

## Meaningful Stakeholder Participation

**Meaningful Stakeholder Participation:** The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

**Instructions:** List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Mary Beth Fierro	Principal - Oswego Middle School
Samantha Spaulding	Assistant Principal - Oswego Middle School
Paul Brewster	Faculty Member - Music Teacher
Sean Clarke	Faculty Member - English Teacher
Elise Davis	Faculty Member - Science Teacher/Team Leader
Rory Malone	Faculty Member - Social Studies Teacher
Mike Patane	Faculty Member - Math Teacher/Team Leader
Cory Brosch	Parent - Home and School Association Secretary
Jenny Gordon	Parent
Lori Kenney	Parent
Jim Mackenzie	Parent
Michael Paestell	Parent
Collin DeForge	Student - Grade 8
Emily Stacks	Student - Grade 8
Sofia Canale - Giberson	Student - Grade 7
Logan Crannell	Student - Grade 7
Meli Preston	Student - Grade 7

**Instructions:** Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	5.29.19, 6.5.19, 6.14.19		

### Meaningful Stakeholder Participation

Determining priorities and goals based on the needs identified	5.29.19, 6.5.19, 6.14.19		We chose to go with the ESSA Indicators Option so we really had very little room for choice. The ELA, Math and Chronic Absenteeism Goal was a given. We chose 'Discipline' for the Survey Goal. One thing that we talked about for the 'School Specific' goal was the use of 'Trauma Informed Practices'. As we continued working and talking that grew into SEL.
Identifying an evidence-based intervention	5.29.19		
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5.29.19, 6.5.19, 6.14.19		
Identifying a plan to communicate the priorities to different stakeholders	6.14.19		

**TSI schools only:** Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	We have (5) teachers who represent both 7th and 8th Grade from across the core and special areas serving on the SCEP Team. Each of the teachers have also served since January of 2019 on our OMS Leadership Team (that was formed as soon as we knew we were designated as a CSI school.) Each of these teachers have attended each meeting. They have also participated in the 'Leading School Change' Book Study that is part of our Action Plan related to our designation. This committee of teachers has the respect of their peers, the students and the community. They are comfortable relaying information and acting as a liaison with administration. Their input always has been and continues to be very valuable. When considering the different types of teachers that are outlined in the Todd Whitaker's book ' <i>Leading School Change</i> ' each of the teachers who are serving on this committee would be considered as 'Superstars/Irreplaceables'. One of their greatest strengths, in everything that they do, is to envision the effects of change throughout the school. Additionally, they have the ability to envision their role and our school's role on a district - wide and even state - wide level. They have brought that perspective to the table as we have moved through this process. It has been invaluable.

### Meaningful Stakeholder Participation

Parents with children from each identified subgroup.	An e-mail BLAST was sent out via our School Messenger System requesting Parent Volunteers for our SCEP Committee. We had more than 5 people respond to the request. The first 5 to respond were given a spot on our committee. The parents represent a nice cross - section of our student population. The majority of them were available to attend all meetings. Each parent was given a folder and all related materials to read before we began our committee work. The parents have appeared comfortable voicing their opinions/concerns both in the large group and in the smaller groups that we form at times during our meetings. Each time that we met as a group we numbered off different ways and broke up into smaller groups to take a more targeted look at each one of the sections of the SCEP.
Secondary Schools: Students from each identified subgroup	An announcement was run daily for 2 - weeks leading up to our first SCEP Meeting looking for student volunteers interested in being part of our committee. The announcement was run on our Daily Buc (student - run TV studio) daily and posted on our Oswego Middle School webpage where daily announcements are posted. Two of the students on the committee volunteered to be on the committee; they responded to the announcements. The additional 3 students were selected by the building administration with input from the School Counselors. Both 7th and 8th Grade are represented. Male and Female, General Education and Students with Disabilities, students from various backgrounds. Each student has been given a voice in this process, they have all materials that everyone else does and are encouraged to speak at all meetings.

**English Language Arts**

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>			17 - '18 Academic Achievement Data: 70
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>			2019 - 2020 School - Level ELA Measure of Interim Progress (MIP): 87
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>			<p>Teachers do not use the ELA STAR achievement data that is collected to fidelity for each student to adjust their planning and delivery of instruction to address the wide range of students' academic needs.</p> <p>Teachers do not consider students' reading levels when they plan and deliver instruction.</p> <p>Teachers do not use all components of EDI (Explicit Direct Instruction) to fidelity during each of their lessons.</p>
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>			
<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Improve Goal:</u></b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
9.3.19	9.3.19	The SCEP will be presented to all faculty and staff at the Opening Day Faculty Meeting.	
9.4.19	9.30.19	ELA teachers & School Counselors will provide STAR Assessment data to their respective team teachers via team meetings throughout the academic school year and Literacy Specialists will join these meetings at least once a month per Team.	
9.30.19	10.4.19	At the end of the September STAR (benchmark) Assessment in the fall of 2019, each student will write a SMART Goal for their ELA STAR performance. This SMART Goal will be written and submitted to the ELA teacher by October 4, 2019.	

8.1.19	1.24.20	There will be an instructional coach and/or additional administration during the '19 - '20 schoolyear. The Instructional Coach will develop a Schoolyear plan for working with teacher on Instructional best practices such as EDI (Explicit Direct Instruction). The Instructional Coach will visit each ELA classroom 1 - time per month. The visits will be non - evaluative but feedback will be provided. Data will be collected.
8.1.19	9.4.19	A Schedule for Walk - Throughs and a calendar for which Instructional Best Practices will be developed by the Instructional Coach and Building Administration. Both will be shared with the Instructional Staff on the 1st day of school in the '19 - '20 school year.
9.4.19	1.27.20	As part of the Observation Cycle (Pre - Observation Conference, Observation and Post - Observation Conference) all Instructional Staff at OMS will use the ELA STAR Data to Differentiate the needs of their students. They will be required to bring the most recent STAR ELA Benchmark for each one of the students in their class ( the class that is being formally observed) and develop a lesson plan that uses that information during the lesson.
9.4.19	1.27.20	All Core Area Teachers and Special Area Teachers will continue to attend their 'Formal Team Meeting' weekly along with building administration and Team Guidance to review student data, development improvement plans for students in need, set - up Parent Teacher Conference, Share Celebrations, etc.
9.4.19	1.27.19	During one Formal Team Meeting a month the SCEP and all Action Steps in it will be reviewed with the teachers. Progress/Data to date will be shared.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		At the close of the Winter Benchmark Window for STAR ELA data will be reviewed by the OMS Inquiry Team. The Mid - year goal on the ELA STAR is that '80% of the student population will increase their Percentile Rank (PR) on the ELA STAR by 3 Percentage Points.' (This growth will be measured between the Fall and Winter Benchmarks.)
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Improve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1.27.20	6.1.20	ELA STAR Data will be reviewed at all Formal Team Meetings. Students who have been identified as not making the 3 percentage points gain on the STAR from fall to winter will be Progress Monitored every two weeks using the ELA STAR; interventions will be put in place (ex.Conference with Student, Parent Teacher Conference, Literacy Enrichment [as needed], etc.)
1.8.20	1.8.20	The SCEP and all Action Steps for January 2020 through June 2020 will be reviewed at the January Faculty Meeting. Progress/Data to Date will be shared.
1.27.20	2.7.20	ELA teachers & School Guidance will continue to provide updated STAR Assessment data to their respective team teachers via team meetings throughout the academic school year and Literacy Teachers will join these meetings at least once a month per Team. At this time, each Team will determine if this action step is working.
1.27.20	2.7.20	At the end of the January STAR benchmark all student SMART Goals will be reviewed by each student along with their ELA teachers. A second goal will be written for the Spring semester.

1.27.20	6.1.20	There will be continued usage of an instructional coach and/or administration next school year.(Instructional Coach will do a Walk - Through for each instructional Staff member 1 time each month. The Walk - Throughs will target specific instructional best practices and will be non - evaluative.)
1.27.20	2.7.20	Data from Walk - throughs will be reviewed at the Mid - year mark by the Instructional Coach and Administration. Based on the Data collected at Walk - throughs for the 1st half of the school year. The Schedule and Calendar for Walk - Throughs will be revisited and revised to meet the needs of the building.
1.27.20	6.1.20	As part of the Observation Cycle (Pre - Observation Conference, Observation and Post - Observation Conference) all Instructional Staff at OMS will use the ELA STAR Data to Differentiate the needs of their students. They will be required to bring the most recent STAR ELA Benchmark for each one of the students in their class (the class that is being formally observed) and develop a lesson plan that uses that information during the lesson.
1.27.20	6.1.20	All Core Area Teachers and Special Area Teachers will continue to attend their 'Formal Team Meeting' weekly along with building administration and Team Guidance to review student data, development improvement plans for students in need, set - up Parent Teacher Conference, Share Celebrations, etc.
1.27.20	6.1.20	During one Formal Team Meeting a month the SCEP and all Action Steps in it will be reviewed with the teachers. Progress/Data to date will be shared.

**Mathematics**

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>			17 - '18 Academic Achievement Data: 81.6
<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>			2019 - 2020 School - Level Math Measure of Interim Progress (MIP): 85.7
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>			<p>Identification of high level 1 to high level 2 students on NYS Math Assessments for the purpose of establishing Math Enrichment instruction. Teachers do not use the Math STAR achievement data that is collected to fidelity for each student to adjust their planning and delivery of instruction to address the wide range of students' academic needs.</p> <p>Teachers do not consider students' reading levels when they plan and deliver instruction in the Math classrooms.</p> <p>Teachers do not use all components of EDI (Explicit Direct Instruction) to fidelity during each of their lessons.</p>
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>	
9.3.19	9.3.19	The SCEP will be presented to all faculty and staff at the Opening Day Faculty Meeting.	
6.1.19	7.30.19	Using the STAR Math spring bench mark from 2019 students in the urgent intervention range will be placed into Math Enrichment instruction beginning with a PR of 24 and working down.	
8.15.19	9.30.19	Educating parents and students to the benefits of the math placement going forward.	
9.1.19	9.30.19	Enhanced progress monitoring using STAR assessment every other week tracking students progress. (Once per month)	
9.4.19	9.30.19	Math teachers & School Counselors will provide STAR Assessment data to their respective team teachers via team meetings throughout the academic school year and Math Enrichment Specialists will join these meetings at least once a month per Team.	
8.1.19	1.24.20	There will be an instructional coach and/or additional administration during the '19 - '20 schoolyear. The Instructional Coach will develop a School year plan for working with teacher on Instructional best practices such EDI (Explicit Direct Instruction). The Instructional Coach will visit each ELA classroom 1 - time per month. The visits will be non - evaluative but feedback will be provided. Data will be collected.	

8.1.19	9.4.19	A Schedule for Walk - Throughs and a calendar for which Instructional Best Practices will be developed by the Instructional Coach and Building Administration. Both will be shared with the Instructional Staff on the 1st day of school in the '19 - '20 school year.
9.4.19	1.27.20	As part of the Observation Cycle (Pre - Observation Conference, Observation and Post - Observation Conference) all Math Staff at OMS will use the Math and ELA STAR Data to Differentiate the needs of their students. They will be required to bring the most recent STAR Math and ELA Benchmark for each one of the students in their class (that is being formally observed) and develop a lesson plan that uses that information during the lesson.
9.4.19	1.27.20	All Core Area Teachers and Special Area Teachers will continue to attend their 'Formal Team Meeting' weekly along with building administration and Team Guidance to review student data, development improvement plans for students in need, set - up Parent Teacher Conference, Share Celebrations, etc.
9.4.19	1.27.19	During one Formal Team Meeting a month the SCEP and all Action Steps in it will be reviewed with the teachers. Progress/Data to date will be shared.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		
At the close of the Winter Benchmark Window for STAR Math data will be reviewed by the OMS Inquiry Team. The Mid - year goal on the Math STAR is that '80% of the student population will increase their Percentile Rank (PR) on the Math STAR by 3 Percentage Points.' (This growth will be measured between the Fall and Winter Benchmarks.)		
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date: Identify</b> the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1.27.20	6.1.20	Math STAR Data will be reviewed at all Formal Team Meetings. Students who have been identified as not making the 3 percentage points gain on the STAR from fall to winter will be Progress Monitored every two weeks using the Math STAR; interventions will be put in place (ex.Conference with Student, Parent Teacher Conference, Math Enrichment [as needed], etc.)
1.8.20	1.8.20	The SCEP and all Action Steps for January 2020 through June 2020 will be reviewed at the January Faculty Meeting. Progress/Data to Date will be shared.
1.27.20	6.1.20	Enhanced progress monitoring using STAR assessment every other week tracking students progress.
1.27.20	2.7.20	Math teachers & School Counselors will provide STAR Assessment data to their respective team teachers via team meetings throughout the academic school year and Math Enrichment Specialists will join these meetings at least once a month per Team.
1.27.20	2.7.20	Using the STAR Math winter bench mark from 2020 students in the urgent intervention range will be placed into Math Enrichment instruction beginning with a PR of 24 and working down.
1.27.20	6.1.20	There will be continued usage of an instructional coach and/or administration next school year.(Instructional Coach will do a Walk - Through for each instructional Staff member 1 time each month. The Walk - Throughs will target specific instructional best practices and will be non - evaluative.)
1.27.20	2.7.20	Data from walk - throughs will be reviewed at the mid - year mark by the instructional Coach and Administration. Based on the Data collected at Walk - throughs for the 1st half of the school year. The Schedule and Calendar for Walk - Throughs will be revisited and revised to meet the needs of the building.
1.27.20	6.1.20	Educating parents and students to the benefits of the math placement going forward.

1.27.20	6.1.20	As part of the Observation Cycle (Pre - Observation Conference, Observation and Post - Observation Conference) all Math Staff at OMS will use the Math and ELA STAR Data to Differentiate the needs of their students. They will be required to bring the most recent STAR Math and ELA Benchmark for each one of the students in their class (that is being formally observed) and develop a lesson plan that uses that information during the lesson.
1.27.20	6.1.20	All Core Area Teachers and Special Area Teachers will continue to attend their 'Formal Team Meeting' weekly along with building administration and Team Guidance to review student data, develop improvement plans for students in need, set - up Parent Teacher Conference, Share Celebrations, etc.

Survey

<u>Survey</u>		
<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>	Adults working at this school help students develop strategies to understand and control their feelings and actions. (This EXACT question ONLY appeared on the Student Survey).	
<b>A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.</b>	Included Below are the results from the most recent School Climate Survey given between March 21, 2019 and March 26, 2019. The question listed above was pulled from the 'Discipline' portion of the survey. In response to the 'Specific' question outlined above (477 out of 557) students responded as follows: Strongly Agree = 16%, Agree = 51%, Disagree = 25%, Strongly Disagree = 7%, Unanswered = 0%. For the purposes of this SCEP we are combining the 'Agree and Strongly Agree' percentages to total 67%.	
<b>B1. SCEP Goal for Survey Question</b>	When this survey is re-distributed in the spring of 2020 the total percentage of students responding either Agree or Strongly Agree to the same question will rise to 72%.	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	OMS needs to do a better job of recognizing students when they do something good. OMS Administration need to do a better job at relaying to students, parents, faculty and staff what discipline practices, restorative practices, etc. are being implemented at OMS.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>D3. End Date:</u> Identify the projected end date for each activity.</b>	<b><u>D4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
9.3.19	1.27.20	Beginning in the fall of 2019 the OMS Discipline Plan will be e-mail BLASTed out to all parents/guardians in the first e-mail BLAST of the school year. Parents/Guardians will be encouraged in this e-mail BLAST to contact the OMS Administration at anytime if they have questions or concerns. Additionnally, Students will sign and return a form the first day of school - to their 1st period teacher - that says they have read and reviewed the Student Handbook.
9.3.19	1.27.20	OMS Discipline Plan will be distributed and reviewed at the Opening Day Faculty and Staff meeting.
11.8.19	11.8.19	OMS Discipline Plan will be reviewed in all 1st period classes on the 1st day of the 2nd Quarter. OMS Discipline Plan will be sent home with 1st Quarter Report Cards for Parents and Guardians to review again. A letter will be attached to the plan from the OMS Administration encouraging parents/guardians to contact us at all times with questions or concerns.
11.8.19	11.8.19	Google Reminder has already been added to the calendars of all OMS Administration.
9.4.19	1.27.19	Book Studys will begin running (1 per semester) using the book ' Leading School Change' . Book Study will be offered to all faculty and support staff.

9.4.19	1.27.20	A 'Student Management' committee will be created that will review discipline/management concerns monthly at a meeting that will be held after school hours. This committee will be comprised of Administration, Teachers, Support Staff and Students.
9.4.19	1.27.20	Discipline data from Schooltool will be summarized each month. A review of 'location', 'time of day', etc. will help to determine Student Management plans/changes going forward. This data will be shared with the faculty and staff at Formal Team Meetings and via e-mail.
9.4.19	1.27.20	Each teacher at OMS will be trained in the use of the ALSUP (Assessment of Lagging Skills and Unsolved Problems) (Dr. Ross Greene). The majority of this training will take place on Staff Development Days and Formal Team Meetings. Building Administration will follow - up with untrained faculty members before June 1, 2020. (There are currently 2 administrators and 3 teachers leaders who have been fully trained in the use of the ALSUP and Plan B who will help facilitate these trainings.)
9.4.19	1.27.20	OMS Leadership Team will investigate (ex. Attend a conference, visit a school, phone conference, etc.) Research - Based Character Education Programs such as the Positivity Project and the Leader in Me. Visits will be scheduled to schools and districts that employ these programs.
9.4.19	1.27.20	6 students (1 from each team) will be recognized each month (Sept. - May) on the Daily Buc (the OMS Student - run TV station/studio) for demonstrating a targeted character strength that will be mapped out per month and advertised in the building (ex. Leadership, Social Intelligence, Integrity, etc.) Team teachers will select 1 student from their team each month who demonstrates these skills on a regular basis.
9.4.19	1.27.20	OMS Administration, Faculty and Staff will explicitly teach the skills that are being targeted each month.
9.4.19	1.27.20	The teaching will be embedded into classroom instruction and will be taught/modeled on the Daily Buc at the beginning of each month. Student Council representatives will advocate monthly character traits (ex. Posters, modeling on the Daily Buc, Peer Recognition)
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		
		A google survey will be given to students, faculty/staff and parents/guardians at the end of the 1st semester (1.27.20). The survey will have questions on it that match the 'discipline' portion of the Climate Survey that was used to develop this goal. (Each of these questions were written in a 'positive' way such that 'Strongly Agree'/'Agree' is the result we are looking for.) By the end of the 1st semester we want to see a 3 % increase in the number of students who respond 'Agree' or 'Strongly Agree' to the following question: Adults working at this school help students develop strategies to understand and control their feelings and actions.
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1.27.20	6.30.20	During the 2nd semester of the school year the OMS Administration will work with Student Council Advisors and Student Council Reps to host a Student Forum on Social Emotional Learning (SEL) that will focus on the questions from the Student Survey and how the adults at OMS can better support the students during 7th and 8th grade. The main goal of this forum will be to gather feedback from a cross - section of the student population to inform decision - making for OMS to help meet our 5% increase goal on the survey question posted.
1.27.20	6.30.20	Book Studys will begin running (1 per semester) using the book ' Leading School Change' . Book Study will be offered to all faculty and support staff.
1.27.20	6.30.20	A 'Student Management' committee will be created that will review discipline/management concerns monthly at a meeting that will be held after school hours. This committee will be comprised of Administration, Teachers, Support Staff and Students.
1.27.20	6.30.20	Discipline data from Schooltool will be summarized each month. A review of 'location', 'time of day', etc. will help to determine Student Management plans/changes going forward. This data will be shared with the faculty and staff at Formal Team Meetings and via e-mail.

1.27.20	6.1.20	Each teacher at OMS will be trained in the use of the ALSUP (Assessment of Lagging Skills and Unsolved Problems) (Dr. Ross Greene). The majority of this training will take place on Staff Development Days and Formal Team Meetings. Building Administration will follow - up with untrained faculty members before June 1, 2020. (There are currently 2 administrators and 3 teachers leaders who have been fully trained in the use of the ALSUP and Plan B who will help facilitate these trainings.)
9.4.19	1.27.20	OMS Leadership Team will investigate (ex. Attend a conference, visit a school, phone conference, etc.) Research - Based Character Education Programs such as the Positivity Project and the Leader in Me. Visits will be scheduled to schools and districts that employ these programs.
1.24.20	1.24.20	OMS Discipline Plan will be reviewed in all 1st period classes on the 1st day of the 3rd Quarter. OMS Discipline Plan will be sent home with 2nd Quarter Report Cards for Parents and Guardians to review again. A letter will be attached to the plan from the OMS Administration encouraging parents/guardians to contact us at all times with questions or concerns.
1.24.20	1.24.20	Google Reminder has already been added to the calendars of all OMS Administration.

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data:</b> Provide the most recently available information.	During the 2018 - 2019 School year the following number of Discipline Referrals were generated for the months of September - June September 2018 = 62, October 2018 = 125, November 2018 = 99, December 2018 = 102, January 2019 = 111, February 2019 = 35, March = 107, April = 83, May = 105, June = 40. The total number of Discipline Referrals generated at OMS during the 2018 - 2019 School year = 869.
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	At the close of the 2019 - 2020 School Year OMS will have reduced the total number of Discipline Referrals by 5%. (Our ultimate 2- year goal is to reduce the number of discipline referrals at OMS by 10% by the close of the '20 - '21 school year.)
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Oswego Middle School does not provide enough high quality services for students to meet their Social and Emotional needs. The Oswego Middle School does not have enough programs that develop students' social emotional skills (ex. Self - control, problem solving or getting along with others, self - regulation, etc.).
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
7.1.19	8.31.19	Using the 'Social Emotional Learning: A Guide to Systemic Whole School Implementation as a guide a team of teachers will work during the summer of 2019 to develop an SEL curriculum and implementation plan for the Oswego Middle School. (The team will be composed of Health, Home and Careers and English Teachers along with School Counselors.)
9.3.19	9.3.19	SEL (Social Emotional Learning) Plan will be presented to the OMS faculty and staff at the Opening Day meeting on 9.3.19 (Plan will be e-mailed out one week in advance of the meeting - so that everyone has time to read it over before the Opening Day Meeting.)
9.4.19	1.27.20	(1) More class of the Dr. Ross Greene 'Lost at School' Book Study will be offered to the OMS faculty and staff.
9.4.19	1.27.20	Implementation of the SEL curriculum in Health, Home and Careers and ELA classes.
8.1.19	1.24.20	There will be an instructional coach and/or additional administration during the '19 - '20 school year. The Instructional Coach will develop a Schoolyear plan for working with teachers on Instructional best practices such EDI (along with the building wide implementation of the SEL curriculum).
8.1.19	9.4.19	A Schedule for Walk - Throughs and a calendar for which Instructional Best Practices and SEL implementation will be developed by the Instructional Coach and Building Administration. Both will be shared with the Instructional Staff on the 1st day of school in the '19 - '20 school year.

9.4.19	1.27.20	All Core Area Teachers and Special Area Teachers will attend their 'Formal Team Meeting' weekly along with building administration and Team Guidance to review student data, development improvement plans for students in need, set - up Parent Teacher Conference, Share Celebrations, etc.
9.4.19	1.27.20	Each teacher at OMS will be trained in the use of the ALSUP (Assessment of Lagging Skills and Unsolved Problems) (Dr. Ross Greene). The majority of this training will take place on Staff Development Days and Formal Team Meetings. Building Administration will follow - up with untrained faculty members before June 1, 2020. (There are currently 2 administrators and 3 teachers leaders who have been fully trained in the use of the ALSUP and Plan B who will help facilitate these trainings.)
9.4.19	1.27.20	A 'Student Management' committee will be created that will review discipline/management concerns monthly at a meeting that will be held after school hours. This committee will be comprised of Administration, Teachers, Support Staff and Students.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		On the first day of the 2nd semester (January 27, 2020) the total number of discipline referrals will be calculated for the fall semester (sum of September 2019 - January 2020). During the fall semester of the '18 - '19 school year there was a total of 499 Discipline Referrals from Sept. to Jan. Our OMS Mid - year goal is to reduce the number of discipline referrals during the fall semester by 3%.
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date: Identify</b> the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1.27.20	1.27.20	The OMS Student Management team will review Student Discipline Data from the fall semester. Specifics such as location, time of day, frequency per student, etc. will be analyzed and students management plans for OMS will be revised as needed.
1.27.20	6.30.20	During the 2nd semester of the school year the OMS Administration will work with Student Council Advisors and Student Council Reps to host a Student Forum on Social Emotional Learning (SEL) that will focus on the questions from the Student Survey and how the adults at OMS can better support the students during 7th and 8th grade. The main goal of this forum will be to gather feedback from a cross - section of the student population to inform decision - making for OMS to help meet our 5% increase goal on the survey question posted.
1.27.20	6.30.20	(1) More Class of the Dr. Ross Greene 'Lost at School' Book Study will be offered to the OMS faculty and staff.
1.27.20	6.30.20	Implementation of the SEL curriculum in Health, Home and Careers and ELA classes.
1.27.20	6.30.20	There will be an instructional coach and/or additional administration during the '19 - '20 school year. The Instructional Coach will develop a Schoolyear plan for working with teachers on Instructional best practices such as EDI (along with the building wide implementation of the SEL curriculum).
1.27.20	6.30.20	A Schedule for Walk - Throughs and a calendar for which Instructional Best Practices and SEL implementation will be developed by the Instructional Coach and Building Administration. Both will be shared with the Instructional Staff on the 1st day of school in the '19 - '20 school year.
1.27.20	6.1.20	All Core Area Teachers and Special Area Teachers will attend their 'Formal Team Meeting' weekly along with building administration and Team Guidance to review student data, development improvement plans for students in need, set - up Parent Teacher Conference, Share Celebrations, etc.

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>	2017 - 2018 Chronic Absenteeism Data: 23.5%	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	2019 - 2020 School - Level MIP: 21.5%	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	1) Current method of recording ISS, OSS, ILC (Intensive Learning Center) and alternatively placed students does not reflect the fact that they are still receiving instruction. 2) Students who are on field trips, school activities, arriving late or leaving early do not have attendance marked accurately. 3) Continued chronic absenteeism (without) cause. 4) Many chronically absent students are not aware of the effect of absenteeism on their education.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Achieve Goal:</u></b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
9.1.19	1.30.20	Re-establish the position of attendance clerk. This person would manage all aspects of attendance accuracy and reporting
8.1.19	1.30.20	Communicate the educational impact of absenteeism to parents and students beginning with summer orientation and reinforcing this continuously during open house, PT conferences, and in school mailings.
9.4.19	6.30.20	Attendance Letters will be mailed home to all students who drop below the District - Goal of 95% Attendance on the last Thursday of each month.
9.4.19	1.27.20	Team Guidance will continue to meet weekly on Mondays. Student Attendance will continue to be reviewed at each meeting. A plan will be developed for each student who is in the 5 - 9% range for Chronic Absenteeism.
9.4.19	1.27.20	OMS will continue to recognize students quarterly for Perfect Attendance, Passing all classes and following the OCSD's Code of Conduct at all times (zero discipline referrals). Each student is awarded with a certificate, an article is run in the paper and on the district's website, 12 students per grade level have their picture and name displayed in the OMS Main Hallway in a display case.
9.4.19	1.27.20	A Poster Board will be displayed in the Main Entryway of OMS that will reflect the Attendance Rate for our school each day and the day before. We will also display this information on the large screen monitors throughout the building and run this information on the OMS Student - Run Television Show the Daily Buc that runs every day 1st period.
8.20.19	8.20.19	Attendance expectations will be reviewed at the 7th Grade and New Student Orientation in August 2019.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	Level MIP: 16% recorded at the end of the 2nd marking period.
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<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1.30.20	1.30.20	Leadership Team, Team Guidance, and attendance clerk convene to analyze attendance data for first semester.
1.30.20	6.30.20	If the goal is not being met, or is close to not being met, team members will plan concerted effort to reinforce attendance policies with students and families with a focused effort on students presenting chronic absenteeism.
9.4.19	1.27.20	Attendance Letters will be mailed home to all students who drop below the District - Goal of 95% Attendance on the last Thursday of each month.
1.27.20	6.30.20	Team Guidance will continue to meet weekly on Mondays. Student Attendance will continue to be reviewed at each meeting. A plan will be developed for each student who is in the 5 - 9% range for Chronic Absenteeism.
1.27.20	6.30.20	OMS will continue to recognize students quarterly for Perfect Attendance, Passing all classes and following the OCSD's Code of Conduct at all times (zero discipline referrals). Each student is awarded with a certificate, an article is run in the paper and on the district's website, 12 students per grade level have their picture and name displayed in the OMS Main Hallway in a display case.
1.27.20	6.30.20	A Poster Board will be displayed in the Main Entryway of OMS that will reflect the Attendance Rate for our school each day and the day before. We will also display this information on the large screen monitors throughout the building and run this information on the OMS Student - Run Television Show the Daily Buc that runs every day 1st period.

LEA Name:	Oswego City School District
LEA BEDS Code:	461300010000
School Name:	Oswego Middle School

ENTER DATA INTO ALL YELLOW CELLS.

## 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Mary Beth Fierro	Title	OMS Principal
Phone	315.341.2300		
Website for Published	<a href="http://Oswego City School District Website (Oswego.org)">Oswego City School District Website (Oswego.org)</a>		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

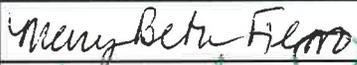
Implementation is required no later than the first day of regular student attendance.

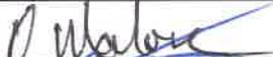
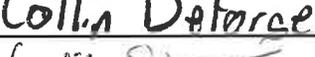
### SIGNATURES

**DIRECTIONS:** The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Mary Beth Fierro	Principal - Oswego Middle School		6.14.19
Samantha Spaulding	Assistant Principal - Oswego Middle School		6.14.19
Paul Brewster	Faculty Member - Music Teacher		6.14.19

Sean Clarke	Faculty Member - English Teacher		6.14.19
Elise Davis	Faculty Member - Science Teacher/Team Leader		6.14.19
Rory Malone	Faculty Member - Social Studies Teacher		6.14.19
Mike Patane	Faculty Member - Math Teacher/Team Leader		6.14.19
Cory Brosch	Parent - Home and School Association Secretary		6.14.19
Jenny Gordon	Parent		6.14.19
Lori Kenney	Parent		6.14.19
Jim MacKenzie	Parent		6.14.19
Michael Paestella	Parent		6.14.19
Collin DeForge	Student - Grade 8		6.14.19
Emily Stacks	Student - Grade 8		6.14.19
Sofia Canale - Giberson	Student - Grade 7		6.14.19
Logan Crannell	Student - Grade 7		6.14.19
Meli Preston	Student - Grade 7		6.14.19

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
  
- 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.
  
- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
  
- 4. The SCEP contains at least one evidence-based intervention.
  
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Evidence-Based Intervention

**Evidence-Based Intervention:** All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

**Schools may choose one of three options for identifying their evidence-based intervention:**

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>**
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development**
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.**

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

	<b>State-Supported</b>	
X		If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.
	Strategy the school will implement:	<b>Instructional Coaching</b>

	<b>Clearinghouse-Identified</b>	
		If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.
	Strategy the school will implement:	
	Clearinghouse	
	Rating from Clearinghouse	

	<b>School-Identified</b>	
	If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.	
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	
	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

## Meaningful Stakeholder Participation

**Meaningful Stakeholder Participation:** The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

**Instructions:** List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Mary Beth Fierro	Principal - Oswego Middle School
Samantha Spaulding	Assistant Principal - Oswego Middle School
Paul Brewster	Faculty Member - Music Teacher
Sean Clarke	Faculty Member - English Teacher
Elise Davis	Faculty Member - Science Teacher/Team Leader
Rory Malone	Faculty Member - Social Studies Teacher
Mike Patane	Faculty Member - Math Teacher/Team Leader
Cory Brosch	Parent - Home and School Association Secretary
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Jim Mackenzie	Parent
Michael Paestell	Parent
Collin DeForge	Student - Grade 8
Emily Stacks	Student - Grade 8
Sofia Canale - Giberson	Student - Grade 7
Logan Crannell	Student - Grade 7
Meli Preston	Student - Grade 7

**Instructions:** Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	5.29.19, 6.5.19, 6.14.19	MBF, PB, SCG, CD, LAJK, LJC, MP, etc.	

**Meaningful Stakeholder Participation**

<p>Determining priorities and goals based on the needs identified</p>	<p>5.29.19, 6.5.19, 6.14.19</p>	<p>MBF, PB, JAMES, ES, CD, LAJK, SCG, MP, LJC, J RM, MP ED, J, SMC. CS</p>	<p>We chose to go with the ESSA Indicators Option so we really had very little room for choice. The ELA, Math and Chronic Absenteeism Goal was a given. We chose 'Discipline' for the Survey Goal. One thing that we talked about for the 'School Specific' goal was the use of 'Trauma Informed Practices'. As we continued working and talking that grew into SEL.</p>
<p>Identifying an evidence-based intervention</p>	<p>5.29.19</p>	<p>MBF, PB, JAMES, ES, CD, LAJK SCG, MP, J, RM MP, ED, J, CS, SMC</p>	
<p>Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified</p>	<p>5.29.19, 6.5.19, 6.14.19</p>	<p>MBF, PB, JAMES, ES, CD, LAJK SCG, MP, J, RM RM, MP, CS ED, J, SMC</p>	
<p>Identifying a plan to communicate the priorities to different stakeholders</p>	<p>6.14.19</p>	<p>MBF, PB, JAMES, ES, CD, LAJK, SCG, MP, J, RM J, RM, MP, J, SMC CS</p>	

**TSI schools only:** Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
<p>Teachers responsible for teaching each identified subgroup</p>	<p>We have (5) teachers who represent both 7th and 8th Grade from across the core and special areas serving on the SCEP Team. Each of the teachers have also served since January of 2019 on our OMS Leadership Team (that was formed as soon as we knew we were designated as a CSI school.) Each of these teachers have attended each meeting. They have also participated in the 'Leading School Change' Book Study that is part of our Action Plan related to our designation. This committee of teachers has the respect of their peers, the students and the community. They are comfortable relaying information and acting as a liaison with administration. Their input always has been and continues to be very valuable. When considering the different types of teachers that are outlined in the Todd Whitaker's book 'Leading School Change' each of the teachers who are serving on this committee would be considered as 'Superstars/Irreplaceables'. One of their greatest strengths, in everything that they do, is to envision the effects of change throughout the school. Additionally, they have the ability to envision their role and our school's role on a district - wide and even state - wide level. They have brought that perspective to the table as we have moved through this process. It has been invaluable.</p>

### Meaningful Stakeholder Participation

<p>Parents with children from each identified subgroup.</p>	<p>An e-mail BLAST was sent out via our School Messenger System requesting Parent Volunteers for our SCEP Committee. We had more than 5 people respond to the request. The first 5 to respond were given a spot on our committee. The parents represent a nice cross - section of our student population. The majority of them were available to attend all meetings. Each parent was given a folder and all related materials to read before we began our committee work. The parents have appeared comfortable voicing their opinions/concerns both in the large group and in the smaller groups that we form at times during our meetings. Each time that we met as a group we numbered off different ways and broke up into smaller groups to take a more targeted look at each one of the sections of the SCEP.</p>
<p>Secondary Schools: Students from each identified subgroup</p>	<p>An announcement was run daily for 2 - weeks leading up to our first SCEP Meeting looking for student volunteers interested in being part of our committee. The announcement was run on our Daily Buc (student - run TV studio) daily and posted on our Oswego Middle School webpage where daily announcements are posted. Two of the students on the committee volunteered to be on the committee; they responded to the announcements. The additional 3 students were selected by the building administration with input from the School Counselors. Both 7th and 8th Grade are represented. Male and Female, General Education and Students with Disabilities, students from various backgrounds. Each student has been given a voice in this process, they have all materials that everyone else does and are encouraged to speak at all meetings.</p>