

LEA Name:	Schenectady City School District
LEA BEDS Code:	
School Name:	Oneida Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Antonio L. Farina	Title	Principal
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Website for Published Plan	www.schenectady.k12.ny.us		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent	signature on file	Laurence T. Spring	19-Jul-17
President, B.O.E. / Chancellor or Chancellor's Designee	signature on file	John Farley	19-Jul-17

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 15, 2017	Oneida Middle School	August 24, 2017	Oneida Middle School
June 22, 2017	Oneida Middle School	August 31, 2017	Oneida Middle School
June 23, 2017	Oneida Middle School		

Name	Title / Organization	Signature
Antonio L. Farina	Principal/Oneida	signatures on file
Matthew Delorenzo	Assistant Principal/Oneida	
Michael Sheridan	Sixth Grade Teacher	
Richard DeCarr	Sixth Grade Teacher	
Claire Godlewski	Sixth Grade Teacher	
Nicole Hannon	English Teacher 7/8	
Victoria Abdulla	English Teacher 7/8	
Kathleen Pickett	Math Teacher 7/8	
Meghan Alexander	Psychologist	

School Information Sheet

School Information Sheet							
Grade Configuration	6-8	Total Student Enrollment		% Title I Population		% Attendance Rate	
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price		% of Limited English Proficient Students		% of Students with Disabilities	

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native		% Black or African American		% Hispanic or Latino		% Asian, Native Hawaiian / Other Pacific Islander		% White		% Multi-Racial	

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	0	Average # of Teacher Absences	0

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
NA	American Indian or Alaska Native	NA	Black or African American
NA	Hispanic or Latino	NA	Asian or Native Hawaiian/Other Pacific Islander
NA	White	NA	Multi-Racial
NA	Students with Disabilities	NA	Limited English Proficient
NA	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
NA	American Indian or Alaska Native	NA	Black or African American
NA	Hispanic or Latino	NA	Asian or Native Hawaiian/Other Pacific Islander
NA	White	NA	Multi-Racial
NA	Students with Disabilities	NA	Limited English Proficient
NA	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
NA	American Indian or Alaska Native	NA	Black or African American
NA	Hispanic or Latino	NA	Asian or Native Hawaiian/Other Pacific Islander
NA	White	NA	Multi-Racial
NA	Students with Disabilities	NA	Limited English Proficient
NA	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
NA	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

We assured that each teacher received training in the High Leverage Practices and that administration provided follow up support and feedback for continued teacher instructional improvement.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

None were made this year

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.

Implementing a PBIS/CRE focus school-wide; providing trauma sensitive school strategies for students with ACEs; the formation of a PTO.

- List the identified needs in the school that will be targeted for improvement in this plan.

We need to engage parents and stakeholders and parents as active partners in their child's education. We need to continue to focus on improving instructional practices. We need to provide support for our students in crisis.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

Oneida Middle School is committed to continuous improvement in order to be recognized for an academic program that is intellectually rigorous, developmentally responsive and provides access to equitable opportunities for all students while actively serving the community.

- List the student academic achievement targets for the identified subgroups in the current plan.

As a new building we will get our first proficiency results this summer. The district goal for overall growth is 8%. For our subgroups, we will accelerate the targets for proficiency as we recognize that district-wide we are disproportionate.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

The school leader has established a Parent Teacher Student Organization and a Parent Partnership Team to provide structures for increased parental engagement in shared decision making. Instructionally we are providing training and expectations for PLC's for a focus on data driven instruction. The school leader has established walk through protocols with a structure for feedback to improve instruction.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

The school is in the process of hiring a parent liaison. This was a barrier in implementing the plan last year, We are actively recruiting through our PTO.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

PBIS - to have a school wide behavior system; CRE to address disproportionality; Trauma Sensitive Curriculum and Instruction to address support for students with high ACE; High leverage practices to improve instruction

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Website, RoboCall, Let's Talk, Newsletters, email blasts, Coffee Clutch with a parent focus group, translations as needed and using the Translation Tablet for in the moment needs for translations.

- List all the ways in which the current plan will be made widely available to the public.

Website, AtA Glance copies handed out at parent nights and available in the office; goals will be posted in the office as well

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

n/a

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

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E. Assessment: Describe the school’s approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State’s accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school’s approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school’s approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	May-17
B2. DTSDE Review	District led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school's goals, vision and mission are not widely and uniformly known and understood by all stakeholders.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 100 % of Oneida Middle School stakeholders will know and understand the school's goals, visions and mission as measured by a survey administered in September 2017.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Clear data expectation and collection procedure

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug. 1, 2017	Sept. 1, 2017	The Building Leadership Team will create a survey to assess the stakeholders' understanding of the vision and mission of the school.
Aug. 1, 2017	Sept. 1, 2017	The Building Leadership Team will develop a plan for communicating the SCEP goals to all stakeholders.
Sept. 1, 2017	Sept. 30, 2017	The Building Leadership Team will communicate the SCEP goals to all stakeholders
Dec. 1, 2017	Jan. 7, 2018	The Building Leadership Team will communicate the vision and mission to all stakeholders.
Sept. 30, 2017	June 30, 2018	The building principal will share quarterly report data toward the SCEP goals with faculty and staff.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	May-17
B2. DTSDE Review	District led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Oneida Middle School teachers need to plan lessons which align to CCLS, contain higher order thinking skills and are founded on data analysis of student work as measured by the lesson plan rubric and implementation/continuum (NYSUT Rubric) developed by OIS.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 90 % of Oneida Middle School teachers will plan lessons which align to CCLS, contain higher order thinking skills and are founded on data analysis of student work as measured by the lesson plan rubric and implementation/continuum (NYSUT Rubric) developed by OIS.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers planning and implementation of lessons and student performance on expected assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sept. 1, 2017	Sept. 30, 2017	School leaders will share planning expectations with faculty and set guidelines for classroom walkthroughs by building and district leaders.
Sept. 1, 2017	June 30, 2018	School leaders will conduct daily walkthroughs using the walkthrough data collection tool, including a review of the lesson plans for CCLS alignment, higher order thinking skills, high-leverage practices, and data-driven instruction.
Sept. 1, 2017	Sept. 30, 2017	School leaders will participate in professional development on the Feedback Protocol so that individual teachers are provided feedback in a consistent way so that planning for CCLS, higher order thinking skills, and using data to plan improve.
Sept. 30, 2017	Oct. 7, 2018	School Leaders will aggregate the data from the walkthroughs for the previous month and share results with faculty.
Oct. 1, 2017	Dec. 30, 2018	School leaders will conduct daily walkthroughs using the walkthrough data collection tool, including a review of the lesson plans for CCLS alignment, higher order thinking skills, and data-driven instruction.
Oct. 1, 2017	Dec. 30, 2017	School leaders will monitor the number of teachers they provide feedback to about lesson planning.
Dec. 30, 2017	Jan. 6, 2018	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.
Jan. 3, 2018	Mar. 31, 2018	School leaders will conduct daily walkthroughs using the walkthrough data collection tool, including a review of the lesson plans for CCLS alignment, higher order thinking skills, and data-driven instruction.
Jan. 3, 2018	Mar. 31, 2018	School leaders will monitor the number of teachers they provide feedback to about lesson planning.

Mar. 31, 2018	Apr. 7, 2018	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.
April 2, 2018	May 24, 2018	School leaders will conduct daily walkthroughs using the walkthrough data collection tool, including a review of the lesson plans for CCLS alignment, higher order thinking skills, and data-driven instruction.
May 28, 2018	June 1, 2018	School leaders will monitor the number of teachers they provide feedback to about lesson planning.
May 28, 2018	June 1, 2018	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent	May-17
B2. DTSDE Review	District led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Teachers need to implement high leverage instructional strategies.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 100 % of Oneida Middle School teachers will implement high leverage instructional strategies as measured by walkthrough data, informal observations, and formal observations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Achievement will increase

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug. 1, 2017	Aug. 30, 2017	School leaders will establish PLC protocols and training schedule for staff.
Sept. 1, 2017	Sept. 30, 2017	School leaders will train grade-level teams on PLC protocols.
Sept. 1, 2017	Sept. 30, 2017	School leaders will communicate the 3 instructional strategies of focus for the school year with the professional development presentation provided for them from the Office of Curriculum and Instruction.
Sept. 1, 2017	Oct. 30, 2017	School leaders will conduct daily walkthroughs using the walkthrough data collection tool in order to establish baseline data for the use of the 3 high leverage instructional strategies.
Oct.30, 2017	Dec. 30, 2017	School leaders will conduct weekly walkthroughs with Coordinators or other district leaders using the walkthrough data collection tool.
Jan. 6, 2018	Jan. 20, 2018	School leaders will analyze the data collected to date with the walkthrough data collection tool and determine if any adjustments need to be made.
Jan. 30, 2018	Mar. 30, 2018	School leaders will conduct daily walkthroughs using the walkthrough data collection tool in order to establish baseline data for the use of the 3 high leverage instructional strategies.
Jan. 30, 2018	Mar. 30, 2018	School leaders will conduct weekly walkthroughs with Coordinators or other district leaders using the walkthrough data collection tool.
Apr. 1, 2018	Apr. 30, 2018	School leaders will analyze the data collected to date with the walkthrough data collection tool and determine if any adjustments need to be made.
May 1, 2018	June 15, 2018	School leaders will conduct daily walkthroughs using the walkthrough data collection tool in order to establish baseline data for the use of the 3 high leverage instructional strategies.

May 1, 2018	June 15, 2018	School leaders will conduct weekly walkthroughs with Coordinators or other district leaders using the walkthrough data collection tool.
June 15, 2018	June 30, 2018	School leaders will analyze the year's trends regarding the 3 high leverage instructional strategies and use that data in designing the next year's SCEP.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	May-17
B2. DTSDE Review	District led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to implement a school wide behavioral system.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 100 % of Oneida Middle School faculty and staff will implement PBIS-CRE as measured by a 10% reduction in discipline referrals in comparison of this year's month to last year's month count.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Staff participation in social emotional PD and support of families

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how <u>often each activity will take place</u> ; and <u>the intended impact of each activity</u> . Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug. 1, 2017	Sept. 30, 2017	The PBIS-CRE committee will schedule fall training sessions for TCIS non-physical professional development to increase staff ability to de-escalate a student who is struggling and help them gain control over self
Aug. 1, 2017	August 30, 2017	The building principal will meet with the school wide representative PBIS-CRE committee and review expectations for the upcoming year.
Aug. 1, 2017	Sept. 1, 2017	The PBIS-CRE committee will schedule fall training sessions for PBIS-CRE so that all faculty can be trained by December 30, 2017.
Sept. 1, 2017	Dec. 30, 2017	The PBIS-CRE committee will roll out PBIS school wide.
Oct. 1, 2017	June 30, 2018	The PBIS-CRE committee will monitor the implementation of PBIS through classroom data analysis of classroom referrals and will provide support to those teachers who are struggling to fully implement.
Jan. 1, 2018	Jan. 15, 2018	The PBIS-CRE committee schedule and plan refresher training for school-wide expectations.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	May-17
B2. DTSDE Review	District led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to create a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, Oneida Middle School will have at least 50% of students and families participating in school scheduled events planned to promote awareness and involvement in student academic achievement and social emotional needs as measured by parent attendance at events and quarterly surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug. 1, 2017	Aug. 30, 2017	The Building Leadership Team in collaboration with stakeholders will establish a functioning PTSO and PPT.
Sept. 1, 2017	Sept. 30, 2017	The Building Leadership Team along with student families will construct the parent compact.
Dec. 2017	March 2018	The school will provide 2 family literacy events which will include providing information on the CCLS and expectations for academic success in grades 6-8 evidence will be parent sign in sheets and surveys.
Dec. 2017	Apr. 2018	The school will provide a family math/STEM event which will include providing information on the CCLS and expectations for academic success in grades 6-8 evidence will be parent sign in sheets and surveys.
Oct. 1, 2017	Oct. 31, 2018	One family night workshop "Understanding My Adolescent Child" - to increase family understanding of realistic expectations and how to manage behavior and academic growth
Sept. 1, 2017	June 30, 2018	Building Leadership Team will create a survey to assess communication preferences between home and school.
Sept. 1, 2017	Sept. 30, 2018	Building Leadership Team (BLT) will schedule events Literacy Night, Math/STEM Night, Family Workshop Night to engage families with grade level academic expectations.
Sept. 1, 2017	April 30, 2017	BLT and planning committee will plan the scheduled event (Literacy night, Math/STEM Night, Family Workshop Night) to include curricular information, grade level expectations, and means for supporting their child at home.
Oct. 30, 2017	June 30, 2018	BLT track family participation.