

Profile and Plan Essentials

School		AUN/Branch
Oil City Area MS		106616203
Address 1		
8 Lynch Blvd.		
Address 2		
City	State	Zip Code
Oil City	PA	16301
Chief School Administrator		Chief School Administrator Email
Lynda Weller		lweller@mail.ocasd.org
Principal Name		
Natalie Miller		
Principal Email		
nmiller@mail.ocasd.org		
Principal Phone Number		Principal Extension
814-676-5702		3911
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Natalie Miller	Building Principal	Oil City Area MS	nmiller@mail.ocasd.org
Matt Siembida	Building Principal	Oil City Area MS	msiembida@mail.ocasd.org
Joseph Hulsizer	Community Representative	Community	jhulsizer@mail.ocasd.org
Amy Serbati	Ed Specialist - School Counselor	Oil City Area MS	aserbati@mail.ocasd.org
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Angie Harriett	Middle School Teacher - Reg. Ed.	Oil City Area MS	aharriett@mail.ocasd.org
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Joy Zuck	District Level Leaders	Oil City School District	jzuck@mail.ocasd.org
Tracy Delmonaco	District Level Leaders	Oil City Area District	tdelmonaco@mail.ocasd.org

Vision for Learning

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

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	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
7th grade math and 8th science showed significant evidence that it met the standard for academic growth and the 3-year average.	
All student ELA groups met the standard demonstrating growth by nearly 3 percent above the state average.	
Math growth score is at 100 percent compared to the statewide score of 74.9. This shows the content matches the standards and the data being used to drive instruction is quantifiable.	
Science growth score is at 86 compared to the statewide score of 74.7. This shows the content matches the standards and the data being used to drive instruction is quantifiable.	
8th grade ELA showed significant growth from the previous year. Therefore, the PCOs being used to teach content are reliable.	
We met all College and Career Ready standards.	
Students that have IEPs met the PVAAS growth model.	

Challenges

Indicator	Comments/Notable Observations
Meeting the state expectations for proficient and advanced scores on PSSAs is a continued concern. We are below the state average in all areas.	
Grade 6 ELA scores showed significant evidence that the school did not meet the standard for academic growth.	
All student groups did not meet the regular attendance and participation performance standards. This shows a correlation to scores on standardized testing. The lack of exposure to the content has a negative impact on scores.	

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

Strengths

Indicator	Comments/Notable Observations
7th grade math and 8th science showed significant evidence that it met the standard for academic growth and the	ELA continues to be a need, specifically in

3 year average. ESSA Student Subgroups	6th grade.
Indicator 7th grade math showed significant evidence that the school exceeded the growth standard and maintained this from the previous year. ESSA Student Subgroups	Comments/Notable Observations
Indicator Special education subgroup showed growth in all grades in ELA by 13%. While the economically disadvantaged students exceeded the statewide goal in science. ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator 5th grade math and ELA scores are improving compared to last year. ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator 6th grade ELA scores showed significant evidence that the school did not meet the standard for academic growth. 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 This year we did make improvements however we are continuing to work on all grades in ELA instruction.
Indicator Economically disadvantaged students did not meet the interim goal/improvement target in ELA. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations

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.

Math growth score is at 100 percent compared to the statewide score of 74.9. This shows the content matches the standards and the data being used to drive instruction is quantifiable.
8th grade ELA showed significant growth from the previous year. Therefore, the PCOs being used to teach content are reliable.

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.

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.
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All student groups did not meet the regular attendance and participation performance standards. This shows a correlation to scores on standardized testing. The lack of exposure to the content has a negative impact on scores.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
Benchmarks	Study Island for Tier I Tier II and III use AIMSweb
PCO's and Lesson Plans	Google Share drive and are posted
Grade Book	PowerSchool
Ed Insight	Provides data on all aspects of a student
Parent Communication	Ed Insight maintains these records allows other teachers to see and monitor parent communication.
Study Island	Benchmarks
AIMSweb	Benchmarks Tier II and III and progress monitoring. Used in the areas of math and reading.

English Language Arts Summary

Strengths

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. This map will ensure the teachers/staff are delivering the material needed to cover each standard that is to be taught. This will then ensure the students are being exposed to and understanding the content to improve scores on statewide testing.
Students set growth goals and use the benchmarks to monitor these goals. With that data, they are able to complete additional lessons if they are showing they do not understand the content.
Data meetings allow teachers to review strengths and growth areas in order to adjust pacing and interventions.

Challenges

Allow PCO's to be made available within the district so all staff may access and plan accordingly cross-curricular. This will then ensure staff are are the same pacing as well as the ability to view what content is being taught in each grade level.
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Mathematics

Data	Comments/Notable Observations
PCO's	Planned Course Outline continues the scope and sequence of the course as well as lesson plans.
Grade Book	Power School
Ed Insight	Houses demographics, behavioral, academic, assessment, and parent communication
Parent Communication	Ed Insight
Study Island	Benchmark is given 3 times a year to guide instruction
Aleks	self-paced math program to reinforce the skills taught in the classroom
Benchmarks	Study Island tier I and AIMSweb are used for Tier II and III in order to assess at their instructional level

Mathematics Summary

Strengths

8th grade Math showed significant growth from the previous year.
Special Education subgroup showed growth in grade in Math.

Challenges

5, 6, 7, and 8 grades continue to be well below the state proficiency rate in math. OC 28.6% State 38.3%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PCO's	Planned Course Outline continues the scope and sequence of the course as well as lesson plans.
Ed Insight	Houses demographics, behavioral, academic, assessment, and parent communication
Parent Communication	Ed Insight
Benchmarks	Study Island
Grade Book	Power School

Science, Technology, and Engineering Education Summary

Strengths

The 8th grade growth index showed 1.74 which is higher than the previous year.
The academic growth is at 86, above the state average at 74.7.

Challenges

Alignment of curriculum across grade levels and implementation of new standards.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmarks	
PCO's	These help the teacher/instructor clearly outline the instruction that needs to be delivered and how that instruction will be used to collect data based on career readiness.
Career Readiness Skills Continuum	

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

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.

PCOs have provided guidance to staff on the direction of curriculum and determine where missing areas may exit 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.

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.

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.

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
PSSA	Students with disabilities did not meet the improvement target goal in any subject area.
Study Island	
AIMSweb	
Diagnostic Assessments: Core Phonics	
Progress monitoring prompts in needed areas	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA	The 8th grade students considered economically disadvantaged showed a decrease in standard growth by 4 percent.

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.

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 with the opportunity to attend the neighborhood school.
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 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.

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 social and emotional needs of our learners have increased.
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.
Students need to be aware of local career/educational opportunities and schedule classes/electives that will help them transition to appropriate job opportunities post graduation

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Emerging

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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

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. The students are involved in the program by making it student choice.

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

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?

Professional learning for staff could improve by having more options and differentiation in order to meet teacher needs. Teachers would be able to access this over the summer and be paid for those hours.

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

Students need to be aware of local career/educational opportunities as they schedule classes/electives to promote their possible career path

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
Math growth score is at 100 percent compared to the statewide score of 74.9. This shows the content matches the standards and the data being used to drive instruction is quantifiable.	False
8th grade ELA showed significant growth from the previous year. Therefore, the PCOs being used to teach content are reliable.	True
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. This map will ensure the teachers/staff are delivering the material needed to cover each standard that is to be taught. This will then ensure the students are being exposed to and understanding the content to improve scores on statewide testing.	False
Students set growth goals and use the benchmarks to monitor these goals. With that data, they are able to complete additional lessons if they are showing they do not understand the content.	False
Data meetings allow teachers to review strengths and growth areas in order to adjust pacing and interventions.	True
8th grade Math showed significant growth from the previous year.	False
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 with the opportunity to attend the neighborhood school.	False
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 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.	False
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.	False
The 8th grade growth index showed 1.74 which is higher than the previous year.	False
The academic growth is at 86, above the state average at 74.7.	False
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.	False
Special Education subgroup showed growth in grade in Math.	False
PCOs have provided guidance to staff on the direction of curriculum and determine where missing areas may exit from teacher to teacher and grade to grade.	False

Guidance Counselors use career ready standards. They provide and maintain the career portfolios for middle school students.	False
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. The students are involved in the program by making it student choice.	True
Where Everybody Belongs (WEB) is a mentoring program that has our 8th grade students being mentors for our sixth grade students.	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
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.	False
All student groups did not meet the regular attendance and participation performance standards. This shows a correlation to scores on standardized testing. The lack of exposure to the content has a negative impact on scores.	True
Allow PCO's to be made available within the district so all staff may access and plan accordingly cross-curricular. This will then ensure staff are the same pacing as well as the ability to view what content is being taught in each grade level.	False
5, 6, 7, and 8 grades continue to be well below the state proficiency rate in math. OC 28.6% State 38.3%	False
	False
Alignment of curriculum across grade levels and implementation of new standards.	True
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.	False
We are always in need of more staff members to help accomplish our goals.	False
Professional learning for staff could improve by having more options and differentiation in order to meet teacher needs. Teachers would be able to access this over the summer and be paid for those hours.	False
Time for Professional learning for staff is limited due to state mandates and limited professional development days.	True
Students need to be aware of local career/educational opportunities as they schedule classes/electives to promote their possible career path	False
Students need to be aware of local career/educational opportunities and schedule classes/electives that will help them transition to appropriate job opportunities post graduation	True
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.	True
The social and emotional needs of our learners have increased.	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.

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. Teachers that are not certified in the content area being taught are driving instruction due to the shortage.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student groups did not meet the regular attendance and participation performance standards. This shows a correlation to scores on standardized testing. The lack of exposure to the content has a negative impact on scores.	6th-grade ELA scores have been consistently low in our building and continue to score below the state average. The growth index went from a -1.49 to -2.29. This shows correlation to poor attendance and lack of exposure to content.	True
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.	True
Students need to be aware of local career/educational opportunities and schedule classes/electives that will help them transition to appropriate job opportunities post graduation		False
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 as well as having an additional guidance counselor this upcoming school year. The additional staff provides an opportunity for push into the classroom as well as lessons given by the guidance counselor in a whole group setting.	True
The social and emotional needs of our learners have increased.		False
Alignment of curriculum across grade levels and implementation of new standards.	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.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Data meetings allow teachers to review strengths and growth areas in order to adjust pacing and interventions.	The teachers are ensuring the content is cohesive from grade to grade as well as cross-curriculum.
8th grade ELA showed significant growth from the previous year. Therefore, the PCOs being used to teach content are reliable.	The ELA department has done extensive work as a team. They have worked very hard to make content cohesive between grade levels by using the PCOs. Moving forward they will adjust their PCOs and the mapping of the content based on data to obtain growth.
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. The students are involved in the program by making it student choice.	Our PBIS program is preparing for accreditation. We continue to mold and change as we work through this process.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our scores in 6th-grade ELA have been consistently lower than other grades and below the state average for the past few years. Their attendance is among the lowest in the building.
	These items are required in order to maintain employment there is no additional time to provide additional training.
	We work very closely with the Outreach program and the services provided by the county to reach the families and meet their needs.

Goal Setting

Priority: Our scores in 6th-grade ELA have been consistently lower than other grades and below the state average for the past few years. Their attendance is among the lowest in the building.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase 6th grade ELA scores by 5% on the informational text on the PSSAs			
Measurable Goal Nickname (35 Character Max)			
Informational Text/Study Island			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete by receiving a passing score based up on benchmark set up score. The data from this will drive the expectation for the 2nd quarter target.	Complete by receiving a passing score from the data given through the benchmark at the end of the 1st quarter.	Complete by receiving a passing score from the data given through the benchmark at the end of the 2nd quarter.	Show growth from quarter 1 to quarter 4 through the end of the quarter testing and benchmark scores.

Priority: These items are required in order to maintain employment there is no additional time to provide additional training.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students will show growth on each benchmark.			
Measurable Goal Nickname (35 Character Max)			
AimsWeb			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Show growth on fall benchmark compared to the previous year.	Compare the fall benchmark to the winter benchmark looking for growth in WPM and comprehension.	Compare the winter benchmark to the spring benchmark looking for growth in WPM and comprehension.	show a 3 percent growth over all, from fall to spring.

Priority: We work very closely with the Outreach program and the services provided by the county to reach the families and meet their needs.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Students obtain regular attendance while meeting the attendance requirements that prevent truancy. These guidelines are found in the district handbook. This has shown to correlate with test scores.			
Measurable Goal Nickname (35 Character Max)			

Outreach/PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
75 percent attendance school-wide	75 percent attendance school-wide	75 percent attendance school-wide	75 percent attendance school-wide

Action Plan

Measurable Goals

AimsWeb	Informational Text/Study Island
	Outreach/PBIS

Action Plan For: Growth in 6th grade ELA

Measurable Goals:

- Increase 6th grade ELA scores by 5% on the informational text on the PSSAs
- Students obtain regular attendance while meeting the attendance requirements that prevent truancy. These guidelines are found in the district handbook. This has shown to correlate with test scores.
- Students will show growth on each benchmark.

Action Step		Anticipated Start/Completion Date	
Provide department meetings to take time to examine and interpret assessment data. Utilize the Study Island resource to implement enrichment and monitor/adjust intervention programs while utilizing the Oiler Lab time provided within the student's schedule.		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Siembida 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 ELA curriculum provides each students with a student 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 ELA curriculum in grade 6 will need access to Study Island. 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	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student performance on grade level PSSA scores in math by 5 percent. Close the achievement gap on PA Core Standards in ELA. Better use of the platform for PCO across grade levels.	Assessments/Benchmarks will be administered four times per year and the individualized learning pathway will be subsequently adjusted.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	Growth in 6th grade ELA	ELA teacher salaries to help implement interventions in reading as well as PD for staff.	23058
Instruction	Growth in 6th grade ELA	ELA teacher benefits used for in depth staff meetings	12955
Total Expenditures			36013

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Growth in 6th grade ELA	Provide department meetings to take time to examine and interpret assessment data. Utilize the Study Island resource to implement enrichment and monitor/adjust intervention programs while utilizing the Oiler Lab time provided within the student's schedule.

Professional Learning Communities to develop PCOS and review growth data in the area of ELA

Action Step		
Provide department meetings to take time to examine and interpret assessment data. Utilize the Study Island resource to implement enrichment and monitor/adjust intervention programs while utilizing the Oiler Lab time provided within the student's schedule.		
Audience		
Teachers/Educational Leaders 5-8		
Topics to be Included		
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		
Teachers will be able to administer the benchmark assessments and interpret the data associated with the assessment to drive further instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mathew Siembida/Principal	2024-08-27	2025-06-04

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	at least 2x per year
Observation and Practice Framework Met in this Plan	
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
School Improvement Facilitator Signature	Date