

Oil City Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
School District		106616203
Address 1		
825 Grandview Road		
Address 2		
City	State	Zip Code
Oil City	PA	16301
Chief School Administrator		Chief School Administrator Email
Lynda G. Weller		lweller@mail.ocasd.org
Single Point of Contact Name		
Lynda G. Weller		
Single Point of Contact Email		
lweller@mail.ocasd.org		
Single Point of Contact Phone Number		
814/676-1867		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joseph McFadden	Board Member	OCASD	jmcfadden@mail.ocasd.org
Fred Weaver	Board Member	OCASD	fweaver@mail.ocasd.org
Charles Rosen	Business Representative	Rosen Varsek & Rosen	charles.t.rosen@gmail.com
Susan Williams	Community Representative	Venango Chamber of Commerce	swilliams@venangochamber.org
Trenton Moulin	Community Representative	Bridge Builders Community Foundations	trentonmoulin@gmail.com
Lynda Weller	Administrator	OCASD	lweller@mail.ocasd.org
Tracy Delmonaco	Administrator	OCASD	tdelmonaco@mail.ocasd.org
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Amy Highfield	Administrator	OCASD	ahighfield@mail.ocasd.org
Lisa Shuffstall	Administrator	OCASD	lshuffstall@mail.ocasd.org
Gerrit Rex	Parent	Elementary Parent	
Elliot Hulsizer	Student	OCHS Student	
Jordan Gotses	Student	OCHS Student	
Shanda Kelly	Parent	Secondary Parent	
Brandy Hinohosa	Parent	Special Education Parent	
Krista Stevens	Parent	Secondary Parent	
Michelle Campbell	Parent	Elementary Parent	

LEA Profile

Oil City Area School District is a small to medium-sized school district located in Venango County in northwestern Pennsylvania. The district covers approximately 79.94 square miles. This area represents the city of Oil City, as well as several adjoining rural townships.

According to the most recent census, the population of the district is 13,999 people. Our student population for the 2023-2024 school year is 1,855 enrollees. The district has shown a steady decline in population over the past years. Two of the economic mainstays of the community, Quaker State and Pennzoil, relocated their corporations during the early 1990s and along with this move, there was a reduction in employment as well as citizenry.

Oil City Area School District has a majority of students qualified as economically disadvantaged (66.55%). In addition, students identified with learning barriers that qualify for special education services is 15.9%; identified as gifted 0.8%; identified English language learner 0.1%; identified foster care 2.5%; identified homeless 4.2%; identified military connected 0.2% The district's market to aid ratio is .7890.

Oil City Area School District offers a comprehensive program of studies for its students. Over the past several years, the district has restructured its programming as well as delivery of services. We continue to partner with CYS on a truancy elimination program which places their employees in our buildings as a liaison addressing truancy and attendance issues. The district contracts with a child optometrist to conduct comprehensive vision screens on all incoming kindergarten students. The district continues to partner with Family Foundations and Children Aid Society to deliver school based mental health services during school hours. In addition, the district partners with the Regional Counseling Center to offer outpatient therapy to students. The district has a significant number of students that take advantage of the Venango Technology Center which prepares them for 21st century careers.

The district participates through a partnership with the Child Development Center to implement the Pre-K Counts initiative which provides early opportunities for pre-school aged children. In addition, the district operates a therapeutic emotional support program, the ReEd classroom, that provides educational and social growth opportunities for our at-risk/in-need students. The district affords our students a host of athletic, extra and co-curricular activities to encourage personal and social growth. We continue to revise district curriculum to be in alignment to the PA /Common Core standards.

Oil City Area School District represents a significant labor force within the community. The district currently employs 1 superintendent, 1 business manager, 9 other administrators, 140 teachers, 2 armed security guards, 2 certified school nurses, 5 guidance counselors, contracted school psychologist services, 4 speech and language therapists, 1 technology director, 1 computer technician, 52 support staff, 4 confidential secretaries, for a total of 222 employees. The district contracts services through a company called Facilities Maintenance Services for custodians and maintenance and with Nutrition, Inc. for food service.

Oil City Area School District comprises 5 school buildings. Hasson Heights Elementary (399 students) is a Kindergarten through Grade 4 building. Smedley Street Elementary (97 students) is a Kindergarten through Grade 1 building. Seventh Street Elementary (159 students) is a Grade 2 through 4 building. The Middle School (568 students) and the High School (621 students) represent Grades 5 through 8 and 9 through 12, respectively. The high school completed a renovation in 2012. Hasson Heights completed a renovation in 2023. The district also maintains a central office building.

Oil City Area School District operates on an annual budget of \$37 million dollars. The tax millage rate is 16.61, and our student to teacher ratio is 12 to 1. One mill of taxes generates approximately \$265,000.00 for the district. The district works closely with the area chamber of commerce to build, strengthen and expand our partnerships and relationships with the local business community. The Chamber is working to develop the next generation of business leaders for the Venango Region. We are doing this through our initiatives that focus on understanding existing educational programs and nurturing our relationships with educational providers to create clear pathways that connect students and employers. The district continues to provide students with the opportunity to strengthen post-secondary employment skills through the Venango County Technical Center. The district also has very healthy and productive relationships with community partners, businesses, parent organizations, and the booster club.

Mission and Vision

Mission

Every student, every day.

Vision

Building a foundation of excellence which inspires children to be invested students and productive citizens.

Educational Values

Students

OCASD believes in the following learning principles for all students: Learning is an active, positive experience. Learning is individualized and personalized. Learning is a life-long process of problem solving. High expectations promote learning. Permanent learning results from practice.

Staff

All OCASD staff members are essential -- it takes all job classifications to operate a school district and meet the needs of our students. Not only is a safe and nurturing environment essential to student success, but also for staff success. Safe and positive conditions bring out the best in staff members.

Administration

OCASD administrators are the models of ethical behavior and strength of character. They must advocate for students while also meeting the needs of other stakeholders including staff members, parents, community members, and taxpayers.

Parents

OCASD parents should collaborate with the school and support their child(ren) through the educational program. That support should include assurance of attendance, compliance with district policies and procedures, collaboration, and encouragement for student success.

Community

The OCASD community is an essential partner with our schools. As such, the community works together to promote positive, predictable, safe environments for everyone in school using positive behavior supports.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All student group exceeds the standard demonstrating growth for science at all schools	
Career standards benchmark goals were met at all schools	
PVAAS Value-Added data for PSSA Math was above (grades 5 and 6) and well above (grades 7 and 8) the indicator	
PVAAS Value-Added data for PSSA Science was above the indicator for grades 4 and 8	
PVAAS Value-Added data for Keystone Algebra was above the indicator	
PVAAS Value-Added data for Keystone Biology was well above the indicator	

Challenges

Indicator	Comments/Notable Observations
Did not meet interim goal/improvement target for four-year cohort (85.4%)	
All schools fall below statewide average for regular attendance	
PVAAS Value-Added data for PSSA Math was well below above the indicator for grade 4	
PVAAS Value-Added data for PSSA ELA was well below above the indicator for grade 6	
PVAAS Value-Added data for Keystone Literature was well below above the indicator	

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

Strengths

Indicator Growth Grade Level(s) and/or Student Group(s) Grades 5, 6, 7, 8, and Algebra	Comments/Notable Observations All Student Group -- above or well above the indicator for Math
Indicator Growth Grade Level(s) and/or Student Group(s)	Comments/Notable Observations All Student Group -- above or well above the indicator for Science

Grades 4, 8, and Biology	
Indicator Growth Grade Level(s) and/or Student Group(s) Grade 8	Comments/Notable Observations All Student Group -- well above the indicator for ELA

Challenges

Indicator Growth Grade Level(s) and/or Student Group(s) Grade 4	Comments/Notable Observations All Student Group -- well below the indicator for Math
Indicator Growth Grade Level(s) and/or Student Group(s) Grades 4, 5 and Literature	Comments/Notable Observations All Student Group -- well below and below the indicator for ELA

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All schools exceed the standard demonstrating growth for Science
PVAAS Value-Added data for Math was above/well above the indicator in all grades except grade 4

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Did not meet interim goal/improvement target for four-year cohort (85.4%)
All schools fall below statewide average for regular attendance
PVAAS Value-Added data for PSSA Math was well below above the indicator for grade 4
PVAAS Value-Added data for PSSA ELA was well below above the indicator for grade 6
PVAAS Value-Added data for Keystone Literature was well below above the indicator

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT ELA -- grade 9 -- meets indicator for value-added	noted strength
CDT ELA -- grades 6 and 10 -- below indicator for value-added	noted concern
CDT ELA -- grade 7 -- on the line between well below and below indicators for value-added	noted concern
CDT ELA -- grades 5 and 8 -- well above indicator for value-added	noted strength

English Language Arts Summary

Strengths

Grade 8 -- well above indicator for value-added for ELA
Grades 5 and 7 -- met indicator for value-added for ELA

Challenges

Grade 6 -- well below indicator for value-added for ELA
Keystone Literature -- well below indicator for value-added for ELA

Mathematics

Data	Comments/Notable Observations
CDT Math and Algebra -- grades 6, 7, and 8 -- well above indicator for value-added	noted strength
CDT Math -- grade 5 -- above the indicator for value-added	noted strength

Mathematics Summary

Strengths

Grades 7 and 7 -- well above indicator for value-added for Math
Grades 5 and 6 -- above indicator for value-added for Math
Keystone Algebra -- above indicator for value-added for Math

Challenges

Grade 4 -- well below indicator for value-added for Math
--

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Science -- grades 7 and 8 -- well above indicator for value-added	noted strength
CDT Science -- grade 6 -- well below indicator for value-added	noted concern

Science, Technology, and Engineering Education Summary

Strengths

Grades 4 and 8 -- Above indicator for value-added for Science
Keystone Biology -- Well above indicator for value-added for Science

Challenges

OCMS -- students with disabilities and economically disadvantaged subgroups -- well below all student group in science for percent proficient or advanced for Science

Related Academics

Career Readiness

Data	Comments/Notable Observations
High School -- All student group exceeds performance standard (100%)	Addition of a Career Counselor has positively impacted OCASD
Middle School -- All student group exceeds performance standard (100%)	Addition of a Career Counselor has positively impacted OCASD

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

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

False 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.

Partnering Institution

University of Pittsburgh at Bradford

Agreement Type

Dual Credit

Program/Course Area

Literature and Interpretation, Pre-Calculus, Calculus 1, College Algebra 2, Concepts of Chemistry, Concepts of Modern Physics, American Political Process, Intermediate Spanish I

Uploaded Files

22-23 Concurrent Enrollment Pitt-Bradford.pdf

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.

Addition of a Career Counselor has positively impacted OCASD
--

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.

Staff limitations -- cannot add additional dual enrollment courses due to educational background of existing staff
--

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
2023 OCHS ELA -- 20% , Math -- 9.5%, Science -- 5.3% Growth -- ELA - 71%, Math - 74%, Science - 88%	
2023 OCMS ELA -- 18.9%, Math -- 7.7%, Science -- 22.7% Growth -- ELA - 78%, Math -- 84%, Science - IS	
2023 Hasson ELA -- 23.1%, Math -- 19.2%, Science -- IS Growth -- ELA - IS, Math - IS, Science - IS	
2023 Seventh St. ELA -- IS, Math -- IS, Science -- IS Growth -- ELA - IS, Math - IS, Science - IS	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2023 OCHS ELA -- 55.6%, Math -- 15.2%, Science -- 50.6% Growth -- ELA -- 51%, Math -- 65%, Science -- 95%	
2023 OCMS ELA -- 34.4%, Math -- 21.2%, Science -- 44.9% Growth -- ELA - 72%, Math - 100%, Science - 78%	
2023 Hasson ELA -- 48.5%, Math -- 46.5%, Science -- 88% Growth -- ELA - 75%, Math - 70%, Science - 87%	Increase in achievement and growth for math and science

2023 Seventh St. ELA -- 32.3%, Math -- 30.6%, Science -- 82.8% Growth -- ELA - 65.0%, Math - 70%, Science - 73%	Increase in growth for ELA
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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.

OCHS -- students with disabilities and economically disadvantaged -- making similar growth to all student group in math
OCMS -- students with disabilities and economically disadvantaged -- making similar growth to all student group in ELA
Hasson -- economically disadvantaged -- making similar growth to all student group in ELA and science
Seventh Street -- economically disadvantaged -- making similar growth to all student group in science

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.

OCHS -- students with disabilities -- well below all student group in math and science
OCMS -- students with disabilities -- well below all student group in ELA, math, and science
Hasson -- students with disabilities -- well below all student group in ELA and math
Seventh Street -- economically disadvantaged -- well below all student group in ELA and math

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	OCASD continues to ensure that all mandates are followed.
Student Services	OCASD continues to facilitate relationships with outside providers to maximize services for our students.
K-12 Guidance Plan (339 Plan)	OCASD continues to work to ensure career readiness goals and mandates are being met.
Technology Plan	Professional development is ongoing in the area of technology.
English Language Development Programs	Encourage more OCASD teachers to seek ESL certification.

Strengths

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

Forward thinking for 21st century learning -- Oil City Senior HS has been one to one since 2008; in 2020, expanded program to K to 8 students
Positive Behavior Interventions and Supports -- all schools participate in PBIS

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.

Fiscal restraints
Staffing restraints
Transient population
Learning loss continues due to the impact of COVID-19 across all grade levels

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	Operational
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	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
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.

Partnerships with community agencies to assist families with ever evolving student needs
--

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.

Recruiting high-quality administrators, teachers, and support staff (due to the labor shortage)
Implementing evidence-based instructional strategies to ensure rigorous, standards-based 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
All schools exceed the standard demonstrating growth for Science	True
PVAAS Value-Added data for Math was above/well above the indicator in all grades except grade 4	True
Grade 8 -- well above indicator for value-added for ELA	True
Grades 7 and 7 -- well above indicator for value-added for Math	True
Grades 5 and 6 -- above indicator for value-added for Math	True
Grades 4 and 8 -- Above indicator for value-added for Science	True
Keystone Biology -- Well above indicator for value-added for Science	True
OCHS -- students with disabilities and economically disadvantaged -- making similar growth to all student group in math	True
OCMS -- students with disabilities and economically disadvantaged -- making similar growth to all student group in ELA	True
Hasson -- economically disadvantaged -- making similar growth to all student group in ELA and science	True
Seventh Street -- economically disadvantaged -- making similar growth to all student group in science	True
Grades 5 and 7 -- met indicator for value-added for ELA	True
Partnerships with community agencies to assist families with ever evolving student needs	True
Addition of a Career Counselor has positively impacted OCASD	True
Keystone Algebra -- above indicator for value-added for Math	True
Forward thinking for 21st century learning -- Oil City Senior HS has been one to one since 2008; in 2020, expanded program to K to 8 students	True
Positive Behavior Interventions and Supports -- all schools participate in PBIS	True

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
Did not meet interim goal/improvement target for four-year cohort (85.4%)	True
All schools fall below statewide average for regular attendance	True
Grade 6 -- well below indicator for value-added for ELA	True
PVAAS Value-Added data for PSSA Math was well below above the indicator for grade 4	True
Staff limitations -- cannot add additional dual enrollment courses due to educational background of existing staff	True
Grade 4 -- well below indicator for value-added for Math	True
OCMS -- students with disabilities and economically disadvantaged subgroups -- well below all student group in science for percent proficient or advanced for Science	True
	False
OCHS -- students with disabilities -- well below all student group in math and science	True
PVAAS Value-Added data for PSSA ELA was well below above the indicator for grade 6	True
PVAAS Value-Added data for Keystone Literature was well below above the indicator	True
	False
Fiscal restraints	True
Staffing restraints	False
Transient population	True
Recruiting high-quality administrators, teachers, and support staff (due to the labor shortage)	True
	True
OCMS -- students with disabilities -- well below all student group in ELA, math, and science	True
Hasson -- students with disabilities -- well below all student group in ELA and math	True
Seventh Street -- economically disadvantaged -- well below all student group in ELA and math	True
Learning loss continues due to the impact of COVID-19 across all grade levels	True
Implementing evidence-based instructional strategies to ensure rigorous, standards-based instruction	True
Keystone Literature -- well below indicator for value-added for ELA	True

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.

Learning loss across all grade levels due to impact of COVID-19.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Fiscal restraints		False
Transient population		False
Did not meet interim goal/improvement target for four-year cohort (85.4%)	Focus on dropout prevention	True
All schools fall below statewide average for regular attendance	Regular Attendance is a lagging indicator from 20/21 school year; OCASD still had many students out due to COVID	True
Learning loss continues due to the impact of COVID-19 across all grade levels		False
Grade 4 -- well below indicator for value-added for Math		False
Staff limitations -- cannot add additional dual enrollment courses due to educational background of existing staff		False
Grade 6 -- well below indicator for value-added for ELA		False
Implementing evidence-based instructional strategies to ensure rigorous, standards-based instruction		False
Recruiting high-quality administrators, teachers, and support staff (due to the labor shortage)		False
OCHS -- students with disabilities -- well below all student group in math and science		False
OCMS -- students with disabilities -- well below all student group in ELA, math, and science	Subgroups well below state average	False
Hasson -- students with disabilities -- well below all student group in ELA and math	Subgroups well below state average	False
Seventh Street -- economically disadvantaged -- well below all student group in ELA and math	Subgroups well below state average	False
OCMS -- students with disabilities and economically disadvantaged subgroups -- well below all student group in science for percent proficient or advanced for Science		False

		False
PVAAS Value-Added data for PSSA Math was well below above the indicator for grade 4	Work to better align curriculum/instruction to standards	True
PVAAS Value-Added data for PSSA ELA was well below above the indicator for grade 6	Work to better align curriculum/instruction to standards	False
PVAAS Value-Added data for Keystone Literature was well below above the indicator	Work to better align curriculum/instruction to standards	True
Keystone Literature -- well below indicator for value-added for ELA		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Partnerships with community agencies to assist families with ever evolving student needs	Develop internal referral process, to better provide resources to students/families
Grade 8 -- well above indicator for value-added for ELA	
OCHS -- students with disabilities and economically disadvantaged -- making similar growth to all student group in math	
OCMS -- students with disabilities and economically disadvantaged -- making similar growth to all student group in ELA	
Hasson -- economically disadvantaged -- making similar growth to all student group in ELA and science	
Seventh Street -- economically disadvantaged -- making similar growth to all student group in science	
Grades 4 and 8 -- Above indicator for value-added for Science	
Keystone Biology -- Well above indicator for value-added for Science	
Forward thinking for 21st century learning -- Oil City Senior HS has been one to one since 2008; in 2020, expanded program to K to 8 students	
All schools exceed the standard demonstrating growth for Science	
PVAAS Value-Added data for Math was above/well above the indicator in all grades except grade 4	
Grades 7 and 7 -- well above indicator for value-added for Math	
Grades 5 and 6 -- above indicator for value-added for Math	
Keystone Algebra -- above indicator for value-added for Math	
Addition of a Career Counselor has positively impacted OCASD	
Grades 5 and 7 -- met indicator for value-added for ELA	
Positive Behavior Interventions and Supports -- all schools participate in PBIS	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Need to address dropout prevention
	Need to work with families regarding the importance of regular attendance after COVID
	Need to address issue of instructional loss in math; COVID-related issues have created curricular gaps
	Need to address instructional loss in ELA; COVID-related issues have created curricular gaps

Goal Setting

Priority: Need to work with families regarding the importance of regular attendance after COVID

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
85% of students will meet the requirement for regular attendance		
Measurable Goal Nickname (35 Character Max)		
Regular Attendance		
Target Year 1	Target Year 2	Target Year 3
75% of students will meet the requirement for regular attendance	80% will meet the requirement for regular attendance	85% of students will meet the requirement for regular attendance

Priority: Need to address issue of instructional loss in math; COVID-related issues have created curricular gaps

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
59% of students will meet the requirements for proficient/advanced on the PSSA in Math		
Measurable Goal Nickname (35 Character Max)		
PSSA Math Proficiency		
Target Year 1	Target Year 2	Target Year 3
55% of students will meet the requirements for proficient/advanced on the PSSA in Math	57% of students will meet the requirements for proficient/advanced on the PSSA in Math	59% of students will meet the requirements for proficient/advanced on the PSSA in Math

Priority: Need to address dropout prevention

Outcome Category		
Graduation rate		
Measurable Goal Statement (Smart Goal)		
90% of students will meet the requirement for percent graduation 4-year target		
Measurable Goal Nickname (35 Character Max)		
Graduation Rate		
Target Year 1	Target Year 2	Target Year 3
87% of students will meet the requirement for percent graduation 4-year target	88% of students will meet the requirement for percent graduation 4-year target	90% of students will meet the requirement for percent graduation 4-year target

Priority: Need to address instructional loss in ELA; COVID-related issues have created curricular gaps

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
74% of students will meet the requirement for proficient/advanced for the Keystone Exam in Literature		
Measurable Goal Nickname (35 Character Max)		
Keystone Literature Proficiency		
Target Year 1	Target Year 2	Target Year 3
70% of students will meet the requirement for proficient/advanced for the Keystone Exam in Literature	72% of students will meet the requirement for proficient/advanced for the Keystone Exam in Literature	74% of students will meet the requirement for proficient/advanced for the Keystone Exam in Literature

Action Plan

Measurable Goals

Regular Attendance	
PSSA Math Proficiency	Graduation Rate
Keystone Literature Proficiency	

Action Plan For: Instructional Strategies

Measurable Goals:
<ul style="list-style-type: none">59% of students will meet the requirements for proficient/advanced on the PSSA in Math

Action Step		Anticipated Start/Completion Date	
Analyze curriculum and spiral review incorporating higher order thinking skills		2024-03-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matt Siembida/Elementary Principal	Curriculum, PA Standards	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in grades 3 to 8 will be proficient or advanced on the Math PSSA	Monitor CDT benchmarks, Study Island data, annual PSSA data

Action Plan For: Instructional Strategies

Measurable Goals:
<ul style="list-style-type: none">74% of students will meet the requirement for proficient/advanced for the Keystone Exam in Literature

Action Step		Anticipated Start/Completion Date	
Analyze curriculum		2024-03-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sara Haupt/HS Principal	Curriculum, PA Standards	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in grades 9 to 11 will be proficient or advanced on the Literature Keystone Exam	Monitor CDT benchmarks, Study Island data, annual Keystone Exam Literature data

Action Plan For: Motivate Students to Graduate with Cohort

Measurable Goals:
<ul style="list-style-type: none"> 90% of students will meet the requirement for percent graduation 4-year target

Action Step		Anticipated Start/Completion Date	
Dropout Prevention Team to develop tiers of intervention		2024-02-01	2024-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tracy Delmonaco/Director of Student Services	Staff training	No	Yes
Action Step		Anticipated Start/Completion Date	
Train HS staff regarding dropout prevention protocol and tiers of service		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tracy Delmonaco/Director of Student Services	Professional Development	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will graduate with their 4-year cohort	Dropout Prevention Coordinator to check-in with identified students based on individual needs.

Action Plan For: Motivate Students to Regularly Attend School

Measurable Goals:
<ul style="list-style-type: none"> 85% of students will meet the requirement for regular attendance

Action Step	Anticipated Start/Completion Date
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Decrease number of habitually truant students		2024-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lynda Weller/Superintendent	Outreach Workers	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will regularly attend school	Building Principals to work with Outreach Workers to monitor attendance on an ongoing basis

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Instructional Strategies	Analyze curriculum and spiral review incorporating higher order thinking skills
Instructional Strategies	Analyze curriculum
Motivate Students to Graduate with Cohort	Train HS staff regarding dropout prevention protocol and tiers of service

Math Curriculum Analysis -- Planned Course Outline Revisions

Action Step		
• Analyze curriculum and spiral review incorporating higher order thinking skills		
Audience		
Teachers in grades K to 8		
Topics to be Included		
PA Standards for Math; grade level scope and sequence		
Evidence of Learning		
Improved PSSA scores for grades 3 to 8		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matt Siembida/Elementary Principal	2024-03-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

ELA Curriculum Analysis -- Planned Course Outline Revisions

Action Step
• Analyze curriculum
Audience
Teachers in grades 6 to 11
Topics to be Included
PA Standards for ELA; grade level scope and sequence
Evidence of Learning

Improved Literature Keystone Exam Scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
Sara Haupt/HS Principal	2024-03-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Dropout Prevention Protocol and Tiers

Action Step		
<ul style="list-style-type: none"> Train HS staff regarding dropout prevention protocol and tiers of service 		
Audience		
High School teachers and guidance counselors		
Topics to be Included		
Dropout Prevention		
Evidence of Learning		
Increased graduation rate for 4-year cohort		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tracy Delmonaco/Director of Student Services	2024-09-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	semi-annual
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Motivate Students to Graduate with Cohort	Dropout Prevention Team to develop tiers of intervention
Motivate Students to Regularly Attend School	Decrease number of habitually truant students

Dropout Prevention

Action Step		
<ul style="list-style-type: none">Dropout Prevention Team to develop tiers of intervention		
Audience		
Staff, students, and families -- grades 9 to 12		
Topics to be Included		
Dropout Prevention Protocol		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tracy Delmonaco/Director of Student Services	2024-09-01	2027-06-30

Communication

Type of Communication	Frequency
Email	quarterly

Communication

Type of Communication	Frequency
Email	quarterly

Communication

Type of Communication	Frequency
Email	quarterly

Regular Attendance

Action Step		
Audience		
Staff, students, and families -- grades 9 to 12		
Topics to be Included		
Dropout Prevention Protocol		
Lead Person/Position	Anticipated Start	Anticipated Completion

Tracy Delmonaco/Director of Student Services	2024-09-01	2027-06-30
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Communication

Type of Communication	Frequency
Email	quarterly

Communication

Type of Communication	Frequency
Email	quarterly

Communication

Type of Communication	Frequency
Email	quarterly

Regular Attendance

Action Step		
Audience		
Staff, students, and families -- grades 9 to 12		
Topics to be Included		
Dropout Prevention Protocol		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tracy Delmonaco/Director of Student Services	2024-09-01	2027-06-30

Communication

Type of Communication	Frequency
Email	quarterly

Communication

Type of Communication	Frequency
Email	quarterly

Communication

Type of Communication	Frequency
Email	quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Lynda G. Weller	2024-03-29