

OIL CITY AREA MS

8 Lynch Blvd

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

MS Building: Building a foundation of excellence that inspires children to be invested in their education as students and future productive citizens. District vision: Every student...Everyday

STEERING COMMITTEE

Name	Position	Building/Group
Natalie Miller	Building Principal	Oil City Area MS
Joy Zuck	Building Principal	Oil City Area MS
Joseph Hulsizer	Community Representative	Community
Amy Serbati	Ed Specialist - School Counselor	Oil City Area MS
Evan Basham	Middle School Teacher- Reg. Ed	Oil City Area MS
Angie Harriett	Middle School Teacher - Reg. Ed.	Oil City Area MS
Kristen Sutley	Middle School Teacher - Reg. Ed.	Oil City Area MS
Laura Barber	Parent	Schoolwide Plan
Betsy Warner	Parent	Schoolwide Plan
Lisa Shuffstall	District Level Leaders	Oil City School District
Tracy Delmonaco	District Level Leaders	Oil City Area District

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
These items are required in order to maintain employment there is no additional time to provide additional training.	Mathematics
Our scores in 6th grade math have been consistently lower than other grades and below the state average for a number of years.	Mathematics Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Growth in 6th Grade Math	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Aleks	Students will complete two percent each week of the grade level self-pacing Math program.
Study Island	Increase 6th grade math scores by 3% on PSSAs
6th grade math curriculum	6th grade students will increase math scores by 3% compared to previous year on PSSAs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development time to examine and interpret assessment data. Utilize the ALEKs resource to implement enrichment and monitor/adjust intervention programs while utilizing the Oiler Lab time provided within the students schedule.	2023-08-29 - 2024-04-26	Joy Zuck Natalie Miller	The staff will need access to study island. Each student will need an electronic device, Chromebook, to ensure they are in high usage on the program and completing the necessary benchmark tests. The sixth grade math curriculum provides each students with a math book and the teacher will need access to the online component. A pacing calendar and/or the PCO will need to be accessible and used to ensure the fidelity of the content being taught. The students will be provided with an extra period through out the week to seek support in any standards they are lacking mastery. Teachers teaching the math curriculum in grade 6 will need access to ALEKs. Their students will need to be in the system to monitor the students success or need in the skill they are currently working on.

Anticipated Outcome

Increase student performance on grade level PSSA scores in math by 3 percent/ Close the achievement gap on PA Core Standards in Math. Better use of the platform for PCO across grade levels.

Monitoring/Evaluation

Assessments/Benchmarks will be administered four times per year and the individualized learning pathway will be subsequently adjusted.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will complete two percent each week of the grade level self-pacing Math program. (Aleks)	Growth in 6th Grade Math	Provide professional development time to examine and interpret assessment data. Utilize the ALEKs resource to implement enrichment and monitor/adjust intervention programs while utilizing the Oiler Lab time provided within the students schedule.	08/29/2023 - 04/26/2024
Increase 6th grade math scores by 3% on PSSAs (Study Island)			
6th grade students will increase math scores by 3% compared to previous year on PSSAs. (6th grade math curriculum)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Math growth score is at 75.4 compared to the statewide score of 70.0.

The targets of attendance and participation were met.

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities.

Students set growth goals and standards.

Data meetings allow teachers to review strengths and growth areas in order to adjust pacing and interventions.

The middle school growth rate of 68.0.

OCMS strives to overcome barriers to learning due to economic hardships, environmental hardships, and mental health needs. The building contract with outside agencies to provide social

Challenges

Meeting the state expectations for proficient and advanced scores on PSSAs is a continued concern. We are below the state average in all tested areas.

5th and 6th grade math scores showed significant evidence that the school did not meet the standard for academic growth.

Allow PCO's to be made available within the district so all staff may access and plan accordingly cross-curricular.

Many of our students are considered underperforming. Most of our economically disadvantaged students are in this category. We would like to see these numbers improve.

We are always in need of more staff members to help accomplish our goals.

5, 6, 7, and 8 grades continue to be well below the state proficiency rate in math. OC 15.3% State 35.7%

The social and emotional needs of our learners have increased.

Alignment of curriculum across grade levels

Strengths

worker services, community liaison services, outpatient counseling, outreach /attendance supports, and resources. In addition, we have adopted the Choose Love SEL program to increase the Social and Emotional skills of our students.

The OCMS has successfully completed the Path to Graduation (P2G) professional development trainings and coaching opportunities in order to develop early warning systems to identify and implement evidence based interventions to attend to the unique educational needs of students.

Special Education subgroup showed growth in grade 6 math.

PCOs have provided guidance to staff on the direction of curriculum and determine where missing areas may exist from teacher to teacher and grade to grade.

Guidance Counselors use career ready standards. They provide and maintain the career portfolios for middle school students.

Our special education identification population has decreased below the state average. OCMS strives to offer a continuum of special education programming starting with least restrictive setting first.

We continue to maintain staff numbers and add staff in the special education department in order to maintain our different Tiers of service including co-taught services. All students are provided

Challenges

Professional learning for staff could improve by having more options and differentiation in order to meet teacher needs.

Time for Professional learning for staff is limited due to state mandates and limited professional development days.

Many of our students are considered underperforming. Most of our economically disadvantaged students are in this category. We would like to see this number improve.

5th and 6th grade students are below the growth measure in math.

Strengths

with the opportunity to attend the neighborhood school.

Oil City Middle School has a PBIS program in place called Oilerway. This has helped to change the culture of the school and has allowed our students to take pride in their school.

Where Everybody Belongs (WEB) is a mentoring program that has our 8th grade students being mentors for our sixth grade students.

Economically Disadvantaged subgroup showed growth in grade 7 ELA.

The academic growth is at 77, above the state average at 74.6.

Most Notable Observations/Patterns

COVID has continued to be a challenge in delivering consistent education as well as the teacher shortage. Teachers need breaks and time to revisit their educational plan. The students suffer from the shortage and lack of teacher substitutions.

Challenges	Discussion Point	Priority for Planning
5th and 6th grade math scores showed significant evidence that the school did not meet the standard for academic growth.	6th-grade math scores have been consistently low in our building and continue to score below the state average. The proficiency rate in the area of math has been extremely low at all grades.	✓
Time for Professional learning for staff is limited due to state mandates and limited professional development days.	PD has been limited to online learning outside of the school day other than noted district learning. We do not have the staff in order to make this happen.	✓
Many of our students are considered underperforming. Most of our economically disadvantaged students are in this category. We would like to see this number improve.	The district has implemented the Choose Love program.	
Alignment of curriculum across grade levels	Creating a drive for PCOs that is organized by department. Staff in those departments will have access to this drive to ensure the curriculum is aligned.	
5th and 6th grade students are below the growth measure in math.		

ADDENDUM B: ACTION PLAN

Action Plan: Growth in 6th Grade Math

Action Steps**Anticipated Start/Completion Date**

Provide professional development time to examine and interpret assessment data. Utilize the ALEKs resource to implement enrichment and monitor/adjust intervention programs while utilizing the Oiler Lab time provided within the students schedule.

08/29/2023 - 04/26/2024

Monitoring/Evaluation**Anticipated Output**

Assessments/Benchmarks will be administered four times per year and the individualized learning pathway will be subsequently adjusted.

Increase student performance on grade level PSSA scores in math by 3 percent/
Close the achievement gap on PA Core Standards in Math. Better use of the platform for PCO across grade levels.

Material/Resources/Supports Needed**PD Step**

The staff will need access to study island. Each student will need an electronic device, Chromebook, to ensure they are in high usage on the program and completing the necessary benchmark tests. The sixth grade math curriculum provides each students with a math book and the teacher will need access to the online component. A pacing calendar and/or the PCO will need to be accessible and used to ensure the fidelity of the content being taught. The students will be provided with an extra period throughout the week to seek support in any standards they are lacking mastery. Teachers teaching the math curriculum in grade 6 will need access to ALEKs. Their students will need to be in the system to monitor the students success or need in the skill they are currently working on.

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will complete two percent each week of the grade level self-pacing Math program. (Aleks)	Growth in 6th Grade Math	Provide professional development time to examine and interpret assessment data.	08/29/2023
Increase 6th grade math scores by 3% on PSSAs (Study Island)		Utilize the ALEKs resource to implement enrichment and monitor/adjust intervention programs while utilizing the Oiler Lab time provided within the students schedule.	-
6th grade students will increase math scores by 3% compared to previous year on PSSAs. (6th grade math curriculum)		04/26/2024	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Professional Learning Communities to develop PCOS and review growth data in the area of math	Teachers/Educational Leaders 5-8	Building a shared understanding for differentiated instruction as well as enrichment within student grouping. Using the data reports from the programs providing benchmark testing to gauge student readiness. Through this, using formative assessments to implement flexible grouping to support education learning and instructional planning. Identifying and implementing instructional resources to target diverse learning needs.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Teachers will be able to administer the benchmark assessments and interpret the data associated with the assessment to drive further instruction.		08/29/2023 - 06/04/2024	Joy Zuck/Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Teaching Diverse Learners in Inclusive Settings	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Submit to website manager	School plan	website	community, parents	2023-24 school year
