

PHILIPSBURG-OSCEOLA AREA SD

200 Short St

Comprehensive Plan | 2022 - 2025

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Justin Fye	Administrator	Philipsburg Elementary School	jfye@pomounties.org
Kelly Rees	Administrator	Philipsburg-Osceola School District	krees@pomounties.org
Susan Pritchard-Harris	Administrator	Philipsburg Osceola Middle School	sharris@pomounties.org
Brian Pelka	Administrator	Osceola Mills Elementary School	bpelka@pomounties.org
Gregg Paladina	Administrator	Philipsburg-Osceola School District	gpaladina@pomounties.org
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Olivia Sidorick	Staff Member	Philipsburg Osceola High School	osidorick@pomounties.org
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LEA Profile

The Philipsburg-Osceola Area School District is a rural school district composed of four buildings in the counties of Clearfield and Centre. 1700 students are in the K-12 school district with over 50% being economically disadvantaged. The special education population is under 20%. In addition, 250 people are employed by the school district. School Resource Officers also complement our dedicated team.

Students are offered a strong academic K-12 curriculum integrated with fine arts and extracurricular experiences. At the high school level, AP courses and dual enrollment are popular options. The high school is also affiliated with The Clearfield County Career and Technical School. At the middle and elementary level, students are offered a comprehensive, all-inclusive curriculum. Virtual and cyber instruction options for all grade levels were recently added as a response to the needs of the community.

Individualized approaches provide students with the opportunity to set short term and long term goals in all levels. Throughout the school year, staff meet individually with students to ensure all school, district and community resources are in place to help the students thrive in our educational setting.

The school district's differentiated supervision plan enables teachers to pursue learning opportunities in the areas of lesson study, professional learning communities and professional development committees. Each pathway results in professional development of educators, improved instructional practices and student achievement.

More information regarding the school district can be found on the webpage, www.pomounties.org.

Mission and Vision

Mission

The mission of the Philipsburg-Osceola Area School District is to:

- Partner with our families and community
- Consciously create a supportive environment built on respect
- Encourage and support students to:
 - o Make responsible choices
 - o Establish and attain individual goals
 - o Contribute positively to society

Vision

Equipping all students for individual success

Educational Value Statements

Students

The students of the Philipsburg-Osceola Area School District will be valued partners in their education. Their participation, input and results will provide guidance for monitoring the district's decisions.

Staff

The staff of the Philipsburg-Osceola Area School District will be valued partners in helping to reach the goals of the school district. Their participation, input and results will provide guidance for monitoring the district's decisions.

Administration

The Administrative Team of the Philipsburg-Osceola Area School District will be valued partners in leading the district. Their participation, input and results will provide guidance for monitoring and implementing the district's decisions.

Parents

The parents and families of the Philipsburg-Osceola Area School District will be valued partners in their children's education. Their participation and input will provide guidance for monitoring the district's decisions.

Community

The community members of the Philipsburg-Osceola Area School District will be valued partners for the school district. Their input and goals will provide guidance for monitoring the district's decisions and meeting the needs of the community.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
College and Career Readiness-The PO middle school met the college and career readiness goal with 100% of students having artifacts.	Yes
Attendance-Osceola Mills Elementary, Philipsburg Elementary and The PO Middle School met the Attendance Goal. OME-91.4% PE-88% POMS-80.9%	Yes
ELA Growth at the elementary level and high school level are evidence of strong curricular practices throughout the school district. These strengths can be capitalized to encourage growth in all grade levels.	No
Proficiency in math in the two elementary schools are being met.	Yes
Proficiency in science in the elementary buildings build a strong foundation for future learning.	No
The college and career readiness measure at the middle school for all student groups is providing students with experiences in all career strands.	Yes
Industry based learning percentages at the high school represent the strong learning opportunities being provided at this level.	Yes
Growth is seen in the area of mathematics with students who are economically disadvantaged in Osceola Mills Elementary School and the PO High School.	Yes
The elementary buildings are meeting or exceeding proficiency targets for students who are economically disadvantaged in the area of math.	No
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	No
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	No
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	No
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	No

Challenges

Challenge	Consideration In Plan
Attendance-The PO High School did not meet the attendance goal (70.4%)	Yes
ELA, Math, and Science Proficiency Goal-he PO Middle School and PO High School are not meeting the state's proficiency goal and closing the gap. POMS ELA 52.8% POHS ELA , 64.5% POMS Math, 37.6% POHS Math, 49.1% POMS Science, 43.2% POHS Science, 67.9%	Yes
Improvement in ELA growth and ELA proficiency at the middle school level would impact our progress in reaching our targets and measures.	No
Identifying curricular and instructional math practices that would improve student growth in Philipsburg Elementary and the Middle School would impact our progress.	Yes
Continuing to improve science proficiency and growth in the middle school would impact our progress in meeting targets and goals.	No
Improving the 4 year cohort graduation rate would be vital in impacting student opportunities beyond high school.	Yes
Increasing the college and career readiness activities at the high school level would provide all students with engaging opportunities to explore career options.	Yes
Math Proficiency in the middle school and high school are identified as a challenge with students who are economically disadvantaged.	Yes
Growth in math is not met by the economically disadvantaged group at Philipsburg Elementary.	Yes
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	No
Foster a vision and culture of high expectations for success for all students, educators, and families	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
College and Career Readiness-The PO middle school met the college and career readiness goal with 100% of students having artifacts.	
Attendance-Osceola Mills Elementary, Philipsburg Elementary and The PO Middle School met the Attendance Goal. OME-91.4% PE-88% POMS-80.9%	
Proficiency in math in the two elementary schools are being met.	
The college and career readiness measure at the middle school for all student groups is providing students with experiences in all career strands.	
Industry based learning percentages at the high school represent the strong learning opportunities being provided at this level.	
Growth is seen in the area of mathematics with students who are economically disadvantaged in Osceola Mills Elementary School and the PO High School.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Attendance-The PO High School did not meet the attendance goal (70.4%)		Yes	Providing learning opportunities that are engaging and supportive of student and community needs will strengthen the student experience and encourage regular student attendance.
ELA, Math, and Science Proficiency Goal-he PO Middle School and PO High School are not meeting the state's proficiency goal and closing the gap. POMS ELA 52.8% POHS ELA , 64.5% POMS Math, 37.6% POHS Math, 49.1% POMS Science, 43.2% POHS Science, 67.9%		No	

Identifying curricular and instructional math practices that would improve student growth in Philipsburg Elementary and the Middle School would impact our progress.		Yes	Providing strong curriculum and practices in math K-12 will increase student understanding.
Improving the 4 year cohort graduation rate would be vital in impacting student opportunities beyond high school.		Yes	Scheduling practices that support educators, students and the community will promote graduation rates.
Increasing the college and career readiness activities at the high school level would provide all students with engaging opportunities to explore career options.		No	
Math Proficiency in the middle school and high school are identified as a challenge with students who are economically disadvantaged.		No	
Growth in math is not met by the economically disadvantaged group at Philipsburg Elementary.		No	
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district		Yes	Creating a partnership with the community will support the student learning process and encourage lasting community relationships.

Goal Setting

Priority: Providing learning opportunities that are engaging and supportive of student and community needs will strengthen the student experience and encourage regular student attendance.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	By 2025, secondary teachers and students will have updated technology devices and professional development that support the student and teacher virtual learning experience.	technology to improve student experience/increase attendance	By 2023, 100% of students will have chrome books and 100% of secondary teachers will have interactive white boards.	By 2024, professional development about technology will be implemented with 100% teachers.	By 2025, secondary teachers and students will have updated technology devices and professional development that support the student and teacher virtual learning experience.
Rigorous Courses of Study Section	By 2025, student experiences will be enriched and supported by implementing Spanish in grades K-5.	additional courses to improve student experience	By 2023, Spanish curriculum will be implemented in 3-5.	By 2024, Spanish curriculum will be implemented in K-5.	By 2025, student experiences will be enriched and supported by implementing Spanish in grades K-5.

Priority: Providing strong curriculum and practices in math K-12 will increase student understanding.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By 2025, student math proficiency will increase 10% in grades K-8 and a K-8 comprehensive written curriculum utilizing our district curriculum map (10 categories) will be developed and published.	Math instruction and curriculum K-8	In 2023, implement chosen math curriculum in grades K-8 and 4 of the 10 sections of the curriculum map will be completed.	In 2024, provide the ongoing professional development with administrative support and 7 of the 10 sections of the curriculum map will be completed and shared with stakeholders.	By 2025, student math proficiency will increase 10% in grades K-8 and a K-8 comprehensive written curriculum utilizing our district curriculum map (10 categories) will be developed and published.

Priority: Scheduling practices that support educators, students and the community will promote graduation rates.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Graduation rate	By 2025, graduation rate will improve by 3 percent by implementing supportive scheduling practices.	attendance improvement/supportive scheduling	By 2023, students in 9th and 10th grade will have the same advisor for grades 9-12 at the high school.	By 2024, students in grades 11th and 12th will have the same advisor for grades 9-12 at the high school.	By 2025, graduation rate will improve by 3 percent by implementing supportive scheduling practices.

Priority: Creating a partnership with the community will support the student learning process and encourage lasting community relationships.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Community Engagement	By 2025, regular community meetings, parental input and four evening school events organized by all stakeholders will in be operational in the district.	community group and school events	By 2023, established quarterly meetings with the community group will be in place to support the district's vision and mission.	By 2024, two district evening events, created and organized with stakeholder input, will be held in the district.	By 2025, regular community meetings, parental input and four evening school events organized by all stakeholders will in be operational in the district.

Action Plan

Action Plan for: Check and Connect						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> attendance improvement/supportive scheduling 		Students will have a mentor/advocate for their time at the high school starting in 9th grade to increase student attendance, academics, and behavior.			Advocates/Mentors will monitor grades/attendance/behavior and contact families once a semester with the help of guidance counselors. Attendance improvement/pass rates and behavior incidences will be tracked by semester to monitor the students.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Students will have a mentor/advocate assigned to them for their 4 years at the high school utilizing an advisory period. This begins with incoming 9th grade students and continues throughout their high school. The mentor contacts families each semester and provides a semester report to the lead person. The lead person monitors semester reports and provides additional supports for students, who have attendance, academics, or behavior needs that are not being met by Check and Connect.	08/28/2022	06/05/2025	Julie Bravin/POHS Assistant Principal	Sapphire for scheduling and student information Assigned advisory period starting in 9th grade and continuing through 12th grade.	No	Yes

Action Plan for: School Based After School Programs

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Math instruction and curriculum K-8 		Tangible products and/or observable events/milestones will be marking period summative grades, EdInsight Benchmark assessments, and providing students with the curricular assets necessary for success			Students will be monitored through grade level meetings, Student Support Team meetings, and teacher input per marking period.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The Elementary schools will be establishing School Based After School Programs during the 2021-22 during the 2nd, 3rd and 4th marking periods to support student math achievement.	08/28/2022	06/05/2025	Brian Pelka, Elementary Principal	EdInsight Benchmark Assessments, GO Math Chapter Assessments Building Space to conduct program Curricular Assets per grade level Technology support for online resources PD opportunities for new math curriculum and teachers to support our students	Yes	Yes

Action Plan for: Full-Service Community Schools Program (FSCS)

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> community group and school events 		Increased community engagement and hosting events that support the needs of all stakeholders.			Events will be monitored by attendance and written feedback.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The FSCS will be completed and submitted for approval. The community group will meet regularly to organize 4 evening school events that benefit students, family and community members. Monies from the grant or district budgeted money will be designated to support the events. Success of the events will be monitored by attendance and written feedback.	08/28/2022	06/05/2025	Dr. Gregg Paladina, Superintendent	buildings in the district open for events community group community businesses Full Service Community Schools Program Grant Application	No	Yes

Action Plan for: Positive Action

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> additional courses to improve student experience 		Studying Spanish increases children’s understanding of the English language and how different languages evolve, which can also help with learning English vocabulary.			Students will be monitored based on quarterly and yearly benchmark assessments to evaluate growth. Implementation of Spanish K-5 Action Plan will be dependent upon the growth of the students.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Developing foreign language classes for elementary students will help benefit their vocabulary and prepare them as they transition into middle school. Philipsburg Elementary and Osceola Mills Elementary will begin implementing Spanish for our 5th-grade students during the 2022-2023 School year, grades 3-5 during the 2023-2024 school year, and school-wide by the end of the 2024-2025 school year.	08/28/2022	06/05/2025	Justin Fye, Elementary Principal	* One-to-one Devices for all students. * Headphones or other auditory-dependent devices for all students. * Regular education teachers implementing programs with homeroom students. * Professional Development for teachers to understand the setup and implementation of the program.	Yes	Yes

Action Plan for: Positive Action

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> technology to improve student experience/increase attendance 	Exposure to the Positive Action curriculum will generate the following outcomes: improved student mental health and academic achievement as well as a decrease in absenteeism and behavior referrals.	Building administrators, guidance counselors, and classroom teachers will monitor student achievement, absenteeism, and behavior referrals.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The Positive Action curriculum will be utilized as a means of promoting an intrinsic interest in learning. Concepts from the Positive Action curriculum will be taught on a daily basis using interactive white boards.	08/28/2022	06/05/2025	Linda Hockey, High School Principal	View Sonic boards, Positive Action curriculum	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
School Based After School Programs	<ul style="list-style-type: none">• The Elementary schools will be establishing School Based After School Programs during the 2021-22 during the 2nd, 3rd and 4th marking periods to support student math achievement.
Positive Action	<ul style="list-style-type: none">• Developing foreign language classes for elementary students will help benefit their vocabulary and prepare them as they transition into middle school. Philipsburg Elementary and Osceola Mills Elementary will begin implementing Spanish for our 5th-grade students during the 2022-2023 School year, grades 3-5 during the 2023-2024 school year, and school-wide by the end of the 2024-2025 school year.
Positive Action	<ul style="list-style-type: none">• The Positive Action curriculum will be utilized as a means of promoting an intrinsic interest in learning. Concepts from the Positive Action curriculum will be taught on a daily basis using interactive white boards.

Professional Development Activities

INTO Math Curriculum & Instruction						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Students, Teachers, Parents	Student data, Student curriculum,	student summative grades as reported in the District LMS	Brian Pelka/Principal	08/28/2022	06/05/2025
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Conference	Bi weekly				Teaching Diverse Learners in an Inclusive Setting	

K-5 Online Spanish Curriculum Program

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Classroom instructors and building administrators.	Review and implementation of the online program. (Getting started, getting students started, and review of student data/progress.)	Student summative grades, benchmark assessments, and teacher discussions on the effects of the program.	Justin Fye, Principal	08/28/2022	06/05/2025

Learning Formats			
Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Bi-weekly to begin with. Monthly/quarterly after full implementation.		Language and Literacy Acquisition for All Students

Positive Action

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, School Social Workers, Guidance Counselors	Positive Action Curriculum	Staff will be able to implement positive action lessons with fidelity.	Angela Michaels, Administrative Specialist; Elaine Selfridge, Director of Special Education/Student Services	08/28/2022	06/05/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2X in 2022-2023 school year	<ul style="list-style-type: none"> • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally 	Trauma Informed Training (Act 18)
Action research			

Communications Action Steps

Evidence-based Strategy	Action Steps
Check and Connect	<ul style="list-style-type: none"> Students will have a mentor/advocate assigned to them for their 4 years at the high school utilizing an advisory period. This begins with incoming 9th grade students and continues throughout their high school. The mentor contacts families each semester and provides a semester report to the lead person. The lead person monitors semester reports and provides additional supports for students, who have attendance, academics, or behavior needs that are not being met by Check and Connect.
School Based After School Programs	<ul style="list-style-type: none"> The Elementary schools will be establishing School Based After School Programs during the 2021-22 during the 2nd, 3rd and 4th marking periods to support student math achievement.
Full-Service Community Schools Program (FSCS)	<ul style="list-style-type: none"> The FSCS will be completed and submitted for approval. The community group will meet regularly to organize 4 evening school events that benefit students, family and community members. Monies from the grant or district budgeted money will be designated to support the events. Success of the events will be monitored by attendance and written feedback.
Positive Action	<ul style="list-style-type: none"> Developing foreign language classes for elementary students will help benefit their vocabulary and prepare them as they transition into middle school. Philipsburg Elementary and Osceola Mills Elementary will begin implementing Spanish for our 5th-grade students during the 2022-2023 School year, grades 3-5 during the 2023-2024 school year, and school-wide by the end of the 2024-2025 school year.

Communications Activities

Back to school faculty meetings					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	9th grade advisory teachers/guidance counselors	check and connect process, communication steps with student/families, documentation and submission process to lead person, next steps for students who are not meeting academic/behavior/attendance goals	Julie Bravin	08/28/2022	06/05/2025
Communications					
Type of Communication			Frequency		
Presentation			2 times per year		
Public service announcement			Before each district event.		