS, the students are successful in HS.	No
Increasing student achievement of the economically disadvantaged children would improve the All student group.	No
HS biology for economically disadvantaged students is an area of need.	No
With few businesses in the area, there are not many options for local business partners. There are partnerships with other agencies but not many local ones.	No
Establish a system of continuous improvement	No
Create an environment that fosters the growth and nurturing of all students' physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.	Yes
Mitigate the transition from elementary to middle and middle to high school by initiating team building and mentorship practices that include upper classroom to help entering students to have an easier time with the transitions.	Yes
Ensure that all students are challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. The school district will eliminate opportunity gaps and work to ensure all students are active participants in the community.	Yes
Build and strengthen communication methods that ensure that stakeholders (students, staff, parents, and community members) are	Yes

engaged in the student learning process and are invited to promote, enhance, and sustain a shared vision for building a positive school climate.	
Provide high quality professional development and collaborative opportunities for employees based on effective instructional practices and district initiatives to improve student learning.	Yes

Most Notable Observations/Patterns

Continuous supports for students who are economically disadvantaged remains a priority.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Achievement for All students in all areas and subgroups for FC and WV	The practices and programs in these schools are replicated in all elementary schools.
Achievement in all areas for HS Keystone for All Students	The remediation and focus for those classes is the same for all sections of Keystone courses.
All Students have been successful meeting the Career Standard benchmark.	The guidance staff have assisted the students to fulfill this requirement.
Coordination of services for students in need is a priority for schools and supported with financial resources.	Once identified, students who need assistance are offered academic, mental health support, or other student service assistance.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Create an environment that fosters the growth and nurturing of all students' physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.	There are some academic areas where students do not meet the benchmark.	Yes	Integrating SEL practices with the school day will help improve students' physical, mental, and social-emotional growth.
Mitigate the transition from elementary to middle and middle to high school by initiating team building and mentorship practices that include upper classroom to help entering students to have an easier time with the transitions.		No	
Ensure that all students are challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. The school district will eliminate opportunity gaps and work to ensure all students are active participants in the community.	There are subgroups of students who are not meeting the academic benchmarks.	Yes	An increased focus on college and career readiness, with an emphasis on underperforming subgroups will increase learning opportunities for all students.

Build and strengthen communication methods that ensure that stakeholders (students, staff, parents, and community members) are engaged in the student learning process and are invited to promote, enhance, and sustain a shared vision for building a positive school climate.	When reviewing the Leadership Essential Practices, this was identified as a need.	Yes	Clear, consistent, and frequent communication will promote a positive and supportive learning environment.
Provide high quality professional development and collaborative opportunities for employees based on effective instructional practices and district initiatives to improve student learning.	This is an ongoing Essential Practice.	Yes	Collaborative, job-embedded, and needs-based professional development will positively effect teaching and learning.

Goal Setting

Priority: Integrating SEL practices with the school day will help improve students' physical, mental, and social-emotional growth.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Social emotional learning	Increase the percent of parents, teachers, and students who report that they have resources to improve students' physical, mental, and social-emotional growth as measured by the annual learning community survey.	Safe and Caring Environment	Increase the percent of parents, teachers, and students who report that they have resources to improve students' physical, mental, and social-emotional growth as measured by the annual learning community survey. (baseline year)	Increase the percent of parents, teachers, and students who report that they have resources to improve students' physical, mental, and social-emotional growth as measured by the annual learning community survey. (after year 1)	Increase the percent of parents, teachers, and students who report that they have resources to improve students' physical, mental, and social-emotional growth as measured by the annual learning community survey.

Priority: An increased focus on college and career readiness, with an emphasis on underperforming subgroups will increase learning opportunities for all students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Increase achievement so that 90% are proficient or advanced in Mathematics, ELA, and Science as measured by common benchmark assessments. All other students will demonstrate one year's growth from where they started.	Achievement Goal	Increase achievement so that 80% are proficient or advanced in mathematics, ELA, and Science as measured by common benchmark assessments. All other students will demonstrate one year's growth from where they started.	Increase achievement so that 85% are proficient or advanced in mathematics, ELA, and Science as measured by common benchmark assessments. All other students will demonstrate one year's growth from where they started.	Increase achievement so that 90% are proficient or advanced in Mathematics, ELA, and Science as measured by common benchmark assessments. All other students will demonstrate one year's growth from where they started.

Priority: Clear, consistent, and frequent communication will promote a positive and supportive learning environment.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	Increase the percentage of district stakeholders (students, staff, parents, and community) who report satisfaction with the school district's communication efforts.	Communication Goal	Increase the percentage of district stakeholders (students, staff, parents, and community) who report satisfaction with the school district's communication efforts. (Baseline Year)	Increase the percentage of district stakeholders (students, staff, parents, and community) who report satisfaction with the school district's communication efforts. (see year 1 result)	Increase the percentage of district stakeholders (students, staff, parents, and community) who report satisfaction with the school district's communication efforts.

Priority: Collaborative, job-embedded, and needs-based professional development will positively effect teaching and learning.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	Increase percent of teachers who report they have classroom based professional development in order to meet student needs as measured by professional development planning survey.	Professional Learning	Increase percent of teachers who report they have classroom based professional development in order to meet student needs as measured by professional development planning survey. (baseline year)	Increase percent of teachers who report they have classroom based professional development in order to meet student needs as measured by professional development planning survey. (see year 1 results)	Increase percent of teachers who report they have classroom based professional development in order to meet student needs as measured by professional development planning survey.

Action Plan

Action Plan for: Aligned curriculum, assessment and instruction

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Achievement Goal 		Increased use of data Increased student growth at benchmark data meetings			This will be monitored by the supervisors, principals, IST, and MTSS staff	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement use of new data warehouse to monitor student assessment	08/20/2022	08/20/2025	Curriculum Supervisors, Principals, IST, MTSS	Standards, Assessment Eligible content, instructional materials for all three tiers. New data warehouse, time embedded in the school day to review data.	Yes	No

Action Plan for: Aligned curriculum, assessment and instruction						
Measurable Goals			Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Achievement Goal 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Action Plan for: Funding through ESSER for additional supports

Measurable Goals			Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Achievement Goal 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assign staff to available support positions and plan appropriate invention services	08/20/2022	08/20/2022	Principals and supervisors	Tier 2 and tier 3 instructional materials Meeting times during the school day to review student progress	Yes	No

Action Plan for: Satisfaction survey						
Measurable Goals			Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Communication Goal 						
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Provide a survey for stakeholders and use results to adjust communication	08/20/2022	08/20/2025	Communication Specialist	Survey, funding for vendor and position	No	Yes

Action Plan for: SEL programming						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Safe and Caring Environment 		Increased student physical, mental, and social -emotional growth.			Annual learning community survey	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Work with school teams to develop local activities for SEL	08/20/2022	08/20/2025	Principals, counselors, Pupil Services Director, crisis counselors	SWPBS, PAYS data, RAP referrals	Yes	Yes
Provide training for Trauma-Informed Care	08/20/2022	08/20/2025	Pupil Services Director and Crisis counselors	presentation from Crime Victims Center, WC; materials from V Morgan; materials from UP,	Yes	Yes

Action Plan for: Teacher centered collaborative activities

Measurable Goals			Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Professional Learning 			Growth in teachers' professional learning and classroom practiced will be improved		classroom observations and professional learning goals	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Professional goal setting, needs based professional development	08/20/2022	08/20/2025	principals	supervisors, academic coaches, principals, department chairs	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Aligned curriculum, assessment and instruction	<ul style="list-style-type: none">• Implement use of new data warehouse to monitor student assessment
Funding through ESSER for additional supports	<ul style="list-style-type: none">• Assign staff to available support positions and plan appropriate intervention services
SEL programming	<ul style="list-style-type: none">• Work with school teams to develop local activities for SEL• Provide training for Trauma-Informed Care
Teacher centered collaborative activities	<ul style="list-style-type: none">• Professional goal setting, needs based professional development

Professional Development Activities

Training for new data warehouse						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement use of new data warehouse to monitor student assessment 	IST, Academic coaches, principals, supervisors, teachers	data management and use in the new system	Teachers are able to use the system efficiently and provide student instruction based on assessment results	IST, MTSS	08/20/2022	08/20/2025
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly				Language and Literacy Acquisition for All Students	

Needs based professional learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional goal setting, needs based professional development 	Teachers	Content specific professional development, technology integration professional development, instructional environments, and curriculum and assessment development	Teachers will demonstrate proficiency on the Danielson rubric for the observable components. Teachers will integrate appropriate technology in classes, and teachers will develop curriculum and assessments in teams.	Principals and supervisors	08/20/2022	08/20/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly		Teaching Diverse Learners in Inclusive Settings
Collaborative curriculum development	on revision cycle		Teaching Diverse Learners in Inclusive Settings
Inservice day	All staff as required on cycle and every other year for staff who support language acquisition and literacy.		Language and Literacy Acquisition for All Students

SEL for Safe and Caring Environment						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Work with school teams to develop local activities for SEL 	teachers and paraprofessionals	School based programs and services to support SEL for students and school community	teachers are equipped to foster a safe and caring environment in school, teachers feel prepared to support students' SEL	principals, pupil service director	08/22/2022	08/20/2025
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	as needed, monthly				Teaching Diverse Learners in Inclusive Settings	
Inservice day	Annually prepared for new staff and on the required training cycle (3 hours/ 5 years)				Trauma Informed Training (Act 18)	

Communications Action Steps

Evidence-based Strategy	Action Steps
Satisfaction survey	<ul style="list-style-type: none">• Provide a survey for stakeholders and use results to adjust communication
SEL programming	<ul style="list-style-type: none">• Work with school teams to develop local activities for SEL• Provide training for Trauma-Informed Care

Communications Activities

Community Survey					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	school community	parent and student satisfaction with school, SEL and academic needs	communications specialist	08/20/2022	08/20/2025
Communications					
Type of Communication			Frequency		
Other			annual		