

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: RESOLUTION FOR STANDARDIZATION: EXIT DEVICES
DATE: JULY 1, 2021

RESOLUTION FOR STANDARDIZATION

WHEREAS, General Municipal Law § 103(5) permits a government entity to adopt a resolution for standardization of purchases for particular equipment, materials, supplies or services; and

WHEREAS, the Oneida City School District (“the District”) Architect, King & King Architects, has recommended standardizing on Sargent Manufacturing (SA) - 8000 Series for the purchase of exit devices and Sargent Manufacturing (SA) - 351 Series for the purchase of door closers (“Exit Devices and Door Closers Standardization”) in connection with the 2021 Capital Improvement Project (the “Project”); and

WHEREAS, by opinion dated June 21, 2021, the District’s Architect, King & King Architects recommended Exit Devices and Door Closers Standardization because (1) should multiple contractors be awarded contracts, the standardization of door hardware will require each contractor to furnish and install the same make(s)/model(s), so as to maintain consistency of door hardware across all buildings; (2) the standardization of door hardware will result in more efficient management, as it relates to maintaining components already used within other District facilities; and (3) the standardization of door hardware will result in long-term cost savings, as it relates to purchasing, storing and maintaining consistent components; and

WHEREAS, Board of Education has reviewed the recommendations of the District’s Administration and Architect, and determined that the Exit Devices and Door Closers Standardization will promote efficiency and economy and is in the public interest;

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. It is hereby determined that all exit devices shall be specified as Sargent Manufacturing (SA) - 8000 Series and all door closers shall be specified as Sargent Manufacturing (SA) - 351 Series in connection with the Project for reasons of economy and efficiency, including, but not limited to (1) should multiple contractors be awarded contracts, the standardization of door hardware will require each contractor to furnish and install the same make(s)/model(s), so as to maintain consistency of door hardware across all buildings; (2) standardization of door hardware will result in more efficient

management, as it relates to maintaining components already used within other District facilities; and (3) standardization of door hardware will result in long-term cost savings, as it relates to purchasing, storing and maintaining consistent components.

2. This resolution shall take effect immediately and the District's Administration and Architect are hereby directed to make sure that the Project specifications for the competitive bid for exit devices and door closers are consistent with this resolution.

The question of the adoption of the foregoing Resolution was duly put to a vote, which resulted as follows:

AYES: _____ NAYS: _____

The Resolution was thereupon declared adopted.

Dated: _____

School District Clerk
Oneida City School District

RECOMMENDED ACTION

Motion to approve the Resolution for Standardization for Exit Devices as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: RESOLUTION FOR STANDARDIZATION: KEY CYLINDERS
DATE: JULY 1, 2021

RESOLUTION FOR STANDARDIZATION

WHEREAS, General Municipal Law § 103(5) permits a government entity to adopt a resolution for standardization of purchases for particular equipment, materials, supplies or services; and

WHEREAS, the Oneida City School District (“the District”) Architect, King & King Architects, has recommended standardizing on Best - small format, 7 pin, M Keyway for the purchase of key cylinders and Best – 9K cylindrical locks for the purchase of locksets (“Key Cylinder and Locksets Standardization”) in connection with the 2021 Capital Improvement Project (the “Project”); and

WHEREAS, by opinion dated June 21, 2021, the District’s Architect, King & King Architects recommended Key Cylinder and Locksets Standardization because (1) should multiple contractors be awarded contracts, the standardization of door hardware will require each contractor to furnish and install the same make(s)/model(s), so as to maintain consistency of door hardware across all buildings; (2) the standardization of door hardware will result in more efficient management, as it relates to maintaining components already used within other District facilities; and (3) the standardization of door hardware will result in long-term cost savings, as it relates to purchasing, storing and maintaining consistent components; and

WHEREAS, Board of Education has reviewed the recommendations of the District’s Administration and Architect, and determined that the Key Cylinder and Locksets Standardization will promote efficiency and economy and is in the public interest;

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. It is hereby determined that all key cylinders shall be specified as Best - small format, 7 pin, M Keyway and all locksets shall be specified as Best – 9K cylindrical locks in connection with the Project for reasons of economy and efficiency, including, but not limited to (1) should multiple contractors be awarded contracts, the standardization of door hardware will require each contractor to furnish and install the same make(s)/model(s), so as to maintain consistency of door hardware across all buildings; (2) standardization of door hardware will result in more efficient management, as it

relates to maintaining components already used within other District facilities; and (3) standardization of door hardware will result in long-term cost savings, as it relates to purchasing, storing and maintaining consistent components.

2. This resolution shall take effect immediately and the District's Administration and Architect are hereby directed to make sure that the Project specifications for the competitive bid for key cylinders and locksets are consistent with this resolution.

The question of the adoption of the foregoing Resolution was duly put to a vote, which resulted as follows:

AYES: _____ NAYS: _____

The Resolution was thereupon declared adopted.

Dated: _____

School District Clerk
Oneida City School District

RECOMMENDED ACTION

Motion to approve the Resolution for Standardization for Key Cylinders as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: 2021-2022 YEARLY DUTY APPOINTMENTS
DATE: JULY 1, 2021

BE IT RESOLVED, that the Board hereby appoints the following individuals to the yearly duty assignments listed for the 2021-2022 school year as attached upon the condition that such assignments are necessary and able to be completed, and only to the extent that yearly duties are required to be performed, pursuant to the District's reopening plan and any executive orders issued by the State or County.

Building/Position	Staff	Rate of Pay	BOE Date
Science Dept Chair	Sheena Britton	\$5623	July 1, 2021
HS Spring Musical Assistant Director	Heather O'Connell	\$1457	July 1, 2021
Senior Class Co-Advisors	David Hawthorne; Laura Reff;	\$3258 (D.Hawthorne step 3); \$1615 (L.Reff step 1);	July 1, 2021

RECOMMENDED ACTION

Motion to approve the 2021-2022 Yearly Duty Appointments as submitted.

MOTION MADE BY _____

SECONDED BY _____

A_____ N_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: TITLE I SCHOOL WIDE PLANS, 2021-2022
DATE: JULY 1, 2021

BE IT RESOLVED, to approve the Title I School Wide Plans for the 2021-2022 school year as submitted for:

**Oneida Senior High School
Otto Shortell Middle School
Durhamville Elementary
North Broad Elementay
Seneca Street Elementary
Willard Prior Elementary**

RECOMMENDED ACTION

Motion to approve the 2021-2022 Title I School Wide Plans for the six (6) buildings as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TITLE I SCHOOLWIDE PLAN



**2021-2022
Oneida Senior High School**

School District:	Oneida Senior High School
BEDS Code:	251400010009
Address:	560 Seneca Street, Oneida, NY 13421
Contact Person:	Dr. Stacey Tice
Telephone:	315-363-2550 Ext. 2002
Email and Web Address:	stice@oneidacsd.org
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.

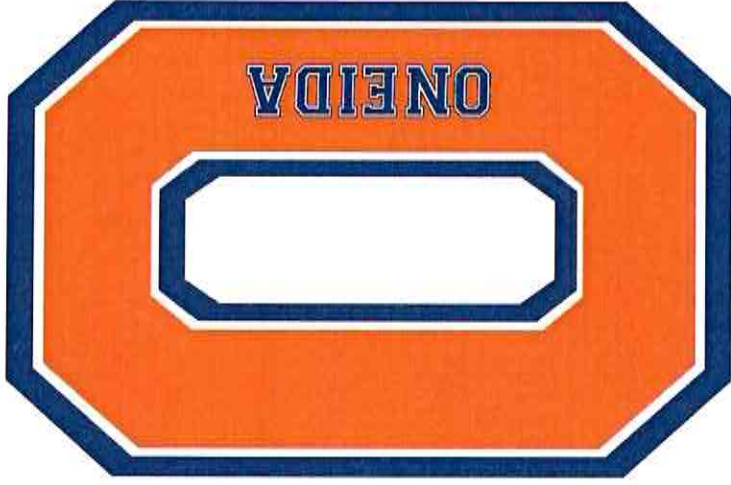
- Reduce total number of disciplinary referrals contributing to lost instructional and administrative time.
- Decrease chronic absenteeism.

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.

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
Telephone:	(315) 363-2550 Ext. 2002
Email and Web Address:	stice@oneidacsd.org
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 nd 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

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

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

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	<p>Professional development to support the implementation of the aligned curriculum:</p> <ul style="list-style-type: none"> ● Curriculum writing and mapping ● Grade level meetings ● Data informed meetings 	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"> ● New standards implemented ● Curriculum aligned 	<ul style="list-style-type: none"> ● Pacing calendar and curriculum maps developed ● NYS curriculum implemented
Use of consistent language across curricular areas: Tier I and Tier II vocabulary instruction	<ul style="list-style-type: none"> ● 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

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"> 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
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"> Individual conferencing with students Student files 	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"> Integrated Co-teaching 	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 mathematics 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"> • Scope and sequence document developed
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"> • Integrated Co-teaching • Use of technology 	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"> • Increased vocabulary comprehension • Increased performance on assessments 	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"> ● Parent survey for communication preference ● Update website and calendars ● Use of school messenger and digital communication flyers- email blasts, newsletters ● Parent portal use ● Teachers keep communication log of calls home ● Good News Cards sent home ● 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 	<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"> ● Positive parent communication reports ● Decrease in absenteeism ● Decrease in discipline and behavior reports

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.

TITLE I SCHOOLWIDE PLAN



2021-2022
Durhamville Elementary School

School District:	Durhamville Elementary School
BEDS Code:	251400010002
Address:	5462 Main Street, Durhamville, NY 13054
Contact Person:	Dr. Stacey Tice
Telephone:	(315) 363-2550 Ext. 2002
Email and Web Address:	stice@oneidacsd.org
Plan Start / End Dates:	September 2021 – August 2022

Schoolwide – Planning Team

Name	Title	Constituencies Represented
Brian Gallagher	Principal	Administration
Patty Tedeschi	AIS Math Teacher	Teachers
Holly Marshall	Special Education Teacher	Teachers
Kristine Engler	Regular Education Teacher	Teachers
Melissa Aumell	Family and Student Support Service Provider	Staff

Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
6-21-2021	Reviewed plan, discussed data, student barriers and needs, completed 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.

Durhamville Elementary School serves students in grades K-5 with an approximate enrollment of 255 students. Approximately 60% 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 Durhamville 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 and District Report Cards
- Enrollment
- Attendance Rates of Students in comparison to Similar Schools (from State Aid Reporting) and Schooltool Dashboard.
- Attendance Data biweekly and in comparison to prior year's data. (Schooltool and COGNOS Data)
- 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 part 1
- Analysis of NYS assessments grades 3-5 Math part 1
- RtII/AIS Progress Monitoring 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 2017 – 2018. 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

Lack of student achievement includes low parent engagement and high absenteeism, mental health, poor literacy skills, low motivation, lack of technology, basic needs not met.

Positive Approaches

Materials/resources and literature, Data days for analyzing data and progress monitoring, additional teacher support and specialists, grade level meetings, common planning time, positive school climate, growth mindset integration, positive and consistent school-parent communication, and Social-emotional education, afternoon program, community building and student recognition, PTO Family Fun night, Health and Wellness Night, Power Hour for parent education, family events to support classroom teachers, and art and music programs.

Durhamville Elementary School

Demographic Data (2018-2019 School Report Card)

Enrollment: 255	Students with Disabilities: 24%
Economically Disadvantaged: 60%	Minority Population: 9%
Teachers with Appropriate Certification: 100%	Highly Qualified Teacher: 100%

Instructional Program/School Reform Strategies

- Curriculum alignment and mapping of NYS Learning Standards ELA and Math
- Progress monitoring for students receiving AIS and RtI.
- Grades K-5 ELA and math AIS and RTI process to support students at risk
- Grade level meetings: weekly
- Data meetings: every six weeks
- Workshop Model for math
- Small Group Instruction
- ICT (Integrated Co-teaching) In kindergarten and first grade
- Literacy programs

Ongoing data analysis

- Grade level data meetings
- Grade level meetings: Weekly
- Data Meetings: Every Six Weeks
- Curriculum Assessments
- STAR Assessments: Three times per year.

Literacy Programming

- Journeys Reading Program (3-5)
- Road to the Code/Rode to Reading (AIS)
- Orton-Gillingham (SPED)
- Lexia Core Reading (SPED)
- SuperKids (K-2)
- Writing: Story of Units Pilot (4-5)

- AIS Reading
- Math Programming
- Math Modules
- Workshop Model
- Zearn

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 Next Generation Learning Standards	Professional development to support the implementation of the aligned curriculum: <ul style="list-style-type: none"> • Curriculum and Assessment prioritization and mapping • District workshops/Flip Days • Grade level meetings 	Admin for Curriculum and Assessment, Principal, Elementary Instructional Staff	Ongoing	Curriculum and Assessments prioritized and implemented	Classroom observations, Student Assessment Data
Use of curricular language: 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

<p>Monitoring Student Progress through Data Meetings and SAT Meetings</p>	<ul style="list-style-type: none"> • Weekly SAT for students underperforming. • Data Meeting every six weeks to review all student data and adjust AIS rosters. 	<p>Principal, Elementary Instructional Staff</p>	<p>Ongoing</p>	<p>Students moving in and out of AIS as needed. Students who lack progress being evaluated by CSE.</p>	<ul style="list-style-type: none"> • NYS ELA assessments
<p>Continued alignment and development of K-5 writing curriculum</p>	<ul style="list-style-type: none"> • Professional development Journey's program • Pilot: Units of Study in Writing Grades 4-5 and SPED 4/5. 	<p>Admin for Curriculum and Assessment, Principal, Elementary Instructional Staff</p>	<p>Ongoing</p>	<p>Teacher implementation of writing initiative</p>	<ul style="list-style-type: none"> • Student assessment results using text-based evidence • Student work grades 4-5: pre and post assessments for writing. • NYS ELA assessments
<p>Promote parent and community involvement with curriculum and assessments</p>	<ul style="list-style-type: none"> • In district sharing of parent engagement strategies • Use of social media • District website • SchoolTool parent portal/Peach Jar Lobby/ Main • Office Displays • Growth Mindset Awards • Summer reading incentives 	<p>Principal, Technology Department, Elementary Instructional Staff</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Parental use of SchoolTool • Attendance at Open House/ Curriculum Night / Growth Mindset Awards 	<ul style="list-style-type: none"> Increased participation on NYS 3-8 ELA Assessments Increased school attendance

GOAL #2: Improve mathematical 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 Next Generation Learning Standards and implementation of curriculum in grades K-5	<p>Professional development to support the implementation of the aligned curriculum:</p> <ul style="list-style-type: none"> • Curriculum and Assessment prioritization and mapping • District workshops/Flip Day. • Grade level meetings • Coaching and PD with Jody Popple. 	Principal, Elementary Instructional Staff, Jody Popple	<p>Superintendent's conference and early release days will be utilized for staff development</p> <p>PD/Coaching during school year will also be Ongoing.</p>	Curriculum and Assessments prioritized and implemented	<ul style="list-style-type: none"> • Scope and sequence document developed • Classroom observations, Student Assessment Data
Monitoring Student Progress through Data Meetings and SAT Meetings	<ul style="list-style-type: none"> • Weekly SAT for students underperforming. • Data Meeting every six weeks to review all student data and adjust AIS rosters. 	Principal, Elementary Instructional Staff	Ongoing	<p>Students moving in and out of AIS as needed.</p> <p>Students who lack progress being evaluated by CSE.</p>	<ul style="list-style-type: none"> • NYS Math assessments

<p>Continue effective teaching strategies in all curriculum departments</p> <ul style="list-style-type: none"> • Integrated Co-teaching (k-1) • Use of technology • Workshop Model 	<p>Professional development on effective teaching and Workshop Model</p>	<p>Principal, Elementary Instructional Staff</p>	<p>Ongoing</p>	<p>Effective teaching strategies implemented</p>	<p>NYS Math assessments Classroom observations</p>
<p>Use of curricular language: Tier I and Tier II vocabulary instruction</p>	<p>Cross-curricular vocabulary instruction and reinforcement</p>	<p>Principal, teachers, and grade level teams</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Increased vocabulary comprehension • Increased performance on assessments 	<p>DDI- student performance on assessments</p>
<p>Promote parent and community involvement with curriculum and assessments</p>	<ul style="list-style-type: none"> • In district sharing of parent engagement strategies • Use of Standards-based report cards k-5 • Use of social media • District website • SchoolTool parent portal/Peach Jar Lobby/ Main Office Displays • Growth Mindset awards 	<p>Principal, Technology Department, Elementary Instructional Staff</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Parental use of SchoolTool • Attendance at Open House/ Curriculum Night / Growth Mindset Awards 	<p>Increased participation on NYS 3-5 Math Assessments</p> <p>Increased school attendance</p>
<p>AIS math grades K-5</p>	<p>Provide math groups and monitor</p>	<p>Principal and grade level teachers</p>	<p>Ongoing</p>	<p>Monitor quarterly</p>	<p>Student assessments</p>

GOAL #3: Improve students' attendance and decrease the percent of students being identified as Chronically Absent.

- Improve chronic absenteeism rate to meet or fall below the state average for 2020-2021.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Monitor and Celebrate Perfect Attendance	<ul style="list-style-type: none"> • Monthly award for perfect Attendance • ½ way through the year perfect attendance award • Perfect or almost perfect attendance award for entire year. 	Main Office Staff, Principal, Grade Level Teachers	Ongoing	Number of students receiving an award monthly, ½ way and at the end of the year.	Increased Attendance and decrease in % of students chronically absent.
Promote parent and community involvement with curriculum, assessments, and school events.	<ul style="list-style-type: none"> • In district sharing of parent engagement strategies • Use of social media • District website • SchoolTool parent portal/Peach Jar • Lobby/ Main Office Displays • Growth Mindset Awards 	Principal, Technology Department, Elementary Instructional Staff	Ongoing	<ul style="list-style-type: none"> • Parental use of SchoolTool • Attendance at Open House/ Curriculum Night / Growth Mindset Awards 	Increased Attendance and decrease in % of students chronically absent.
Create and maintain a team to meet with families to create a contract/plan to improve attendance	<ul style="list-style-type: none"> • Create a team to monitor attendance and meet with families. • Provide families with support, services, and create a plan or contract to improve attendance. 	Principal, Elementary Instructional Staff, Counselor, Nurse	Ongoing	Number of meeting with families	Increased Attendance and decrease in % of students chronically absent.

<p>Provide Second Step Lessons to students, and implement any district chosen curriculum.</p>		<p>Elementary Instructional Staff, Counselor</p>	<p>Ongoing</p>	<p>Discipline referrals, suspensions, and attendance data.</p>	<p>Increased Attendance and decrease in % of students chronically absent. Lowered Rate of suspension and referrals by month.</p>
<p>Work with community agencies to address SEL and attendance concerns</p>		<p>Principal, Elementary Instructional Staff, Counselor, Nurse</p>	<p>Ongoing</p>	<p>Discipline referrals, suspensions, and attendance data.</p>	<p>Increased Attendance and decrease in % of students chronically absent. Lowered Rate of suspension and referrals by month.</p>

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.

TITLE I SCHOOLWIDE PLAN



2020-2021
North Broad Elementary School

School District:	North Broad Elementary School
BEDS Code:	251400010003
Address:	230 North Broad Street, Oneida, NY 13421
Contact Person:	Dr. Tice
Telephone:	(315) 363-2550 Ext. 2002
Email and Web Address:	stice@oneidacsd.org
Plan Start / End Dates:	September 2021 – August 2022

Schoolwide – Planning Team

Name	Title	Constituencies Represented
Ann Fowler	Math AIS Teacher	Teachers
Eric Coriale	Principal	Administration
Christine Hawthorne	General Education Teacher	Teachers
Lori A. Collea	Child and Family Services Provider	Student Supports

Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
May 14, 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.

North Broad Street Elementary School serves students in grades K-5 with an approximate enrollment of 241 students. Approximately 67% 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 North Broad 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 2017 – 2018. 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, economically disadvantaged/poverty, educational levels (educating at a distance/lack of technology/continuity of learning), and social/family values, transient population, chronic absenteeism, parents knowing importance of being in school, increased social-emotional concerns, mental health.

Positive Approaches

Materials/resources and literature, PLCs for assessments, teacher support, grade level meetings, common planning time, weekly student support meetings, positive school climate, attendance initiatives and incentives, monthly attendance reports to parents, establish relations with students/families, connecting and collaborating with outside agencies, positive communication with parents, collaborate with instructional support specialists and teacher professional development (Madison-Oneida BOCES), Oneida Police Department, and local businesses, and trauma-sensitivity trainings.

Demographic Data (2018-2019 School Report Card)

Enrollment: 230	Students with Disabilities: 14%
Economically Disadvantaged: 67%	Minority Population: 16%
Teachers with Appropriate Certification: 100%	Highly Qualified Teacher: 100%

Needs Assessment

Accountability Subgroup	Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:
Student Growth Level All, ED, SWD Students	<ol style="list-style-type: none"> Chronic absenteeism; Alignment of NYS Standards to daily instructional goals/assessments; Differentiation to meet the individual needs of students; Increased student participation and positive mindset towards 3-8 ELA/Math assessments for all stakeholders; 	<ol style="list-style-type: none"> See below PD focused on the key standards assessed at each grade level, and the vertical alignment/progression of standards from K-5. Continuation of implementation of "math workshop," allowing for teachers to differentiate for all learners and collaborate with the AIS math specialist 	<ol style="list-style-type: none"> See Below PD/instructional coaching through collaboration with Jody Popple, Math Instructional Support Specialist from Madison Oneida BOCES. PD/instructional coaching through collaboration with Jody Popple, Math Instructional 	<ol style="list-style-type: none"> See Below 2020-2021 Monthly PD/instructional coaching that alternates focus between standards and workshop instruction. 2020-2021 Monthly PD/instructional coaching that alternates focus between standards and workshop instruction.

Accountability Subgroup	Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:
Average ELA and Math Academic Progress Level: SWD	Same as above	utilizing modeling, small group instruction, formative assessment, and the Gradual Release of Responsibility. 4. Speaking with students about the purpose of the assessments, creating opportunities to educate parents about the positive shifts with these assessments, utilizing resources from Engage New York to prepare students to take the test vs. test preparation, encouraging students to do their best work.	Support Specialist from Madison Oneida BOCES. 4. Engage New York, PTO meetings, newsletters, ESSA information nights, etc.	4. Integrating
		Same as above	Same as above	Same as above

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
 - Grades K-5 ELA labs/ targeted intervention
 - PLCs (Professional Learning Communities)
 - Extended ELA instructional periods
 - Workshop Model
 - Guided practice
 - Focus on student achievement
- Ongoing data analysis**
- Grade level data meetings

North Broad Elementary School

- Curriculum assessments
- SuperKids and Journey's benchmarking
- STAR

Literacy Programming

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

Math

- Extended Math instructional periods
- Technology software
- Workshop Model
- NYS Common Core Math Modules

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 curriculum aligned to NYS Standards: BOCES workshops • Curriculum writing and mapping • Grade level meetings/PLCs	Principal, Elementary Instructional Staff	Ongoing	Curriculum aligned and implemented	Classroom observations, student assessments

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

GOAL #2: Improve mathematics 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 K-5 classes.
- Improve performance proficiency on the grades 3-5 NYS math assessments to meet or exceed the state average for 2020-2021.
- Utilizing the *Math Workshop Walkthrough Checklist*, 80% of classrooms will show evidence of at least one component of the workshop model to optimize engagement and differentiation through monthly walkthroughs,
- The student growth level for math will meet or exceed the 2020-2021 Measure io interim progress (98.7) as measured by the 3-5 New York State Mathematics Assessment scores.

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	Professional development to align and support the implementation of standards for grades K-5	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"> • Scope and sequence document developed • New 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 3-5 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"> • AIS math instruction • Use of technology 	Professional development on effective teaching and	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"> Increased vocabulary comprehension Increased performance on assessments 	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 <ul style="list-style-type: none"> Student files 	Principal and grade level teams/AIS instructors	Ongoing – at grade level data team meetings	Student intervention plans developed	Student intervention plans written and implemented
AIS math grades K-5	Provide math groups and monitor	Principal and grade level teachers	Ongoing	Monitor quarterly	Student assessments

GOAL #3: Social-Emotional Learning

- By June 2021, the chronic absentee attendance percentage will be reduced from 17.4% to 14.2% (2020-2021 Measure of Interim Progress).
- By June 2021, 50% of students identified as chronically absent in 2018-2020 school year will increase their overall attendance by 40% or miss less than 10% of the school year as a result of creating *Crisis Support Team*.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Attendance Celebration and Education	Review SIRS 107 Chronic Absenteeism Accountability Report- generate targeted students Send monthly attendance reports home to parents	Principal and grade level teams	Ongoing	SIRS Report Letters home	Increased student attendance

	Provide parents with home-school information/supports and connections with agencies Attendance initiative and incentives				
Create district-wide SEL Committee	Review current programming and implementation Develop PD around SEL framework and standards Establish consistent language and approaches PK-12	Administration and Committee	Ongoing	SEL programming	Parent, student, and teacher survey

GOAL #4: Increase positive school-parent communication and parent engagement

- 75% of parents will agree/strongly agree to the following: *My student has not experienced bullying in the last year, indicating an improved awareness for anti-bullying.*

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Establish positive relationships with parents to increase parent engagement and positive culture	Faculty meetings to promote teacher-parent communication Student support meetings Student recognition assemblies	Principal and teachers	Ongoing	Letters home for student recognition Parents provided school information in a timely manner	Positive parental feedback

	Shared Decision-Making Committee Monthly Newsletters Frequent Communication (Email, Robo Calls/Texts, etc.)			
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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.

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:	Dr. Stacey Tice
Telephone:	(315) 363-2550 Ext. 2002
Email and Web Address:	stice@oneidacsd.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	infusion across grade levels and Journeys or BOCES literacy workshops	Instructional Staff			observation of student use
<ul style="list-style-type: none"> • Reading program vocabulary list 	<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.

TITLE I SCHOOLWIDE PLAN



2021-2022

Willard Prior Elementary School

School District:	Willard Prior Elementary School
BEDS Code:	251400010006
Address:	205 East Avenue, Oneida, NY 13421
Contact Person:	Dr. Tice
Telephone:	(315) 363-2550 Ext. 2002
Email and Web Address:	stice@oneidaesd.org
Plan Start / End Dates:	September 2021 – August 2022

Schoolwide – Planning Team

Name	Title	Constituencies Represented
Linda Custodero-Virkler	Reading Teacher	Teachers
Nichole Newman	School Counselor	Counselors
Sarah Kelsey	2 nd Grade Teacher	Teachers
Jessica Maine	Special Education Teacher	Teachers
Maira Yardley	Principal	Administrator

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 1 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
- Handout of an overview of the plan will be distributed via monthly newsletter

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.

Willard Prior Elementary School serves students in grades PK-5 with an approximate enrollment of 146 students. Approximately 73% 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 Willard Prior 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
- Chronic Absenteeism

Comprehensive Needs Assessment: Student Achievement Data

Student Achievement Data

NYS Assessment Data Grades 3-5

Proficiency is Level 3 and above

NYS ELA and math assessment data was reviewed for 2017 – 2018. 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, social-emotional learning- trauma. There is also disparity between educational levels and social/family values.

Positive Approaches

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

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

Enrollment: 146	Students with Disabilities: 24%
Economically Disadvantaged: 73%	Highly Qualified Teacher: 100%
Minority Population: 14%	
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
- Extended ELA instructional periods
 - Workshop Model
 - Guided practice
 - Focus on student achievement
- Second Step and Empower Me!
- Maturation Program

Ongoing Data Analysis

- Grade level data meetings
- Curriculum assessments
- SuperKids and Journey's benchmarking
- STAR
- RtI data meetings/6 week intervals
- Student Assistance Team (SAT)

Literacy Programming

- Journeys reading program
- Writing initiative
- AIS reading
- Tier I and Tier II vocabulary
- Road to the Code/Road to Reading
- Orton-Gillingham
- Equipped for Reading Success
- Lexia Core Reading
- SuperKids
- Storyworks/Storyworks Jr./StoryWorks 2

Math

- Extended Math instructional periods
- Technology software
- Workshop Model
- Standards alignment

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 2021-2022.

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	Professional development to support the implementation of the aligned curriculum: BOCES workshops	Principal, elementary instructional staff	Ongoing	Curriculum aligned and implemented	Classroom observations, student assessments

<p>and between grade levels that is aligned to NYS Learning Standards</p>	<ul style="list-style-type: none"> • Curriculum writing and mapping • Implementation of Rubicon-Atlas Curriculum Mapping • Grade level bridging K-5 building wide • Building capacity with from ELA staff development specialist - Madison-Oneida BOCES K-5 • Grade level meetings • Data discussion K-5 				
<p>Use of consistent language across curricular areas: Tier I and Tier II vocabulary instruction</p> <ul style="list-style-type: none"> • Reading vocabulary lists 	<ul style="list-style-type: none"> • Teach/reinforce vocabulary in other content areas • Use of Orton-Gillingham and Road To Reading terms for decoding 	<p>Principal, teachers, and grade level teams</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Increased vocabulary comprehension • Increased performance on ELA assessments 	<p>Data Informed Instruction- student performance on assessments</p>
<p>Continued alignment and development of K-5 writing curriculum</p>	<ul style="list-style-type: none"> • Professional development Journey's program • Superkids • BOCES literacy workshops; Meetings with curriculum development specialist - MOBOCES 	<p>Principal, elementary instructional staff</p>	<p>Ongoing</p>	<p>Teacher implementation of writing initiative</p>	<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 District website Monthly newsletter featuring tips and reading strategies for parents SchoolTool parent portal Lobby displays Summer reading incentives; Summer LEAP program for struggling readers 	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
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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 2021-2021.

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	Professional development to align and support the implementation of standards for grades K-5 Bridging math curriculum K-5 to identify gaps/areas to strengthen	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	Review of curriculum K-5 bridging of curriculum between grade levels.	<ul style="list-style-type: none"> Scope and sequence document developed

Data analysis of state and classroom assessments to identify areas of need	Analysis of classroom and state math assessments by classroom teachers grades K-5 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 • Use of technology	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; Align curriculum with bridging work via BOCES staff developer	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> Increased vocabulary comprehension Increased performance on assessments 	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 • Student files	Principal and grade level teams/AIS instructors	Ongoing – at grade level data team meetings; Data meetings with AIS Math provider	Student intervention plans developed	Student intervention plans written and implemented
AIS math grades K-5	Provide math groups and monitor	Principal and grade level teachers	Ongoing	Monitor monthly	Student assessments; STAR assessments, Acadience Math

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.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: DISCONTINUE INTERIM SUPERINTENDENT SERVICES
DATE: JULY 1, 2021

BE IT RESOLVED, to approve to discontinue the services of Dr. Kathleen Davis, Interim Superintendent, effective July 18, 2021 at 11:59 PM due to the hiring of the permanent Superintendent Matt Carpenter effective July 19, 2021 at midnight.

RECOMMENDED ACTION

Motion to approve discontinuing the services of the Interim Superintendent, Dr. Kathleen Davis as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: AMERICAN RECOVERY PLAN ACT (ARPA) PROPOSALS
DATE: JULY 1, 2021

BE IT RESOLVED, to approve the ARPA Proposals pending SED approval and ARPA funds released to the district as submitted.

Proposals to be submitted at the table.

RECOMMENDED ACTION

Motion to approve the ARPA Proposals as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: ONEIDA CITY SCHOOL DISTRICT SAVE PLAN, 2021-2022
DATE: JULY 1, 2021

BE IT RESOLVED, upon the recommendation of the Interim Superintendent, to review and approve the 2021-2022 Oneida City School District SAVE Plan as submitted.

RECOMMENDED ACTION

Motion to approve the OCSD SAVE Plan, 2021-2022 as submitted.

MOTION MADE BY _____

SECONDED BY _____

A _____ N _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: TEXTBOOKS FOR APPROVAL, ONEIDA HIGH SCHOOL
DATE: JULY 1, 2021

BE IT RESOLVED, upon the recommendation of the Interim Superintendent Dr. Kathy Davis, to approve the High School requests to purchase several textbooks. These textbooks are submitted for the Board's review and approval as submitted.

Title: First Aid/CPR/AED Participants Manual
Publisher: American Red Cross
Copyright date: 2017
Grade Level: 11th/12th Grades
Copies needed: 15
Price: \$11.99

Title: The Only Way to Win: How Building Character Drives Higher Achievement and Greater Fulfillment in Business & Life
Publisher: Hachette Books
Copyright date: 2012
Grade Level: 11th/12th Grades
Copies needed: 15
Price: \$19.00

Title: Successful Coaching 4th Edition
Publisher: Rainer Martins
Copyright date: 2012
Grade Level: 11th/12th Grades
Copies needed: 15
Price: \$40.00

Title: What Drives Winning
Publisher: Brett Ledbetter
Copyright date: 2017
Grade Level: 11th/12th Grades
Copies needed: 15
Price: \$26.00

Title: 5-Minute Stress Relief: 75 Exercises to Quiet Your Mind and Calm Your Body
Publisher: Rockbridge Press
Copyright date: 2020
Grade Level: 11th/12th Grades
Copies needed: 1
Price: \$15.99

Title: Journal Therapy for Calming Anxiety: 366 Prompts to Help Reduce Stress and Create Inner Peace
Publisher: Sterling
Copyright date: 2020
Grade Level: 11th/12th Grades
Copies needed: 1
Price: \$17.95

Title: Nutrition and Wellness for Life
Publisher: The Goodheart-Wilcox Company, Inc.
Copyright date: 2012; 2018
Grade Level: 11th/12th Grades
Copies needed: 1
Price: \$64.00

Title: Fighting Invisible Tigers
Publisher: ReadHowYouWant
Copyright date: 2008;2021
Grade Level: 11th/12th Grades
Copies needed: 1
Price: \$20.99

RECOMMENDED ACTION

Motion to approve the purchase of the numerous textbooks for Oneida High School as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: First Aid/CPR/AED Participants Manual (available through the American Red Cross)

\$11.99

_____ Copies needed: 15

Author or Editor: American Red Cross Publisher: _____

Copyright date: 2017 Latest revision date: 2017 Price: 11.99

Textbook to be used by: Students Grade level: 11 12

Readability Review

Reviewer: Online-utility Reading level: 7th

Comments:

Recommendations for use:

Selector Review

Reviewer: _____

Representing: _____

What provisions will be made for pupils reading one or more grades below reading level of book?

Guided reading, Review, passages read aloud

How will this text be used?

Students

Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	<u>✓</u>	<u>[Signature]</u>	_____

Principal

✓ /



6-25-21

Curriculum Coordinator

 /

Superintendent

 /

Board of Education

Date of Meeting:

Oneida City School District
Oneida, NY 13421

Request for New Textbook

_____ The Only Way to Win: How Building Character Drives Higher Achievement and Greater Fulfillment in Business
and Life Hardcover – May 8, 2012

Copies Needed: 15

Author or Editor: Jim Loehr Publisher: Hachette
Books _____

Copyright date: 2012 Latest revision date: _____ Price: 19

Textbook to be used by: Students and Teacher Grade
level: 11 12

Readability Review

Reviewer: _____ online -utility _____ Reading level:
7th

Comments:

Recommendations for use:

Selector Review

Reviewer: _____

Representing: _____

What provisions will be made for pupils reading one or more grades below reading level of book?
Audio book and guided reading

How will this text be used?

For project for class.

Recommending and Approval Routing

Yes / No

Signature

Date

Department Chairperson

✓ 1

Ch. Allen

Principal

✓ 1

[Signature]

6-25-21

Curriculum Coordinator

___ / ___

Superintendent

___ / ___

Board of Education

Date of Meeting: _____

Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: Successful Coaching 4th edition Copies
Needed: 15

Author or Editor: Rainer Martins Publisher:

Copyright date: 2012 Latest revision date: 2012 Price:
40.00

Textbook to be used by: Students and Teacher Grade
level: 11 12

Readability Review

Reviewer: Online – Utility Reading level:
7th

Comments:

Recommendations for use:

Selector Review

Reviewer: _____

Representing: _____

What provisions will be made for pupils reading one or more grades below reading level of book?
Read aloud and guided passages

How will this text be used?

Each chapter will be discussed and reviewed and strategies implemented.

Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	<u>✓ /</u>	<u>[Signature]</u>	_____
Principal	<u>✓ /</u>	<u>[Signature]</u>	<u>6-25-21</u>

Curriculum Coordinator ___ / ___ _____ _____

Superintendent ___ / ___ _____ _____

Board of Education Date of Meeting: _____

Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: What Drives Winning Copies Needed: 15
Author or Editor: Brett Ledbetter Publisher: _____

Copyright date: 2017 Latest revision date: 2020 Price: 26 _____

Textbook to be used by: _____ Students Teacher _____ Grade
level: 11 12

Readability Review

Reviewer: online utility Reading level: 7th

Comments: _____ Book separates the player vs person and the character skills that go along with performance.

Recommendations for use:

Selector Review

Reviewer: _____

Representing: _____

What provisions will be made for pupils reading one or more grades below reading level of book?
Audio Book Already Purchased and owned

How will this text be used?

Class discussion and reflection

Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	<u>✓ /</u> _____	<u>[Signature]</u>	_____
Principal	<u>✓ /</u> _____	<u>[Signature]</u>	<u>6-25-21</u>
Curriculum Coordinator	<u> /</u> _____	_____	_____
Superintendent	<u> /</u> _____	_____	_____

Board of Education

Date of Meeting: _____

Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: 5-Minute Stress Relief: 75 Exercises to Quiet Your Mind and Calm Your Body Copies Needed: 1

Author or Editor: Elena Welsh, PhD

Publisher: Rockbridge Press

Copyright date: 2020 Latest revision date: 2020

Price: \$15.99

Textbook to be used by: Beth Poulos

Grade level: 11 & 12

Readability Review

Reviewer: Beth Poulos

Reading level: 10th-12th grade

Comments:

Recommendations for use: For stress management course to introduce students to calming techniques they can incorporate into their lives.

Selector Review

Reviewer: Beth Poulos

Representing: Stress Management, Wellness & Nutrition elective at OHS

What provisions will be made for pupils reading one or more grades below reading level of book?
The prompts can be read aloud to students

How will this text be used?

The students will practice some of the techniques in the book in class or for homework.

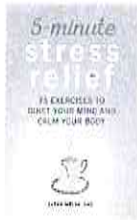
Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	<u>✓ /</u>	<u>[Signature]</u>	
Principal	<u>✓ /</u>	<u>[Signature]</u>	<u>6-25-21</u>
Curriculum Coordinator	<u> /</u>	<u>_____</u>	<u>_____</u>
Superintendent	<u> /</u>	<u>_____</u>	<u>_____</u>
Board of Education		Date of Meeting: <u>_____</u>	

Available formats:

Paperback

7.99



Elena Welsh PhD

5-Minute Stress Relief: 75 Exercises to Quiet Your Mind and Calm Your...

★★★★★ 159 ratings

Paperback: \$11⁸⁹



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ELENA WELSH, PhD, is a licensed clinical psychologist located in Los Angeles, California.

She specializes in science-informed self-help books and has also published articles in various medical and research journals. Learn more at DrElenaWelsh.com or follow along on Instagram @drelenaw.

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- **Easy-to-Use Advice**

Each strategy is simple to learn and you can start putting them to use right away.

- **All Kinds of Stress**

Whether it's personal, professional, or otherwise, these exercises can help you make it through whatever kind of kind of stress you face, wherever it shows up in your life.



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Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: Journal Therapy for Calming Anxiety: 366 prompts to help reduce stress and create Inner Peace
Copies Needed: 1

Author or Editor: Kathleen Adams Publisher: Sterling

Copyright date: 2020 Latest revision date: 2020 Price: \$17.95

Textbook to be used by: Beth Poulos Grade level: 11 and 12

Readability Review

Reviewer: Beth Poulos Reading level: Grades 8 and 9

Comments:

Recommendations for use: The journal prompts in this book will be used for creating a journal throughout this course that students can use to reflect upon the material they learn in class.

Selector Review

Reviewer: Beth Poulos

Representing: Stress Management, Wellness & Nutrition elective at OHS

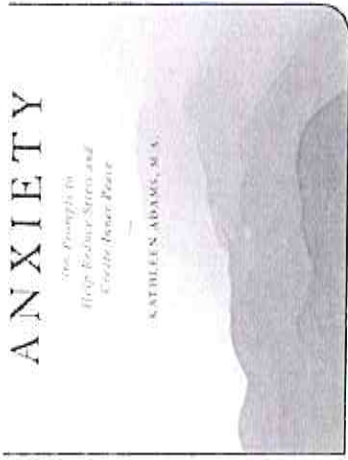
What provisions will be made for pupils reading one or more grades below reading level of book?
The prompts can be read aloud to students.

How will this text be used?

The journal prompts in this book will be used for creating a journal throughout this course that students can use to reflect upon the material they learn in class.

Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	<u>✓ /</u>	<u>[Signature]</u>	
Principal	<u>✓ /</u>	<u>[Signature]</u>	<u>6-25-21</u>
Curriculum Coordinator	<u> /</u>		
Superintendent	<u> /</u>		
Board of Education	Date of Meeting: _____		



Peace (Volume 1) Paperback

– September 1, 2020

by Kathleen Adams (Author)

37 ratings

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\$14.39

13 Used from \$5.99
17 New from \$10.11

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A 366-day journal filled with approachable therapeutic writing prompts to help you understand and cope with anxiety.

According to the Anxiety and Depression Association, a staggering 40 million American adults experience anxiety. Kathleen Adams, LPC, has distilled her 35 years of clinical experience into this 366-day journal to create a tool that teaches users new skills to help manage feelings of worry and stress. Through weekly

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Print length Language

272 pages English



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Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: Nutrition and Wellness for Life Copies Needed: 1

Author or Editor: Dorothy West and Janis Meek Publisher: The Goodheart-Wilcox Company, Inc.

Copyright date: 2012 Latest revision date: 2018 Price: 64.00

Textbook to be used by: Beth Poulos Grade level: 11 & 12

Readability Review

Reviewer: Beth Poulos Reading level: 10-12 grades

Comments:

Recommendations for use: This text will be used to teach nutrition and wellness in the Stress Management, Wellness and Nutrition elective course.

Selector Review

Reviewer: Beth Poulos

Representing: Stress Management, Wellness & Nutrition elective at OHS

What provisions will be made for pupils reading one or more grades below reading level of book?
Use pictures, graphics and charts, create slide presentation of main points of chapters for notes, pair student with a partner who is at a higher reading level, use Google applications to read text aloud.

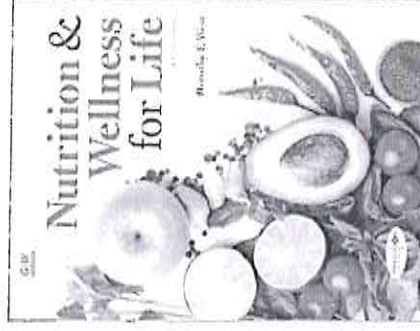
How will this text be used?

This text will be used to create notes for students to learn information about nutrition and physical activity that they can apply to their own lives, learning strategies to implement to live healthier lives.

Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	<u>✓ /</u>	<u>[Signature]</u>	
Principal	<u>✓ /</u>	<u>[Signature]</u>	<u>6-25-21</u>
Curriculum Coordinator	<u> /</u>		
Superintendent	<u> /</u>		
Board of Education	Date of Meeting: _____		

G-W Online

[Menu](#)


Nutrition & Wellness for Life, 5th Edition

Authors: Dorothy F. West, Ph.D., Cindi Calhoun, and Jessica Peconi-Cook

Nutrition & Wellness for Life stresses the importance of healthful eating and physical activity across the life span. The text explores how decisions affect wellness at the various stages of the life cycle. Students will learn the body's need for various nutrients may be greater at some stages of the life cycle. Health and wellness begins in the kitchen and healthy eating requires planning and preparation. The text discusses safe food handling as well as healthy menu planning and food preparation techniques. **Nutrition & Wellness for Life** includes strategies for staying physically active through the life span. It covers the special needs of the competitive athlete. Students will learn how to recognize sources of stress and healthy strategies for reducing their impact on total wellness.

Table of Contents

Front Matter

Unit 1 Food Habits and Wellness

- 1 - Making Wellness a Lifestyle
- 2 - Factors Affecting Food Habits
- 3 - Practicing Safe Food Habits

Unit 2 Understanding Nutrients

- 4 - Nutrients and You
- 5 - Nutrition Guidelines
- 6 - Carbohydrates
- 7 - Lipids: Fats and Oils
- 8 - Proteins
- 9 - Vitamins
- 10 - Minerals
- 11 - Water

- Unit 3 Managing Your Nutrition
- 12 - Energy Balance
- 13 - Healthy Weight Management
- 14 - Nutrition Across the Life Span
- 15 - Eating for Sports Performance
- 16 - Eating Disorders

- Unit 4 Serving Up Nutrition
- 17 - Planning Healthy Meals
- 18 - Shopping for Food
- 19 - Preparing Food

- Unit 5 Other Aspects of Wellness
- 20 - Staying Physically Active
- 21 - Mental and Social Wellness
- 22 - Stress and Wellness
- 23 - Drug and Supplement Use and Your Health

- Appendix A Career Planning and Preparation
- Appendix B Ingredient Substitutions and Egg One-Cup Equivalents
- Appendix C Dietary Reference Intakes
- Appendix D Nutritive Values of Foods
- Appendix E Food Lists for Weight Management

Appendix F Body Mass Index-for-Age Percentiles

Glossary

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Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: Fighting Invisible Tigers Copies Needed: 1
Author or Editor: Earl Hipp Publisher: ReadHowYouWant
Copyright date: 2008 Latest revision date: June 4, 2021 Price: \$20.99
Textbook to be used by: Beth Poulos Grade level: 11 & 12

Readability Review

Reviewer: Beth Poulos Reading level: grade 6 and up

Comments:

Recommendations for use: This book will be used to teach teens proven techniques and stress management skills to face the rigors of growing up for the Stress Management, Wellness & Nutrition elective.

Selector Review

Reviewer: Beth Poulos

Representing: Stress Management, Wellness & Nutrition elective at OHS

What provisions will be made for pupils reading one or more grades below reading level of book?

How will this text be used?

It will be used for discussions and projects on: smart approaches to handle decision-making, learning to practice relaxation and mindfulness exercises, learning time management skills

Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	<u>✓ /</u>	<u>[Signature]</u>	_____
Principal	<u>✓ /</u>	<u>[Signature]</u>	<u>6-25-21</u>
Curriculum Coordinator	<u> /</u>	_____	_____
Superintendent	<u> /</u>	_____	_____
Board of Education	Date of Meeting: _____		

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Fighting Invisible Tigers: Stress Management for Teens Paperback – April 20, 2008

by Earl Hipp (Author)

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TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
**RE: TEXTBOOK FOR APPROVAL, SENECA STREET
ELEMENTARY**
DATE: JULY 1, 2021

BE IT RESOLVED, upon the recommendation of the Interim Superintendent Dr. Kathy Davis, to approve the Seneca Street Elementary request to purchase a textbook. The textbook is submitted for the Board's review and approval as submitted.

Title:	<u>Phonics Books – Magic Belt Series</u>
Publisher:	Phonicbooks
Copyright date:	2012; 2014
Grade Level:	1 st /2 nd Grades
Textbook to be used by:	Grade 2
Copies needed:	1 set of each (24 books)
Price:	\$79.00 per set

RECOMMENDED ACTION

Motion to approve the purchase of the textbook Phonic Books as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: Phonics Books - Magic Belt Series / Talisman Series Copies Needed: 1 set of each (24 books)
Author or Editor: Tami-Reis Frankfort Publisher: Phonicsbooks
Copyright date: 2012 Latest revision date: 1/1/2014 Price: \$79 each set
Textbook to be used by: Seneca Street 2nd grade Grade level: 1-2

Readability Review

Reviewer: Todd Hicks, Classroom teacher Reading level: late 1st / early 2nd

Comments:

12 decodable books in each series to practice phonic knowledge and allow students to read successfully.

Recommendations for use:

Small group reading; independent reading

Selector Review

Reviewer: Penny Houser, Principal; Patty Vacca, Curriculum, Instruction Interim
Representing: Seneca Street Elementary School

What provisions will be made for pupils reading one or more grades below reading level of book?

Books are used to accommodate student level and phonics practice.

How will this text be used?

1:1 instruction; independent / partner reading; reinforcement of phonic skills taught.

Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	<u>___/___</u>	<u>_____</u>	<u>_____</u>
Principal	<u>✓/___</u>	<u>Penny Houser</u>	<u>6/24/21</u>
Curriculum Coordinator	<u>___/___</u>	<u>_____</u>	<u>_____</u>
Superintendent	<u>___/___</u>	<u>_____</u>	<u>_____</u>
Board of Education	Date of Meeting: <u>_____</u>		



For beginner and struggling readers

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Catch-up Readers
Ages 8 to 14+

- > Moon Dogs Series
- > **Magic Belt Series**
- > That Dog!
- > Alba Series
- > Totem Series
- > Island Adventure
- > Rescue Series
- > Talisman Series
- > Titan's Gauntlets
- > Amber Guardians

Games
Ages 5 to 14+



Magic Belt Series, Set 1

From: [Catch-up Readers, Magic Belt Series](#)

\$79.00

12

Cat. No. USMB1

BOOKS

★★★★★ (1 customer review)

Includes 12 decodable books for 'catch-up' students who are reading at CVC level.

- Book 1: cvc, cvcc
- Book 2: cvcc
- Book 3: cvcc
- Book 4: ccvc and 'ed'
- Book 5: ccvcc
- Book 6: 'ch' and 'tch'
- Book 7: 'sh'
- Book 8: 'th'
- Book 9: 'ck' and 'qu'
- Book 10: 'ng'
- Book 11: 'wh' and 'ing'
- Book 12: 'le'

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Workbook**

\$49.00

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Reviews (1)



readinglabanddyslexiacenter – 8th April 2021



We all love these books at my reading center for struggling readers! Kids and adults alike enjoy these books. I am online getting more books now.

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TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: DONATION: ATHLETIC DEPARTMENT
DATE: JULY 1, 2021

BE IT RESOLVED, to accept the donation in the amount of \$750 from Special Olympics New York Inc. to the Oneida HS Athletic Department for participation in Unified Basketball during COVID as submitted.

RECOMMENDED ACTION

Motion to accept the donation as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: COMMITTEE CHAIR REPORTS
DATE: JULY 1, 2021

The Committee Chair Reports will be presented.

Audit:

Policy

Curriculum, Instruction
& Technology

Finance & Facility:

Governance:

FOR INFORMATION ONLY

Curriculum, Instruction & Technology

06/22/2021

Present: Martin Kelly, Brad Myatt, Bob Group, Jim Maio, Dr. Davis, Genevieve Brauner,
Jim Rowley

Genevieve bright in two vendors via video conference to provide brief demonstrations on BOE management software:

Simpli
Board Docs

It was suggested that each vendor provide a "sand box" to allow some exploration into the pros and cons of each software. Genevieve will be looking into this.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: BOE PRESIDENT REPORT
DATE: JULY 1, 2021

The Board President will give his Board President's Report.

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: COMMITTEE ASSIGNMENTS
DATE: JULY 1, 2021

Discussion regarding committee assignments.

FOR DISCUSSION ONLY

2021-2022 School Year

Committee Members

AUDIT	Policy	Curriculum, Instruction & Technology	Finance & Facility	Governance
Full Board				

Committee Meeting dates

Curriculum-Instruction- Technology -4:30 PM BOE meeting nights	Finance and Facilities- 5:00 PM Governance- 6:00 PM Wednesdays	Policy 5:00 – 6:30 PM Wednesdays
September 14, 2021	September 15, 2021	August 25, 2021
October 12, 2021	October 20, 2021	October 27, 2021
November 9, 2021	November 17, 2021	January 26, 2022
December 14, 2021	December 15, 2021	March 30, 2022
January 11, 2022	January 19, 2022	May 25, 2022
February 8, 2022	February 16, 2022	
March 8, 2022	March 16, 2022	
April 19, 2022	April 27, 2022	
May 17, 2022	May 18, 2022	
June 14, 2022	June 15, 2022	

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: BOE RETREAT
DATE: JULY 1, 2021

Discussion regarding BOE Retreat.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: NEW BOE MEMBER ORIENTATION
DATE: JULY 1, 2021

Discussion regarding New BOE Member Orientation.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: NYSSBA ANNUAL CONVENTION AND EDUCATION EXPO
DATE: JULY 1, 2021

Discussion regarding the NYSSBA Annual Convention and Education Expo.

FOR DISCUSSION ONLY

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SAVE THE DATE

NYSSBA 2021 COMING OF AGE

OCTOBER 24-26, 2021

NEW YORK HILTON MIDTOWN
NEW YORK CITY

REGISTRATION OPENS AUGUST 16, 2021

Coming of Age

NYSSBA's Annual Convention and Education Expo is the largest statewide event that brings together more than 2,000 education leaders. Attendees discuss the needs, interests and issues of concern to school board members across New York State.



Dates to Remember

14 MAY Call for Student Booths
Reservation Deadline

16 AUG Registration Opens
NYSSBA 102nd Annual Convention & Education Expo
Oct. 24-26, 2021 • New York Hilton Midtown • NYC

13 SEPT Early Bird Registration Rates End
Register Early and SAVE!

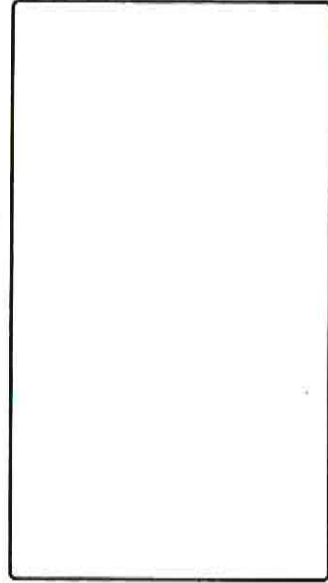
24 OCT 25th Annual Pre-Convention School Law Seminar

New York State School Board...



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TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: SUPERINTENDENT REPORT
DATE: JULY 1, 2021

Dr. Kathy Davis will give her Superintendent's Report.

- ARPA Proposals
- Thought Exchange
- Kindergarten section – review of numbers and decision point

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: ASSISTANT SUPERINTENDENT FOR FINANCE REPORT
DATE: JULY 1, 2021

Mr. Jim Rowley will give his Assistant Superintendent for Finance Report.

FOR INFORMATION ONLY