

OSWAYO VALLEY SD

277 S. Oswayo Street

Comprehensive Plan | 2022 - 2025

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Erika Emerick	Elementary Principal	OVSD	eemerick@oswayo.com
Amy Yohe	Business Manager	OVSD	ayohe@oswayo.com
R. Kayle Perkins	Board President	OVSD	rperkins@oswayo.com
Gabe Higley	Teacher	OVSD	ghigley@oswayo.com
John Turek	Community Member	OVSD	jturek@oswayo.com
Sharron Gustin	Food Service Director	OVSD	sgustin@oswayo.com
Monica Williams	Guidance Counselor	OVSD	mwilliams@oswayo.com
Nicole Matthews	K-12 Nurse	OVSD	nmatthwes@oswayo.com
Kathleen Bostjancic	Special Education Supervisor	OVSD	kbostjancic@iu9.org
William J. Howard	Athletic Director	OVSD	bhoward@oswayo.com
Jessica Resig	Community Member	OVSD	jresig27@gmail.com
Trent Bryant	Maintenance Director	OVSD	tbryant@oswayo.com
Mark Schlosser	Administrator	OVSD	mschlosser@oswayo.com

LEA Profile

The Oswayo Valley School District comprehensive strategic planning was devised to ensure compliance of Chapter 4 of the Pennsylvania State Board of Education Regulations. The Board was provided with the PDE Future Ready Comprehensive Planning Process during a public meeting.

Also, in partnership with the Intermediate Unit IX for our contracted Special Education Plan.

Each building administrator reviews their building level plans and updates on an annual basis. A subcommittee of staff met to review curricular areas. The sub-committee reported back to the committee on additional recommendations.

During the summer of 2022, a committee as a whole met for review and final input. It will be discussed at the Special Board Meeting in August and posted for 30-day public review, Superintendent approved revisions, and submission after 30-day review.

The final Comprehensive Plan was voted on during the August Special Board meeting and was approved, pending Superintendent approved adjustments.

Mission and Vision

Mission

“Inspiring, developing, and empowering lifelong learners to enrich the world”

Vision

The Oswayo Valley School District will continue to be recognized as a top small rural school district in Pennsylvania.

Educational Value Statements

Students

We believe the following shared values are essential to the educational processes of the Oswayo Valley School District: I. We believe each student will: ·Achieve high academic standards with a strong foundation in core knowledge and skills · Demonstrate unique interests and abilities · Uphold high ethical standards II. We believe learning will: · Promote a nurturing and stimulating environment · Engage each student in an interactive process · Be enhanced by the utilization of technology ·Be defined, measured and recognized in a variety of methods and settings · Foster respectful, positive, and collaborative relationships. III. We believe the staff will: · Actively engage each student · Benefit from continuing professional development both in and out of the school district · Grow professionally from interdisciplinary collaboration with peers · Model positive academic, ethical, and social behaviors expected of students · Expect high standards of achievement IV. We believe effective schools will: · Recognize, understand and appreciate diversity and foster mutual respect for all · Encourage and foster parent involvement in all facets of the educational experience · Collaborate with the community in the educational process · Add value to the community by serving as a community resource · Achieve success by ensuring a safe environment · Anticipate and adapt to changes within the local, state, and national educational practices · Create responsible citizens through shared civic and cultural responsibilities at all levels

Staff

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Administration

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the community by serving as a community resource · Achieve success by ensuring a safe environment · Anticipate and adapt to changes within the local, state, and national educational practices · Create responsible citizens through shared civic and cultural responsibilities at all levels

Parents

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Community

We believe the following shared values are essential to the educational processes of the Oswayo Valley School District: I. We believe each student will: · Achieve high academic standards with a strong foundation in core knowledge and skills · Demonstrate unique interests and abilities · Uphold high ethical standards II. We believe learning will: · Promote a nurturing and stimulating environment · Engage each student in an interactive process · Be enhanced by the utilization of technology · Be defined, measured and recognized in a variety of methods and settings · Foster respectful, positive, and collaborative relationships. III. We believe the staff will: · Actively engage each student · Benefit from continuing professional development both in and out of the school district · Grow professionally from interdisciplinary collaboration with peers · Model positive academic, ethical, and social behaviors expected of students · Expect high standards of achievement IV. We believe effective schools will: · Recognize, understand and appreciate diversity and foster mutual respect for all · Encourage and foster parent involvement in all facets of the educational experience · Collaborate with the community in the educational process · Add value to the community by serving as a community resource · Achieve success by ensuring a safe environment · Anticipate and adapt to changes within the local, state, and national educational practices · Create responsible citizens through shared civic and cultural responsibilities at all levels

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Class sizes	Yes
Class sizes	No
Small class sizes	No
Designing students course structure around their career interest has improved their engagement.	Yes
Our small class sizes give us the ability to pull small groups for individualized instruction.	No
Our Special Education Plan has been approved with very few findings.	No
Staff has been empowered to make decisions on their curriculum development for each course offering.	Yes
Data through OnHand Schools is used to make educated decisions on weak points within our current curriculum.	Yes
	Yes
PSSA & Keystone Math Scores	No
PSSA & Keystone ELA Scores	No
PSSA & Keystone Science Scores	No

Challenges

Challenge	Consideration In Plan
Financial cost of small class sizes	Yes
Financial stability of small class sizes	No
Cost of small class sizes	No

Exposing students to career options in our community through work-based learning experiences	Yes
Getting parents to buy into the identification of students for services.	Yes
Title 1 plan with the large influx of funding and turnover of administrators has been a challenge.	Yes
Staff turnover and consistency of instruction throughout grade levels	No
Aligning instruction with assessments	Yes
Attendance rates	Yes
Attendance rates	Yes
Attendance rates	No
Student attendance	No
Student attendance for student subgroups	No

Most Notable Observations/Patterns

Our academics are on point, but our career experiences are not hands-on experiences yet and we need to improve our attendance for each building.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Class sizes	Small but we must find ways to financially sustain them.
Designing students course structure around their career interest has improved their engagement.	Adjust elective courses designed around career interest
Staff has been empowered to make decisions on their curriculum development for each course offering.	Backwards design for curriculum development with student interest in mind
Data through OnHand Schools is used to make educated decisions on weak points within our current curriculum.	Data driven decision making helps to find weak points and focus areas.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Financial cost of small class sizes	Financial burden of small class sizes	No	
Exposing students to career options in our community through work-based learning experiences	Give students a reason to pursue their education	Yes	Develop partnerships with local businesses throughout the community and beyond for student internships.
Getting parents to buy into the identification of students for services.	Marketing of Mental Health Services and Educational Services	Yes	Our marketing of Mental Health Services needs to be increased as well as more inviting to the community.
Title 1 plan with the large influx of funding and turnover of administrators has been a challenge.		No	
Aligning instruction with assessments	Step 2 of Curriculum Development	Yes	Maintain and increase district success on state mandated assessments

Attendance rates	Recover from Covid related absences	Yes	Our goal is to increase student attendance to achieve higher state assessment scores to drive students' success.
Attendance rates		No	

Goal Setting

Priority: Develop partnerships with local businesses throughout the community and beyond for student internships.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Career Standards Benchmark	Participation rate of upperclassmen increases from year 1 to year 2 and year 3.	Career Standards Improvement	Develop relationships with local employers	CTC student engagement increase	Participation rate of upperclassmen increases from year 1 to year 2 and year 3.

Priority: Our marketing of Mental Health Services needs to be increased as well as more inviting to the community.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	Increase the rate of approval of parental permission forms for student evaluations	School Climate and Culture	Expose community to available services	Increase engagement in available services	Increase the rate of approval of parental permission forms for student evaluations

Priority: Maintain and increase district success on state mandated assessments

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 student academic growth percentages for identified subgroups of students.	Bubble Students	Identify basic raw score borderline students to proficient	Identify proficient raw score borderline students to advanced	Increase student academic growth percentages for identified subgroups of students.

Priority: Our goal is to increase student attendance to achieve higher state assessment scores to drive students' success.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Increase overall student attendance through lowering overall risk scores (OnHand Schools)	Lower Risk Scores	Increase district attendance	Increase district attendance rates for identified high risk students	Increase overall student attendance through lowering overall risk scores (OnHand Schools)

Action Plan

Action Plan for: Career Standards Improvement

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Career Standards Improvement 		Students exposed to local careers to make course selections based on job requirements and possible paid internships.			Students' career portfolios will be monitored throughout their years until graduation. Completion of careers course with guidance department supervision for benchmark years.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Career Fair - all students	11/17/2022	06/01/2025	Building Principals	Partnerships with Local Businesses	No	Yes
Pair local employers with CTC students for job shadowing and/or internships.	08/24/2022	06/17/2025	Principals	Transportation arrangements	Yes	Yes
Pair all students with available local employers for work-based learning experiences.	08/24/2022	06/01/2025	Principals	Transportation	Yes	Yes

Action Plan for: Student Based Mental Health Services

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> School Climate and Culture 		Increase in Mental Health Service awareness			Survey to assess community awareness of available services.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Collaborate with local service providers to develop a list of available services to students and community members. Increase marketing of Mental Health Services through district lead media outlets.	08/22/2022	06/01/2025	Guidance Department	Flyers and materials provided by local providers	Yes	Yes
Coordinate SAP referral process with other Mental Health Services available to the district.	08/22/2022	06/01/2025	Guidance Department & Service Providers	SAP referral process, SAP Meetings, SAP staff coverage	Yes	No
Have an information booth at public events throughout the school year addressing Mental Health Services available to community members and students.	08/22/2022	06/01/2025	Guidance Department	Table, and distribution materials	Yes	Yes

Action Plan for: Bubble Students

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Bubble Students 		Increase in percentage of students scoring at the next performance level from their previous year's state assessment.			Data review and reflection on future year assessment scores and regular progress monitoring through OnHand Schools.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identification of target students which are close to a performance level threshold.	08/22/2022	06/01/2025	Building Principals	Grade level based remediation materials targeted staff support increased monitoring for remediation.	Yes	No
Middle School and High School Specific Flex Period to identify and supplement student instruction.	08/22/2022	06/01/2025	Building Principal	Study Island	No	No
Scheduling of 1/2 Physical Education 1/2 math extension for 7th grade targeted academic support and enrichment. 6th grade math was at 80% basic or below.	08/22/2022	06/01/2025	Building Principal	Study Island	No	No

Action Plan for: Lower Risk Scores

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Lower Risk Scores 		Increase student attendance on building level reports and increase the completion rates of make-up work			Attendance data monthly evaluation and monthly check in of make-up work completion at staff meetings.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Reinforce with parents the need for attendance and district policy and procedure through communications.	08/22/2022	06/01/2025	Building Principals	Flyers, website, social media	No	Yes
Maintaining online virtual learning platforms for absent students to continue learning.	08/22/2022		Building Principals and Teachers	Google Classroom and Teams Platforms	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Career Standards Improvement	<ul style="list-style-type: none">• Pair local employers with CTC students for job shadowing and/or internships.• Pair all students with available local employers for work-based learning experiences.
Student Based Mental Health Services	<ul style="list-style-type: none">• Collaborate with local service providers to develop a list of available services to students and community members. Increase marketing of Mental Health Services through district lead media outlets.• Coordinate SAP referral process with other Mental Health Services available to the district.• Have an information booth at public events throughout the school year addressing Mental Health Services available to community members and students.
Bubble Students	<ul style="list-style-type: none">• Identification of target students which are close to a performance level threshold.

Professional Development Activities

Student Mental Health Services						
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"> Collaborate with local service providers to develop a list of available services to students and community members. Increase marketing of Mental Health Services through district lead media outlets. Coordinate SAP referral process with other Mental Health Services available to the district. Have an information booth at public events throughout the school year addressing Mental Health Services available to community members and students. 	All staff members	Services provided by outside agencies and the impact on education.	Survey	Building Principals	08/22/2022	06/01/2025
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings		
Inservice day	Yearly and/or updates as provided by outside agencies	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 		Trauma Informed Training (Act 18)		
Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none"> 4d: Participating in a Professional Community 2a: Creating an Environment of Respect and Rapport 1d: Demonstrating Knowledge of Resources 		Trauma Informed Training (Act 18)		

Career Standards Improvement

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"> Pair local employers with CTC students for job shadowing and/or internships. Pair all students with available local employers for work-based learning experiences. 	K-12 Staff	Career Readiness Requirements Documentation of Career Portfolios Job interest Surveys Pairing of students to careers to explore throughout local employers within the district and beyond Discussion of current CTC programs	Survey, cross curricular projects, and Student Career Portfolios	Building Principals	08/22/2022	06/01/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Yearly overall with 1/4ly updates	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3a: Communicating with Students 3c: Engaging Students in Learning 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 	Teaching Diverse Learners in an Inclusive Setting

Data Driven Instruction and Data Analysis

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"> Identification of target students which are close to a performance level threshold. 	All District Staff	Data Analysis PA Assessment Anchors Raw score thresholds Intervention resources Student grouping based on assessment data and anchor reports Remediation instruction methods	Survey and increase in state assessment scores	Building Principals	08/22/2022	06/01/2025

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Scheduled teacher in-service days	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4b: Maintaining Accurate Records 4c: Communicating with Families 	Teaching Diverse Learners in an Inclusive Setting
Conference	Monthly staff meetings	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of 	Teaching Diverse Learners in an Inclusive Setting

		<p>Resources</p> <ul style="list-style-type: none">• 1e: Designing Coherent Instruction• 1f: Designing Student Assessments• 3b: Using Questioning and Discussion Techniques• 3c: Engaging Students in Learning• 3d: Using Assessment in Instruction• 3e: Demonstrating Flexibility and Responsiveness• 4b: Maintaining Accurate Records• 4c: Communicating with Families	
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Communications Action Steps

Evidence-based Strategy	Action Steps
Career Standards Improvement	<ul style="list-style-type: none"> • Career Fair - all students • Pair local employers with CTC students for job shadowing and/or internships. • Pair all students with available local employers for work-based learning experiences.
Student Based Mental Health Services	<ul style="list-style-type: none"> • Collaborate with local service providers to develop a list of available services to students and community members. Increase marketing of Mental Health Services through district lead media outlets. • Have an information booth at public events throughout the school year addressing Mental Health Services available to community members and students.
Lower Risk Scores	<ul style="list-style-type: none"> • Reinforce with parents the need for attendance and district policy and procedure through communications. • Maintaining online virtual learning platforms for absent students to continue learning.

Communications Activities

Career Standards Improvement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Career Fair - all students Pair local employers with CTC students for job shadowing and/or internships. Pair all students with available local employers for work-based learning experiences. 	Potter County Schools Districts in collaboration for career fair and K-12 students, parents, and community members	Career Fair and Career options for students.	Building Principals	08/22/2022	06/01/2025
Communications					
Type of Communication			Frequency		
Posting on district website			Monthly		
Letter			Monthly		
Email			Monthly		

Mental Health Services

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Collaborate with local service providers to develop a list of available services to students and community members. Increase marketing of Mental Health Services through district lead media outlets. Have an information booth at public events throughout the school year addressing Mental Health Services available to community members and students. 	Students, staff, community members, and outside agencies	Services available Confidentiality Referral and reporting (safe to say) Procedures	Guidance Department	08/22/2022	06/01/2025

Communications

Type of Communication	Frequency
Email	Monthly
Posting on district website	Monthly
Presentation	Public Events
Blog	

Increase student attendance

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Reinforce with parents the need for attendance and district policy and procedure through communications. Maintaining online virtual learning platforms for absent students to continue learning. 	Students, Staff, Community members, outside agencies (CYS, Magistrate)	Attendance Expectations and procedures Asynchronous instruction for absent students	Guidance Department	08/22/2022	06/01/2025

Communications

Type of Communication	Frequency
Posting on district website	Start of school year and as needed
Letter	Start of school year and as needed
Other	Start of school year and as needed