

# **TITLE I SCHOOLWIDE PLAN**



**2021-2022**  
**Otto L Shortell Middle School**

School District:	Otto L Shortell Middle School
BEDS Code:	251400010008
Address:	Markell Drive; PO Box 716; Wampsville, NY 13163
Contact Person:	Dr. Tice
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Plan Start / End Dates:	September 2021 – August 2022

### Schoolwide – Planning Team

Name	Title	Constituencies Represented
Mandi Larson	Principal	Administration
Megan Kelly	Teacher	Teachers
Kristin Culkin	Teacher	Teachers
Melissa Smith	Special Education Teacher	Teachers
Jen Bassin	Teacher	Teachers
Melissa Tanner	Teacher	Teachers
Val Martin-Pearson	Teacher	Teachers
Kristin Germond	Teacher	Teachers
Emily Faniglula	Teacher	Teachers
Lori Roth	Secretary	
Jen Stone		Parent

William Kelly		Student
Emily Martin-Pearson		Student

### Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
We will meet the 2 <sup>nd</sup> Tuesday of Every month				

### 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.

Otto Shortell Middle School serves students in grades 6-8 with an approximate enrollment of 461 students. Approximately 57% of the students are eligible for free and reduced lunch. In 2019-2020, 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 Otto Shortell Middle 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 6-8 ELA
- Analysis of NYS assessments grades 6-8 Math
- Interim assessment data
- IXL data
- STAR assessments
- Curriculum assessments
- Parental communication data
- Discipline

- Individual student data and assessments

## **Comprehensive Needs Assessment**

### **Student Achievement Data**

NYS Assessment Data Grades 6-8

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 economically disadvantaged. There is also disparity between educational levels and social/family values.

### **Positive Approaches**

Materials/resources and literature, teams for analyzing data and assessments, additional teacher support specialists (ELL, AIS, counselor, and special education), grade level meetings, common planning time, positive school climate, good school-parent communication and character education, Mindfulness Mornings, Middle School Counts Summer Program.

### **Comprehensive Needs Assessment: Demographic Data (2018-2019 School Report Card)**

Enrollment: 431	Economically Disadvantaged: 57%
Minority Population: 11%	Students with Disabilities: 17%
Teachers with Appropriate Certification: 100%	Highly Qualified Teacher: 100%

## ESSA Level 1 Needs Assessment

Accountability Subgroup	Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:
Composite Performance Achievement Level: ED, Hispanic, Multiracial, SWD	<ul style="list-style-type: none"> <li>● Basic needs not met</li> <li>● Lack of attention and focus</li> <li>● Lack motivation and drive</li> <li>● Health issues- including mental health</li> <li>● Absenteeism</li> <li>● Academic deficits- reading, writing, and math</li> <li>● Lack of maturity</li> <li>● Language barriers/cultural differences</li> <li>● Outside influences- home</li> </ul>	<ul style="list-style-type: none"> <li>● Counseling- target students</li> <li>● Increase home-school communication</li> <li>● Increase student engagement in school academics and extra-curricular</li> <li>● Utilize 10<sup>th</sup> period</li> <li>● Armoire-clothing donation</li> <li>● Monthly meetings to review STAR ELA and Math testing data</li> <li>● Implement Math and ELA workshop model in the classrooms</li> <li>● AIS ELA and Math teacher provide pull-out service as needed with individual student goals</li> <li>● Writing initiative</li> <li>● Literacy-increase vocabulary, NYS Learning Standards</li> <li>● Mental health and trauma trainings to increase socio-emotional learning</li> </ul>	<ul style="list-style-type: none"> <li>● Staff- counselors, school psychologist</li> <li>● Teachers-communication with parents</li> <li>● Wilson/Orton-Gillingham program</li> <li>● Star assessments</li> <li>● Workshop Model</li> <li>● Math software</li> <li>● Technology Coach for effective use</li> </ul>	<ul style="list-style-type: none"> <li>● Student Engagement</li> <li>● Home-School Communication</li> <li>● Mental Health and trauma</li> <li>● PD on the workshop model of classroom instruction for all teachers</li> <li>● PD to review Math standards- Next generation</li> <li>● Curriculum alignment</li> <li>● PD for differentiation</li> <li>● Cultural Diversity and instruction</li> <li>● PD for effective integration of writing</li> <li>● STAR training</li> <li>● Wilson/Orton-Gillingham programs</li> </ul>
Student Growth Level: ED, Native American, White, All Students	<ul style="list-style-type: none"> <li>● Same as above</li> </ul>	<ul style="list-style-type: none"> <li>● Same as above</li> </ul>	<ul style="list-style-type: none"> <li>● Same as above</li> </ul>	<ul style="list-style-type: none"> <li>● Same as above</li> </ul>

Combined Composite and Student Growth Level: Black, ED, Hispanic, Multiracial, Native American, White, All Students	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>
Average ELA and Math Academic Progress Level: ED, SWD	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>
Chronic Absenteeism level: ED, ALL Students	<ul style="list-style-type: none"> <li>• Lack of contact information</li> <li>• Mental health issues</li> <li>• Education is not valued, not a priority</li> <li>• Basic needs not met</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Data attendance meetings</li> <li>• Letters sent home to parents/guardians</li> <li>• Daily phone calls</li> <li>• School counselor supports families and refers to agencies</li> <li>• Get information from friends</li> <li>• SMT meetings to discuss parent engagement</li> <li>• Shared-decision making team 1x/month</li> </ul>	<ul style="list-style-type: none"> <li>• School counselor</li> <li>• Nurse</li> <li>• SRO- visits home for safety check</li> </ul>	<ul style="list-style-type: none"> <li>• PD on engagement strategies</li> <li>• PD on trauma and poverty</li> <li>• Faculty meetings have PD regarding students and families</li> <li>• PD on empathy from social worker</li> </ul>

### **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 6-8 math labs/targeted intervention/portfolio support
- Grades 6-8 ELA labs/ targeted intervention/portfolio support
- Workshop Models
- Faculty meetings for data discussion and teaching strategies implementation
- STAR – ELA and math for progress monitoring
- Increase counseling and school psychologist services

## Action Plans to Implement Strategies

Goal #1: Improve literacy skills grades 6-8 by providing students with high quality, research-based instruction in reading, language and writing.

- Improve performance proficiency on the grades 6-8 NYS ELA assessments to meet or exceed the state average for 2021-2022.
- All teachers will implement the use of the IXL program on a weekly basis and use the data to inform their instruction as they see skill gap emerging
- Universal Screenings occur 3 times a year. The information derived from this data will serve to assist in making recommendations for students’ programming while allowing teachers to make individual adjustments within their classrooms.

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"> <li>● Curriculum writing and mapping</li> <li>● Grade level meetings</li> <li>● Data informed meetings</li> </ul>	Principal, instructional staff, and department leaders	Superintendent’s conference and early release days will be utilized for staff development	<ul style="list-style-type: none"> <li>● New standards implemented</li> <li>● Curriculum aligned</li> </ul>	<ul style="list-style-type: none"> <li>● Pacing calendar and curriculum maps developed</li> <li>● NYS curriculum implemented</li> </ul>
Use of consistent language across curricular areas: Tier I and Tier II vocabulary instruction	<ul style="list-style-type: none"> <li>● Teach/reinforce vocabulary in other content areas</li> </ul>	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> <li>● Increased vocabulary comprehension</li> <li>● Increased performance on ELA assessments</li> </ul>	Data Informed Instruction- student performance on assessments



Data analysis of students' assessments to identify areas of need	Analysis of ELA assessments by classroom teachers grades 6-8 to adjust curriculum and instruction	Principal and grade level teams <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Goals, agenda and reports shared</li> </ul>	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
Grade level 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	Professional development: training by ELA trained teachers on close read strategies	Principal and grade level teams/AIS teachers	Ongoing	Intervention strategies identified and implemented	Classroom observation
Analysis of AIS students' assessments to develop individual student target goals	<ul style="list-style-type: none"> <li>• Individual conferencing with students</li> <li>• Student files</li> </ul>	Principal and AIS instructors	Ongoing – at grade level data team meetings	Student intervention plans developed	Student intervention plans written and implemented
Continue effective teaching strategies in all curriculum departments <ul style="list-style-type: none"> <li>• Integrated Co-teaching</li> </ul>	Professional development on effective teaching and rigor	Principal	Ongoing	Effective teaching strategies implemented	Classroom observations
Implement STAR Reading	Professional development on STAR software	Teachers	Ongoing	Teacher implementation for student assessments	Student results

GOAL #2: Improve mathematic skills 6-8 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 6-8 NYS math assessments to meet or exceed the state average for 2021-2022.

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 6-8	Professional development to align and support the implementation of standards for grades 6-8	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	Review of curriculum	<ul style="list-style-type: none"> <li>• Scope and sequence document developed</li> </ul>
Data analysis of state and classroom assessments to identify areas of need	Analysis of classroom and state math assessments by classroom teachers grades 6-8 to adjust curriculum and instruction	Principal and grade level teams	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
Continue effective teaching strategies in all curriculum departments <ul style="list-style-type: none"> <li>• Integrated Co-teaching</li> <li>• Use of technology</li> </ul>	Professional development on effective teaching and Workshop Model	Principal	Ongoing	Effective teaching strategies implemented	Classroom observations
Use of consistent language across curricular areas: Tier I and Tier II vocabulary instruction	Cross-curricular vocabulary instruction and reinforcement	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> <li>• Increased vocabulary comprehension</li> <li>• Increased performance on assessments</li> </ul>	DDI- student performance on assessments
Analysis of AIS students' assessments to develop individual student target goals	Professional development provided to support the development of individual student intervention plans	Principal and grade level teams/AIS instructors	Ongoing – at grade level data team meetings	Student intervention plans developed	Student intervention plans written and implemented
Math AIS labs across the schedule	Provide math groups and monitor	Principal and grade level teachers	Ongoing	Monitor quarterly	Observations

Implement STAR Math	Professional development on STAR software	Teachers	Ongoing	Teacher implementation for student assessments	Student results
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GOAL #3: Improve home-school communication in order to increase attendance, behavior and increase socio-emotional learning.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
<p>Home-School Communication:</p> <ul style="list-style-type: none"> <li>● Parent survey for communication preference</li> <li>● Update website and calendars</li> <li>● Use of school messenger and digital communication flyers- email blasts, newsletters</li> <li>● Parent portal use</li> <li>● Teachers keep communication log of calls home</li> <li>● Good News Cards sent home</li> <li>● Use of RTI Edge to keep communication log in one spot. This helps when there is a need for a student to move to another tier</li> </ul>	<p>Professional development to increase home-school communication and parent engagement strategies</p> <p>Use of meeting time for teachers to connect with parents</p>	Principal and teachers	Ongoing	<p>Monthly newsletters</p> <p>Websites</p> <p>Parent survey</p>	<ul style="list-style-type: none"> <li>● Positive parent communication reports</li> <li>● Decrease in absenteeism</li> <li>● Decrease in discipline and behavior reports</li> </ul>

## **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.