

Oswego Middle School

23-24 School Wide Program



“We Educate, Empower, and Inspire All Students”

Table of Contents

	Topic	Pages
I.	School Wide Committee Members	3
II.	Vision, Mission and Action Statements	4
III.	School's Mission	4
IV.	Demographic Information	5
V.	Data Analysis	6
VI.	School's Strengths and Interventions	8
VII.	Standing in the GAP (Needs)	28
VIII.	Goals and Objectives	31

I. Committee Members

Parents and Community	Faculty and TA Representatives
<ul style="list-style-type: none"> • Patrick Bond - Parent • Lilly DeCaire - Parent • Mike Patane - Parent • Rob Russell - Grandparent 	<ul style="list-style-type: none"> • Patrick Bond – PE Teacher and Coach • Paul Brewster – General Music and Chorus Instructor • Jeff Brown – SS Teacher and Team Leader • Sean Clarke – ELA Teacher • Jane Crossman – FACS Teacher • Elise Davis – Science Teacher and Team Leader and Coach • Jim Livingston – ELA Teacher • Mike Patane – Math Teacher and Team Leader and Coach • Dan Rogers – Counselor and Team Leader • Chuck Rowlee – Technology Teacher and Coach • Tim Wink - Teacher Assistant
District Office Representatives	Building Administrative Representatives
	<ul style="list-style-type: none"> • Mary Beth Fierro – OMS Principal • Samantha Spaulding – OMS Assistant Principal • Judy Osetek – OMS Assistant Principal (Through June 2023)
Specialized Instruction	Paraprofessionals and other school staff
<ul style="list-style-type: none"> • Amy Leopold-Bock – Special Education Teacher, ELA and Math Co –teacher • Beth Stevens – Special Education Teacher, ELA and Math Co-teacher 	<ul style="list-style-type: none"> • Kris Chalifoux – Senior Typist • Rob Russell – Senior Custodian • Cindy Zuber - Typist

II. District's Vision, Mission and Action Statements

OCSD Vision

An innovative, high performing district that graduates every student.

OCSD Mission

We educate, inspire, and empower all students.

OCSD Mission in Action Statements

Students come first

Everyone can learn and grow

We ensure equity and create access and opportunity for all

Diversity is embraced and celebrated

We provide a safe environment that supports and engages learners

Everyone is treated with respect and dignity

We value honesty, integrity, and perseverance

Data and evidence inform our decisions

We promote creativity and innovation

Community, collaboration, and partnerships are vital to our success

III. Demographic Information

Overview

ENROLLMENT

BEDS	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
	557	557	566	577	553	577	574	607	590

SOCIOECONOMIC INDICATORS

	2022-2023		2021-2022		2020-2021	
	NO OF STUDENTS	% OF ENROLLMENT	NO OF STUDENTS	% OF ENROLLMENT	NO OF STUDENTS	% OF ENROLLMENT
FREE LUNCH						
REDUCED LUNCH						
Economic Disadvantaged (ED)			364	62%	341	61%

V. Data Analysis

ATTENDANCE AND SUSPENSION RATES

	2022-2023						2021-2022						2020-2021					
	Number and percentage of students who were absent						Number and percentage of students who were absent						Number and percentage of students who were absent					
	0-4%		5-9%		10% or more		0-4%		5-9%		10% or more		0-4%		5-9%		10% or more	

	Number of students suspended 1 or more schools days during the school year (each student is counted only 1 time regardless of the number of suspension days)				Number of suspension days during the school year			
	In school		Out of school		In school	Out of school	In school suspension rate	Out of school suspension rate

	Number of students suspended 1 or more schools days during the school year (each student is counted only 1 time regardless of the number of suspension days)				Number of suspension days during the school year			
	In school		Out of school		In school	Out of school	In school suspension rate	Out of school suspension rate

STUDENT PROFICIENCY-ENGLISH LANGUAGE ARTS 7-8 (LEVELS 3'S AND 4'S)

GRADE LEVEL/SUBGROUP	ALL	SPED	ED	ALL	SPED	ED	ALL	SPED	ED	ALL	SPED	ED

STUDENT PROFICIENCY-MATH 7-8 (LEVELS 3'S AND 4'S)

GRADE LEVEL/SUBGROUP	ALL	SPED	ED	ALL	SPED	ED	ALL	SPED	ED	ALL	SPED	ED

GRADE LEVEL/SUBGROUP	GED	SPED	ED	GED	SPED	ED	ALL	SPED	ED	ALL	SPED	ED

ESSA INDICATORS

Group	Accountability Status	Composite Performance	Growth	ELA Academic Progress	Math Academic Progress	Chronic Absenteeism
All	Good Standing					
ED	Good Standing					
Hispanic	Good Standing					
SWD	Good Standing					
White	Good Standing					

Summarize strength and needs of the school’s current educational program. As a result of this current comprehensive needs assessment, list by priority the specific areas of need and objectives to be addressed. The needs assessment review includes an examination of: Student achievement data that clearly identifies areas of low achievement; school’s strengths and weaknesses that have been identified through a drilldown process of the achievement data as well as hypothesized root causes for the data; and the resulting, prioritized improvement needs and goals.

V. School’s Strengths and Interventions

DTSDE Tenet	Strengths/Current Interventions
<p>2. School Leadership</p> <p><i>Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students.</i></p>	<p>Indicator 2A: Awareness and Problem-Solving</p> <p>The principal understands strengths and weaknesses among staff and uses this understanding to ensure initiatives and school improvement strategies are tailored to the capacity of the staff.</p> <ul style="list-style-type: none"> ▪ APPR ▪ Walkthroughs ▪ Staff Participation on various committees ▪ Distributed Leadership ▪ Weekly Team Guidance Meetings facilitated by Principal ▪ Formal Team Meetings attended by Principal and Assistant Principal ▪ OMS Leadership Team Meetings Quarterly facilitated by Principal ▪ OMS Literacy and Math AIS/Enrichment Data Team Meetings ▪ Faculty and Staff Recognition – multiple ways - ongoing <p>The principal and his or her leadership team approach problems strategically by gathering information from multiple sources, considering the pros and cons of different solutions.</p> <ul style="list-style-type: none"> ▪ Ongoing review of Attendance Rate and CA Rate ▪ Chronic Absenteeism Data collection ▪ Google Sheet with all Attendance Data maintained ▪ Team Guidance ▪ Dissemination of data during Faculty Meetings, Team Meetings, etc. ▪ Distributed Leadership ▪ Teacher Assistants are represented on all committees ▪ OMS Crisis Intervention Team – members trained in TCIS <p>The principal recognizes and encourages input from team leaders, when making decisions that may impact students regarding curriculum and instruction.</p> <ul style="list-style-type: none"> ▪ Biweekly Team Leader Meetings ▪ Formal Team Meetings

- Leadership Team Meetings
- Instructional Coaching and Literacy Coaching
- Teacher Leaders are called upon at all times
- Teacher Assistants are represented on all committees

Indicator 2B: Ensures a Culture and Climate of Success

The school leaders are dedicated to high-quality teaching for all students.

- Explicit Direct Instruction (EDI) in all classrooms
- The school leaders are dedicated to high-quality teaching for all students.
- APPR
- Next Generation alignment
- Team Teaching
- Co-planning
- Cross-curricular learning
- Common Planning time for teams and Special Areas
- Formal Team Meetings\
- Ongoing Professional Development

The school leaders frequently communicate a belief in the potential of all students. School leaders work with students, staff and community members so that they understand these expectations, believe in the potential of students and adults, and see themselves as partners in the efforts to make these expectations reality.

- 6th Grade Transition Meetings
- 6th Grade Pre-Orientations
- 7th Grade and New Student Orientation
- Open OMS Days
- Open House
- Growth Mindset
- Restorative Practices
- Open lines of communication with all stakeholders
- Public Service Announcements on Google Meets (PSAs)
- Follow up to families on PSAs
- Summer meetings with students and families
- Hand Scheduling of students as needed
- Formal Team Meetings and Team Guidance Meetings – ongoing review of Data

The school leaders support the shared ownership and responsibility of school goals. Staff assume collective responsibility for achieving these goals, rather than focusing exclusively on the students they teach. The school leaders recognize the importance of establishing a sense of collective responsibility and promote opportunities for collaboration among staff and among students to support shared ownership of work the school is doing.

- SCEP Team Meetings
- School Improvement Planning
- OMS Leadership Team
- Tickets Out the Door at Faculty Meetings
- Team Guidance
- Formal Team Meetings
- Distributed Leadership
- Teacher Leaders are called upon at all times
- Teacher Assistants are represented on all committees

The school leaders support collaborative opportunities for staff and identify ways for staff to learn from one another. The school leaders make purposeful efforts to acknowledge staff's assets and to develop the confidence of staff members.

The school staff, families, and students know who school leaders are and their primary functions.

Indicator 2C: Promotes a Shared Vision for Learning and Achievement

School leaders work with staff, students, families, and community members to develop a vision for the school that includes high expectations and student achievement, college and career readiness, and effective adult practice. School leaders clearly communicate the school's vision and core values to adults and students in the school community

- OMS MTSS (Multi-Tiered System of Supports) Summary Document – Revised on a regular basis and shared with the faculty and staff

School leaders conduct an accurate assessment of community partners and resources to ensure that they support the school's mission, vision, and goals.

- OMS MTSS (Multi-Tiered System of Supports) Summary Document – Revised on a regular basis and shared with the faculty and staff

School leaders clearly identify the roles and responsibilities of students, staff, family, and community partners in supporting the school's vision.

- OMS MTSS (Multi-Tiered System of Supports) Summary Document – Revised on a regular basis and shared with the faculty and staff

Indicator 2D: Provides High Quality Instructional Leadership

School leaders communicate expectations for the content and quality of lesson planning and delivery.

- EDI (Explicit Direct Instruction) used in all classrooms daily
- Principal has facilitated (3) separate EDI training for the faculty and will run more as needed to get 100% of the faculty (including Teacher Assistants trained)

School leaders communicate expectations for implementing knowledge and skills learned through professional development.

- All Literacy Specialists along with several Special Education and ELA teachers trained in LETRS

School leaders encourage teachers to remain current in research-based best practices and incorporate them into their own work.

School leaders regularly review and analyze schoolwide, teacher, and student data to identify instructional trends and areas of need.

School leaders use observations to ensure that teachers know and use teaching strategies and practices that are proven successful with diverse learners.

Indicator 2E: Effectively Manages Resources

School leaders identify and fill vacancies in a timely manner to ensure that all students are provided with equal access to education and to guarantee that the school has a diverse expertise and skill set.

School leaders capitalize on the strengths of existing staff by teaming them with new employees.

School leaders involve teacher leaders and the leadership team in the hiring and induction process.

- Each OMS Interview team includes administration, teachers and TAs

School leaders create a schedule that provides sufficient meeting time for all teams.

- All Core area teams have a common planning time
- Formal Team Meetings weekly
- Special Area Team Meetings monthly

School leaders provide educators with sufficient resources (time, space, technology) needed to communicate regularly with families.

Indicator 2F: Cultivating Partnerships

School leaders encourage staff, students, families, and community partners to work together on key projects.

- Focus Forward
- New Vision Students
- Student Teachers and Practicum Students taken at OMS regularly; often on short notice

School leaders collaborate with families to identify school and community resources to address student as well as family needs.

	<p>School leaders develop structures to ensure that staff, students, families, and community members have opportunities to be actively involved in decision-making that supports school improvement.</p> <p>School leaders solicit input from various stakeholders such as families, community members, external partners, students, and staff in determining, obtaining, allocating, and utilizing resources.</p>
<p>3. Curriculum <i>Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.</i></p>	<p>Indicator 3A: Curriculum Coherence and Progression</p> <p>Alignment:</p> <p>The school has made purposeful efforts to develop a curriculum that addresses grade level expectations and is horizontally and vertically aligned across the school.</p> <ul style="list-style-type: none"> • Curriculum mapping and development of guaranteed and viable curriculum with core area classes, aligned with Next Generation standards. • Through this work there are vertical and horizontal alignment meetings. • Teaming in grades 7 & 8, Team common planning times, Special area common planning (some), challenging and engaging curriculum aligned to the NYS Next Generation Learning standards, offering for students of all academic levels, interim assessments in ELA and Math, progress monitoring of students in literacy and math. • Team Leaders hold monthly Team Meetings with their department members <p>Teachers are aware of the content and strategies taught to students in lower grades and higher grades and ensure that the content and strategies taught are aligned to what is taught in other grades.</p> <ul style="list-style-type: none"> • Our district has selected common textbook publishers that have scope and sequence for vertical alignment. • Professional development offerings are made to ensure teachers utilize the standards and expectations based on prior learning. • Multilevel collaborative meetings are afforded to teachers to work with grade level teachers that precede and follow courses taught. • EDI instructional framework used in all classes, offering for students of all academic levels, clear master schedule / predictable routines, teaming in grades 7 & 8, Team common planning times, Special area common planning (some), challenging and engaging curriculum aligned to the NYS Next Generation Learning standards, progress monitoring of students in literacy and math. <p>Connection to Prior Learning:</p> <p>Teachers use their understanding of their students to ensure that what is taught builds upon what students have already learned and provide sufficient opportunities for students who learn at differing rates and ways.</p> <ul style="list-style-type: none"> • Horizontal alignment is achieved through department meetings, where common assessments are agreed upon with support of Team leader and building administrator. • EDI instructional framework used in all classes, offering for students of all academic levels, progress monitoring of students in literacy and math, review of all students who are failing 2 or more CORE at 5 weeks and the end of each

marking period, Ongoing data review, I-Ready, NYS Assessments, progress reports, interim assessment data, report cards at 10 weeks, and literacy data, online grades updated each week, enrichment (AIS) for math and literacy, math lab for some enrichment students, evidence-based programs / practices are used, skill-based literacy practices, interventions in Special Education (CTE 15:1) and/ or Resource tailored to meet the needs of individual students, Summer Wellness Academy, Structured Study Halls for SWDs with SE teacher and or Teacher Assistant.

Lessons are connected to what students have previously learned. Lessons allow sufficient opportunities for students to make connections to their prior knowledge.

- Team meetings also allow for teachers to collaborate on interdisciplinary lessons and understand where the students currently are with background knowledge on content.
- EDI instructional framework used in all classes, Teaming in grades 7 & 8, Team common planning times, Special area common planning (some), challenging and engaging curriculum aligned to the NYS Next Generation Learning standards.

Indicator 3B: Depth and Breadth

The curriculum provides ample opportunities for students to delve deeply into content. Lessons are designed to promote higher-level thinking.

- The EDI (Explicit Direct Instruction) Instructional Framework is used in all classes (MTSS).
- “I can” Statements posted and revisited in each lesson.
- All classes strive to achieve DOK (Depth of Knowledge) questions level 3.
- Challenging and engaging curriculum aligned to the NYS Next Generation Learning standards, offerings for students of all academic levels, EDI instructional framework used in all classes, Data points used for placement in literacy enrichment {LETRS, Phonics, Word Reading Screener, Phonological Awareness TEST, ORF}, Summer Wellness Academy.

Students have considerable opportunities to consider multiple perspectives and multiple solutions.

- Teachers use open ended questions that require explanation and justification.
- Teachers use project choice and exploration to achieve diversity and variation in instruction.
- Challenging and engaging curriculum aligned to the NYS Next Generation Learning standards, offering for students of all academic levels, EDI instructional framework used in all classes, evidence based programs and practices are used.

Lessons require students to interpret information rather than reproduce it, draw conclusions, make inferences and support their opinions.

- Application and practical labs based on lessons are utilized to achieve higher level learning and support the students.
- Collaborative work exchange (partner / small group) and presentation and project allow students to investigate their inferences and present their findings.

Range of Opportunities:

The curriculum allows students to have opportunities for a broad range of experiences to reinforce what is taught, both within the classroom and beyond the classroom.

- Collaborative work exchange (partner / small group) and presentation and project allow students to investigate their inferences and present their findings.
- Interdisciplinary studies also allow for blending of subject matter lacrosse classrooms.

Students experience a range of subjects and courses that provide them with high-quality opportunities to develop knowledge, understanding, and skills in all aspects of their education, including science, mathematics, the humanities, the arts, and physical education. The range of opportunities allows all students to experience success and develop confidence in at least one aspect of their education.

- We have a vast catalog at the middle school level to offer different classes based on their interests to provide students with different opportunities to learn, both in advanced classes and access to high school credit barring classes.

Making Connections:

Students understand the purpose of their learning. They see the value of what they are learning and its relevance to their world in the present and future.

- All classes utilize differentiated instructional techniques to engage students and make connections with their current lives and future possibilities.

The curriculum incorporates an understanding of students' cultural backgrounds to allow students to feel connected to what is taught. The curriculum provides opportunities for students to understand diverse cultures and beliefs and supports students in developing concern, tolerance, care and respect for themselves and others.

- Within the curriculum, materials are selected that highlight achievements and accomplishments of marginalized groups.

The curriculum takes into consideration the interests of the students to deepen students' engagement with what is taught. Lessons provide opportunities for students to develop and demonstrate their creativity.

Engaging Students:

The curriculum allows students to find their learning challenging, motivating, and enjoyable. Students experience the appropriate level of challenge allowing each child to achieve his or her potential. The curriculum encourages high aspirations and accomplishments for all.

- Collaborative work exchange opportunities and project choice allow for students to challenge themselves on possible enjoyable topics.

Lessons allow students to be active participants in their learning and to learn from their experiences.

- Corrections and retakes are offered to provide students with opportunities to learn from their past experiences.

Lessons allow multiple entry points and multiple modes of engagement for students with diverse needs.

Indicator 3C: Relevance, Challenge, and Enjoyment

Indicator 3D: Lesson Focus and Organization

Lessons have clear objectives that are explicitly communicated in language easily understood by students.

Lesson objectives connect to State standards and are referenced throughout the lesson.

Teachers check that students understand the objective.

Teachers provide the purpose for what is being taught, including “what, why, and when.”

- An EDI Instructional Framework is used in all classes (MTSS). All teachers use “I can “statements, and utilize essential and guided questions in their instruction.
- Tickets in the door and tickets out the door provide purpose and connection for what is being taught.

Lesson Structure:

Expectations for what students should be able to do at the beginning, middle, and end of the lesson are clear. There is evidence that most students demonstrate mastery of the daily objective.

Lessons are developed with a clear understanding of what will happen at the beginning, middle, and end of the lesson. Lessons include adequate time for teacher modeling, student reflection, student discussion, student work time, and lesson closure.

Lessons are developed taking into account that students learn at different rates and in different ways.

- All of our lessons follow EDI framework for lesson structure, which includes APK, cold call strategies, posted objectives/ I can statements, lesson segments (I do, we do, you do), formative and summative assessments, TID & TOD assessments, and utilize reteaching / learning opportunities as needed.
- Best practices utilized included shoulder partners, peer to peer brain breaks, phone a friend, etc.
- Access to cleartouch and smart board technologies further afford these opportunities.
- Revisiting learning targets at the end of each lesson is general practice at OMS.

Indicator 3E: Activities and Materials

Complex Activities and Materials:

Curriculum activities emphasize 21st century skills such as collaboration, digital literacy, critical thinking, and problem-solving.

Teachers incorporate resources and materials into lessons to extend students' thinking beyond the curriculum text.

Planned tasks are challenging and incorporate instructional strategies intended to expand student thinking/inquiry and actively engage students in the lesson content. Students are engaged in productive struggle with text, tasks, and ideas.

Accessible Activities and Materials:

Activities are designed based on a knowledge of students' learning and academic needs. Materials are adapted, and learning supports are provided so individual and groups of students can access challenging materials to meet and exceed learning goals. Teachers incorporate hands-on learning experiences and multiple modalities to help students better understand concepts.

Students with disabilities receive instructional materials in alternative formats at the same time other students receive their instructional materials.

Students' individualized needs for assistive technology devices and services are considered and such devices are provided

Indicator 3F: Evaluation, Adaptation, and Flexibility

Student Feedback and Reflection:

Students are provided with actionable feedback allowing them to identify areas of strength and weakness and monitor their own progress.

Students are provided with opportunities to evaluate, reflect on, and improve their work based on descriptive feedback received from peers or teachers.

Students participate in the creation of their academic and social goals and monitor their own progress.

Students regularly offer peers respectful, accurate, and useful feedback.

Teacher Analysis and Reflection:

A variety of assessments are used to monitor and evaluate student learning. The results are used to monitor progress, identify trends, adjust curricula, and implement interventions and enrichments for individuals and groups of students.

Teachers constantly reflect on what is taught in the classroom. Curriculum maps, pacing guides, and lessons evolve and improve based on the progress and needs of the students. New ideas are continuously brought to the classroom to connect what is being taught to events and experiences outside of school and what students experience within school.

	<p>Teachers use their understanding of their students to make effective decisions about when it is appropriate and necessary to deviate from the curriculum and pacing guide to ensure that students have sufficient opportunities for mastery.</p>
<p>4. Instruction</p> <p><i>Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.</i></p>	<p>Indicator 4A: Environment of Respect and Rapport</p> <p>Teachers demonstrate knowledge and care about individual students’ lives beyond the class and school.</p> <ul style="list-style-type: none"> ▪ SEL Check – in Tables in the Morning ▪ Personalized Greeting each morning from a counselor, Teacher or Teacher Assistant ▪ OMS Good News Cards Initiative ▪ All students with Perfect Attendance, Passing all classes and no discipline referrals are recognized each quarter with a letter home and a certificate ▪ OMS School Pride Program (Take Care of Yourself, Take Care of Others, Take Care of our School), Character Education – Monthly Recognition of 2 students per team ▪ OMS Good News Cards Initiative. <p>Teachers make connections to students’ background knowledge, experiences, and cultural and linguistic diversity allowing students to better understand the lesson.</p> <ul style="list-style-type: none"> ▪ EDI Instructional Framework used in all classes. ▪ ENL program, Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards, teaming for 4 Core area classes with common planning time. <p>Students treat each other respectfully.</p> <ul style="list-style-type: none"> ▪ Student Expectation reviewed at Pre –Orientation Sessions with Grade 6 and at 7th Grade Orientation, SEL 1:1 for each student with counselors, Extracurricular Activities: Sports, Music, ▪ Clubs, NJHS, Student Council, Intramurals, etc., Character Education – Monthly Recognition of 2 students per team, Student Recognition Wall in the Main Hallway – 2 students per Quarter per team are recognized here. <p>Teachers acknowledge appropriate behavior more frequently than inappropriate behavior.</p> <ul style="list-style-type: none"> ▪ Character Education – Monthly Recognition of 2 students per team, Student Recognition Wall in the Main Hallway – 2 students per Quarter per team are recognized here, Student Expectation reviewed at Pre –Orientation Sessions with Grade 6 and at 7th Grade Orientation, SEL 1:1 for each student with counselors, All students with Perfect Attendance, Passing all classes and no discipline referrals are recognized each quarter with a letter home and a certificate. <p>Teachers encourage students through positive language. The classroom is free from disparaging comments. The body language used by teachers is warm and caring.</p> <ul style="list-style-type: none"> ▪ Connections and Positive Relationships are encouraged and supported at all times, SEL Check – in Tables in the Morning, Personalized Greeting each morning from a counselor, Teacher or Teacher Assistant, Growth vs. Fixed Mindset (Mindset Book Studies offered for all adults to support students).

Teachers provide students with opportunities to consider multiple perspectives, including opposing points of view, in an objective manner.

- EDI Instructional Framework used in all classes
- Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards.

Students are provided opportunities to work in groups with diverse peers.

- EDI Instructional Framework used in all classes
- Core Area Teams for all students
- Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards.

Teachers acknowledge and celebrate student effort.

- Character Education – Monthly Recognition of 2 students per team
- Student Recognition Wall in the Main Hallway – 2 students per Quarter per team are recognized here
- OMS Good News Cards Initiative
- Review of all Report Cards by Administration and Team Guidance each Quarter – include personalized notes
- Perfect Attendance Certificates given at the end of each school year (in Grade 8 two types)
- Extracurricular Activities: Sports, Music, Clubs, NJHS, Student Council, Intramurals, etc.

Teachers look for ways to have students share and defend their opinions without fear of ridicule.

- EDI Instructional Framework used in all classes
- Core Area Teams for all students
- Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards
- Social Skills instruction in Family and Consumer Science classes.

Questions asked to students do not always result in one “right” answer.

- EDI Instructional Framework used in all classes
- Core Area Teams for all students
- Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards
- Social Skills instruction in Family and Consumer Science classes.

Students participate freely. Teachers look for ways to bring all students into discussions.

- EDI Instructional Framework used in all classes
- Core Area Teams for all students
- Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards
- Social Skills instruction in Family and Consumer Science classes.

Indicator 4B: Classroom Management

Teachers post and reference positively stated behavioral expectations.

- Student Expectation reviewed at Pre –Orientation Sessions with Grade 6 and at 7th Grade Orientation
- OMS Progressive Discipline Plan (in Student Handbook)
- Active Supervision and engagement in all hallways, classrooms, café, etc.

Students understand the expectations for behavior in different settings.

- Student Expectation reviewed at Pre –Orientation Sessions with Grade 6 and at 7th Grade Orientation
- OMS Progressive Discipline Plan (in Student Handbook)
- Active Supervision and engagement in all hallways, classrooms, café, etc.,
- Social Skills instruction in Family and Consumer Science classes
- OMS School Pride Program (Take Care of Yourself, Take Care of Others, Take Care of our School).

Teachers are proactive in avoiding situations that may result in potential problems. Teacher monitoring of student behavior is subtle and preventative, using strategies such as scanning, frequent interaction and purposeful movement.

- Student Expectation reviewed at Pre –Orientation Sessions with Grade 6 and at 7th Grade Orientation
- OMS Progressive Discipline Plan (in Student Handbook)
- Active Supervision and engagement in all hallways, classrooms, café, etc.,
- Social Skills instruction in Family and Consumer Science classes
- OMS School Pride Program (Take Care of Yourself, Take Care of Others, Take Care of our School)
- Clear Master Schedule/Predictable Routines
- EDI Instructional Framework used in all classes
- Assigned Seats in all classes
- Connections and Positive Relationships are encouraged and supported at all times
- Assigned Stairwells, Hallways and times to go to Lockers.

Teachers use verbal and/or non-verbal prompts to cue responses or action routines that have clearly been taught to students.

- Clear Master Schedule/Predictable Routines
- EDI Instructional Framework used in all classes.

Teachers use verbal and/or non-verbal prompts to cue transitions between instructional groupings, tasks, etc.

- Clear Master Schedule/Predictable Routines
- EDI Instructional Framework used in all classes.

Students complete cued routines within stated time limits.

- Clear Master Schedule/Predictable Routines

- EDI Instructional Framework used in all classes.

Teachers attend to disruptions quickly and firmly, without allowing disruptions to inhibit the pace of the lesson.

- Clear Master Schedule/Predictable Routines
- Growth vs. Fixed Mindset (Mindset Book Studies offered for all adults to support students)
- EDI Instructional Framework used in all classes

The techniques used prevent and/or reduce misbehavior. These techniques are sensitive to individual student needs and respect students' dignity.

- Clear Master Schedule/Predictable Routines
- Growth vs. Fixed Mindset (Mindset Book Studies offered for all adults to support students)
- EDI Instructional Framework used in all classes
- Connections and Positive Relationships are encouraged and supported at all times
- OMS Progressive Discipline Plan (in Student Handbook)
- Introduction to Restorative Practices
- Active Supervision and engagement in all hallways, classrooms, café, etc.,
- Alternate Schedules as needed, Alternate Transportation as needed
- Functional Behavior Assessments (FBA) and Behavior Intervention Plan (BIP) as needed
- Student – Centered Planning at all times
- Hand- Scheduling for all high – needs discipline concern students

Student behavior is appropriate in all settings, including during collaborative learning opportunities and other times when students are actively participating in lessons.

Teachers explicitly teach and/or re-teach behavior self-regulation strategies, e.g., self-talk, self-rating, scripting, social stories.

- Restorative Practices
- SEL 1:1 for each student with counselors
- Social Skills instruction in Family and Consumer Science classes.

Students are actively encouraged to take responsibility for their behavior.

- Restorative Practices
- SEL 1:1 for each student with counselors
- Social Skills instruction in Family and Consumer Science classes.

Students have input into the classroom norms and expectations.

Students demonstrate expected behaviors

Students demonstrate understanding and the use of self-regulation strategies.

Indicator 4C: Extensive Knowledge of Content and Pedagogy

- Teachers exhibit extensive knowledge of the concepts they teach, and how these relate to other concepts within their discipline and in other disciplines.
- Teachers consistently answer students' questions accurately.
- Teachers continuously gauge prior knowledge. Teachers are aware of the prerequisite skills and understanding that is needed to master new concepts. When students struggle, teachers use their understanding to identify appropriate scaffolds that assist their students in better accessing the concept.
- During lessons, teachers assess student understanding regularly to ensure that concepts are being correctly understood.
- Teachers anticipate possible student misconceptions, and when misconceptions occur, teachers understand how students may have arrived at the misconception.
- When students struggle to understand a concept, teachers identify alternate ways to approach the concept differently from how it was originally taught, rather than teaching the concept the same way again. These approaches result in students learning concepts they did not fully grasp originally.
- Teachers use their understanding of the content area to identify activities that extend students' thinking for students who grasp concepts quickly.
- Instead of providing students with additional work regarding concepts these students have mastered, teachers offer students opportunities that provide appropriate challenges and build on the student's knowledge and mastery.
- Teachers are familiar with ways in which children learn, along with the particular ways in which their students learn. Teachers use a range of instructional techniques, methods, and materials based on this insight.

Indicator 4D: Lesson Delivery

- Lessons start promptly, and lessons have a coherent structure with a clear beginning, middle, and end.
- The teacher ensures that the lesson progresses at an appropriate pace so that students are neither bored nor rushed. Classroom routines, transitions, and the distribution of materials are efficient and do not impede instructional time.
- The teacher gives adequate time for summary, reflection, and closure.
- Teachers pause to allow students to ask questions.
- Lessons are logically sequenced and include examples, clear directions, visual aids, and teacher modeling to demonstrate the skills students are expected to perform. The objectives of the lesson are reinforced by the teacher throughout the lesson.
- Teachers are mindful of the essential information and vocabulary necessary to access the lesson. Teachers do not bring in irrelevant and non-essential information that may cause confusion.
- The classroom has been arranged in a manner that supports the instructional methods being used.
- Teachers make connections between what students already know and the material being taught. Teachers find ways to connect the material to the world beyond the classroom.
- Teachers interact with students in an engaging way that draws the attention of the class. Teachers circulate throughout the room when students are completing assignments to assist or extend the thinking of individual students.
- Students are active participants in the lessons. Lessons provide opportunities for students to engage in discussion and debate and contribute to the class' understanding of the content.

Indicator 4E: instructional Techniques that Deepen Engagement

- Teachers use open-ended questions that invite students to consider and/or offer multiple possible answers.
- Student responses are highly valued. Teachers build on student responses to ask additional questions and deepen student understanding.
- Teachers use sufficient wait time for students to process questions and provide thoughtful responses.
- Teachers approach incorrect answers as learning opportunities.
- Teachers provide opportunities for students to formulate hypotheses, make connections, or challenge previously held views.
- Students are asked to justify their reasoning. Students provide specific evidence to support their thinking.
- Teacher conversations allow the students to have opportunities to generate a variety of ideas and alternatives, and result in students analyzing problems from multiple perspectives and viewpoints.
- Teachers provide opportunities through the questions and prompts posed and the activities offered for students to be cognitively challenged during lessons.
- Teachers call on all of their students, including those who do not volunteer. Teachers use a variety of techniques to ensure that discussion is not dominated by a limited number of students. Students are not able to be passive observers during lessons.
- Teachers use prompts and questions that result in students being actively engaged in discussions with both peers and teachers. Students build upon other students' responses.
- Teachers establish systems and structures to create respectful risk-taking environments that afford students multiple opportunities to engage in extended and sustained discussions.
- Teachers offer varied instructional practices based on an understanding that children have different learning needs.
- Teachers engage with students on a one-to-one basis or through small groups during student activities to provide students with supports and prompts that deepen students' understanding.
- Teacher practices display an understanding of each student's anticipated learning difficulties and misconceptions.
- IEPs are implemented in all settings.
- Teachers use differentiated prompts based on individual student need (i.e., intensive for students who have not mastered the content, fading and error correction for students with partial mastery, reminders for students at mastery.)
- Teachers conduct formative assessments prior to independent work and re-teach students who are demonstrating difficulty.

Indicator 4F: Targeted Strategies for Diverse Learners

- Teacher Assistants are actively engaged in supporting instruction.

Teachers present the content in an organized manner to assist student understanding.

- EDI Instructional Framework used in all classes.

There are structured supports for reading, writing, and/or math tasks such as charts, reference tables, manipulatives, individual work folders and student grouping.

- EDI Instructional Framework used in all classes
- Enrichment (AIS) for Math and Literacy
- Skill – based Literacy Classes (4 Periods)

Teacher(s) ensures multiple opportunities for students with disabilities and ELLs/MLLs to respond orally and in writing.

Students with disabilities and ELLs/MLLs work on content aligned with the content of their grade level peers.

Students engage in productive struggle with complex text, tasks, ideas using strategically selected learning supports and analysis tools.

Classroom walls reflect the linguistic and cultural diversity of the student population in the class (ex. labels, rules, and assignments are posted in English and students’ home language(s).

Bilingual glossaries, native language materials and English as a New Language (ENL) materials are readily available in the classroom. Students use these materials independently and/or with guidance.

There are structured language comprehension supports for English Language Learners (ex. practicing with native speakers of English or speakers of their native language, use of nonverbal cues, picture symbol cards, pre-teaching specific vocabulary or grammatical structures needed to participate in the lesson).

Students are regularly afforded opportunities to refine their communication using formulaic expressions, representations, metaphors, and multiple examples.

Teachers provide students with multimodal materials and appropriate scaffolds for purposeful learning of content, analytical practices, and language.

Indicator 4G: Using Assessment and Feedback in Instruction

Teachers integrate assessments throughout the lesson to check student understanding, measure student progress, provide students with feedback, identify gaps in student learning, and adjust and refine instruction to meet student needs and prepare students for future learning.

- Online Grades updates minimally 1 time per week
- Ongoing Data Review: STAR, NYS Assessments, Interim Assessments Data, Progress Reports, Report Cards and Literacy Data
- EDI Instructional Framework used in all classes
- Interim Assessments in ELA and Math
- Evidence – based programs/practices are used.

Teachers recognize patterns in student inquiries and responses and use this information to adjust the lesson, provide scaffolds and re-teach content so that mastery can be achieved.

	<ul style="list-style-type: none"> ▪ Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards ▪ EDI Instructional Framework used in all classes. <p>Teachers regularly monitor student independent practice throughout the classroom as students work to determine students' understanding of the lesson. Teachers provide students with feedback and prompts that deepen students' understanding.</p> <ul style="list-style-type: none"> ▪ Online Grades updates minimally 1 time per week ▪ Ongoing Data Review: STAR, NYS Assessments, Interim Assessments Data, Progress Reports, Report Cards and Literacy Data ▪ EDI Instructional Framework used in all classes ▪ Interim Assessments in ELA and Math ▪ Evidence – based programs/practices are used <p>Teachers provide students with opportunities to reflect and assess their own performance and progress. Students do not rely on the teacher's validation to determine their success.</p> <ul style="list-style-type: none"> ▪ Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards ▪ EDI Instructional Framework used in all classes ▪ Offerings for students of all Academic levels. <p>Students make revisions to their work based on the feedback they receive from peers and teachers.</p> <ul style="list-style-type: none"> ▪ Challenging and Engaging Curriculum aligned to the NYS Next Generation Standards ▪ EDI Instructional Framework used in all classes ▪ Offerings for students of all Academic levels.
<p>5. Social-Emotional Learning</p> <p><i>Effective schools develop a systematic approach to social-emotional learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.</i></p>	<p>Indicator 5A: Establishing School Wide Practices and Policies that Support SEL</p> <p>The school establishes a common language and a consistent approach for SEL.</p> <ul style="list-style-type: none"> ▪ Three Pillars “Take Care of Yourself, Take Care of Others, Take Care of Our School” ▪ OMS MTSS (Multi-Tiered System of Supports) Summary Document – Revised on a regular basis and shared with the faculty and staff ▪ PSAs (Public Service Announcements) done on the morning announcements on a regular basis <p>The school has adequate personnel to provide necessary services to students (e.g., Guidance Counselors, Social Workers, School Psychologists). These staff members help support the school's proactive approach toward SEL by providing guidance and training to staff and students.</p> <ul style="list-style-type: none"> ▪ Team Guidance and weekly team meeting ▪ Farnham ▪ Oswego Behavioral Health ▪ PROS

The school's vision for SEL identifies the school's values for supporting the non-academic needs of students. All stakeholders understand the school's vision for SEL and work together to meet the non-academic needs of all students.

- Intramurals, clubs, Focus Forward

The school has policies and practices to prevent and address bullying and other behaviors that threaten student social and emotional well-being.

- DASA – Process in place – everyone understands it
- Student Incident Reports – handled quickly and efficiently with thorough investigations
- Teacher examples and modeling in the classroom
- OMS Safety Committee – meetings 3 times per year – AGENDA and Minutes sent to full faculty and staff

Student social-emotional needs are considered when scheduling and grouping students to ensure that the learning environment meets the needs of all students.

- Councilors/admin meet with elementary level teachers to assess needs for placement

Surveys are given to students to assess students' feelings and needs within the school year.

Indicator 5B: Ensuring a Supportive Environment

Students feel like valued members of the school and classroom community by the ways in which teachers and school staff treat students with compassion and respect. Teachers validate, affirm, and build upon the experiences and assets students bring.

- Teachers take a Restorative Approach
- Proactive rather than reactive

Staff members' approach toward discipline focuses on skill-building and enhancing the school community rather than punishing students.

- Daily connections at morning check-in tables
- Extended Homework

The school has specific systems in place to ensure that new students are welcomed into the school community. Staff identify isolated students and incorporate a variety of strategies specific to the student to integrate the students into the school community.

- Meet and greet day prior to starting school, extended homerooms for connections, encouragement to join clubs/activities
- Daily Buc
- Advisory (students can touch base and make connections with teachers)

	<ul style="list-style-type: none"> ▪ Scheduling teacher lunch at the same time as student lunch to provide opportunities for further connections (There used to be SEL lunches) ▪ Teachers and students routinely make connections between the specific lesson being taught and other learning, life outside of school, and students’ futures (Connecting content skills to real life problem solving) ▪ Character Traits of the month – Student Recognition; Videos and Lessons provided to the Faculty by the Administration <p>Students feel like valued members of the school and classroom community by the ways in which teachers and school staff treat students with compassion and respect. Teachers validate, affirm, and build upon the experiences and assets students bring (this is an area we need to improve upon)</p> <p>Indicator 5C: Enhancing Family and Community Partnerships</p> <p>Outside partners</p> <ul style="list-style-type: none"> ▪ Service providers, mentors, after school programs ▪ SUNY Oswego ▪ Good News Cards Building-wide initiative ▪ Parent/teacher conferences, teacher/guidance phone calls and or emails, Jupiter Grades, and Parent Square. <p>The school has staff who can communicate with families about the SEL needs of their children in the mode of communication that the family can best understand.</p> <ul style="list-style-type: none"> ▪ Focus Forward connects students to potential role models that share their home language and have cultural backgrounds that are relatable to the students ▪ At risk students are assigned to ‘high needs’ counselors ▪ Field trips and presentations on programs student can apply to/take part of in grades 9-12 (CITI, P-tech, Career Summit) ▪ Technology, FACS and Art Teachers from OHS visit the 8th Graders to talk about electives ▪ 8th Grade visit to OHS ▪ 6th Grade Pre-Orientation Sessions held at OMS for Elementary Schools (including TCS)
<p>6. Family and Community Engagement</p> <p><i>Effective schools develop a systematic approach to parent and community engagement to empower parents to effectively advocate for their child’s learning and for the improvement of the school.</i></p>	<p>Indicator 6A: Systems for Communication</p> <ul style="list-style-type: none"> • Jupiter Grades, Parent-Square, Good News Cards, Five-Week Reports, Parent-Teacher Conferences, Open House, 7th Grade Orientation, New Student Orientation, e-mail • Open Door Policy During Summertime for Parents and Students • Phone Blasts, Google Classroom with Google Parent Summary • Official Team Meetings with Admin and Guidance • Weekly Team Guidance Meetings, Leadership Team Meetings • School Based Intervention Team (SBIT) • ENL Teacher for students and family communication needs • CSE Meetings that invite parents both physically and via Google Meet

- Surveys for parents and students regrading school climate, culture, policies, practices, academics, behavior, and attendance
- Home and School Meetings held one time per month and attended by an administrator
- **Areas for Improvement:** Workshops for parents regarding curriculum & instruction

Indicator 6B: Systems for Engagement and Empowerment

- Google Classroom with Guardian Summaries, Google Rubrics attached to assignments in Google Classroom, Jupiter Grades with comments for each assignment from teachers, Five-Week Reports, Marking Period Reports with Personalized Comments for each Student, Good News Cards, Character Ed Award Summary Letter
- Extracurricular activities: clubs & sports, Focus Forward, Proactive Restorative Options for Students, After School Extra Help with Teachers, Lunch-Munch - students eat lunch with various teachers and guidance counselors along with a small group of peers to build relationships, Morning Check-in Tables, Eating Breakfast with Homeroom Teacher, Advisory is the same as Homeroom cohort for SEL purposes
- Guidance Counselors have an annual progress review for each students (meets twice a year)
- Team Guidance focuses on outreach and open communication with parents/guardians
- OMS Progressive Discipline Plan is communicated clearly at the start of the year describing to families who to communicate with if their child is struggling with non-academic issues
- DASA Investigations & Conferences, Restorative Practices, Brian Mendler Behavior & Relationship Building Best Practice, DEI
- **Area of Improvement:** Send Report Cards, Five-Week Reports, Monthly Newsletters in Spanish or other identified language to families that request it
- Parents are involved in the OMS Leadership Team and were a part of the SCEP process
- Home & School Association makes recommendations; Parent Representatives as part of the school improvement process related to the SCEP
- Parents vote in School Board Members who ultimately determine employment
- Families are surveyed annually for their perspectives and opinions
- School Staff & Community Members work together regarding neighborhood concerns: Buc Boosters, OCTA Scholarships, Blessings in a Backpack, Christmas Giving, Self-Care Program, Focus Forward, Proactive and Restorative Options for Students, Intramural Sports & Activities, Mr. Bond's Bike Program, Open Gym during the day, Student Clubs & Sports
- OMS engages with local community institutions via highly collaborative efforts with CiTi BOCES in order to recommend students for various technical & behavioral Programs (P-TECH, Stepping Stones, Bridges, Pathways), Career Day Field Trip through SUNY Oswego
- **Area of Improvement:** When families are surveyed they are not a part of the improvement process; start the process of identifying the ways to organize protocols to address traffic hazards and gang activity

Indicator 6C: Systems for Cultivating Relationships and Bridging Differences

- Through effective, targeted, and numerous forms of communication OMS reaches out to parents and families regarding all aspects of school activities and decision making.
- Focus Forward, PROS, Inclusive Club, Parent-Teacher Conferences, Newsletter

	<ul style="list-style-type: none"> NOTE: Need survey results from parents to finish this section <p>Indicator 6D: Systems for Continuous Quality Improvement</p> <ul style="list-style-type: none"> New textbook (what is it called?), is culturally relevant and highly engaging and focusing on high student interest OMS supports the district-wide Diversity, Equity, & Inclusion (DEI) initiative - Inclusive Club. District provides translators OMS provides funds for students with economic hardships regarding free lunch, clubs, sports, field trips, and other special events. Christmas Giving, Blessing in Backpack, Thanksgiving Turkeys OMS has clear goals at every level as per most recent School Improvement Process as per SCEP OMS & District goals are communicated in a large variety of ways OMS Leadership Team analyzes data from various surveys in order to determine progress toward goals.
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VI. Standing in the GAP

DATA ANALYSIS-ROOT CAUSE

1. School Needs/Areas of Improvement		
GOAL AREA/OBJECTIVES:	ROOT CAUSES:	Actions
<p>ACADEMICS:</p>		<p>(+) indicate current practices (-) indicate areas to address</p>
<p>85% of all Students will be failing no more than 2 classes at the end of the 2023-2024 school year.</p>	<p>Problem:</p> <ul style="list-style-type: none"> Skill Level Absenteeism Outside Support Trauma (ACES) Transient Students – have not made a connection to our school, district or community 	<ul style="list-style-type: none"> (+) Literacy Classes – Skills Based (+) AIS/Enrichment Math (+) iReady Implementation (+) 5 Week Reports (+) Jupiter Grades (+) Differentiated Instruction (+) Progress Monitoring (iReady) (+) Data Driven Instruction (+) Monthly Data Meetings (+) Recognition of Academic Success (+) Meetings with Counselors to address grades (+) Formal Team Meetings (+) Summer Wellness Academy – Summer School (+) Walkthroughs (+) LETRS Training (+) Literacy Coach assigned to OMS

		(+) Hand Scheduling of all SWDs, ENL and Discipline Concerns (+) OMS MTSS (Multi-Tiered System of Supports) Summary Document – Revised on a regular basis and shared with the faculty and staff (-) Alternative Programming for Non-traditional learners (-) Tutoring (-) SEL Lunches (-) Move on to OHS regardless of Grades (-) No Final Exams in Local Courses (these will return for 2024) (-) Data Meetings need to be facilitated by teachers/Team Leaders
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2. School Needs/Areas of Improvement		
GOAL AREA/OBJECTIVES:	ROOT CAUSES:	Actions
ATTENDANCE:		(+) indicate current practices (-) indicate areas to address
OMS will decrease their Chronic Absentee Rate for the 2023-2024 school year by 2 percentage points.	Problem: <ul style="list-style-type: none"> Increasing mental health issues at homes Lack of family support toward the schools Perceived value for education by students and parents in community Lack of transportation for students in need. Chronic Absenteeism Rate COVID Restrictions preventing students coming to school 	(+) OBH clinic (+) Farnham (+) PROS (+) Focus Forward – SUNY Oswego Mentoring Program (+) McKinney Vento Counseling in building to address MH needs (+) School Counselors and Home & School Liaison (½ time) to address absenteeism with phone calls, home visits, and lead attendance meetings. (+) Intramurals to incentivize (+) Large variety of Clubs to incentivize (+) Interscholastic Sports to incentivize (+) School Musical to incentivize (+) OMS MTSS (Multi-Tiered System of Supports) Summary Document – Revised on a regular basis and shared with the faculty and staff

		<p>(-) System to be put in place to provide transportation for students who have missed the bus or want to come to school when a barrier exists.</p> <p>(-) Is there a way to earn back the attendance if student and family was willing to work towards it (Saturday school, after school, 3-5pm tutoring virtual)</p> <p>(-) Present Remote is not an option for students that have COVID Symptoms that in the past would have come to school</p> <p>(-) Book study (Carrots vs Stick) to provide PD for staff with a better understanding of the use of incentives to get students engaged in attending school and become functional, participating members of our community.</p> <p>(-) Would prefer to have our Home School Liaison at OMS full-time</p>
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3. School Needs/Areas of Improvement:		
GOAL AREA/OBJECTIVES:	ROOT CAUSES	Actions
<p>SOCIAL EMOTIONAL LEARNING (SEL):</p> <p>Student Survey will be given using a Google Form to all students at OMS (3) times during the school year; Fall, Winter and Spring.</p> <p><i>Key Questions/Statement will be embedded:</i></p> <p>Students treat each other fairly at OMS.</p> <p>Students at OMS treat people from different races, ethnicities or cultures fairly,</p> <p>Adults at OMS treat people from different races, ethnicities or cultures fairly.</p>	<p>Problem:</p> <ul style="list-style-type: none"> Increasing mental health issues at homes Trauma (ACES) Lack of family support toward the schools 	<p>(+) indicate current practices</p> <p>(-) indicate areas to address</p> <p>(+) Character Education – Monthly Traits</p> <p>(+) Assigned Seating in all classes</p> <p>(+) Review of ACEs (Adverse Childhood Experiences) on a regular basis</p> <p>(+) SEL 1:1’s for each student with Counselor</p> <p>(+) TCIS Training</p> <p>(+) 2 ‘High Needs’ Counselors at OMS</p> <p>(+) ½ time Home School Liaison at OMS</p> <p>(+) Check in tables in the morning – each child receives a personalized greeting</p> <p>(+) Restorative Practices ~ ‘Culture of Care’ at OMS</p> <p>(+) Restorative Practices – (8) Trained Faculty and Staff – (4) as ‘Train the Trainers’</p> <p>(+) Restorative Practices Bookstudy – (18) Faculty and Staff Members using <i>The Restorative Practices Handbook</i></p> <p>(+) OMS MTSS (Multi-Tiered System of Supports) Summary Document – Revised on a regular basis and shared with the faculty and staff</p>

<p>Teachers at this school are concerned about my success in their class.</p> <p>Teachers at this school welcome me into their classes with a smile after an absence/</p> <p>I have a trusting relationship with one adult at OMS.</p> <p>We will use a Rating Scale of 1 -5 with 5 being the highest.</p> <p>Our end of year goal will be to achieve a 70%+ on level 4 and 5 combined.</p>		<p>(+) Multiple sessions of the Mindset Bookstudy have run at OMS (+) Survey will be given to the all students in September, January and June</p> <p>(-) We would prefer to have our OMS Home School Liaison at OMS full-time (-) Ability to run Book Studies for OMS Faculty and Staff to get 100% of the adults at OMS through the <i>Mindset Bookstudy</i> and <i>The Restorative Practices Handbook</i></p>
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Identify how the building will provide opportunities for all children to meet the State’s proficient levels based on the building's Plan. Use effective methods and instructional strategies based on scientifically based research that – Strengthen the school’s core academic program List the evidence-based practices that will be implemented to strengthen the school’s core academic program.

VII. GOALS AND OBJECTIVES

GOAL 1: ACADEMICS:

Barrier Needed to be addressed	Strategy to be Implemented	Resources to be used	PD involved	Mid-year goal: Staff	Mid-year Goal (student outcomes)	End of Year Goal (Student outcomes)	Tenet
<p>Students at OMS will be passing the majority of their classes during the school year.</p> <p>85% of Students at OMS will fail no more than 2 classes at the end of the 2023-2024 schoolyear.</p>	<p>EDI</p>	<p>Cheri Beck – OMS Literacy Coach and EDI district-wide trainer</p> <p>Mary Beth Fierro – EDI Instructor</p>	<p>MBF will run EDI classes for all Faculty that are not already trained.</p> <p>MBF will use the book ‘Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson’ as a guide. Each ‘student’ enrolled in</p>	<p>100% of the faculty (including TAs) will be trained in EDI or will be scheduled for a class.</p>	<p>80% of our OMS Student Population will be able to identify and define what an ‘I can’ Statement is and how it is used in their classes. (This information will be gathered via a survey.)</p>	<p>85% of our OMS Student Population will be able to identify and define what an ‘I can’ Statement is and how it is used in their classes. (This information will be</p>	<p>2,3,4</p>

			the course will have to model one EDI lesson.			gathered via a survey.)	
	iReady	iReady individualized lessons New Math and ELA Curriculum and Resources – aligned to the Next Gen Standards	PD to be set up by Jeremy Amidon (Mathematics Coordinator for OCSD) and facilitated by iReady Trainers	After the completion of the Winter Benchmark 100% of the Faculty at OMS will be given the Benchmark scores for Reading for the students they work with.	At mid-year (after the Winter iReady Benchmark) 80% of the students at OMS will have increased their Scaled Score on the iReady Benchmark for Reading and Math 5 points.	At the end of the year (after the Spring iReady Benchmark) 80% of the students at OMS will have increased their Scaled Score on the iReady Benchmark for Reading and Math 5 points.	
	Common Interim Assessments in Math and ELA	iReady Data, Interim Assessment Data, Additional Literacy Data		Literacy Department Members, ELA Team Leader and Administration will attend a Data Team Monthly. Information from this meeting will be used to inform future instruction.	100% of students of OMS will work with their ELA and Math Teachers (separate goal sheets will be used for Progress Monitoring for those students enrolled in Math and Literacy Enrichment) will develop a SMART Goal for increasing their iReady Scores from Fall to Winter to Spring.	At the end of the year (after the Spring iReady Benchmark) 80% of the students at OMS will have increased their Scaled Score on the iReady Benchmark for Reading and Math 5 points.	
	Data Team Meetings – Literacy and Math – Monthly						
	SBIT		SBIT is facilitated by OMS AP Samantha	By the end of January 2024 the OMS SBIT Team	By the end of January 2024 100% of the students that are part of the SBIT process will	By the end of June 2024 the	

		OMS Faculty and Administration, Data from Schooltool, Jupiter Grades and iReady	Spaulding she facilitates all training needed for these meetings.	will have met a minimum of 3 times.	have made progress in the area they were referred for or the SBIT Process will end for them.	OMS SBIT Team will have met a minimum of 6 times.	
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Identify strategies for meeting the educational needs of historically underserved populations. Include strategies to address the needs of all children in the school, particularly of low-achieving children and those at risk of not meeting New York State’s Learning Standards who are members of any program’s target population that is included in the schoolwide program, which may include –

- (aa) counseling, pupil services, and mentoring services
- (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team teaching strategies
- (cc) integration of vocational and technical education programs.

GOAL 2: ATTENDANCE RATE and CHRONIC ABSENTEEISM:

Barrier Needed to be addressed	Strategy to be Implemented	Resources to be used	PD involved	Mid-year goal: Staff	Mid-year Goal (student outcomes)	End of Year Goal (Student outcomes)	Tenet
<p>OMS will decrease the Chronic Absentee Rate at OMS by 2 Percentage Points during the 2023-2024 schoolyear.</p> <p>OMS will increase their Attendance Rate by 2 Percentage Points</p>	Ongoing review of Attendance Data by Administration and Team Guidance. This Data will be broken down in to Grades, Teams, Subgroup, etc.	Schooltool Attendance Reports. School Messenger for Automated Calls.	Ongoing PD presented by Building Administration at Team Guidance Meetings, Formal Team Meetings, Faculty Meetings and SDD. Resources from <i>Attendance</i>	100% of the Faculty at OMS will be able to define Attendance Rate vs. Chronic Absentee Rate. 100% of the Faculty at OMS will be able to name a minimum of 1 way that they can help increase the Attendance Rate at OMS.	At Mid-Year 80% of the OMS Student Body will be involved in some form of extracurricular activities: Clubs, FF, Sports, Intramurals, etc.	At End of the 2023-2024 School Year 85% of the OMS Student Body will be involved in some form of extracurricular activities: Clubs, FF, Sports,	2,5,6

<p>for the 2023-2024 schoolyear.</p>	<p>Personalized Phone Calls home.</p> <p>Home Visits.</p> <p>Attendance Meetings with families</p> <p>Quarterly Recognition for all students who have an Attendance rate that is 90% or Greater.</p>	<p>Counseling Office staff for Personalized calls.</p> <p>Counselors and Home School Liaison for Home Visits.</p> <p>Administration, Counselors, Parents and/or Guardians along with student impacted at Attendance Meetings. Attendance Plans will be developed.</p> <p>Resources from 'Attendance Works' reviewed and shared – ongoing.</p> <p>PLC Associates resources/videos related to Attendance.</p>	<p><i>Works'</i> reviewed and shared – ongoing.</p> <p>PLC Associates resources/videos related to Attendance.</p>	<p>By Midyear (end of January 2024) Team Guidance will have developed a plan to assure that 80%+ of the OMS Student Body is actively involved in a minimum of 1 extracurricular activity. This data will be kept on a Spreadsheet along with Daily Attendance.</p>		<p>Intramurals, etc.</p> <p>At the close of the 2023-2024 schoolyear OMS will have raised the overall Attendance Rate at OMS by 2 Percentage Point.</p> <p>At the close of the schoolyear OMS will have decreased the CA rate by 2 Percentage Points.</p>	
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GOAL 3: Social Emotional Learning (SEL)

Barrier Needed to be addressed	Strategy to be Implemented	Resources to be used	PD involved	Mid-year goal: Staff	Mid-year Goal (student outcomes)	End of Year Goal (Student outcomes)	Tenet
<p>Student Survey will be given using a Google Form to all students at OMS (3) times during the school year; Fall, Winter and Spring.</p> <p>We will use a Rating Scale of 1 -5 with 5 being the highest.</p> <p>Our end of year goal will be to achieve a 70%+ on level 4 and 5 combined.</p>	<p>Through the use of a Student Survey we will determine the percentages for each question or statement that is given.</p> <p>Key question that will help us determine the overall success we are having at OMS with SEL will be embedded into a 12 question survey.</p>	<p>Google Forms</p> <p>Chromebooks</p> <p>Team Guidance</p> <p>Surveys will be given in all Social Studies Classes.</p> <p>Survey should take no more than 10 minutes.</p>	<p>Ongoing PD presented by Building Administration at Team Guidance Meetings, Formal Team Meetings, Faculty Meetings and SDD.</p>	<p>At the close of the Mid-year Survey that is given to students Administration will summarize the results in a report and share with the faculty and staff via an in – person meeting.</p>	<p>60%+ on levels 4 and 5 combined on all questions.</p> <p><i>(Agree and Strongly Agree)</i></p>	<p>70%+ on levels 4 and 5 combined on all questions.</p> <p><i>(Agree and Strongly Agree)</i></p>	<p>5</p>