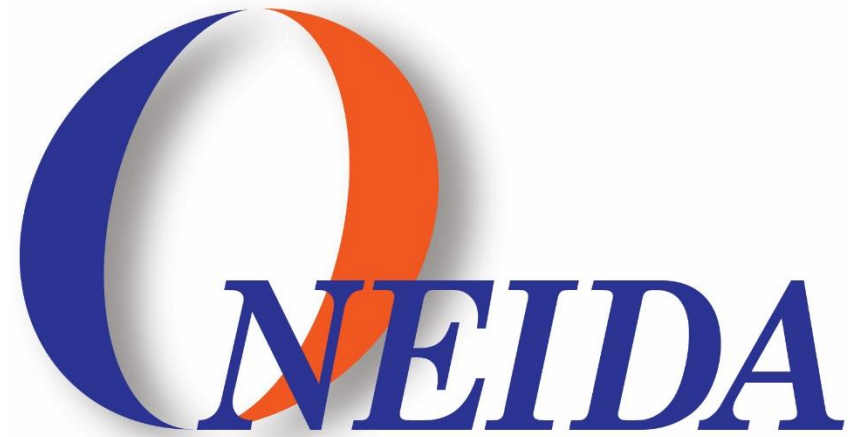


TITLE I SCHOOL WIDE PLAN



2021-2022

Seneca Street Elementary School

School District:	Seneca Street Elementary School
BEDS Code:	251400010005
Address:	436 Seneca Street, Oneida, NY 13421
Contact Person:	Katherine Lynch
Telephone:	315-386-4504 Ext. 10163
Email and Web Address:	klynch@sllboces.org
Plan Start / End Dates:	September 2020 – August 2021

Schoolwide – Planning Team

Name	Title	Constituencies Represented
Lindsey Blair	Reading Specialist	Teachers
Ashley Reisman	Counselor/CFSP	Student Supports
Cynthia Smith	Classroom Teacher	Teachers
Joanne Makarchuk	ELL Teacher	Teachers
Penny Houser	Principal	Administration

Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
June 12, 2020	Reviewed plan, discussed data, student barriers and needs, completed level I Needs Assessment, 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.

Seneca Street Elementary School serves students in grades K-5 with an approximate enrollment of 182 students. Approximately 42% of the students are eligible for free and reduced lunch. In 2020-21, 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 Seneca Street Elementary 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)
- Analysis of NYS assessments grades 3-5 ELA
- Analysis of NYS assessments grades 3-5 Math
- Interim assessment data
- STAR Assessments
- Curriculum assessments

Comprehensive Needs Assessment

Student Achievement Data

NYS Assessment Data Grades 3-5

Proficiency is Level 3 and above

NYS ELA and math assessment data was reviewed for 2018 – 2019. The sub-group data for 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 school's results.

Student Barriers

Discussion of barriers to student achievement include low parent engagement among the economically disadvantaged/poverty, educational levels, and social/family values, transient population, homes struggle and little support for education.

Positive Approaches

Materials/resources and literature, PLCS for analyzing data and assessments, additional teacher support specialists- counselors, AIS, special education, grade level meetings, common planning time, positive school climate, good school-parent communication, and character education (Second Step and Empower Me).

Demographic Data (2018-2019 School Report Card)

Enrollment: 182	Students with Disabilities: 10%
Economically Disadvantaged: 42%	ELL: 6%
Minority Population: 13%	Highly Qualified Teacher: 100%
Teachers with Appropriate Certification: 100%	

Instructional Program/School Reform Strategies

- Curriculum alignment and mapping of NYS Learning Standards ELA and Math
- Progress monitoring for students receiving AIS and SWD
- Grades K-5 math labs/targeted intervention/portfolio support
- Grades K-5 ELA labs/ targeted intervention/portfolio support
- PLCs (Professional Learning Communities)
- Extended ELA instructional periods
 - Homework labs
 - Guided practice
 - ICT (Integrated Co-teaching) and Consultant teacher
 - Focus on student achievement

Ongoing data analysis

- Grade level data meetings
- Curriculum assessments
- SuperKids and Journey's benchmarking

Seneca Street Elementary School

Literacy Programming

- Journeys reading program
- Writing initiative
- AIS reading
- Tier I and Tier II vocabulary

Math

- Extended Math instructional periods
- Technology software
- Workshop Model

Action Plans to Implement Strategies

GOAL #1: Improve literacy skills grades K-5 by providing students with high quality, research-based instruction in reading, language arts and writing.

- Improve performance proficiency on the grades 3-5 NYS ELA assessments to meet or exceed the state average for 2020-2021.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Continue the development and implementation of a consistent scope and sequenced curriculum across and between grade levels that is aligned to NYS Learning Standards	Professional development to support the implementation of the aligned curriculum: <ul style="list-style-type: none">• Grade level Data Meetings• Unpacking and Prioritizing Standards	Principal, Elementary Instructional Staff	Ongoing	Curriculum aligned and implemented	Classroom observations, student assessments, STAR benchmarks
Use of consistent ELA vocabulary	In-house training for vocabulary	Principal, Elementary	Ongoing	High frequency words	Informal/formal assessments and

between and across grade levels <ul style="list-style-type: none"> • Reading program vocabulary list 	infusion across grade levels and Journeys or BOCES literacy workshops	Instructional Staff			observation of student use
Use of consistent language across curricular areas: Tier I and Tier II vocabulary instruction	<ul style="list-style-type: none"> • Words of week taught in ELA class • Teach/reinforce vocabulary in other content areas 	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> • Increased vocabulary comprehension • Increased performance on ELA assessments 	Data Informed Instruction- student performance on assessments
Continued alignment and development of K-5 writing curriculum	<ul style="list-style-type: none"> • Writing PLC looking at workshop model • Use of Storyworks • BOCES Literacy Workshops 	Principal, Elementary Instructional Staff	Ongoing	Teacher implementation of writing initiative	<ul style="list-style-type: none"> • Student assessment results using text-based evidence • NYS ELA assessments
Promote parent and community involvement with curriculum and assessments	<ul style="list-style-type: none"> • In district sharing of parent engagement strategies • Use of social media • District website • SchoolTool parent portal • Lobby displays • Summer reading incentives 	Principal, Instructional Technology Coach, and Elementary Instructional Staff	Ongoing	<ul style="list-style-type: none"> • Parental use of SchoolTool • Attendance at Open House/ Curriculum Night 	Increased participation on NYS 3-8 ELA and Math Assessments

GOAL #2: Improve mathematic skills K-5 by providing students with high quality, research-based instruction aligned to the NYS standards.

- NYS Learning Standards in math will be implemented in all grades PK-5 classes.
- Improve performance proficiency on the grades 3-5 NYS math assessments to meet or exceed the state average for 2020-2021.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Alignment of curriculum to the NYS Learning Standards and implementation of curriculum in grades K-5	<ul style="list-style-type: none"> • Professional development/Grade level mtgs. with Jody Popple and Maria Papa to align and support the implementation of standards for grades K-5 	Principal and grade level teams Jody Popple-BOCES Maria Papa-BOCES	Superintendent's conference and early release days will be utilized for staff development. Monthly coaching days in classrooms	Review of curriculum Vertical Alignment document	<ul style="list-style-type: none"> • Scope and sequence document developed
Data analysis of STAR/DIBELS screeners and classroom assessments to identify areas of need	<ul style="list-style-type: none"> • Data Meetings 	Principal and grade level teams AIS Reading and Math Specialists	<ul style="list-style-type: none"> • Data Meeting Days 	<ul style="list-style-type: none"> • Areas of need identified • Tiered interventions • Progress Monitoring 	Progress Monitoring
Math Instruction <ul style="list-style-type: none"> • Workshop Model 	<ul style="list-style-type: none"> • Professional development on effective teaching and workshop model 	Principal Jody Popple-BOCES	Monthly Coaching sessions	Effective workshop teaching strategies and practice implemented	<ul style="list-style-type: none"> • Classroom observations • Student assessments

Use of consistent language across content areas and levels of service.	Cross-curricular vocabulary instruction and reinforcement	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> • Increased vocabulary comprehension • Increased performance on assessments 	Student performance on assessments
Analysis of AIS students' assessments to develop individual student target goals	PD provided to support the development of individual student intervention plans <ul style="list-style-type: none"> • Student files 	Principal and grade level teams AIS Specialists Asst. Superintendent of Instruction	Ongoing – monthly AIS meetings Data Meetings	<ul style="list-style-type: none"> • Student intervention plans developed • Student data in Edge 	Student intervention plans written and implemented

Annual Evaluation to Monitor the Effectiveness of the Schoolwide Plan

Using data from the State’s assessments, other student performance data, and perception data, the school will determine if the schoolwide 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.