

Seventh Street Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Seventh Street		106616203
Address 1		
102 West Seventh Street		
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		
Amy Highfield		
Principal Email		
ahighfield@mail.ocasd.org		
Principal Phone Number		Principal Extension
814-677-3029		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Amy Highfield	Principal	Seventh Street	ahighfield@mail.ocasd.org
Katherine Morfenski	Teacher	Seventh Street	kmorfenski@mail.ocasd.org
Jessica Rodriguez	Teacher	Smedley Street	jrodriguez@mail.ocasd.org
Bethany Smith	Parent	Parent organization	n/a
Suzanne Park	Community Representative	Schoolwide Plan - Community	n/a
Lynda Weller	District Level Leaders	Oil City School District	lweller@mail.ocasd.org

Vision for Learning

Vision for Learning

Building a foundation for 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	True 2	True 3	True 4	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Although scores dropped this year from the previous year in PSSA Science for the all student group, 78% of our students scored proficient or advanced compared to the statewide average of 59.2%.	
Teachers use and revise PCO's and weekly lesson plans based on student needs. Teachers also reflect after science lessons based on the Danielson Framework as to better meet the needs of all the students and specifically those students who are close to reaching advanced and proficient.	
Proficiency rates improved for all student groups/subgroups in ELA	
Future Ready shows an increase in math scores for economically disadvantaged.	

Challenges

Indicator	Comments/Notable Observations
According to Future Ready and in the area of ELA all students groups did not meet the target with 49.5% and the state average is 53.9%	Need to make improvements in 3rd grade ELA.
According to Future Ready and in the area of Math all students groups did not meet the target with 39.0% and the state average is 40.2%.	Need to make improvements in 3rd grade math.

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

Strengths

Indicator PVAAS data shows growth in SPP score for lower economic population ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator PSSA raw scores show growth in 4th grade math, reading, and science ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator PVAAS score shows percentage of growth is declining in 4th grade science ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator Overall pass rates are down in 3rd grade math ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator Overall pass rates are down in 3rd grade math 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.

PVAAS data shows growth in SPP score for lower economic population
PSSA raw scores show growth in 4th grade math, reading, and science

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.

Overall pass rates are down in 3rd grade math and reading
Overall pass rates are down in 3rd grade reading

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Ed Insight	Used Daily
PCO's	Used Daily
Grade Book	Used Daily
Parent Communication	Used Daily
PSSA	One time a year
AIMSweb	Three times a year
Local Assessment	Fall, Winter, Spring
Study Island	Used Daily

English Language Arts Summary

Strengths

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SLO's with identified needs

Challenges

Consistency with the delivery of effective instruction
--

Mathematics

Data	Comments/Notable Observations
PSSA	One time a year
Benchmarks	Three times a year - Fall, Winter, Spring
Local Assessment	Three times a year - Fall, Winter, Spring

Mathematics Summary

Strengths

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SLO's with identified needs

Challenges

Consistency with the delivery of effective instruction
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	One time a year
Benchmarks	Three times a year
Local Assessments	Three times a year

Science, Technology, and Engineering Education Summary

Strengths

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SLO's with identified needs

Challenges

Consistency with the delivery of effective instruction
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmarks	Guidance is implementing a new resource
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.

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SLO's with identified needs

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.

Consistency with the delivery of effective instruction
Guidance is implementing a new resource to help deliver and record career-readiness

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
AimsWeb	
PVAAS	
Local Assessments	
EdInsight	
Parent Communication	
Gradebook	
Study Island	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PVAAS	
Local Assessments	
AimsWeb	
EdInsight	
Parent Communication	
Gradebook	
Study Island	

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.

Continued adjustment of PCO's to align with PA Common Core
Teacher alignment of SLO's with identified needs

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.

Consistency with the delivery of effective instruction
Data meetings to implement tiered interventions

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	Operational

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	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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Emerging

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?

Align curricular materials and lesson plans to the PA Standards
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice
Identify and address individual student learning needs

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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

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
PVAAS data shows growth in SPP score for lower economic population	True
PSSA raw scores show growth in 4th grade math, reading, and science	False
Continued adjustment of PCO's to align with PA Common Core	True
Teacher alignment of SLO's with identified needs	True
Continued adjustment of PCO's to align with PA Common Core	False
Teacher alignment of SLO's with identified needs	False
Continued adjustment of PCO's to align with PA Common Core	False
Teacher alignment of SLO's with identified needs	False
Continued adjustment of PCO's to align with PA Common Core	False
Teacher alignment of SLO's with identified needs	False
Teacher alignment of SLO's with identified needs	False
Continued adjustment of PCO's to align with PA Common Core	False
Align curricular materials and lesson plans to the PA Standards	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice	True
Identify and address individual student learning needs	True

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
Overall pass rates are down in 3rd grade math and reading	True
Overall pass rates are down in 3rd grade reading	True
Consistency with the delivery of effective instruction	True
Consistency with the delivery of effective instruction	False
Consistency with the delivery of effective instruction	False
Consistency with the delivery of effective instruction	False

Guidance is implementing a new resource to help deliver and record career-readiness	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Implement a multi-tiered system of supports for academics and behavior	False
Data meetings to implement tiered interventions	False
Consistency with the delivery of effective instruction	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.

Implementing and meeting to review data and adjust instruction according to data

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Overall pass rates are down in 3rd grade math and reading	Curriculum alignment with 2nd grade math,	True
Overall pass rates are down in 3rd grade reading		False
Guidance is implementing a new resource to help deliver and record career-readiness		True
Consistency with the delivery of effective instruction	Monitor and evaluate instruction strategies	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continued adjustment of PCO's to align with PA Common Core	Grade level meetings to review data
Teacher alignment of SLO's with identified needs	Review of SLO's and monitoring alignment with standards
PVAAS data shows growth in SPP score for lower economic population	Continue to assess methods of instruction and improve instruction and monitoring of student growth
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice	Ongoing data review
Identify and address individual student learning needs	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader, who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
	Guidance will implement new career-readiness resource and provide career-readiness and SEL lessons in grades 2-4.
	We need to improve the area of consistency relating to the delivery of effective instruction. All teachers must follow OCASD Board approved curriculum. In addition, resources are provided and additional resources may be utilized if they align with OCASD curriculum.

Goal Setting

Priority: Guidance will implement new career-readiness resource and provide career-readiness and SEL lessons in grades 2-4.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
Guidance counselors will deliver career-readiness and SEL lessons in grades 2-4 each quarter.			
Measurable Goal Nickname (35 Character Max)			
Career-Readiness			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Guidance Counselor will schedule and deliver career-readiness lessons in grades 2-4.	Guidance Counselor will schedule and deliver career-readiness lessons in grades 2-4.	Guidance Counselor will schedule and deliver career-readiness lessons in grades 2-4.	Guidance Counselor will schedule and deliver career-readiness lessons in grades 2-4.

Priority: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader, who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Third grade students will show an 10% growth in the areas of reading and math on benchmarks by the third benchmark			
Measurable Goal Nickname (35 Character Max)			
3rd Grade reading and math growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline with first benchmark. Establish intervention groups	Second benchmark. Establish intervention groups and progress monitor. Meet bi-weekly to review data. Adjust groups as necessary	Third Benchmark. Establish intervention groups and progress monitor. Meet bi-weekly to review data. Adjust groups as necessary	Continue to progress monitor, review data, and adjust intervention groups

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

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Priority: We need to improve the area of consistency relating to the delivery of effective instruction. All teachers must follow OCASD Board approved curriculum. In addition, resources are provided and additional resources may be utilized if they align with OCASD curriculum.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Instruction strategies will be reviewed through walk-through observation and formal observations by the end of the second and third quarters quarters. Instructional strategy improvements will be implemented to improve student growth on benchmarks			
Measurable Goal Nickname (35 Character Max)			
Teacher Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Walkthroughs will be completed by the end of September with support from IU	Formal Observations for untenured teachers will be complete. Pre and post observation meetings will provide feedback on instructional strategies to implement	Second set of walkthroughs and post observation meetings will be complete	Teacher and principal reflection.Guidance Counselor will schedule and deliver career-readiness lessons in grades 2-4.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

Career-Readiness	3rd Grade reading and math growth
Teacher Instruction	

Action Plan For: Data-based small group instruction

Measurable Goals:
Third grade students will show an 10% growth in the areas of reading and math on benchmarks by the third benchmark

Action Step		Anticipated Start/Completion Date	
Complete benchmarks		2024-09-16	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Highfield/principal with math and reading specialists	Aimsweb benchmark, chromebooks, reading specialist and math specialist	No	
Action Step		Anticipated Start/Completion Date	
Review Data in grade level meetings with reading specialist and math specialist		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Highfield/Principal	Aimsweb data, teachers, reading and math specialists	Yes	
Action Step		Anticipated Start/Completion Date	
Benchmark and Diagnostic reports will be reviewed every three weeks to develop flexible reading and math intervention groups. Groups will rotate between classroom teacher, para, reading specialist, and independent work. Flexible grouping will allow students to move in and out of groups based on needs.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Highfield/Principal	Aimsweb benchmarking, core phonics diagnostic tools, reading specialist.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will increase scores by 8% by the last benchmark	Benchmarks will be given three times. Review of data will determine interventions and groupings. Progress monitoring monthly with para support and reading and math specialist support

Action Plan For: Career Readiness Lessons

Measurable Goals:		
Guidance counselors will deliver career-readiness and SEL lessons in grades 2-4 each quarter.		

Action Step		Anticipated Start/Completion Date	
Guidance Counselors will receive training on the new career-readiness resource. Guidance counselors will instruct students weekly in how to access and use the career readiness lesson.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Highfield/Principal	Professional Development Training, software, time	Yes	
Action Step		Anticipated Start/Completion Date	
Guidance Counselors will implement new resource in grades 2-4		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Highfield/Principal	Career-readiness software, scheduled time in classrooms	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will receive career-readiness lessons every quarter and have evidence to add to their career portfolios	Principal will meet quarterly with the guidance counselor to review schedule and student artifacts.

Action Plan For: Career-Readiness Lessons

Measurable Goals:		
Guidance counselors will deliver career-readiness and SEL lessons in grades 2-4 each quarter.		

Action Step		Anticipated Start/Completion Date	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

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	Data-based small group instruction	Salary for math specialist	30344
Instruction	Data-based small group instruction	Benefits for math specialist	17173
Instruction	Data-based small group instruction	Reading para salaries	48785
Instruction	Data-based small group instruction	Reading para benefits	36018
Instruction	Data-based small group instruction	Math para salaries	19088
Instruction	Data-based small group instruction	Math para benefits	21425
Instruction	Data-based small group instruction	Reading specialist/Teacher salaries	55939
Instruction	Data-based small group instruction	Reading specialist/Teacher benefits	25820
Total Expenditures			254592

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-based small group instruction	Review Data in grade level meetings with reading specialist and math specialist
Career Readiness Lessons	Guidance Counselors will receive training on the new career-readiness resource. Guidance counselors will instruct students weekly in how to access and use the career readiness lesson.

Data Meetings

Action Step		
• Review Data in grade level meetings with reading specialist and math specialist		
Audience		
Teachers, reading specialist and math specialist		
Topics to be Included		
Data from benchmarks and progress monitoring		
Evidence of Learning		
Students will show growth on benchmarks		
Lead Person/Position	Anticipated Start	Anticipated Completion
Amy Highfield/Principal	2024-09-03	2025-05-30

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	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date