

Profile and Plan Essentials

School		AUN/Branch
Smedley Street Elementary School		106616203
Address 1		
310 Smedley 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		
Lisa Pizer		
Principal Email		
lpizer@mail.ocasd.org		
Principal Phone Number		Principal Extension
8146762294		6411
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lisa Shuffstall	Principal	Smedley Street	lpizer@mail.ocasd.org
Suzanne Park	Community Representative	Community	N/A
Katherine Morfenski	Teacher	Seventh Street	kmorfenski@mail.ocasd.org
Jess Rodriguez	Teacher	Smedley Street	jrodriguez@mail.ocasd.org
Nicole Bish	Parent	Parent Group	NA
Joy Zuck	District Level Leaders	District Leader	jzuck@mail.ocasd.org
Hannah Karns	Parent	Parent Group	
Dianna Whitman	Teacher	Smedley Street	dwhitman@mail.ocasd.org
Anne Curran	Teacher	OCHS	acurran@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.

True K	True 1	False 2	False 3	False 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
Smedley Elementary School continues to be a successful feeder school for 7th Street Elementary	
Kindergarten transition plan - Parents and transitioning students are given the opportunity to participate in Parent Orientation Night, Kindergarten registration, Kindercamp, and Kindergarten orientation and open house night prior to the start of school.	

Challenges

Indicator	Comments/Notable Observations
Addressing early identified student concerns through early intervention meetings for incoming kindergarten students.	
Identify and monitor students using AIMSweb benchmarks and phonics screening and using the data to adjust instruction.	We are working to address this challenge with Professional Development opportunities and a shared vision for reading success at the Elementary level.

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

Strengths

Indicator Transition Program for Kindergarten 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
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Addressing early identified student concerns through Early Intervention meetings 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
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	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.

Smedley Elementary School continues to be a successful feeder school for 7th Street Elementary
Kindergarten transition plan - Parents and transitioning students are given the opportunity to participate in Parent Orientation Night, Kindergarten registration, Kindercamp, and Kindergarten orientation and open house night prior to the start of school.

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.

Addressing early identified student concerns through Early Intervention meetings
Identify and monitor students using AIMSweb benchmarks and phonics screening and using the data to adjust instruction.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
AIMSweb	Norm-referenced measure
Local assessments	Curriculum based measures
PowerSchool	Student information System
Parent Communication	Progress reports, Classroom teacher/admin communication, Communication apps

English Language Arts Summary

Strengths

Reading Intervention Strategies

Challenges

Identify and monitor students using AIMSweb benchmarks, and phonics screening
Teachers adjustment of instruction based upon progress monitoring data.

Mathematics

Data	Comments/Notable Observations
Benchmarks	Norm referenced measures
Local assessments	Curriculum based measures
PowerSchool	Student information System
Parent Communication	Progress reports, Classroom teacher/admin communication, Communication apps

Mathematics Summary

Strengths

Benchmarking and data review

Challenges

Identify and monitor students using benchmarks
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local assessments	Curriculum based measures

Science, Technology, and Engineering Education Summary

Strengths

Review of data

Challenges

Identify students using AIMSweb benchmarks and target specific skill deficits using diagnostics.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmarks	Guidance counselor is implementing a new career-readiness resource.
Career Readiness Skills Continuum	Guidance counselor is implementing a new career-readiness resource.

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.

Smedley Elementary School continues to be a successful feeder school for 7th Street Elementary
Kindergarten transition plan

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.

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

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

Data	Comments/Notable Observations
AIMSweb	51% of our students are considered economically disadvantaged. This subgroup is not making gains comparable to the regular population.
Math Benchmarks	
PowerSchool	
Parent Communication	

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.

Smedley Elementary School continues to be a successful feeder school for 7th Street Elementary

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.

Addressing early identified student concerns through early intervention meetings for incoming kindergarten students
Identify and monitor students using AIMSweb benchmarks, and phonics screening. 51% of our students are considered economically disadvantaged. This subgroup is not making gains comparable to the regular population.
Guidance is implementing a new career-readiness resource that will allow students to be educated about future careers.

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	Emerging
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	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	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 curriculum to PA Common Core Standards
Use a variety of assessments
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
Provide career and SEL lessons in order to provide support for students as they begin their educational career.

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
Smedley Elementary School continues to be a successful feeder school for 7th Street Elementary	True
Kindergarten transition plan - Parents and transitioning students are given the opportunity to participate in Parent Orientation Night, Kindergarten registration, Kindercamp, and Kindergarten orientation and open house night prior to the start of school.	True
Reading Intervention Strategies	True
Benchmarking and data review	False
Review of data	False
Smedley Elementary School continues to be a successful feeder school for 7th Street Elementary	False
Smedley Elementary School continues to be a successful feeder school for 7th Street Elementary	False
Kindergarten transition plan	False
Align curriculum to PA Common Core Standards	False
Use a variety of assessments	False
Identify and address individual student learning needs	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
Addressing early identified student concerns through Early Intervention meetings	True
Identify and monitor students using AIMSweb benchmarks and phonics screening and using the data to adjust instruction.	True
Identify and monitor students using AIMSweb benchmarks, and phonics screening	False
Teachers adjustment of instruction based upon progress monitoring data.	False
Identify and monitor students using benchmarks	False
Identify students using AIMSweb benchmarks and target specific skill deficits using diagnostics.	False
Addressing early identified student concerns through early intervention meetings for incoming Kindergarten students	False
Implement a multi-tiered system of supports for academics and behavior	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially,	False

emotionally, intellectually and physically	
Provide career and SEL lessons in order to provide support for students as they begin their educational career.	False
Guidance is implementing a new career-readiness resource that will allow students to be educated about future careers.	False
Addressing early identified student concerns through early intervention meetings for incoming kindergarten students	False
Identify and monitor students using AIMSweb benchmarks, and phonics screening. 51% of our students are considered economically disadvantaged. This subgroup is not making gains comparable to the regular population.	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.

During the course of this year, the focus will be on the highlighted areas, as they are the areas of strongest need.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Addressing early identified student concerns through Early Intervention meetings	Effective communication with families is a struggle	False
Identify and monitor students using AIMSweb benchmarks and phonics screening and using the data to adjust instruction.		True
Identify and monitor students using AIMSweb benchmarks, and phonics screening. 51% of our students are considered economically disadvantaged. This subgroup is not making gains comparable to the regular population.	Review and revise interventions to distinguish which interventions will promote growth in the economically disadvantaged subgroups. Consider parent educational events.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Reading Intervention Strategies	
Smedley Elementary School continues to be a successful feeder school for 7th Street Elementary	Strong communication and collaboration between teachers at both schools
Kindergarten transition plan - Parents and transitioning students are given the opportunity to participate in Parent Orientation Night, Kindergarten registration, Kindercamp, and Kindergarten orientation and open house night prior to the start of school.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Admin, teachers and paras will meet regularly to review benchmark data and progress monitoring.
	Admins, teachers, and paras will meet regularly to review benchmark data of economically disadvantaged students and plan interventions appropriately

Goal Setting

Priority: Admin, teachers and paras will meet regularly to review benchmark data and progress monitoring.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Given the AimsWeb Early Literacy Benchmark, 95% of students will score at or above the 90th percentile.			
Measurable Goal Nickname (35 Character Max)			
Early Literacy Benchmark Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teachers will benchmark students using AimsWeb fall benchmark and provided calendar.	Teachers will continue to progress monitor and provide interventions, adjusting instruction to meet student need.	Teachers will benchmark students using AimsWeb Winter benchmark and provided calendar.	Teachers will benchmark students using AimsWeb Spring benchmark and provided calendar. 95% of students will score at or above 90th percentile.

Priority: Admins, teachers, and paras will meet regularly to review benchmark data of economically disadvantaged students and plan interventions appropriately

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Students will be progress monitored based upon Benchmark levels, and teachers will use progress monitoring data to inform instruction, including changing groups and instructional strategies/focus when 4 or more data points are below aim line.			
Measurable Goal Nickname (35 Character Max)			
Using data to inform instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teachers Benchmark students and assess using age-appropriate diagnostics. Teachers conduct data meetings to appropriately group students based upon instructional need.	Students are progress monitored to assess growth and response to interventions. If 4 or points below aim, teachers adjust instruction or change groups (flexible grouping). Teachers will use Professional Development Day in February to analyze data and determine students' instructional needs.	Mid-year benchmarks, and diagnostics (as necessary, based on benchmarks) followed by data meetings. Teachers analyze data to determine appropriate groupings of students. Progress monitoring and instructional adjustments continue.	End of year Benchmarks, followed by data meetings to analyze success and needs.

Action Plan

Measurable Goals

Early Literacy Benchmark Goal	Using data to inform instruction
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Action Plan For: Using data to inform instruction

Measurable Goals:
Given the AimsWeb Early Literacy Benchmark, 95% of students will score at or above the 90th percentile.

Action Step		Anticipated Start/Completion Date	
Teachers use AimsWeb to assess students and obtain fall benchmark data. They will then use appropriate diagnostics to identify skill gaps and group students by instructional need. Progress will be monitored and graphed, instruction will be adjusted if when four data points are below aim line.		2024-09-16	2025-01-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Pizer/Administrator	Teachers will conduct data meetings to analyze student data.	Yes	
Action Step		Anticipated Start/Completion Date	
Teachers use AimsWeb to assess students and obtain winter benchmark data. If necessary, they will then use appropriate diagnostics to identify skill gaps and group students by instructional need. Progress will be monitored and graphed, during the next benchmark period, and instruction will be adjusted if when four data points are below aim line.		2025-01-27	2025-02-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Pizer/Administrator	Data meetings to be held on 2/17/2025 Professional Day	Yes	
Action Step		Anticipated Start/Completion Date	
Teachers will assess students using Spring AimsWeb Benchmarks.		2025-05-12	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers and Reading Specialist	AimsWeb computer program	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers use AimsWeb to assess students and	Students' progress will be monitored by Reading Specialist and classroom teachers. Students receiving most

progress monitor. Progress is graphed, and instruction will be adjusted when four data points are below aim line.	intensive interventions (Tier3) will be progress monitored weekly, students identified as Tier 2 will be progress monitored every two weeks, and others will be progress monitored as needed. Progress monitoring will be done using AimsWeb measures, and conducted by Reading Specialist and classroom teachers.
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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	Using data to inform instruction	Early Childhood Para Salaries	41558
Instruction	Using data to inform instruction	Early Childhood Para Benefits	10449
Instruction	Using data to inform instruction	Reading Para Salaries	18069
Instruction	Using data to inform instruction	Reading Para Benefits	4544
Instruction	Using data to inform instruction	Behavior Specialistist	46620
Total Expenditures			121240

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using data to inform instruction	Teachers use AimsWeb to assess students and obtain fall benchmark data. They will then use appropriate diagnostics to identify skill gaps and group students by instructional need. Progress will be monitored and graphed, instruction will be adjusted if when four data points are below aim line.
Using data to inform instruction	Teachers use AimsWeb to assess students and obtain winter benchmark data. If necessary, they will then use appropriate diagnostics to identify skill gaps and group students by instructional need. Progress will be monitored and graphed, during the next benchmark period, and instruction will be adjusted if when four data points are below aim line.

Data Meetings

Action Step		
Teachers use AimsWeb to assess students and obtain fall benchmark data. They will then use appropriate diagnostics to identify skill gaps and group students by instructional need. Progress will be monitored and graphed, instruction will be adjusted if when four data points are below aim line.		
Audience		
Teachers, Reading Specialist		
Topics to be Included		
Using Data to Inform Instruction		
Evidence of Learning		
Teachers will use Benchmark data and Diagnostic assessments to effectively group students for interventions.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lisa Pizer/Administrator	2024-08-30	2025-06-04

Learning Format

Type of Activities	Frequency
Other	Three times per year, Data meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

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