School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Oneonta City School District	Oneonta Middle School	6-8

Collaboratively Developed By:
The Oneonta Middle School SCEP Development Team Jennifer Ashforth, French Teacher Peter Casola, Social Studies Teacher Adriane Cej, Science Teacher Joan Erickson, Parent Ana Laura Gonzalez, Parent Stacy Markell, Math Teacher Brandie Nissen, Special Education Teacher Renae Scott, Math Teacher Tom Molle, Principal Carolyn Cooper, ONC BOCES Staff Developer *And in partnership with the staff, students, and families of Oneonta Middle School.*

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools How Learning Happens

- Writing Your SCEP Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to continuing to foster a sense of belonging and community for all students at Oneonta Middle School.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	In the 2021-22 school year, OMS established a House System, to foster an increased sense of belonging for all middle schoolers. OMS is committed to the House System as a vehicle for promoting students' well-being. OMS's Student Climate Survey data included a 74% Positivity Rating for Emotional Safety and 70% Positivity Rating for Bullying/Cyberbullying. Student interviews amplified concerns about social pressures and bullying, especially in 8th grade. We saw both of these data points as opportunities to use our House System to improve middle schooler's sense of belonging and emotional safety. As we completed the Equity Self Reflection, we discussed the principle of Welcoming & Affirming Environment and parents' feelings of disconnection from the school after COVID. We wish to re-connecting parents to OMS and to their students' experiences at school. Finally, "How Learning Happens" reminded us that social relationships impact students' ability to learn. By improving OMS students' feelings of belonging and emotional safety, we will impact their academic outcomes.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

House System	1. OMS will establish a House Chair or Co-Chairs to plan for 22-23.
	2. House Chair(s) will work over the summer to:
	   a. Create a curriculum skeleton for House Meetings
	   b. Create a template agenda for Friday House Meetings that includes a mix of SEL-focused "soft skills," recreation, and planning time
	   c. Plan a summer House Leader retreat
	   d. Plan for bi-monthly House Leader & Advisor meetings
	   e. Plan House System roll out to all teachers on September conference day(s)
		Survey students and House Advisors mid-year and end of year about changes to the House System: What is working well? What changes are needed?
		
		Mid-year check-in with House Leaders
			Summer per-diem work for House Chair(s)
			
			1 hour/week paid time during school year for House Chair(s)

Monthly Character/SEL Themes	1. The SCEP Team will coordinate with the OMS counseling team to choose monthly SEL/character themes and learning targets for the year. Themes such as "accountability," and "empathy" will align with counselors' standards for SEL push-in lessons. 2. Themes will be posted in classrooms; teachers and House Leaders will draw on themes when teachable moments arise in class. 3. Monthly themes will be communicated to families via Parent Square, including ideas for reinforcement at home.	Create system to track monthly themes, connection to counselor lessons, and family outreach. Mid-year staff survey will include monitoring questions related to SEL themes.	Funds for theme posters Funds to pay ONC BOCES staff developer to lead SEL foundational learning
Family Education Nights	OMS will offer a choice of parent education/networking nights once per quarter: ● Q1 workshops will focus on climate, culture, and technology. ● Q2 and Q3 workshops will be determined by the SCEP Team and parent survey. ● Q4 will be based on transitions to next grade. Dates for parent nights will be set at the start of the year and communicated to parents via Parent Square.	Monitor attendance at parent education nights	Funds to pay staff or outside speakers to lead parent sessions
SEL-Themed Assemblies	OMS will host two (2) SEL-themed guest speakers for the next school year, as determined by SCEP Team (Sweethearts	House Advisors/Leaders will deliver lessons that	Funds to pay for guest speakers

	and Heroes; Nick Tokman; Jared Campbell, etc.)	extend messages from guest speakers.	
MTSS Program Development	Staff will develop plan for MTSS Program at OMS to serve students in need of greater support. Teachers and staff will deliver push-in lessons with goal of reducing student absenteeism and increasing engagement with school.	MTSS Program will begin serving students in Fall 2022 Monitor student attendance	Funds to pay 5 OMS staff members for summer planning time to develop MTSS Program

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g. % agree or strongly agree)*
Student Survey	Students at this school get along well with each other. (Previous year 74%) I feel like I am part of this school. (Previous year 82%) Students often spread mean rumors or lies about others at this school on the internet (Previous year 45% Strongly Disagree/Disagree)	80% will Strongly Agree/Agree 90% will Strongly Agree/Agree 55% will Disagree/Strongly Disagree
Staff Survey	Staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills. (Previous year 86%) This school provides students with opportunities to take a lead role in organizing programs and activities. (Previous year 82%)	90% will Strongly Agree/Agree 85% will Strongly Agree/Agree

	I think that cyberbullying is a frequent problem among students at this school. (Previous year 5% Strongly Disagree/Disagree)	40% will Disagree/Strongly Disagree
Family Survey	At this school, my child feels he/she belongs. (Previous year 82%)	85% will Strongly Agree/Agree
	I feel welcome at this school. (Previous year 76%)	85% will Strongly Agree/Agree
	This school encourages me to be an active partner in educating my child. (Previous year 77%)	85% will Strongly Agree/Agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
In spring 2023 student interviews, students will report greater levels of emotional safety and well-being at school, as measured by the emotional safety positivity rating on the climate survey.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	**We commit to continuing to strengthen collaboration and support systems between teachers to improve outcomes for all students in ELA and math.**
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	Oneonta remains committed to its district-wide goal of co-teaching to improve outcomes for Students with Disabilities and All Students. Our 2021-22 reading and math outcomes, as measured by i-Ready, are positive overall, and we wish to increase learning goals for students. On the climate survey, OMS students reported a 78% Positivity Rating for Instructional Environment, indicating an opportunity for improvement. In interviews, students shared that they would like increased collaboration with peers in class. This year, after the lifting of many COVID restrictions, many teachers, particularly in science and social studies, embraced collaborative and inquiry-based learning. Professional development offerings delivered by OMS teachers, for their colleagues, capitalized on this interest. Next year, we will offer additional learning opportunities for teachers on these teaching models.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continue co-planning and co-teaching for ELA & Math General Education, Special Education Consultant Teachers & Paraprofessionals **Continue professional development opportunities on co-teaching**	BOCES staff developer will provide ongoing support and resources during the year. OMS teachers will participate in summer district-wide co-teaching PD-differentiated for new & veteran teaching teams. Paraprofessionals will participate in differentiated co-teaching PD during a district conference day.	Co-teachers and paraprofessionals will continue to use common planning time to collaborate on lessons and assessments. Principal, Director of Special Education, and his/her designees will observe co-teaching models during classroom observations and non-evaluative walkthroughs.	Funds to pay teachers for summer co-teaching PD Funds to pay staff developer for co-teaching professional development and support
Strengthen tier 1 math curriculum	Math teachers will select a new math curriculum aligned with Next Gen standards. Teachers will use district-developed selection process to co-create curriculum rubric, evaluate options, and select curriculum that best meets student needs.	District will purchase identified curriculum for use in 2023-24	Funds to pay substitutes for release time for math teachers

Commitment 2

Strengthen tier 2 & 3 reading instruction	1. Establish a reading working group to determine how to apply K-5 learning from the Reading League to 6th - 8th grade reading interventions. 2. The working group will determine a meeting calendar and goals. 3. The working group will participate in ongoing Reading League professional development.	Working group will choose assessments and interventions for tier 2 and 3 reading instruction at OMS	Support from district curriculum office to facilitate work group meetings Funds for substitutes for release time for reading work group
Monthly data-driven team meetings	1. ELA and math teachers will receive training on district data protocol/agenda and guidelines for monthly data submission to principal. 2. ELA and math teachers will use district protocol to look at student academic data the first Thursday of each month during team meeting time.	ELA and math teachers participate in discussions about student needs based on data After winter i-Ready diagnostic, look for 50% median progress to Typical Growth. Discuss which students will need more support to reach Annual Typical Growth.	Support from district office for data protocol training
Continue professional development opportunities for inquiry-based/ collaborative teaching	1. Principal and staff developer will develop plan for Model Classrooms at OMS. Model Classrooms will be an opportunity for teachers to visit each other's classrooms to see inquiry-based teaching, collaborative models, and co-teaching in action. 2. Teachers will visit classrooms on a voluntary basis, followed by a	Teachers who visit others will implement a collaborative teaching strategy in their classrooms.	Funds for substitutes for release time for class visits Funds to pay staff for afterschool debrief and planning time and ONC BOCES staff developer for coordination

	debrief and/or planning time to integrate strategies. 3. Principal will collaborate with elementary and high school principals to share work and discuss expansion.		
Student academic support	At-risk students are identified at weekly team meetings and referred to the tutoring program that meets their needs After-school tutoring/enrichment opportunities will be available for the CORE subjects: ELA, Math, Social Studies, and Science.	Tutoring/enrichment attendance will be tracked with a goal of 85% or higher of students identified as being at-risk 100% of identified students will improve their grade in their at-risk core subject by 25% (50 average to 65 average)	Funding allocated toward an after-school enrichment program tailored to additional supports for those students requiring extended time and interventions.

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g. % agree or strongly agree)*
Student Survey	I have lots of chances to be part of class discussions or activities. (Previous year 90%)	95% will Strongly Agree/Agree

	My teachers give me individual attention when I need it. (Previous year 82%)	90% will Strongly Agree/Agree
	The things I'm learning in school are important to me. (Previous year 67%)	75% will Strongly Agree/Agree
Staff Survey	Once we start a new program at this school, we follow up to make sure that it's working. (Previous year 59%)	75% will Strongly Agree/Agree
	The programs and resources at this school are adequate to support students with special needs or disabilities. (Previous year 68%)	85% will Strongly Agree/Agree
Family Survey	This school has quality programs for my child's talents, gifts, or special needs. (Previous year 48%)	65% will Strongly Agree/Agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
All Students and Students with Disabilities will achieve iReady Annual Typical Growth in reading and math for 2022-23: 100% of All Students will achieve Annual Typical Growth Measure in reading. (*56% achieved this year*) 100% of All Students will achieve Annual Typical Growth Measure in math. (*42% achieved this year*)   30% of All Students will achieve Stretch Growth in reading. (*29% achieved in 21-22. 18% achieved in 20-21.*) 30% of All Students will achieve Stretch Growth in math. (*17% achieved in 21-22. 11% achieved in 20-21.*)

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The Principal's participation in monthly Principals Academy will support both commitments, particularly the development of schoolwide SEL and multi-tiered systems of support for reading and math outcomes. The Principal will enroll in PA sessions in My Learning Plan and request internal coverage from the district office for PA days. If internal coverage is not available, we request funds to pay an outside substitute administrator.

Evidence-Based Intervention

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Jennifer Ashforth	French Teacher
Peter Casola	Social Studies Teacher
Adriane Cej	Science Teacher
Stacy Markell	Math Teacher
Brandie Nissen	Special Education Teacher
Renae Scott	Math Teacher
Joan Erickson	Parent
Ana Laura Gonzalez	Parent
Tom Molle	Principal
Carolyn Cooper	ONC BOCES Staff Developer

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
5/3/2022	X					
5/5/2022		X		X		
5/10/2022	X					
5/17/2022			X	X		
5/24/2022					X	
5/31/2022					X	
6/28/22					X	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Student interviews amplified concerns from the climate survey about social pressures and bullying that middle schoolers experience. This led to our first commitment to strengthen the sense of belonging for all middle schoolers. We will use the school's new House System to imbed welcoming activities and discussions of monthly themes and guest-speaker talks. We will also host quarterly parent education nights to help address concerns with student social media use.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Equity Self-Reflection document also led to our first commitment to fostering a sense of belonging and community at our middle school. Parents on the team commented that they felt disconnected from the school during Covid; they also shared a desire to learn more about issues facing their students at school. Our strategy of establishing quarterly parent education nights will help to address parent concerns throughout the year and help them feel more connected to their children's education.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.