

Oil City SHS

School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Oil City SHS		106616203
Address 1		
10 Lynch Blvd		
Address 2		
City	State	Zip Code
Oil City	PA	16301
Chief School Administrator		Chief School Administrator Email
Dr Lynda G Weller		lweller@mail.ocasd.org
Principal Name		
Craig Kasunic		
Principal Email		
ckasunic@mail.ocasd.org		
Principal Phone Number		Principal Extension
8146762771		2911
School Improvement Facilitator Name		School Improvement Facilitator Email
none		none

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Craig Kasunic	Principal	Oil City Senior High School	ckasunic@mail.ocasd.org
Sara Haupt	Principal	Oil City Senior High School	shaupt@mail.ocasd.org
Vera Campbell	Guidance Counselor	Oil City Senior HS	vcampbell@mail.ocasd.org
Meghan Fulmer	Teacher	Oil City Senior HS	mfulmer@mail.ocasd.org
Mike Crocker	Parent	Parent/Community	mcrocker@mail.ocasd.org
Dave Skinner	Teacher	Oil City Senior HS	dskinner@mail.ocasd.org
Jordan Gotses	Student	Oil City Senior High School	
Tracy Delmonaco	District Level Leaders	Oil City High School	tdelmonaco@mail.ocasd.org

Vision for Learning

Vision for Learning

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

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Biology Spring Keystone Exam	48% of students passed with a score of proficient or advanced. 22 second time test takers passed

Challenges

Indicator	Comments/Notable Observations
Algebra Spring Keystone Scores	Algebra Keystone Assessment scores continue to be much lower than the state average. 17% of students who took the Spring Algebra keystones Assessment passed. One second time test taker passed this Spring

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

Strengths

Indicator 9th Grade Keystone Biology Scores ESSA Student Subgroups	Comments/Notable Observations 97% of the 9th grade students who took the spring Biology Keystone passed with a score of Proficient or Advanced.
Indicator 10th Grade Keystone Literature Scores ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 46% of the 10th grade students who took the spring Literature Keystone passed with a score of Proficient or Advanced.

Challenges

Indicator 9th Grade Keystone Algebra Scores ESSA Student Subgroups	Comments/Notable Observations 18% of the 9th grade students who took the spring Algebra Keystone passed with a score of Proficient or Advanced.
Indicator 10th Grade Keystone Algebra Scores ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 5% of the 10th grade students who took the spring Algebra Keystone passed with a score of Proficient or Advanced.

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.

46% of the 10th grade students who took the spring Literature Keystone passed with a score of Proficient or Advanced.

97% of the 9th grade students who took the spring Biology Keystone passed with a score of Proficient or Advanced.

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.

18% of the 9th grade students who took the spring Algebra Keystone passed with a score of Proficient or Advanced.

Algebra Keystone Assessment scores continue to be much lower than the state average. 17% of students who took the Spring Algebra Keystones Assessment passed. One second time test taker passed this Spring

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Keystones	2024 Spring Keystone Scores were 47% passed
CDTs	Assisting in letting teacher's know where their student's progress is currently at.
PVAAS	No new data yet

English Language Arts Summary

Strengths

Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.
Literature CDT's are assisting ELA teachers in determining gaps and overlaps in student understanding.
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.
We strive to utilize an inclusive model to ensure that students are included in all educational opportunities while overcoming any barriers. This inclusive model delivers services such as mental health counseling, social work, community liaison services, and SAP programming during the school day. We host the IU6 MDS and Autism program and the district runs a therapeutic emotional support, life skills, learning support, and emotional support program.

Challenges

Departments and administration need to work together to dissect data, determining curriculum needs.
Teachers across multiple grade levels and subject areas need to work together to strengthen individual PCO's.

Mathematics

Data	Comments/Notable Observations
Keystones	Algebra continues to score lower than Biology and Literature at 17% (many of our top performing students take Algebra in 8th grade)
PVAAS	No new data
CDT's	Assisting in letting teacher's know where their student's progress is currently at.

Mathematics Summary

Strengths

Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.
Newly required Algebra CDT's are assisting math teachers in determining gaps and overlaps in student understanding.
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.

Challenges

Departments and administration need to work together to dissect data, determining curriculum needs.

Teachers across multiple grade levels and subject areas need to work together to strengthen individual PCO's.
Our students are not showing growth at this level in our district when it comes to mathematics. The middle school level is showing improvement over the past three years.
We are unsure of what we do for remediation, especially in algebra, is working or effective.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Keystones	48% passed the Spring 2024 assessment
PVAAS	No new data yet
Study Island	Assisting in letting teacher's know where their student's progress is currently at.

Science, Technology, and Engineering Education Summary

Strengths

Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.
Study Island benchmarks are assisting Biology teachers in determining gaps and overlaps in student understanding.
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.

Challenges

Departments and administration need to work together to dissect data, determining curriculum needs.
Teachers across multiple grade levels and subject areas need to work together to strengthen individual PCO's.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmarks	
Career Readiness Skills Continuum	
Naviance	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI	
Industry Certification	
Work Based Learning Experience	

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

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.

Rigorous Course Studies, including Careers courses
AP Courses
College in the High School Courses
Vocational Technical Education

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.

Tracking of graduation requirements, including Act 158, specifically by students entering their own data into Naviance.
Preparing more students to take AP and College in the High School courses

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

Special education identification population continues to be below the state average
Co-teaching allows students to access curriculum in the regular education classroom, encouraging a least restrictive environment.
OCASD strives to overcome barriers that students may display in order to ensure accessibility of all educational programs in the least restrictive environment. Students have access to social work, outpatient counseling, community planning, guidance counselors and SAP programming. The OCASD serves as host to IU6 programs and offers a continuum of district ran special education programming.
Partnerships have been established with community advocacy groups such as Together We can of Venango County to provide sensitivity training, restorative

practices, and resources to ensure that we are creating a nondiscriminatory and inclusive environment for our students.

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.

The Therapeutic Emotional Support Classroom has a collaborative partnership with a outside mental health agency, This program had faced challenges due to staff turnover and a lack of available trained staff in the outside mental health agency. In addition, the availability of RTF and hospitalization programs has impacted our most neediest students in this program.

The OCASD strives to provide a continuum of educational programming. We aim to service our most neediest students in the home district. Due to this, we are in need of providing more professional development to our staff to ensure that the students' needs are being met.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior

Implement evidence-based strategies to engage families to support learning

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
97% of the 9th grade students who took the spring Biology Keystone passed with a score of Proficient or Advanced.	False
80% of the 9th grade students who took the spring Biology Keystone passed with a score of Proficient or Advanced.	False
46% of the 10th grade students who took the spring Literature Keystone passed with a score of Proficient or Advanced.	False
46% of the 10th grade students who took the spring Literature Keystone passed with a score of Proficient or Advanced.	False
Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.	True
Literature CDT's are assisting ELA teachers in determining gaps and overlaps in student understanding.	False
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.	True
We strive to utilize an inclusive model to ensure that students are included in all educational opportunities while overcoming any barriers. This inclusive model delivers services such as mental health counseling, social work, community liaison services, and SAP programming during the school day. We host the IU6 MDS and Autism program and the district runs a therapeutic emotional support, life skills, learning support, and emotional support program.	False
Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.	True
Study Island benchmarks are assisting Biology teachers in determining gaps and overlaps in student understanding.	True
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.	True
Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.	True
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.	True
Rigorous Course Studies, including Careers courses	False
AP Courses	False
College in the High School Courses	False
Vocational Technical Education	False
Special education identification population continues to be below the state average	False
Co-teaching allows students to access curriculum in the regular education classroom, encouraging a least restrictive environment.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
OCASD strives to overcome barriers that students may display in order to ensure accessibility of all educational programs in the least restrictive environment. Students have access to social work, outpatient counseling, community planning, guidance	False

counselors and SAP programming. The OCASD serves as host to IU6 programs and offers a continuum of district ran special education programming.	
Partnerships have been established with community advocacy groups such as Together We can of Venango County to provide sensitivity training, restorative practices, and resources to ensure that we are creating a nondiscriminatory and inclusive environment for our students.	False
Newly required Algebra CDT's are assisting math teachers in determining gaps and overlaps in student understanding.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
18% of the 9th grade students who took the spring Algebra Keystone passed with a score of Proficient or Advanced.	True
Algebra Keystone Assessment scores continue to be much lower than the state average. 17% of students who took the Spring Algebra Keystones Assessment passed. One second time test taker passed this Spring	True
5% of the 10th grade students who took the spring Algebra Keystone passed with a score of Proficient or Advanced.	True
Departments and administration need to work together to dissect data, determining curriculum needs.	True
Teachers across multiple grade levels and subject areas need to work together to strengthen individual PCO's.	False
Departments and administration need to work together to dissect data, determining curriculum needs.	False
Teachers across multiple grade levels and subject areas need to work together to strengthen individual PCO's.	False
Tracking of graduation requirements, including Act 158, specifically by students entering their own data into Naviance.	False
Preparing more students to take AP and College in the High School courses	True
	False
Implement a multi-tiered system of supports for academics and behavior	False
Implement evidence-based strategies to engage families to support learning	False
We are unsure of what we do for remediation, especially in algebra, is working or effective.	False
Departments and administration need to work together to dissect data, determining curriculum needs.	False
Teachers across multiple grade levels and subject areas need to work together to strengthen individual PCO's.	False
The Therapeutic Emotional Support Classroom has a collaborative partnership with a outside mental health agency, This program had faced challenges due to staff turnover and a lack of available trained staff in the outside mental health agency. In addition, the availability of RTF and hospitalization programs has impacted our most neediest students in this program.	False
The OCASD strives to provide a continuum of educational programming. We aim to service our most neediest students in the home district. Due to this, we are in need of providing more professional development to our staff to ensure that the students' needs are being met.	True
Our students are not showing growth at this level in our district when it comes to mathematics. The middle school level is showing improvement over the past three years.	False

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
18% of the 9th grade students who took the spring Algebra Keystone passed with a score of Proficient or Advanced.		False
Algebra Keystone Assessment scores continue to be much lower than the state average. 17% of students who took the Spring Algebra Keystones Assessment passed. One second time test taker passed this Spring		True
5% of the 10th grade students who took the spring Algebra Keystone passed with a score of Proficient or Advanced.		False
Preparing more students to take AP and College in the High School courses		False
Departments and administration need to work together to dissect data, determining curriculum needs.		True
The OCASD strives to provide a continuum of educational programming. We aim to service our most neediest students in the home district. Due to this, we are in need of providing more professional development to our staff to ensure that the students' needs are being met.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.	By utilizing these PCO's, staff are able to remain on task, working towards an achievable goal. PCOs need to be updated and submitted for administration and able to be viewed more readily.
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.	Teachers review the needs of their students, how they can meet the needs throughout the students' matriculation and how they can support growth.
Co-teaching allows students to access curriculum in the regular education classroom, encouraging a least restrictive environment.	By working in the least restrictive environment, students are able to access the same curriculum content and standards as their peers.
Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.	
Study Island benchmarks are assisting Biology teachers in determining gaps and overlaps in student understanding.	
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.	
Teachers are required to follow a Planned Course Outline that focuses on meeting the PA Common Core Standards.	Curriculum mapping is an ongoing process that allows teachers to meet the needs of students.
Departments are required to meet monthly to discuss areas of strength and weakness in curriculum and student achievement.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We must work to identify gaps within our high school algebra curriculum in order to improve performance.
	Data meetings need to be held to ensure data is being examined/analyzed.
	We need to ensure all staff understand new expectations and are privy to a plan to encourage their success.

Goal Setting

Priority: We need to ensure all staff understand new expectations and are privy to a plan to encourage their success.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
All staff will complete and submit their PCOs. They will be organized in a way all administration can easily access them.			
Measurable Goal Nickname (35 Character Max)			
Algebra Score Increase			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All staff have submitted current PCOs.	Any new PCOs should be developed by now.	Administration will organize them in our google drives	Administration will review and provide feedback to staff.

Priority: Data meetings need to be held to ensure data is being examined/analyzed.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Conduct quarterly data meetings			
Measurable Goal Nickname (35 Character Max)			
Data Meeting Success			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Hold 1st meeting	Analyze data collected from first rounds of CDTs	Analyze Data from 2nd round of CDTs	Prepare for Keystone Exams based on data collected

Priority: We must work to identify gaps within our high school algebra curriculum in order to improve performance.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase overall proficiency rates by 10% for first time test takers in Algebra.			
Measurable Goal Nickname (35 Character Max)			
Algebra Scores			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete first round of CDTs to determine student baselines	Analyze data and begin to adjust teaching based on student needs	Assess data from CDTs and check for improvement/adjust from there.	Prepare for Algebra keystones and set individual goals with students based on prior data.

Action Plan

Measurable Goals

Algebra Score Increase	Data Meeting Success
Algebra Scores	

Action Plan For: Increased Test Scores

Measurable Goals:
<ul style="list-style-type: none"> All staff will complete and submit their PCOs. They will be organized in a way all administration can easily access them.

Action Step		Anticipated Start/Completion Date	
Work with current algebra teachers to adjust curriculum based on the needs of the students to increase scores.		2024-08-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Betsy Warner	PCOs and time with the department	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase overall scores by 10%	Checking on status of CDTs throughout the year for progress.

Action Plan For: Increased Test Scores

Measurable Goals:
<ul style="list-style-type: none"> All staff will complete and submit their PCOs. They will be organized in a way all administration can easily access them.

Action Step		Anticipated Start/Completion Date	
Work with current algebra teachers to adjust curriculum based on the needs of the students to increase scores.		2024-08-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Betsy Warner	PCOs and time with the department	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Overall proficient/advanced scores on the Algebra Keystone exams will increase by 10%	Administration and Department Head: Betsy Warner: End of year data

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increased Test Scores	Work with current algebra teachers to adjust curriculum based on the needs of the students to increase scores.

Curriculum building/developing/adjusting

Action Step		
<ul style="list-style-type: none"> Work with current algebra teachers to adjust curriculum based on the needs of the students to increase scores. 		
Audience		
Algebra teachers		
Topics to be Included		
UBD, PCOs, learning activities and differentiated instruction		
Evidence of Learning		
CDT data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Betsy Warner	2024-08-22	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Craig J Kasunic	2024-07-24
School Improvement Facilitator Signature	Date