

TITLE I SCHOOLWIDE PLAN



2021-2022
Oneida Senior High School

School District:	Oneida Senior High School
BEDS Code:	251400010009
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Plan Start / End Dates:	September 2020 – August 2021

Schoolwide – Planning Team

Name	Title	Constituencies Represented
Margie Hawthorne	Director of Music	Teachers
Lisa Billington	Art Director K-12	Teachers
Adam Litwak	Math and Computer Science	Teachers
Chris Meeker	Dept. Chair-Special Education and Reading	Teachers
Tom Kirkpatrick	English	Teachers
Tom Collins	Director of PE/Dean of Students OSMS	Teachers
Stacey Tice	Assistant Principal/Athletic Director	Administration
Erika Haggerty	Director of Counselor Services	Teachers/Support Services
Leanne Youngkrans	Science Dept. Chair	Teachers
Danielle Mullen	Assistant Principal	Administration
Kevin Healy	Executive Principal	Administration
David Wright	Dept. Chair- Language, Business and Tech.	Teachers

Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
5-21-2020	Reviewed plan, discussed data, student barriers and needs, completed ESSA Level I Needs Assessment and updated plan	X		

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- A handout of an overview of the plan will be distributed at Open House

Oneida City School District

Mission Statement: Our Mission is to educate, inspire and empower students.

Vision Statement: Our Vision is that students reach their fullest potential.

Description of the District

Oneida City School district is located in Oneida, NY, a small city in Madison County, located between Syracuse and Utica, along the New York State Thruway. The district encompasses communities in Madison and Oneida Counties and is in close proximity to a number of colleges, universities, including Morrisville State College, Colgate University and Cazenovia College. We are accredited by the middle States Association of Colleges and Secondary Schools.

The Oneida City School District boasts four neighborhood elementary schools, a middle school that offers accelerated math, science, art and language courses and a beautiful high school campus with spacious athletic facilities, a vibrant art and music programs, and extensive college level course offerings. Our district is a leader in youth international relations through multiple foreign exchange programs, and we offer a wide array of extracurricular activities. Our high school students have access to a variety of college credits through Advanced placement courses, project lead the Way courses through RIT, and articulation agreements with Mohawk Valley Community College.

Our Community is very supportive of our schools and our educational programs, and our teachers are involved, dedicated and student oriented. The non-profit Oneida City School District Foundation offers student scholarships and teacher grants to enhance our programs. Our district's Wall of Distinction recognized each year outstanding graduates, retirees and community members.

Oneida students are offered a full range of programs through Madison-Oneida BOCES Career and Technical Education program, located in Verona. BOCES services provide students with a wide variety of learning opportunities. Special needs students are educated with their peers, when feasible in an inclusion model.

Oneida Senior High School serves students in grades 9-12 with an approximate enrollment of 585 students. Approximately 45% of the students are eligible for free and reduced lunch. In 2018-2019, 100% of the teachers in the school were highly qualified.

All children and youth enroll in, and have full and equal opportunity to succeed at Oneida Senior High School. All students regardless of their socio-economic status or ethnic group are provided the same educational programs equitably. The district strives to maintain and hire staff that is highly qualified.

Data Analysis

- School District Report Cards
- Enrollment
- Attendance Rates of Students in Comparison to Similar Schools (from State Aid Reporting) and staff
- School Report Card Performance Data for Student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status.
- Qualifications of Staff (Highly Qualified)
- Regents assessment data
- Graduation rate
- Student behavior reports
- Chronic Absenteeism
- Climate surveys
- Interim assessment data
- Curriculum assessments

Comprehensive Needs Assessment

Student Achievement Data

NYS ELA and math assessment data grades 9-12 was reviewed for 2017-2018. The sub-group data for white, special education and economically disadvantaged students was examined. Trends in assessments at a grade level and for cohorts of students were studied. The state and BOCES averages were compared to the schools 'results.

Discussion- At-risk, economically disadvantaged, McKinney-Vento, SWD and Graduation Rate. Level I and II career assessments, aptitude tests, and career pathways. Also discussed are quality and quantity of homework, effectiveness, parent communication, relationship building, and positive feedback.

Student Barriers

Discussion of barriers to student achievement include low parent engagement among economically disadvantaged, mental health and trauma, and lack of access to wifi and technology. There is also disparity between educational levels and social/family values.

Positive Approaches

Social emotional initiatives, communication with parents (School Messenger), district web site, on-site School Resource Officer, Social Worker, department meetings for analyzing data and assessments, additional teacher support specialists (AIS, counselor, and special education), social-emotional supports, at-risk committee, department chairs and directors, and Student Assessment Team.

Demographic Data (2018-2019 School Report Card)

Enrollment: 585	Graduation Rate: 84%
Economically Disadvantaged: 45%	Students with Disabilities: 16%
Minority Population: 9%	ELL: 1%
Teachers with Appropriate Certification: 100%	Homeless: 1%
	Highly Qualified Teacher: 100%

Instructional Program/School Reform Strategies

- Curriculum alignment and mapping of NYS Learning Standards: ELA, math, social studies, science, and PE, Art and Music
- Faculty meetings for data discussion and teaching strategies implementation
- Ongoing data analysis
- Department meetings
- AIS taught by subject area teachers in some areas (ELA, math, social studies, science)
- Grades 9-12 ELA, math, social studies and science, labs/targeted intervention/portfolio support
- School Resource Officer, Social Worker, in-service counselors and psychologists
- Increase counseling and school psychologist services
- Co-Teaching
- Learning Lab
- At-Risk Committee
- Student Assessment Committee
- 10th period instructional support

Action Plans to Implement Strategies

Goal #1: Improve literacy skills grades 9-12 by providing students with high quality, research-based instruction in reading, language and writing.

- Increase the number of students who attain proficiency on NYS English Regents by June 2021 to exceed NYS average.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Continued alignment of curriculum to the NYS Learning Standards	Professional development to align curriculum and to support the implementation of NYS Learning Standards	Principal and department teams/teachers	Superintendent's conference, faculty meetings and early release days will be utilized for staff development	<ul style="list-style-type: none"> • Standards implemented • Curriculum aligned 	<ul style="list-style-type: none"> • Pacing calendar and curriculum maps developed • NYS curriculum implemented • Cognos reports on Standards
Continue effective teaching strategies in all curriculum departments	Professional development on effective teaching and best practices	Principal	Ongoing	Effective teaching strategies and differentiation implemented	Classroom observations
Data analysis of students' assessments to identify areas of need	Analysis of ELA assessments by classroom teachers grades 7-12 and English Regents to adjust curriculum and instruction	Principal and department teams <ul style="list-style-type: none"> • Meetings • Goals, agenda and reports shared 	Superintendent's conference and early release days will be utilized for staff development	Areas of need identified – curriculum and/or instruction revised	Summary of data analysis

<p>Department teams will use data analysis information to select, learn and implement intervention strategies to support struggling learners across all departments to incorporate close read strategies</p>	<p>Professional development: turnkey training by ELA trained teachers on best practices and interventions</p>	<p>Principal and department teams/AIS teachers</p>	<p>Ongoing</p>	<p>Intervention strategies identified and implemented</p>	<p>Classroom observation</p>
<p>Analysis of AIS students' assessments to develop individual student target goals</p>	<ul style="list-style-type: none"> • Professional development provided to support the development of individual student intervention plans • Student files 	<p>Principal and department teams/AIS instructors</p>	<p>Ongoing – at Data Team meetings</p>	<p>Student intervention plans developed</p>	<p>Student intervention plans written and implemented</p>

GOAL #2: Improve the math achievement grades 9-12 by strengthening and enhancing skills using instruction aligned to the NYS Learning Standards.

- Increase the number of students who attain proficiency on NYS Algebra Regents by June 2021 to exceed NYS average.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Alignment of curriculum to the NYS Standards and implementation of curriculum in Algebra I, Algebra II, and Geometry	Professional development to align and support the implementation of standards	Principal and department team	Superintendent's conference and early release days will be utilized for staff development	Review of curriculum	<ul style="list-style-type: none"> • Scope and sequence document developed • Curriculum implemented
Data analysis of state and classroom assessments to identify areas of need	Analysis of classroom and state math assessments by classroom teachers grades 9-12 to adjust curriculum and instruction	Principal and department teams <ul style="list-style-type: none"> • Meetings • Goals, agenda 	Superintendent's conference and early release days will be utilized for staff development	Areas of need identified – curriculum and/or instruction revised	Summary of data analysis
Implement effective teaching strategies in all curriculum departments	Professional development on effective teaching and best practices	Principal	Ongoing	Effective teaching strategies and differentiation implemented	Classroom observations
Analysis of AIS students' assessments to develop individual student target goals	<ul style="list-style-type: none"> • Professional development provided to support the development of 	Principal and department teams/AIS instructors	Ongoing	Student intervention plans developed	Student intervention plans written and implemented

	individual student intervention plans • Student files				
Math AIS labs across the schedule	Provide math groups and monitor	Principal and AIS teachers	Ongoing	Monitor quarterly	Observations

GOAL #3: Promote Pro-social behavior to reduce conflict and maximize instructional time.

- Reduce total number of disciplinary referrals contributing to lost instructional and administrative time.
- Decrease chronic absenteeism.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Increase student social-emotional supports	<ul style="list-style-type: none"> • SAT and at-risk meetings to discuss student needs and barriers • School social worker liaison responsibilities • Grade/building meetings 	Administrators, SAT participants and shared decision making team	Ongoing	<ul style="list-style-type: none"> • Decrease in negative student behavior • Increase attendance 	<ul style="list-style-type: none"> • Decrease in behavioral referrals • Increase attendance
Enhance parent-school cooperation	Increase number of informational meetings on academic and pro-social issues	Administrators and faculty	Ongoing	Parent attendance at meetings	<ul style="list-style-type: none"> • Sign-in sheet • Meeting agendas

Annual Evaluation to Monitor the Effectiveness of the School-wide Plan

Using data from the State's assessments, other student performance data, and perception data, the school will determine if the school-wide program has been effective in addressing the major problem areas, and in turn, increasing student achievement, particularly for the lowest-achieving students. The school will annually revise the plan, as necessary, based on student needs and results of the evaluation to ensure continuous improvement.