

Profile and Plan Essentials

LEA Type		AUN
School District		109537504
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277 S. Oswayo Street		
Address 2		
City	State	Zip Code
Shinglehouse	PA	16748
Chief School Administrator		Chief School Administrator Email
Mr Glenn Smith Jr		gsmith@oswayo.com
Single Point of Contact Name		
Jordan Caldwell		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jordan Caldwell	Elementary Principi	OVSD	jcaldwell@oswayo.com
Nicole Green	Business Manager	OVSD	ngreen@oswayo.com
Amber Marshall	Food Service Director	OVSD	amarshall@oswayo.com
Hannah Olney	Special Education Supervisor	OVSD	holney@iu9.org
Trent Bryant	Maintenance Director	OVSD	tbryant@oswayo.com
Erich Zaun	Administrator	OVSD	ezaun@oswayo.com
Megan Moshier	Staff Member	OVSD	mmoshier@oswayo.com
Tina Payne	Community Member	OVSD	ctpayne86@outlook.com
Glenn Smith	Administrator	OVSD	gsmith@oswayo.com
James Resig	Staff Member	OVSD	jresig@gmail.com
John Turek	Staff Member	OVSD	jturek@oswayo.com
Delsie Milliken	Community Member	OVSD	mrsmilliken30@gmail.com

LEA Profile

Oswayo Valley School District Overview

Nestled in Shinglehouse, Pennsylvania, the Oswayo Valley School District is a small yet dedicated educational community serving 373 students across two schools: Oswayo Valley Elementary School and Oswayo Valley Junior-Senior High School. Covering a geographic area of 122.56 square miles, the district is committed to providing a comprehensive and student-centered education in a rural setting.

Student Demographics & Diversity

Oswayo Valley SD has a predominantly White student population (98.1%), with 1.3% Hispanic students and small percentages of students identifying as Asian (0.3%) or Two or More Races (0.3%). The student body consists of 53.4% male and 46.7% female students.

The district serves a diverse range of learners, including:

- Economically Disadvantaged Students: 56.0% of the student population faces economic hardship.
- Special Education Services: 23.3% of students receive special education support.
- Gifted Education: 2.1% of students are identified as gifted.
- English Language Learners (ELL): 0.3% of students are classified as English learners.
- Homeless Students: 2.7% of the student population faces housing instability.

Academic Offerings & Career Readiness

Oswayo Valley SD is dedicated to preparing students for post-secondary success by offering a full spectrum of educational programs from Pre-K through Grade 12. In partnership with Seneca Highlands Career and Technical Center, 24 students participate in career and technical education (CTE) programs, gaining hands-on experience in various trades and career fields.

Additionally, 20 students are enrolled in charter schools, showcasing the district's commitment to offering multiple pathways for student success.

Commitment to Excellence

Oswayo Valley SD works closely with Seneca Highlands Intermediate Unit 9, ensuring that educators have access to high-quality professional development, instructional support, and special education services. The district is dedicated to fostering academic growth, career readiness, and a supportive learning environment for all students.

Mission and Vision

Mission

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

1. **Student-Centered Mission** The mission of Oswayo Valley School District is to provide a safe, supportive, and engaging environment that empowers all students to reach their fullest potential through personalized learning, innovation, and strong community partnerships.
2. **Academic Excellence & Equity Mission** Oswayo Valley School District is committed to fostering academic excellence and equity by delivering high-quality instruction, supporting diverse learning needs, and preparing every student for lifelong success in college, careers, and citizenship.
3. **Future-Ready Learners Mission** Our mission is to inspire and prepare every student to meet the challenges of an ever-changing world by providing innovative educational opportunities, fostering creativity, and nurturing a passion for lifelong learning.
4. **Community Partnership Mission** In partnership with families and the broader community, Oswayo Valley School District is dedicated to creating a nurturing environment where all students are encouraged to lead, learn, and grow into responsible, productive members of society.
5. **Holistic Development Mission** Oswayo Valley School District’s mission is to develop the whole child by promoting academic achievement, personal responsibility, and career readiness through innovative instruction, caring relationships, and real-world learning experiences.

Vision

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

1. **Growth-Focused Vision** Empowering every student to achieve academic excellence, personal growth, and lifelong success through innovative teaching, supportive relationships, and a commitment to continuous improvement.
2. **Community-Centered Vision** In partnership with families and the community, Oswayo Valley School District will cultivate a nurturing and inclusive environment where every student is inspired to learn, lead, and thrive in a rapidly changing world.
3. **Future-Ready Vision** Preparing today’s learners for tomorrow’s opportunities by fostering critical thinking, career readiness, and a passion for lifelong learning in every student.
4. **Innovation & Opportunity Vision** Oswayo Valley School District strives to be a beacon of educational innovation, offering personalized learning opportunities and fostering skills for success in academics, careers, and citizenship.
5. **Excellence in Education Vision** To be a leader in rural education by providing high-quality learning experiences that challenge, inspire, and prepare every student for success in college, careers, and beyond.

Educational Values

Students

Value Statement: We believe every student has the potential for success and deserves an environment that fosters curiosity, responsibility, and resilience. Commit to Academic Growth and Personal Responsibility • Strive for excellence by setting personal goals, engaging actively in learning, and taking ownership of academic progress. • Seek feedback and use it constructively to improve performance. Foster Respectful and Inclusive Relationships • Demonstrate respect for peers, staff, and the community through positive interactions, active listening, and understanding diverse perspectives. • Promote a culture of kindness, empathy, and collaboration within the school environment. Uphold Integrity and Ethical Standards • Take responsibility for personal actions and academic honesty by upholding high ethical standards in all endeavors. • Model accountability by admitting mistakes, learning from them, and making amends when necessary. Explore and Develop Individual Talents and Interests • Pursue activities that reflect personal interests, skills, and passions. • Challenge yourself by participating in academic, artistic, athletic, and extracurricular opportunities. Engage in Career Readiness and Leadership Opportunities • Participate in programs, internships, and activities that foster career awareness, technical skills, and leadership development. • Develop collaboration, problem-solving, and communication skills that prepare for post-secondary success. Embrace Lifelong Learning and Growth Mindset (New Addition) • Approach challenges with perseverance and view setbacks as opportunities for growth. • Stay curious, ask questions, and pursue continuous improvement inside and outside the classroom.

Staff

Value Statement: Teachers and staff are committed to providing high-quality instruction, fostering innovative teaching practices, and promoting equity for all learners. Commit to Academic Excellence and Continuous Improvement • Deliver high-quality, engaging, and differentiated instruction that meets the diverse learning needs of all students. • Set clear goals for student achievement and regularly assess progress toward those goals. • Seek and apply constructive feedback to continuously enhance teaching practices. Foster a Respectful, Inclusive, and Supportive Environment • Demonstrate respect for all students, families, colleagues, and community members. • Create a classroom culture where every student feels valued, supported, and included. • Promote equity by ensuring all students have access to the resources and opportunities they need to succeed. Model Integrity, Ethical Conduct, and Professionalism • Uphold the highest ethical standards in interactions with students, families, colleagues, and the community. • Take responsibility for personal actions, maintain confidentiality, and serve as role models for students. • Comply with district policies, state laws, and professional guidelines in all aspects of their work. Encourage Individual Talents and Personal Growth in Students • Recognize and nurture the unique abilities, interests, and learning styles of each student. • Create opportunities for students to explore their passions through academics, arts, athletics, and extracurricular activities. • Provide personalized support and guidance to help students set and

achieve their personal and academic goals. Promote Career Readiness and Leadership Development • Integrate career exploration and real-world learning opportunities into the curriculum. • Support leadership development by encouraging student participation in school clubs, organizations, and community service. • Foster collaboration with local businesses, colleges, and organizations to enhance career and technical education opportunities. Embrace Lifelong Learning and Professional Growth • Pursue ongoing professional development to stay current with educational research, technology, and best practices. • Engage in reflective practice to continually improve instructional strategies and classroom management techniques. • Collaborate with colleagues through professional learning communities to share ideas, strategies, and resources.

Administration

Value Statement: District administrators and school leaders lead with integrity, innovation, and transparency to ensure the success of all students and staff. Lead with Integrity, Vision, and Accountability • Provide clear, consistent leadership that aligns with the district's mission, vision, and core values. • Ensure that all policies and decisions prioritize student learning, well-being, and equity. • Model ethical behavior, transparency, and professionalism in all actions and interactions. Cultivate a Respectful, Inclusive, and Collaborative School Culture • Promote a safe, supportive, and welcoming environment for all students, staff, and families. • Foster an inclusive culture where diversity is celebrated, and all voices are heard. • Encourage collaboration among staff, students, families, and community partners to support student success. Promote Academic Excellence and Continuous Improvement • Set high expectations for academic achievement and instructional quality across all grade levels. • Use data-driven decision-making to inform instructional practices, allocate resources effectively, and monitor progress. • Provide resources and professional development opportunities to support staff in achieving instructional goals. Support the Growth and Development of Every Student • Create systems that ensure personalized learning opportunities for every student. • Recognize and nurture students' individual talents, interests, and aspirations through academic and extracurricular programs. • Implement programs and interventions designed to close achievement gaps and promote equity for all learners. Enhance Career Readiness and Leadership Opportunities • Develop and expand partnerships with local businesses, colleges, and career/technical education programs. • Ensure students have access to internships, job-shadowing, and real-world learning experiences. • Promote student leadership development through school-wide initiatives, clubs, and service-learning projects. Foster Professional Growth and Staff Development (New Addition) • Provide meaningful professional development opportunities tailored to staff needs and district goals. • Encourage collaboration and peer learning among teachers, support staff, and administrators. • Support reflective practice by facilitating mentorship programs and providing constructive feedback for continuous improvement. Ensure Operational Efficiency and Resource Management • Manage district resources responsibly to maximize student learning opportunities. • Ensure that facilities, technology, and instructional materials are maintained and accessible. • Align budgeting and resource allocation with the district's strategic priorities and student needs.

Parents

Value Statement: We value the vital role families play in supporting student success and believe that collaboration between home and school strengthens learning outcomes. Support Academic Growth and Personal Responsibility • Encourage and support your child's learning by fostering a positive attitude toward school and education. • Monitor academic progress, assist with goal-setting, and help your child take ownership of their learning journey. • Provide a structured home environment that promotes good study habits and time management. Promote Respectful and Inclusive Behavior • Model respectful interactions with teachers, staff, and other families. •

Teach and encourage your child to respect the diversity and uniqueness of others. • Support a positive school culture by reinforcing the importance of kindness, empathy, and inclusion. Uphold Integrity and Encourage Ethical Conduct • Promote honesty and responsibility in academic work by encouraging your child to complete assignments with integrity. • Collaborate with teachers to address academic or behavioral challenges constructively. • Support your child in taking responsibility for their actions and learning from mistakes. Recognize and Support Your Child's Unique Interests and Talents • Encourage participation in extracurricular activities, arts, sports, and other opportunities to develop skills and passions. • Support your child in pursuing personal goals that align with their interests and abilities. • Celebrate achievements, both big and small, to build confidence and motivation. Engage in Career Readiness and Leadership Development • Foster conversations about career interests, post-secondary education, and future goals. • Encourage participation in leadership opportunities, such as student government, service projects, or school clubs. • Collaborate with the school to explore career exploration programs, internships, and mentorship opportunities. Partner with the School for Effective Communication and Collaboration (New Addition) • Establish open and regular communication with teachers, staff, and school leaders. • Attend parent-teacher conferences, school events, and workshops to stay informed about your child's education. • Participate in parent organizations and school committees to contribute to school improvement efforts. Support Attendance and Engagement (New Addition) •

Ensure your child attends school regularly and arrives on time each day. • Monitor attendance patterns and work with the school to address barriers to consistent attendance. • Encourage engagement in school life by supporting involvement in academic and extracurricular activities.

Community

Value Statement: We recognize that strong community partnerships enrich educational opportunities and foster student success. Support Academic Growth and Educational Opportunities • Actively support educational initiatives by providing resources, mentorship, or volunteer opportunities for students. • Promote community involvement in school events, fundraisers, and programs that enhance learning. • Encourage a culture of lifelong learning by supporting literacy programs, workshops, and other educational events. Foster a Respectful, Inclusive, and Supportive Environment • Promote inclusivity, respect, and diversity in all interactions with students, families, and school staff. • Support a welcoming environment where every student feels valued and encouraged to participate in community

events. • Work with the district to create spaces that reflect the needs and values of all community members. Model Integrity and Ethical Responsibility • Engage with students, families, and staff in ways that promote honesty, fairness, and ethical conduct. • Serve as role models by upholding high ethical standards in all community-school partnerships. • Support initiatives that promote accountability and integrity throughout the community. Support the Development of Students' Talents and Interests • Collaborate with the district to provide opportunities for students to explore their passions through internships, workshops, or local projects. • Recognize and celebrate student achievements in academics, arts, athletics, and community service. • Offer mentorship opportunities for students interested in specific careers or trades. Promote Career Readiness and Workforce Development • Partner with schools to offer work-based learning experiences, including internships, apprenticeships, and job-shadowing opportunities. • Provide career exploration activities that connect students to local industries, trades, and higher education opportunities. • Collaborate with educators to align workforce skills with student learning goals and career readiness standards. Engage in Collaborative Partnerships with Schools (New Addition) • Work closely with the district to develop programs that benefit both students and the broader community. • Participate in advisory committees, task forces, or focus groups to help shape educational priorities and goals. • Contribute time, expertise, and resources to support school improvement efforts and enhance student experiences. Promote Student Engagement and Community Involvement • Encourage students to participate in community service, volunteering, and civic engagement activities. • Collaborate with schools to provide leadership development opportunities within the community. • Help build a supportive network that reinforces the importance of civic responsibility and service learning.

Other (Optional)

Board of School Directors Value Statement: We believe in making informed decisions to promote equity, accountability, and the responsible use of district resources. Provide Ethical Leadership and Strategic Vision • Uphold the mission, vision, and core values of the district by making decisions that prioritize student success and well-being. • Set clear policies that reflect the community's needs while fostering academic excellence and equity. • Lead with integrity, transparency, and accountability in all governance activities and decision-making processes. Promote a Respectful, Inclusive, and Collaborative Environment • Respect diverse viewpoints and foster a culture of open dialogue among board members, school staff, families, and the community. • Encourage equity and inclusivity in district policies, programs, and resource allocation. • Promote collaboration with all stakeholders to ensure that decisions are student-centered and aligned with community values. Ensure Accountability and Responsible Resource Management • Monitor the district's academic, financial, and operational performance to ensure efficient use of resources. • Approve budgets that align with district priorities and promote student learning and staff development. • Hold the superintendent and district leadership accountable for implementing policies and meeting performance goals. Support Academic Excellence and Continuous Improvement • Establish clear academic goals and monitor progress toward achieving them. • Support initiatives that improve student achievement, career readiness, and post-secondary success. •

Promote the use of data-driven decision-making to identify areas for improvement and guide strategic planning. Promote Career Readiness and Workforce Development • Advocate for partnerships between the school district and local businesses, higher education institutions, and workforce development organizations. • Support programs that provide students with access to career and technical education (CTE), internships, and job-shadowing opportunities. • Encourage curriculum alignment with workforce trends and future employment needs. Engage with the Community and Foster Transparency (New Addition) • Communicate regularly with the community through meetings, reports, and public forums to ensure transparency. • Seek input from families, educators, students, and local organizations to inform policy decisions. • Be visible and accessible within the community to build trust and strengthen partnerships. Commit to Ongoing Professional Development and Learning (New Addition) • Participate in professional development opportunities to stay informed about educational trends, governance best practices, and legal responsibilities. • Attend conferences, workshops, and training sessions to enhance leadership skills and improve board effectiveness. • Stay informed about changes in state and federal education laws and policies that impact district governance.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts Proficiency (Achievement)	Elementary School: Proficiency increased from 56.3% to 70.4%, outperforming the state average of 53.9%..
English Language Arts Proficiency (Achievement)	High School: Proficiency reached 65.4%, also exceeding the state average of 53.9%.
English Language Arts Growth	Elementary School: Significant ELA growth scores increased from 50.0 to 72.0, surpassing the state expectation of 70.0.
Mathematics Proficiency (Achievement)	Elementary School: Proficiency improved from 52.5% to 63.6%, surpassing the state average of 40.2%.
Mathematics Proficiency (Achievement)	High School: Although proficiency (48.8%) is below the district goal, it still outperforms the state average of 40.2%.
Keystone Biology Proficiency (Achievement)	High School: Biology proficiency at 65.3% exceeds the state average of 59.2%.
Keystone Biology Proficiency (Achievement)	Advanced-level achievement in Science (particularly Biology) stands at 40.8%, significantly higher than the state average of 25.8%.
Keystone Biology Proficiency (Growth)	High School: Biology growth score of 80.0 exceeded the state standard of 75.1.
Industry-Based Learning (Career Readiness)	High School: 100% of students completed a Work-Based Learning Experience 13.0% of students scoring Competent or Advanced on NOCTI/NIMS. 13.0% of students earned Industry-Recognized Credential Reason for this strength: Partnerships with the Seneca Highlands Career and Technical Center and local businesses have contributed to high participation in career readiness activities.
Science (Achievement)	PA Future Ready Index indicates missing science data for Elementary PSSA due to insufficient sample. However, PSSA Data Interaction reveals that 84.6% of Grade 4 students met the proficiency standard. The state average was 77.1%.

Challenges

Indicator	Comments/Notable Observations
Advanced-Level Performance in ELA	Elementary School: Advanced ELA performance remains low at 7.4%, below the state average of 12.4%. There is a need for increased differentiation, enrichment programs, and opportunities for high-achieving students to excel.
Advanced-Level Performance in Math	High School: Advanced Math performance is at 15.0%, matching the state average but showing little improvement over time. There is a need for increased differentiation, enrichment programs, and opportunities for high-achieving students to excel.
Mathematics Growth	High School Level: Growth score of 64.3 is below the state standard of 75.3. Reason for Challenge: Struggling students may need more targeted intervention and individualized instruction, particularly in algebra and higher-level math concepts.
Career Readiness Benchmark	Elementary School is did not meet the performance standards. 82.1% of students met the Career Readiness Benchmark. This percentage is significantly below the statewide performance of 98%. High School: Only 69.8% of students met the Career Standards Benchmark, significantly below the state average of 91.4%. Reason for Challenge: There may be gaps in career exploration, workforce preparation, and completion of career portfolios required for meeting the benchmark.
Regular Attendance Rates	Elementary School: Attendance dropped from 83.1% to 80.6%, failing to meet the state target of 94.1%. Reason for Challenge: Factors contributing to poor attendance could include socioeconomic barriers, transportation issues, or student disengagement.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Math Proficiency Grade Level(s) and/or Student Group(s) Grade 4	Comments/Notable Observations 53.8% of Grade 4 students met the proficiency standard, slightly above the state average of 48.6%.
Indicator ELA Proficiency Grade Level(s) and/or Student Group(s) Grade 5	Comments/Notable Observations 68.0% of Grade 5 students met the proficiency standard. This percentage is well above the state average of 52.2%. Grade 5 students earned an average of 9.0 points on the Text-Dependent Analysis (TDA) task, indicating above average performance.
Indicator Math Proficiency	Comments/Notable Observations 56.0% of Grade 5 students met the proficiency standard, well above the state average of 42.8%.

Grade Level(s) and/or Student Group(s) Grade 5	
Indicator ELA Growth Grade Level(s) and/or Student Group(s) Grade 5	Comments/Notable Observations Significant evidence exists that Grade 5 exceeded the growth standard in ELA. (Dark Blue)
Indicator Math Growth Grade Level(s) and/or Student Group(s) Grade 5	Comments/Notable Observations Moderate evidence exists that Grade 5 students exceeded the growth standard in Math. (Light Blue)
Indicator Math Growth Grade Level(s) and/or Student Group(s) Grade 7	Comments/Notable Observations Moderate evidence exists that Grade 7 students exceeded the growth standard in Math. (Light Blue).
Indicator PSSA Science Growth Grade Level(s) and/or Student Group(s) Grade 8	Comments/Notable Observations Moderate evidence exists that Grade 8 students exceeded the growth standard in Science. (Light Blue)
Indicator ELA Growth Grade Level(s) and/or Student Group(s) Students in Grades 6-8	Comments/Notable Observations Students in Grades 6-8 met the growth standards in ELA.
Indicator Biology Growth Grade Level(s) and/or Student Group(s) Biology First-Time Test Takers	Comments/Notable Observations First-time test takers of the Biology Keystone exam met the growth standard.

Indicator Literature Growth Grade Level(s) and/or Student Group(s) Literature First-Time Test Takers	Comments/Notable Observations First-time test takers of the Literature Keystone exam met the growth standard.
Indicator ELA Achievement and Growth Grade Level(s) and/or Student Group(s) All Student Group	Comments/Notable Observations At the elementary school, the All Student Group met the Interim Goal/Improvement Target in ELA. The All Student Group at the elementary school also met the Standard Demonstrating Growth in ELA.
Indicator MATH Achievement and Growth Grade Level(s) and/or Student Group(s) All Student Group	Comments/Notable Observations At the elementary school, the All Student Group met the Interim Goal/Improvement Target in Math. The All Student Group at the elementary school also met the Standard Demonstrating Growth in Math.
Indicator Science/ Biology Growth Grade Level(s) and/or Student Group(s) All Student Group	Comments/Notable Observations At the high school level, the All Student Group exceeded the Standard Demonstrating Growth for the 23-24 School Year.
Indicator ELA Achievement Grade Level(s) and/or Student Group(s) Grade 7	Comments/Notable Observations 61.9% of Grade 7 students met the proficiency standard in ELA, and 53.4% of Grade 7 students across the state demonstrated proficiency.
Indicator Math Achievement Grade Level(s) and/or Student Group(s) Grade 7	Comments/Notable Observations Students in Grade 7 outperformed the state average in Math. 38.1 of Oswayo Valley students were proficient compared to the state average of 34.0%.

Indicator Math Achievement Grade Level(s) and/or Student Group(s) Grade 8	Comments/Notable Observations Students in Grade 8 outperformed the state average in Math. 61.3% of Oswayo Valley students were proficient compared to the state average of 54.5%.
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Challenges

Indicator ELA Proficiency Grade Level(s) and/or Student Group(s) Grade 3	Comments/Notable Observations Only 50% of Grade 3 students scored Proficient or Advanced in ELA. The state average was 55.8%. Poor student performance might indicate a need to increase and strengthen early literacy efforts. In addition, the district may need to build the capacity of primary teachers to engage in Structured Literacy routines with students.
Indicator Math Proficiency Grade Level(s) and/or Student Group(s) Grade 3	Comments/Notable Observations The percentage (52.0%) of Grade 3 students who scored proficient or advanced in math is slightly higher than the state average of 51.4%. Reason for poor performance might be related to the transition from Foundational to Abstract Math Concepts. Grade 3 is often a critical transition year, during which students move from mastering basic arithmetic (addition and subtraction) to more complex concepts such as multiplication, division, and fractions. Students may struggle with this shift, particularly if they have gaps in foundational number sense from earlier grades.
Indicator ELA Proficiency Grade Level(s) and/or Student Group(s) Grade 4	Comments/Notable Observations Only 50% of Grade 4 students met the proficiency standard in ELA. Students in Grade 4 earned an average of 6.0 points on the Text-Dependent Analysis (TDA) task.
Indicator ELA Growth Grade Level(s) and/or Student Group(s) Grade 4	Comments/Notable Observations Significant evidence exists the Grade 4 students did not meet the growth standard. (RED)
Indicator ELA Performance Levels Grade Level(s) and/or Student Group(s) Grade 6	Comments/Notable Observations Despite no Grade 6 students scoring at the lowest performance level, 59.3% of students scored at the BASIC Level. Only 40.7% of Grade 6 students met the proficiency standard in ELA, compared to the state average of 53.0%. Perhaps the students' poor performance on the Text-Dependent Analysis (TDA) task indicates that they may struggle with higher-order thinking skills, such as analysis.

Indicator Algebra I Growth Grade Level(s) and/or Student Group(s) Algebra I First-Time Test Takers	Comments/Notable Observations Significant evidence exists that Algebra I students did not meet the growth standard. (Red)
Indicator ELA, Math, and Science Achievement Grade Level(s) and/or Student Group(s) All Student Group	Comments/Notable Observations At the high school level, the All Student Group did not meet the Interim Goal/Improvement Target in any subjects.
Indicator Math/Algebra Growth Grade Level(s) and/or Student Group(s) All Student Group	Comments/Notable Observations At the high school level, the All Student Group did not meet the standard demonstrating growth in Math/Algebra.
Indicator Science/Biology Grade Level(s) and/or Student Group(s) Economically Disadvantaged Subgroup	Comments/Notable Observations A significant achievement gap exists at the high school between the All Student Group and the Economically Disadvantaged student group. 65.3% of the All Student Group achieved proficiency. Only 52.2% of students in the Economically Disadvantaged subgroup achieved proficiency.
Indicator Advanced Performance Science/Biology Grade Level(s) and/or Student Group(s) Economically Disadvantaged Subgroup	Comments/Notable Observations Approximately 41% of ALL students scored advanced on the PSSA Science or Biology test. Only 26% of the students in the Economically Disadvantaged subgroup scored at the Advanced performance level.
Indicator ELA Achievement	Comments/Notable Observations 45.2% of Grade 8 students met the proficiency standard in ELA compared to the state average of 52.2%.

Grade Level(s) and/or Student Group(s) Grade 8	
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Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Relatively high student performance in Grades 5 and 7 for English Language Arts.
Overall, students in the elementary school met both the proficiency standard and growth standard in English Language Arts,.
Overall, students in the elementary school met both the proficiency standard and growth standard in Mathematics.
Industry-based learning participation (100%) for high school students, exceeding state benchmarks.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Math below-basic rates remain high in Grades 6 and 8. (40.7% of Grade 6 students performed at the Below Basic level. 45.2% of Grade 8 students performed at the Below Basic level.
All the student groups at both the elementary and high school levels did not meet the performance standard of the career standards benchmark.
Achievement gaps persist for the Economically Disadvantaged subgroup, especially in Science/Biology.
Significant evidence exists that Algebra I students did not meet the growth standard. (Red)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grade 9 (All Students – Literature CDT)	Out of 51 Grade 9 students, 13 students (25.49%) showed improvement in their overall scale score from Fall to Spring. This modest growth rate suggests that while some students are making gains, the majority are either maintaining or declining in performance. Continued focus on literacy strategies and consistent monitoring of student progress will be essential to increase overall proficiency and growth.
Grade 10 (All Students – Literature CDT)	In Grade 10, 10 of 42 students (23.81%) demonstrated growth in their overall scale scores from the Fall to Spring administration of the CDT Literature Diagnostic. These results reflect limited progress across the cohort and point to a need for increased instructional support, targeted skill-building, and deeper engagement with literary content to drive academic improvement.
CDT Grade 7 – ELA	Out of 15 Grade 7 students, 5 students (33.33%) demonstrated growth in their overall ELA scale scores between the Fall and Winter testing windows. While this indicates promising movement for some students, the majority either maintained or declined in performance, emphasizing the need for continued targeted instruction and progress monitoring to support overall literacy development.
CDT Grade 8 - ELA	Only 1 student in Grade 8 had both Fall and Winter test data available, and that student did not show growth. While this data is too limited to draw meaningful conclusions, it does highlight the importance of consistent testing participation and the need for a broader data set to monitor and respond to student trends effectively.
CDT Grade 7 – Reporting Category Analysis	A comparison of Fall and Winter scores for Grade 7 reveals a decline across both major reporting categories: Key Ideas & Details: Fall Avg: 848.35 Winter Avg: 779.38 Craft/Structure & Knowledge Integration: Fall Avg: 878.82 Winter Avg: 770.13 This trend suggests a general regression in reading comprehension and analytical skills over the winter period. It highlights the need to reinforce close reading, inference-making, and text analysis skills throughout the instructional cycle.
CDT Grade 8 - Reporting Category Analysis (Fall Only)	Only Fall data was available for Grade 8. The performance across categories is as follows: Key Ideas & Details: 826.88 Craft/Structure & Knowledge Integration: 844.82 These scores suggest that while students are developing foundational comprehension skills, there is room to further strengthen their ability to analyze text structure, evaluate arguments, and integrate knowledge across sources.
CDT Grade 6 – All Students (ELA Reporting Categories)	Fall 2024 ELA data for Grade 6 shows that student performance was relatively consistent across the two key reporting categories: Key Ideas & Details: Avg. Score: 772.92 Craft/Structure & Knowledge Integration: Avg. Score: 770.75 These scores indicate that students are developing foundational comprehension skills, but continued support is needed to enhance their ability to interpret textual evidence, analyze structure, and integrate ideas.

CDT Grade 6 - ELA	The Grade 6 ELA dataset only includes data from a single testing session — the Fall administration labeled “ELA 6 Lit class of 2031 Literature.” There is no Winter or Spring session included in this dataset, so we cannot assess growth or progress over time for Grade 6 students.
AIMSweb	The highest average score on Measure-Level Categories is Reading. this suggests students are generally performing well on this measure, though variability is notable.
AIMSweb	Oral Reading Fluency is a key foundational measure. However, the large standard deviation (38.1) indicates significant variation in fluency skills across students. It is likely that some students are well below the benchmark while others are excelling.
AIMSweb	Phoneme Segmentation - Low scores across early grades. Low average, tightly clustered scores suggest consistently limited skill development. Without strong segmentation skills, students struggle to decode unfamiliar words.
AIMSweb (Concerns)	Phoneme Segmentation and Initial Sounds measures indicate early phonemic awareness skills are underdeveloped.
AIMSweb (Strengths)	Vocabulary measures were relatively strong in Grade 1, suggesting oral language development is progressing.

English Language Arts Summary

Strengths

Both schools scores at or near the highest in the entire IU. Test scores are strong related to other comparable student populations in the region.
The ECRI SPEL (Structured Literacy Grant) initiative provides intensive support and professional development in the implementation of Enhanced Core Reading Instruction (ECRI). Through the grant, Oswayo Valley educators receive statewide coaching, curriculum materials, and data-driven instructional routines aimed at improving foundational literacy skills. Early indicators show promising results, particularly in phonemic awareness and decoding, supporting the district’s long-term goal of improving reading proficiency by third grade.

Challenges

Inconsistent Testing Participation/Data Gaps: For Grade 8 ELA and Grade 6 ELA, Winter testing data was unavailable or extremely limited. Without complete data, it is difficult to monitor growth, implement responsive instruction, or provide equitable support. Strengthening assessment participation and data fidelity is essential to fully realize a culture of continuous improvement.
Only 50% of Grade 3 students scored proficient or advanced in ELA — below the state average (55.8%).
AIMSweb data showed low scores in Phoneme Segmentation and Initial Sounds, suggesting early reading skills are underdeveloped. Indicates a need for early literacy intervention, particularly focused on phonemic awareness and decoding.

Mathematics

Data	Comments/Notable Observations
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CDT Algebra I	Spring 2025 assessment data for Algebra 1 students revealed that overall performance was strongest in Operations with Real Numbers and Expressions (Avg. SS: 1038.37) and Functions & Coordinate Geometry (Avg. SS: 1031.78). Scores declined slightly in Linear Equations & Inequalities (Avg. SS: 1008.11) and were lowest in Data Analysis (Avg. SS: 953.22). These results suggest that while students are developing proficiency in procedural and conceptual understanding of algebraic topics, greater emphasis may be needed on applying those skills in data interpretation and analysis.
CDT Algebra I	A comparison of Fall 2024 and Spring 2025 Algebra 1 assessment data revealed that 14 out of 27 students (51.85%) demonstrated growth in their overall scale scores. Among those who improved, 2 students (14.29%) progressed from the red to green performance band, indicating meaningful gains. However, the majority—12 students (85.71%)—while showing academic growth, remained within the red band, signaling a continued need for targeted support to help students reach proficiency.
CDT Grade 6 – Math Progress (Fall to Winter)	Out of 11 Grade 6 students with matched test data, 6 students (54.55%) demonstrated growth in their overall scale scores. This encouraging trend suggests that more than half the students made academic gains, potentially reflecting the impact of instructional supports and intervention strategies implemented during the first half of the year.
CDT Grade 7 – Math Progress (Fall to Winter)	In Grade 7, 8 out of 16 students (50.0%) showed progress in their overall math scale scores from Fall to Winter. While half the students improved, the other half either maintained or declined, indicating the need for differentiated support and strategic skill reinforcement, especially in more advanced domains like algebraic reasoning.
CDT Grade 8 – Math Progress (Fall to Winter)	Only 3 of 8 Grade 8 students (37.5%) demonstrated growth in their overall math scores between testing sessions. This lower rate of progress signals a need to more deeply investigate instructional gaps and student needs, with an emphasis on reinforcing foundational concepts and preparing students for high school-level math.
CDT Grade 6 – Math Reporting Categories	From Fall to Winter, Grade 6 students showed growth in some areas but declines in others: Geometry improved from 887.22 to 930.44 Measurement, Data, and Probability slightly increased from 869.83 to 886.63 Numbers & Operations remained stable (from 862.06 to 869.63) Algebraic Concepts declined from 875.39 to 834.38 This suggests that while spatial reasoning and data concepts are strengthening, algebraic understanding may need reinforcement through conceptual modeling and practice with variables and equations.
CDT Grade 7 – Math Reporting Categories	Grade 7 students demonstrated overall improvement in most reporting areas: Numbers & Operations rose from 898.74 to 947.95 Measurement, Data, and Probability made a significant gain from 801.05 to 895.15 Geometry improved modestly from 905.68 to 926.85 Algebraic Concepts showed a slight decrease from 926.95 to 890.20 These results indicate notable growth in computation and data literacy, with only a small dip in algebraic performance that could be addressed with targeted mini-lessons.
CDT Grade 8 – Math Reporting Categories	Grade 8 showed declines across all four categories: Numbers & Operations dropped from 957.00 to 821.56 Geometry fell from 925.87 to 831.78 Algebraic Concepts decreased from 880.87 to 862.67 Measurement, Data,

	and Probability dropped from 871.73 to 803.78. These trends raise concerns and suggest a need for urgent instructional adjustments, including reteaching key concepts and more formative assessment to track student understanding in real-time.
AIMSweb	Early Numeracy is higher in Grade 1. Kindergarten scored significantly lower than Grade 1. Early numeracy skills (counting, number sense) are foundational for later math success.
AIMSweb	Grade 5 results indicate strong problem-solving development in upper elementary. This is important because application-based math reflects real-world reasoning.
AIMSweb	Early numeracy scores indicate early math interventions may need to begin sooner. An increased focus on number sense, counting, and basic operations may be necessary.

Mathematics Summary

Strengths

Small class sizes permit more time for 1-on-1 interactions with students. Also, small class sizes allow for individualized instruction, early identification of student needs, and strong teacher-student relationships.
District uses CDT tests throughout the high school to measure student progress and to design personalized interventions.

Challenges

Persistent Underperformance in Algebraic Concepts Declines were noted in Algebraic Concepts across Grades 6, 7, and 8. This suggests a conceptual gap in algebra readiness, which may negatively impact future success in Algebra I and beyond. Addressing this foundational issue is critical for student progression and math confidence.
Math proficiency was only 52%, slightly above the state average but low given district expectations.
Staffing and Capacity Gaps - Limited access to specialized personnel -Fewer substitute teachers available for professional development purposes.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Biology	Spring 2025 Biology assessment data for Group 1 students revealed that the highest overall performance was in Bioenergetics & Homeostasis (Avg. SS: 821.00), followed by Cell Growth & Genetics (Avg. SS: 749.06) and Evolution & Ecology (Avg. SS: 719.13).
CDT - Grade 8 Science – Student Progress	Of the 19 students with both Fall and Winter test data, 14 students (73.68%) demonstrated growth in their overall science scale scores. This is a significant improvement rate and suggests that mid-year instruction, interventions, or reinforcement activities in science had a meaningful impact. The progress indicates strong momentum in student learning and content mastery as students approached the end-of-year benchmark.

CDT - Grade 8 Science performance by reporting category	Across all four reporting categories, students showed clear and consistent improvement: Biological Sciences: increased from 932.67 to 936.50 Earth/Space Sciences: increased from 913.10 to 963.60 Physical Sciences: increased significantly from 907.48 to 989.00 The Nature of Science: increased from 887.24 to 941.10 The most substantial gains were seen in Physical Sciences and Earth/Space Sciences, indicating strong instructional effectiveness in these content areas. These results suggest that students are not only progressing in overall understanding but also strengthening domain-specific skills, especially in physical science concepts like matter, energy, and forces.
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Science, Technology, and Engineering Education Summary

Strengths

Small class sizes allow for individualized and personalized instruction.
The faculty is transitioning to the PA STEELS Standards. Teachers have access to the expertise of the IU9 curriculum staff.

Challenges

Course offerings at the secondary level will be shrinking due to a declining student enrollment.
Fewer advanced courses, electives, or gifted opportunities, especially at the secondary level.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Percent Career Standards Benchmark	This was significantly lower than the state average. This current school year, additional staff were hired to address this.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
We do not offer any PDE approved CTE Programs.	We do not offer any PDE approved CTE Programs.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

District is currently participating in the ECRI/SPEL Grant Program.
District uses CDT assessments at the high school level to monitor student progress and design personalized interventions.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Only 50% of students in Grade 3 scored proficient or advanced on the 2024 PSSA-ELA assessment.
Providing a variety of offerings to a very small population of students.
Inconsistent CDT testing administration
District persistently underperforms in the Algebraic Concepts reporting category.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
CDT - Grade 7 – Special Education ELA Performance	Grade 7 special education students demonstrated foundational but developing skills across the assessed ELA domains: Overall Scale Score average: 719.69 Key Ideas & Details: 735.25 Craft/Structure & Knowledge Integration: 713.00 These scores reflect early-stage comprehension and analytical abilities, with slightly stronger performance in locating and interpreting key ideas within texts. Continued support in interpreting author’s craft, structure, and integrating ideas across passages will be essential for deeper growth.
CDT - Grade 8 – Special Education ELA Performance	Grade 8 special education students showed stronger overall performance compared to Grade 7: Overall Scale Score average: 753.75 Key Ideas & Details: 750.50 Craft/Structure & Knowledge Integration: 838.00 Students in this group demonstrated notable strength in the Craft/Structure domain, suggesting effective instruction in analyzing text structure, evaluating purpose, and making connections across texts. This progress provides a strong foundation for further building text-based reasoning and writing.
CDT - Special Education – Math (Grades 7 & 8 Combined)	Among the 4 students with matched Fall and Winter assessment data, only 1 student (25%) demonstrated growth in overall math scale score. This indicates that the majority of students either remained stagnant or experienced regression in their performance over the course of the year. These results suggest a need for intensive, individualized support and closer monitoring of conceptual understanding—particularly in areas foundational to algebra and problem-solving.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
CDT Algebra I – Economically Disadvantaged Students	Analysis of Spring 2025 Algebra 1 results revealed that students identified as economically disadvantaged consistently scored below the overall student average across all reporting categories. Their highest performance was in Operations with Real Numbers and Expressions (Avg. SS: 1027.14), followed by Functions & Coordinate Geometry (Avg. SS: 1001.29). Lower scores were observed in Linear Equations & Inequalities (Avg. SS: 924.29) and Data Analysis (Avg. SS: 873.79). These results highlight critical areas in need of instructional focus and suggest the importance of targeted supports to close achievement gaps.
CDT Algebra I – Economically Disadvantaged Students	From Fall 2024 to Spring 2025, 50% of economically disadvantaged students demonstrated growth in their overall Algebra 1 scale scores. While this progress is encouraging, it is important to note that all students who showed growth remained in the red performance band, indicating a continued need for academic support and intervention to reach proficiency benchmarks.
CDT Biology – Economically Disadvantaged Students	Among the economically disadvantaged subgroup, the highest average score was also observed in Bioenergetics & Homeostasis (Avg. SS: 818.92), with notably lower performance in Cell Growth & Genetics (Avg. SS: 727.83) and Evolution & Ecology (Avg. SS: 679.75). These results indicate a consistent need to strengthen instruction in genetics, evolution, and ecological concepts for all learners, with targeted support for economically disadvantaged students.
CDT Literature (Grade 9) – Economically Disadvantaged Students	Among 26 economically disadvantaged Grade 9 students, 7 students (26.92%) demonstrated growth in their overall scale score between Fall and Spring diagnostic assessments. While some progress is evident, the majority did not show measurable improvement, suggesting a need to revisit instructional supports, increase opportunities for reading engagement, and provide targeted interventions focused on comprehension and literary analysis.
CDT Literature (Grade 10) – Economically Disadvantaged Students	In Grade 10, 4 out of 24 economically disadvantaged students (16.67%) demonstrated growth in their overall literature diagnostic scores from Fall to Spring. This low rate of progress highlights the importance of intentional scaffolding, differentiated instruction, and regular formative assessments to address learning gaps and support deeper understanding of complex literary texts.
CDT Grade 7 ELA – Economically Disadvantaged Students	In Grade 7, economically disadvantaged students began the year with strong scores in both reporting categories: Key Ideas & Details: Fall Avg: 870.78 Craft/Structure & Knowledge Integration: Fall Avg: 906.11 However, by the Winter testing window, scores had declined in both areas: Key Ideas & Details: Winter Avg: 773.63 Craft/Structure & Knowledge Integration: Winter Avg: 790.75 This represents a noticeable drop of nearly 100 points in both domains, suggesting the need for targeted re-engagement strategies, scaffolding, and consistent feedback cycles to maintain and build on early academic momentum.

CDT Grade 8 ELA – Economically Disadvantaged Students	For Grade 8, only Fall testing data is available. Economically disadvantaged students performed as follows: Key Ideas & Details: 838.90 Craft/Structure & Knowledge Integration: 810.10 While these scores reflect emerging comprehension and analysis skills, the lack of Winter data makes it difficult to assess growth. Instructional planning should include formative checkpoints to monitor understanding and adjust teaching accordingly throughout the year.
CDT Grade 6 ELA – Economically Disadvantaged Students	For the economically disadvantaged subgroup, performance in the same categories was slightly lower: Key Ideas & Details: Avg. Score: 741.67 Craft/Structure & Knowledge Integration: Avg. Score: 768.78 While the gap in Craft & Structure is minimal, a more noticeable gap exists in Key Ideas & Details, indicating a need for targeted instruction to support reading comprehension and critical thinking in this group.
CDT Grade 6 – Economically Disadvantaged Students (Math)	Economically disadvantaged Grade 6 students showed notable growth in Geometry, increasing from 890.00 to 936.36. However, other categories showed flat or declining performance: Numbers & Operations remained flat (~856) Measurement, Data, and Probability held steady (~849) Algebraic Concepts declined from 864.67 to 825.82 This indicates a mixed performance pattern where Geometry instruction appears to be effective, while foundational operations and algebra may require reinforced support, particularly for at-risk learners.
CDT Grade 7 – Economically Disadvantaged Students (Math)	Grade 7 students in this subgroup demonstrated growth in all categories except Algebraic Concepts: Numbers & Operations improved from 892.18 to 954.27 Measurement, Data, and Probability rose significantly from 786.82 to 886.73 Geometry remained stable around 930 Algebraic Concepts dropped from 900.18 to 842.82 These gains in computation and data handling skills are encouraging and suggest that continued scaffolding in algebraic reasoning could unlock even greater student success.
CDT Grade 8 – Economically Disadvantaged Students (Math)	Grade 8 students experienced declines in most areas, with the largest drops in: Numbers & Operations from 976.30 to 819.83 Geometry from 916.10 to 805.83 Measurement, Data, and Probability from 847.30 to 814.83 The only slight improvement was in Algebraic Concepts, rising from 864.10 to 876.00. These results highlight an urgent need for targeted math intervention and stronger instructional alignment to support student retention and mastery.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Economically Disadvantaged students in Grade 7 demonstrated growth in all reporting categories with the exception of Algebraic Concepts
A culture of performing well over time has increased confidence and reduced test anxiety.
Geometry was a consistent area of strength across multiple grade levels. Geometry instruction appears to be both accessible and engaging for students, possibly due to visual/spatial reasoning supports or aligned resources. Grade 6 and 7 economically disadvantaged students also showed growth in this domain.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Economically disadvantaged students in Algebra I consistently score below the ALL student group across all reporting categories.
Widening Equity Gaps in ELA: Economically disadvantaged students in Grades 6–10 consistently scored lower in Key Ideas & Details, suggesting challenges with comprehension and inference-making. This gap underscores the need for targeted literacy interventions, culturally responsive texts, and vocabulary support to close achievement gaps.
Significant Regression in Grade 8 Math: Grade 8 students experienced across-the-board score declines in all math reporting categories from Fall to Winter—including among economically disadvantaged students. Most alarming was the drop in Numbers & Operations from 957.0 to 821.56, a foundational skill set. This trend signals a potential misalignment in curriculum delivery, student engagement, or support services at a critical transition point before high school.
Limited Growth in ELA Across Grades: In both Grades 9 and 10 ELA: Only 25.5% of Grade 9 and 23.8% of Grade 10 students showed growth in their CDT Literature diagnostics. Even fewer economically disadvantaged students improved—only 16.67% in Grade 10. This points to a systemic need for more explicit instruction in reading comprehension, critical analysis, and text-based writing, especially for historically underserved groups.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	A growing focus on inclusive practices and co-teaching models, especially in the Special Education and Gifted Education Plans, which emphasize least restrictive environments and differentiated instruction.
Title 1 Program	Emphasis on data-informed instruction and intervention, visible in the Title I and Special Education Plans, which both prioritize the use of diagnostic data (e.g., CDT and AIMSweb) to drive targeted supports.
Student Services	recognize the need for integrated mental health supports, family engagement, and community-based partnerships to ensure a holistic approach to student well-being and achievement.
K-12 Guidance Plan (339 Plan)	District is committed to equitable practices and access, particularly in meeting the academic and social-emotional needs of diverse learners, including those students identified as gifted.
Technology Plan	NA
English Language Development Programs	NA

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Elementary school has data-informed processes in place to monitor and evaluate the school Title I plan.
There is growing focus throughout the district in inclusive and co-teaching instructional models.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Title 1 plan with the large influx of funding and turnover of administrators has been a challenge.
Student and staff mental health supports are limited in a rural community.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Foster a vision and culture of high expectations for success for all students, educators, and families.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.
Coordinate and monitor supports aligned with students' and families' needs.
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

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.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Relatively high student performance in Grades 5 and 7 for English Language Arts.	True
Overall, students in the elementary school met both the proficiency standard and growth standard in Mathematics.	False
Overall, students in the elementary school met both the proficiency standard and growth standard in English Language Arts.	False
Industry-based learning participation (100%) for high school students, exceeding state benchmarks.	False
Both schools scores at or near the highest in the entire IU. Test scores are strong related to other comparable student populations in the region.	True
District uses CDT tests throughout the high school to measure student progress and to design personalized interventions.	False
District is currently participating in the ECRI/SPEL Grant Program.	True
District uses CDT assessments at the high school level to monitor student progress and design personalized interventions.	False
A culture of performing well over time has increased confidence and reduced test anxiety.	True
Elementary school has data-informed processes in place to monitor and evaluate the school Title I plan.	False
Geometry was a consistent area of strength across multiple grade levels. Geometry instruction appears to be both accessible and engaging for students, possibly due to visual/spatial reasoning supports or aligned resources. Grade 6 and 7 economically disadvantaged students also showed growth in this domain.	False
The ECRI SPEL (Structured Literacy Grant) initiative provides intensive support and professional development in the implementation of Enhanced Core Reading Instruction (ECRI). Through the grant, Oswayo Valley educators receive statewide coaching, curriculum materials, and data-driven instructional routines aimed at improving foundational literacy skills. Early indicators show promising results, particularly in phonemic awareness and decoding, supporting the district's long-term goal of improving reading proficiency by third grade.	False
Small class sizes allow for individualized and personalized instruction.	True

Small class sizes permit more time for 1-on-1 interactions with students. Also, small class sizes allow for individualized instruction, early identification of student needs, and strong teacher-student relationships.	False
The faculty is transitioning to the PA STEELS Standards. Teachers have access to the expertise of the IU9 curriculum staff.	False
Economically Disadvantaged students in Grade 7 demonstrated growth in all reporting categories with the exception of Algebraic Concepts	False
There is growing focus throughout the district in inclusive and co-teaching instructional models.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	True
Coordinate and monitor supports aligned with students' and families' needs.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Math below-basic rates remain high in Grades 6 and 8. (40.7% of Grade 6 students performed at the Below Basic level. 45.2% of Grade 8 students performed at the Below Basic level.	False
All the student groups at both the elementary and high school levels did not meet the performance standard of the career standards benchmark.	True
Achievement gaps persist for the Economically Disadvantaged subgroup, especially in Science/Biology.	False
Significant evidence exists that Algebra I students did not meet the growth standard. (Red)	True
Inconsistent Testing Participation/Data Gaps: For Grade 8 ELA and Grade 6 ELA, Winter testing data was unavailable or extremely limited. Without complete data, it is difficult to monitor growth, implement responsive instruction, or provide equitable support. Strengthening assessment participation and data fidelity is essential to fully realize a culture of continuous improvement.	True
Course offerings at the secondary level will be shrinking due to a declining student enrollment.	False
Only 50% of students in Grade 3 scored proficient or advanced on the 2024 PSSA-ELA assessment.	True
Providing a variety of offerings to a very small population of students.	False

Widening Equity Gaps in ELA: Economically disadvantaged students in Grades 6–10 consistently scored lower in Key Ideas & Details, suggesting challenges with comprehension and inference-making. This gap underscores the need for targeted literacy interventions, culturally responsive texts, and vocabulary support to close achievement gaps.	False
Persistent Underperformance in Algebraic Concepts Declines were noted in Algebraic Concepts across Grades 6, 7, and 8. This suggests a conceptual gap in algebra readiness, which may negatively impact future success in Algebra I and beyond. Addressing this foundational issue is critical for student progression and math confidence.	False
Only 50% of Grade 3 students scored proficient or advanced in ELA — below the state average (55.8%).	True
AIMSweb data showed low scores in Phoneme Segmentation and Initial Sounds, suggesting early reading skills are underdeveloped. Indicates a need for early literacy intervention, particularly focused on phonemic awareness and decoding.	True
Math proficiency was only 52%, slightly above the state average but low given district expectations.	False
Staffing and Capacity Gaps - Limited access to specialized personnel -Fewer substitute teachers available for professional development purposes.	False
Fewer advanced courses, electives, or gifted opportunities, especially at the secondary level.	False
Inconsistent CDT testing administration	False
District persistently underperforms in the Algebraic Concepts reporting category.	False
Economically disadvantaged students in Algebra I consistently score below the ALL student group across all reporting categories.	False
Student and staff mental health supports are limited in a rural community.	False
Ensure effective, standards-aligned curriculum and assessment	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards aligned instruction.	True
Significant Regression in Grade 8 Math: Grade 8 students experienced across-the-board score declines in all math reporting categories from Fall to Winter—including among economically disadvantaged students. Most alarming was the drop in Numbers & Operations from 957.0 to 821.56, a foundational skill set. This trend signals a potential misalignment in curriculum delivery, student engagement, or support services at a critical transition point before high school.	False
Limited Growth in ELA Across Grades: In both Grades 9 and 10 ELA: Only 25.5% of Grade 9 and 23.8% of Grade 10 students showed growth in their CDT Literature diagnostics. Even fewer economically disadvantaged students improved—only 16.67% in Grade 10. This points to a systemic need for more explicit instruction in reading comprehension, critical analysis, and text-based writing, especially for historically underserved groups.	False

Title 1 plan with the large influx of funding and turnover of administrators has been a challenge.	False
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Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

During the needs assessment process, several key themes consistently emerged across stakeholder groups that directly support the challenges identified for inclusion in our comprehensive plan. First, the team noted that while our early literacy programs are improving, Grade 3 ELA proficiency remains below the state average, signaling a need for more consistent and intensive implementation of structured literacy practices, especially in foundational skills. Team members also discussed the importance of earlier and more consistent exposure to career pathways, especially in the middle grades. While work-based learning experiences at the high school level are strong, stakeholders emphasized a need to vertically align career readiness experiences and increase student awareness and engagement with the Career Education and Work (CEW) standards. Finally, there was broad consensus that while curriculum documents reference the PA Core Standards, instruction and assessment practices do not consistently reflect the depth, rigor, or complexity required. Teachers expressed a need for more collaboration time to align units, develop high-quality assessments, and build shared understanding of expectations around text complexity and depth of knowledge. These observations reaffirm the importance of the district's selected priorities and support the need for clear, measurable goals and aligned strategies in our updated comprehensive plan. During the needs assessment process, several key observations emerged that highlight the importance of improving alignment between instruction, assessment, and the rigor of the PA Core Standards. Team members noted inconsistencies in how deeply standards are unpacked during instructional planning and how rigor is reflected in classroom assessments across grade levels and content areas. Teachers expressed a need for additional support in developing and using standards-aligned formative assessments, as well as model lessons and collaborative planning time to ensure instructional tasks reflect appropriate depth of knowledge. Furthermore, analysis of local assessment data revealed that while some students are performing at or above proficiency, there are still significant gaps in areas requiring higher-order thinking, particularly in constructed responses and multi-step problem-solving. These findings underscore the need for focused professional learning and instructional coaching to build capacity in delivering standards-aligned instruction that meets the cognitive demands of the PA Core.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All the student groups at both the elementary and high school levels did not meet the performance standard of the career standards benchmark.	A possible explanation to this challenge is administrative oversight and lack of an effective tracking systems and check-in protocols.	True
Significant evidence exists that Algebra I students did not meet the growth standard. (Red)	The district needs to ensure the Algebra I curriculum, instruction, and assessments are aligned to the rigor and complexity of the Keystone Algebra I exam.	False
Inconsistent Testing Participation/Data Gaps: For Grade 8 ELA and Grade 6 ELA, Winter testing data was unavailable or extremely limited. Without complete data, it is difficult to monitor growth, implement responsive instruction, or provide equitable support. Strengthening assessment participation and data fidelity is essential to fully realize a culture of continuous improvement.	An assessment calendar and testing protocols need to be put into place to ensure all students are assessed.	False
Only 50% of students in Grade 3 scored proficient or advanced on the 2024 PSSA-ELA assessment.	If students engage in work-based learning experiences, they will be more motivated to excel academically. In addition, more attention needs to be given to students' Career ready Benchmarks.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards aligned instruction.	Use Teacher Clarity concepts to analyze the curriculum and revised current assessment to ensure alignment with the rigor and complexity of PA Core Standards in English Language Arts, Math, and Science.	True
Only 50% of Grade 3 students scored proficient or advanced in ELA — below the state average (55.8%).	The district is currently participating in the ECRI SPEL (Structured Literacy Grant) initiative, which provides intensive support and professional development in the implementation of Enhanced Core Reading Instruction (ECRI).	True
AIMSweb data showed low scores in Phoneme Segmentation and Initial Sounds, suggesting early reading skills are underdeveloped.	a focused effort to implement research-based early literacy strategies and improve foundational reading	False

Indicates a need for early literacy intervention, particularly focused on phonemic awareness and decoding.	instruction, positions the district to significantly boost early literacy outcomes over time.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Relatively high student performance in Grades 5 and 7 for English Language Arts.	Proficiency rates exceeding state averages. This suggests effective instructional practices at these grade levels that can be analyzed and potentially replicated across other grades to support overall literacy improvement.
Both schools scores at or near the highest in the entire IU. Test scores are strong related to other comparable student populations in the region.	Test scores that are strong compared to similar student populations in the region. This reflects the district's effective instructional practices and strong staff commitment to student achievement.
Small class sizes allow for individualized and personalized instruction.	Teachers are able to closely monitor student progress, tailor interventions, and support diverse learning needs more effectively.
District is currently participating in the ECRI/SPEL Grant Program.	Aligning course structures with students' career interests has increased engagement, motivation, and relevance, supporting both academic growth and progress toward career readiness benchmarks.
A culture of performing well over time has increased confidence and reduced test anxiety.	A culture of consistent academic success has fostered student confidence and helped reduce test anxiety, contributing to a positive learning environment and sustained performance over time.
Foster a vision and culture of high expectations for success for all students, educators, and families.	Backwards design for curriculum development with student interest in mind. The district's commitment to teacher autonomy in curriculum development creates an opportunity to embed higher-order thinking and text complexity directly into course design.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	Principals as instructional leaders ensure consistent supervision, provide meaningful feedback, and sustain support for high-quality teaching and learning across all classrooms.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF a tracking system is put in place, THEN student artifacts will be accounted for.
	IF the district develops partnerships with local businesses, THEN students will meet the performance standard for Career Standards Benchmark.

	IF the district ensures that instruction and assessments are aligned to the rigor and complexity of the PA Core Standards, THEN students will demonstrate higher levels of achievement and growth.
	IF the district implements ECRI with fidelity across all early elementary classrooms, THEN students will develop stronger foundational reading skills —which will lead to increased reading proficiency by the end of third grade.

Goal Setting

Priority: IF the district develops partnerships with local businesses, THEN students will meet the performance standard for Career Standards Benchmark.

Outcome Category		
Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
By the conclusion of the 2026-2027 SY, the district will reduce the number of students that did not complete their College and Career Readiness activities by 50% (Starting Percentage 69.8% with a goal of 92.3%)		
Measurable Goal Nickname (35 Character Max)		
CCR Completion Percentage		
Target Year 1	Target Year 2	Target Year 3
By the conclusion of the 2024-2025 SY, 77.3% of students will complete their CCR requirements by the end of the school year.	By the conclusion of the 2025-2026 SY, 84.8% of students will complete their CCR requirements by the end of the school year.	By the conclusion of the 2026-2027 SY, the district will reduce the number of students that did not complete their College and Career Readiness activities by 50% (Starting Percentage 69.8% with a goal of 92.3%)

Priority: IF the district ensures that instruction and assessments are aligned to the rigor and complexity of the PA Core Standards, THEN students will demonstrate higher levels of achievement and growth.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Fifth Grade students will demonstrate 74% proficiency on the 2028 PSSA ELA .		
Measurable Goal Nickname (35 Character Max)		
Curriculum, instruction, and Assessment (CIA) - ELA		
Target Year 1	Target Year 2	Target Year 3
3rd grade students will demonstrate 58% proficiency on the 2026 PSSA ELA.	4th grade students will demonstrate 66% proficiency on the 2027 PSSA ELA.	Fifth Grade students will demonstrate 74% proficiency on the 2028 PSSA ELA .

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		

The All Student Group in Algebra I will meet or exceed the academic growth expectations in the 2028 reporting year. Therefore, the ALL students group will demonstrate a growth score between a 75 - 80 (green or blue) according to PVAAS.		
Measurable Goal Nickname (35 Character Max)		
Curriculum, instruction, and Assessment (CIA) - Algebra		
Target Year 1	Target Year 2	Target Year 3
69.5	74.7	The All Student Group in Algebra I will meet or exceed the academic growth expectations in the 2028 reporting year. Therefore, the ALL students group will demonstrate a growth score between a 75 - 80 (green or blue) according to PVAAS.

Priority: IF the district implements ECRI with fidelity across all early elementary classrooms, THEN students will develop stronger foundational reading skills —which will lead to increased reading proficiency by the end of third grade.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027–2028 school year, the percentage of students reading at or above grade level by the end of Grade 3 will increase from 50% to 75%, as measured by state PSSA ELA assessments.		
Measurable Goal Nickname (35 Character Max)		
ECRI Intervention / SPEL Grant		
Target Year 1	Target Year 2	Target Year 3
58%	66%	By the end of the 2027–2028 school year, the percentage of students reading at or above grade level by the end of Grade 3 will increase from 50% to 75%, as measured by state PSSA ELA assessments.

Priority: IF a tracking system is put in place, THEN student artifacts will be accounted for.

Action Plan

Measurable Goals

Curriculum, instruction, and Assessment (CIA) - ELA	CCR Completion Percentage
Curriculum, instruction, and Assessment (CIA) - Algebra	ECRI Intervention / SPEL Grant

Action Plan For: Tier 2: Moderate Evidence Strategy: Integrated Career Readiness Instruction through Cross-Curricular Planning and Portfolio-Based Assessment

Measurable Goals:
By the conclusion of the 2026-2027 SY, the district will reduce the number of students that did not complete their College and Career Readiness activities by 50% (Starting Percentage 69.8% with a goal of 92.3%)

Action Step		Anticipated Start/Completion Date	
Train all teachers and counselors on Career Education and Work (CEW) Standards and artifact requirements.		2025-09-02	2025-12-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	PA Career Education and Work Standards and list of potential artifacts	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Identify grade-level benchmarks for artifact collection (e.g., 2 artifacts per year starting in Grade 6).		2025-09-02	2025-12-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	School Counselor Supports / Collaboration Time	No	No
Action Step		Anticipated Start/Completion Date	
Adopt or refine a tracking system (e.g., Career Ready PA Backpack or Google folders) to store and monitor artifacts.		2025-10-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PIMS Administrator	Google Resources	No	No
Action Step		Anticipated Start/Completion Date	
Begin collecting baseline data on current artifact completion and accuracy of reporting.		2025-10-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

School Counselors	Tracking System	No	No
Action Step		Anticipated Start/Completion Date	
Integrate career readiness activities into core courses and electives (e.g., research projects, interest inventories, career interviews).		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Selected Teachers	Tracking System and List of Potential Artifacts	No	Yes
Action Step		Anticipated Start/Completion Date	
Use monthly monitoring tools to ensure timely artifact uploads and identify students falling behind.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors	Tracking System / Time to Upload	No	No
Action Step		Anticipated Start/Completion Date	
Provide targeted support for students and staff with low participation or incomplete portfolios.		2025-09-02	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Counselors	Tracking System / Bi-Annual Conferences with Students for Monitoring Purposes	No	No
Action Step		Anticipated Start/Completion Date	
Conduct mid-year and end-of-year reviews of data to check for accuracy and gaps.		2026-01-05	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Tracking System / Data Report	No	No
Action Step		Anticipated Start/Completion Date	
Refine systems and expectations to ensure all students meet the artifact requirement by the end of Grade 11.		2027-01-23	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent / School Principals	Previous Years' Reports / Meeting Time to Monitor and Adjust Plan as Needed	No	No
Action Step		Anticipated Start/Completion Date	
Highlight student artifacts through showcases or career presentations to build student ownership.		2028-03-01	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

School Principals	Tracking System / Student Projects / Community Support	No	Yes
Action Step		Anticipated Start/Completion Date	
Embed career readiness reflection activities to reinforce learning connections.		2027-10-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers of Corre Academic Courses	List of Potential Artifacts	No	No
Action Step		Anticipated Start/Completion Date	
Submit a final review of artifact data to ensure 100% compliance and accurate reporting to the state.		2027-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
PIMS Administrator	PIMS, Student Information System, and Tracking System	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
92% of students will demonstrate CCR by producing a Pathways portfolio with the required number of high-quality career artifacts aligned to the PA Career Education and Work (CEW) Standards.	The PIMS Administrator, in collaboration with school counselors, principals, and instructional staff, will monitor student progress toward completing required career artifacts. Monthly reviews of artifact submissions will be conducted using the district's designated tracking system. Data will be analyzed to ensure timely completion, submission, accuracy, and alignment to the CEW standards. Mid-year and end-of-year audits will be conducted by the district administrative team to evaluate overall completion rates, identify gaps, and inform adjustments. Reports will be shared with staff and leadership to guide continuous improvement.

Action Plan For: ELA and Algebra - Clarity-Driven Alignment (intentional clarity around learning goals, success criteria, and instructional expectations - -John Hattie's Visible Learning research)

Measurable Goals:
- Fifth Grade students will demonstrate 74% proficiency on the 2028 PSSA ELA . - The All Student Group in Algebra I will meet or exceed the academic growth expectations in the 2028 reporting year. Therefore, the ALL students group will demonstrate a growth score between a 75 - 80 (green or blue) according to PVAAS.

Action Step		Anticipated Start/Completion Date	
Unpack the PA Core Standards		2025-10-13	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals	PA Core Standards / In-Service Time	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Develop Clear Learning Intentions and Success Criteria		2026-08-24	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade/Department Level Lead Teachers	PA Core Standards, Academic Standards IU9 Flip Book, and SAS	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Align Instructional Tasks to Standards / Knowledge of DOK		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals in Collaboration with IU9 Staff	PA Scoring Samplers, SAS Assessment Builder, and DOK Criteria	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Embed Formative Assessment Practices		2026-09-01	2028-05-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principals in Collaboration with IU9 Staff	PA Scoring Samplers, SAS Assessment Builder, and DOK Criteria	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Build Student Understanding of Learning Goals		2027-09-01	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Curriculum Maps and Success Criteria	No	Yes
Action Step		Anticipated Start/Completion Date	
Review and Reflect (Use walkthrough data, student work samples, and student voice surveys to assess clarity. Celebrate growth and set next steps during staff meetings)		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Local Assessments, Grades, and State Test Scores	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Documented Learning Intentions and Success Criteria, Aligned Lesson Plans and Units, Revised Assessments, Student-Friendly Tools, Professional Learning Artifacts, list of Look-Fors, and Increased Use of Formative Checks	Instructional leaders, including principals and curriculum coordinators, will monitor teacher clarity through regular classroom walkthroughs, lesson plan reviews, and PLC discussions. Monitoring will occur monthly, with feedback provided to teachers and adjustments made based on student work samples and assessment data. Progress will be evaluated through documented learning targets, aligned assessments, and evidence of student understanding.

Action Plan For: Tier 2 Reading Intervention: ECRI (Enhanced Core Reading Instruction)

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Continue to Build Staff Capacity (Provide ongoing training for K–2 teachers on ECRI routines and structured literacy principles. Assign instructional coaches and schedule monthly implementation check-ins. Create model classrooms and observe high-fidelity instruction.)		2024-09-03	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principal / Classroom Teachers	ECRI and IU9 TaC Team Members as Coaches	Yes	No
Action Step		Anticipated Start/Completion Date	
Deepen Instructional Practice (define small group and Tier 2 interventions using ECRI lesson formats. (Use student data (e.g., AIMSweb, DIBELS) to monitor progress and adjust instruction. Conduct walkthroughs with a focus on ECRI routines and fidelity of implementation.)		2025-09-02	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

IU9 TaC Team Members	ECRI materials and SPEL Grant Guidelines	No	No
Action Step		Anticipated Start/Completion Date	
Sustain and Scale (Year 3 – 2027–2028) (Expand training to Grades 3–4 to support transition and advanced reading skills. Continue coaching and peer observation cycles to ensure consistent application. Analyze Grade 3 outcomes to evaluate impact and guide district-wide literacy planning.		2027-08-23	2027-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Principal	IU9 Tac Team Members	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Short-Term Outcomes (Year 1–2): Increased instructional consistency across classrooms using common routines and strategies. Improved teacher confidence and skill in delivering explicit, systematic reading instruction. Higher student engagement during reading instruction due to clear expectations and supportive routines. More effective Tier 2 interventions for students needing additional support. Early identification of students at risk for reading difficulties through data-driven grouping and instruction. Long-Term Outcomes (Year 2–3 and beyond): Increased percentage of students reading on grade level by the end of Grade 3. Reduction in the number of students requiring intensive Tier 3 support or special education referrals. Sustained implementation of structured literacy practices across K–4 classrooms. Improved overall school- and district-wide ELA achievement, as measured by local and state assessments. Greater equity in reading outcomes for students with disabilities and economically disadvantaged students.	Monitoring and evaluation will be led by building principals and IU9 TaC team members through monthly classroom walkthroughs, coaching sessions, and fidelity checklists. Instructional data and student progress monitoring results will be reviewed quarterly to inform adjustments and ensure consistent implementation of ECRI.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Tier 2: Moderate Evidence Strategy: Integrated Career Readiness Instruction through Cross-Curricular Planning and Portfolio-Based Assessment	Train all teachers and counselors on Career Education and Work (CEW) Standards and artifact requirements.
ELA and Algebra - Clarity-Driven Alignment (intentional clarity around learning goals, success criteria, and instructional expectations - -John Hattie's Visible Learning research)	Unpack the PA Core Standards
ELA and Algebra - Clarity-Driven Alignment (intentional clarity around learning goals, success criteria, and instructional expectations - -John Hattie's Visible Learning research)	Develop Clear Learning Intentions and Success Criteria
ELA and Algebra - Clarity-Driven Alignment (intentional clarity around learning goals, success criteria, and instructional expectations - -John Hattie's Visible Learning research)	Align Instructional Tasks to Standards / Knowledge of DOK
ELA and Algebra - Clarity-Driven Alignment (intentional clarity around learning goals, success criteria, and instructional expectations - -John Hattie's Visible Learning research)	Embed Formative Assessment Practices
Tier 2 Reading Intervention: ECRI (Enhanced Core Reading Instruction)	Continue to Build Staff Capacity (Provide ongoing training for K–2 teachers on ECRI routines and structured literacy principles. Assign instructional coaches and schedule monthly implementation check-ins. Create model classrooms and observe high-fidelity instruction.)
Tier 2 Reading Intervention: ECRI (Enhanced Core Reading Instruction)	Sustain and Scale (Year 3 – 2027–2028) (Expand training to Grades 3–4 to support transition and advanced reading skills. Continue coaching and peer observation cycles to ensure consistent application. Analyze Grade 3 outcomes to evaluate impact and guide district-wide literacy planning.

Career Education Work Standards

Action Step		
Train all teachers and counselors on Career Education and Work (CEW) Standards and artifact requirements.		
Audience		
Teachers and Non-Teaching Professionals		
Topics to be Included		
PA Career Education and Work (CEW) standards; Accountability System and Routines		
Evidence of Learning		
Teachers will complete a survey after the training to indicate their personal level of knowledge of the CEW Standards		
Lead Person/Position	Anticipated Start	Anticipated Completion
School Principals and School Counselors	2025-09-01	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	Initial Training
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Indicator 14 Pennsylvania Post School Outcomes Training	

Teacher Clarity

Action Step		
- Unpack the PA Core Standards - Develop Clear Learning Intentions and Success Criteria - Align Instructional Tasks to Standards / Knowledge of DOK - Embed Formative Assessment Practices		
Audience		
Teachers and Special Education Staff		
Topics to be Included		
Purpose of Unpacking the Standards; Components of a Standard; Determining Rigor and Complexity; Identifying Learning Targets; Relevancy of Learning; and Success Criteria		
Evidence of Learning		
Unpacked Standards Documents and Clear Learning Targets in Lesson Plans, Aligned Assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion

IU9 Curriculum Specialists and School Principals	2025-10-13	2026-06-26
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Learning Format

Type of Activities	Frequency
Workshop(s)	2 times per school year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Pathways Portfolio					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Train all teachers and counselors on Career Education and Work (CEW) Standards and artifact requirements.	Teachers	Overview of Career Education and Work (CEW) Standards	CCR Coordinator	08/25/2025	06/01/2027
Communications					
Type of Communication			Frequency		
Presentation			This is a One-Time Event for all staff, with follow-ups occurring at faculty meetings and other grade, department, and/or school-level meetings.		

Pathways Portfolio

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Train all teachers and counselors on Career Education and Work (CEW) Standards and artifact requirements. - Integrate career readiness activities into core courses and electives (e.g., research projects, interest inventories, career interviews).	Staff Members and Students	Purpose & Importance of CEW Integration, Integration Expectations, Support and Resources, Monitoring and Accountability, Celebrating Student Success	School Principal	01/05/2026	06/30/2028

Communications

Type of Communication	Frequency
Presentation	2 times per academic school year.
Posting on district website	Throughout the duration of the Comprehensive Plan (2028) and beyond.
Letter	1 time per academic school year, a letter will be sent home to inform/remind parents of the student expectations.

Teacher Clarity					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Unpack the PA Core Standards - Develop Clear Learning Intentions and Success Criteria - Align Instructional Tasks to Standards / Knowledge of DOK - Embed Formative Assessment Practices - Build Student Understanding of Learning Goals - Review and Reflect (Use walkthrough data, student work samples, and student voice surveys to assess clarity. Celebrate growth and set next steps during staff meetings)	Teachers	Understanding Teacher Clarity, Learning Intentions, Success Criteria, Aligned Assessment, Depth of Knowledge	IU9 Curriculum Specialist and School Principals	09/02/2025	03/24/2028
Communications					
Type of Communication			Frequency		
Presentation			3 times per school year		

ECRI / SPEL Grant

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Review and Reflect (Use walkthrough data, student work samples, and student voice surveys to assess clarity. Celebrate growth and set next steps during staff meetings) - Sustain and Scale (Year 3 – 2027–2028) (Expand training to Grades 3–4 to support transition and advanced reading skills. Continue coaching and peer observation cycles to ensure consistent application. Analyze Grade 3 outcomes to evaluate impact and guide district-wide literacy planning.	Teachers, School Board Members, and Families	Structured Literacy Routines and Lesson Delivery; Grouping and Differentiation; Data Use and Progress Monitoring	IU9 TaC Team Members, Selected Teachers, and School Principal	09/02/2025	06/01/2028

Communications

Type of Communication	Frequency
Presentation	Periodically (3-5 times per school year)
Posting on district website	Frequently (website will be updates 4 times per school year to provide a progress update to families and communities)

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Glenn Smith Jr.	2025-07-17