

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010050
School Name:	Edmund J. O'Neal Middle School of Excellence

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Kandie Antonetti	Title	Principal
Phone	518-475-6600	Email	kantonetti@albany.k12.ny.us
Website for Published Plan	albanyschools.org		

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
Kandie Antonetti	Principal		
Timitra Rose	Assistant Principal		
April Stokes	Assistant Principal		
Jennifer Houlihan	Secondary Humanities Instructional Supervisor		

Frank DeSignore	Secondary STEM Supervisor		
Christopher Stanley	Attendance Teacher		
Michael Panetta	Assistant Director of PPS		
Marcie Bouchard	District Behavior Specialist		
Susan Tuminaro	Math Coach - Grades 6-8		
Sarah Wolfe	Literacy Coach - Grades 6-8		
Ellen Gerard	School Counselor		
Victoria Martell	Behavior Specialist		
Genevieve McCauley	School Psychologist		
Christina Loatman	Speech Therapist		
Maggie Palmeri	Family and Consumer Science Teacher		
Latasha Temple	Parent		
Bridget Smith	6th Grade ELA Teacher		
Natalie Brown	6th Grade Social Studies Teacher		
Cathleen Montimurro-Santaski	6th Grade English Enrichment Teacher		
Kimberly Medved	7th Grade ELA Teacher		
Toni Bergin	7th Grade Math Teacher		
Michael Lopez	8th Grade Social Studies Teacher		
Amie Chermack	8th Grade ELA Teacher		
Alyssa Zito	8th Grade Reading Teacher		

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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. In the "Stakeholder Participation" tab shall provide their signatures in the space below.

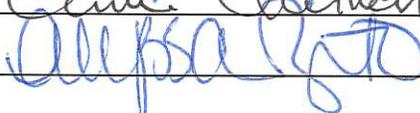
If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Att the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual along with the most recent contact information for that individual. In addition, that member must be provided the opportunity 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 or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature
Kandie Antonetti	Principal	<i>Kandie Antonetti</i>

6/26/19

Timitra Rose	Assistant Principal	<i>M Rose</i>
April Stokes	Assistant Principal	<i>April Stokes</i>
Jennifer Houlihan	Secondary Humanities Instructional Supervisor	<i>Jennifer Houlihan</i>
Frank DeSignore	Secondary STEM Supervisor	<i>Frank DeSignore</i>
Christopher Stanley	Attendance Teacher	<i>Chris Stanley</i>
Michael Panetta	Assistant Director of PPS	<i>Michael Panetta</i>
Marcie Bouchard	District Behavior Specialist	
Susan Tuminaro	Math Coach - Grades 6-8	
Sarah Wolfe	Literacy Coach - Grades 6-8	
Ellen Gerard	School Counselor	<i>Ellen Gerard 6/26/19</i>
Victoria Martell	Behavior Specialist	<i>Victoria Martell</i>
Genevieve McCauley	School Psychologist	<i>Genevieve McCauley 6/26/19</i>
Christina Loatman	Speech Therapist	<i>Christina Loatman</i>
Maggie Palmeri	Family and Consumer Science Teacher	<i>Maggie Palmeri</i>
Latasha Temple	Parent	<i>Latasha Temple 6/26/19</i>
Bridget Smith	6th Grade ELA Teacher	<i>Bridget Smith 6/26/19</i>
Natalie Brown	6th Grade Social Studies Teacher	<i>Natalie Brown 6/26/19</i>
Cathleen Montimurro-Santaski	6th Grade English Enrichment Teacher	<i>Cathleen Montimurro-Santaski 6/26/19</i>
Kimberly Medved	7th Grade ELA Teacher	<i>Kimberly Medved</i>
Toni Bergin	7th Grade Math Teacher	

Michael Lopez	8th Grade Social Studies Teacher	
Amie Chermack	8th Grade ELA Teacher	
Alyssa Zito	8th Grade Reading Teacher	

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.

<input checked="" type="checkbox"/>	State-Supported
	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.
	Strategy the school will implement:
	Establishing an Early Warning Intervention and Monitoring System

	Clearinghouse-Identified
	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

	School-Identified	
	<p>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.</p>	
	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)	

Additional Evidence-Based Interventions (Optional)

All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

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
Alyssa Zito	Reading Interventionist
Amie Chermack	ELA Teacher
April Stokes	Assistant Principal
Bridget Smtih	6th Grade ELA Teacher
Cathleen Montimurro	Reading Interventionist
Cathleen Montimurro-Santaski	6th Grade English Enrichment Teacher
Christina Loatman	Speech Therapist
Christopher Stanley	Attendance Teacher
Ellen Gerard	School Counselor
Frank DelSignore	STEM Instructional Supervisor
Genevieve McCauley	School Psychologist
Jennifer Houlihan	Secondary Humanities Instructional Supervisor
Kandie Antonetti	Principal
Kim Medved	ELA Teacher
Maggie Palmeri	Family and Consumer Science Teacher
Marcie Bouchard	District Behavior Specialist
Michael Lopez	Social Studies
Michael Panetta	Assistant Director
Natalie Brown	6th Grade Social Studies Teacher
Regan Morency	Math Teacher
Sarah Beers-Wolfe	Literacy Coach - Grades 6-8
Susan Tuminaro	Math Coach - Grades 6-8
Timitra Rose	Assistant Principal
Toni Bergin	Math Teacher
Victoria Martell	Behavior Specialist

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			
Determining priorities and goals based on the needs identified			
Identifying an evidence-based intervention			
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified			
Identifying a plan to communicate the priorities to different stakeholders			

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	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.			17-18 ELA Academic Achievement (Performance Index) and Mean Growth Percentile: All Students Performance: 63.1 All students Growth: 43.9 Performance
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			By June 2020, Edmund J. O'Neal Middle School of Excellence will increase the Mean Growth Percentile (MGP) for all students to the 50th percentile and the ELA Academic Achievement (Performance Index) for all student subgroups from: 63.1 to 83.1.
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.			Based on qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that the district's secondary data team model is inconsistently executed and monitored with fidelity. As a result, leaders and teachers will implement and monitor the model at the team meeting and classroom level to meet the needs of all students.
<u>D1. Action Plan - August 2019 through January 2020</u>			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Improve 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.	
9/4/2019	9/4/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.	
9/4/2019	9/4/2019	Building Administrators and Instructional Supervisors will establish expectations for the secondary data team model across all teacher teams.	
9/23/2019	9/26/2019	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.	
9/30/2019	10/3/2019	Teacher teams will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.	
10/1/2019	10/31/2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.	

10/1/2019	10/31/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
10/1/2019	10/31/2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
10/11/2019	10/11/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
10/15/2019	11/8/2019	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
10/15/2019	10/15/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
10/16/2019	11/12/2019	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
10/21/2019	11/1/2019	Grades 6-8 ELA teachers will administer their first ELA benchmark exam.
11/1/2019	11/26/2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
11/1/2019	11/26/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
11/1/2019	11/26/2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
11/4/2019	11/7/2019	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
11/5/2019	11/5/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.

11/12/2019	11/12/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
11/13/2019	1/15/2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/13/2019	11/13/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
11/14/2019	1/16/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/14/2019	11/20/2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
12/2/2019	12/20/2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
12/2/2019	12/20/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
12/2/2019	12/20/2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
12/16/2019	12/19/2019	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
1/2/2020	1/31/2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
1/2/2020	1/31/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
1/2/2020	1/31/2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
1/2/2020	1/8/2020	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
1/13/2019	1/24/2019	Grades 6-8 ELA teachers will administer their second ELA benchmark exam.

1/16/2020	1/16/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
1/17/2020	2/10/2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/17/2020	1/17/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
1/20/2020	2/11/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/27/2020	1/30/2020	Teacher teams will complete their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
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.		NWEA - Level 2 and above projections for each subgroup - Fall and Winter Conditional Growth Percentile Winter Fall to Winter Curriculum-Based Measures Data Teaming Short Cycle Data

F1. Action Plan - January 2020 through June 2020		
F2. Start Date: <u>Identify the projected start date for each activity.</u>	F3. End Date: <u>Identify the projected end date for each activity.</u>	F4. Steps to Address Areas of Need and Improve Goal: <u>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.</u>
2/3/2020	2/6/2020	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
2/3/2020	2/28/2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
2/3/2020	2/28/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
2/3/2020	2/28/2020	Building Administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.

2/11/2020	2/11/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
2/12/2020	3/13/2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
2/12/2020	2/12/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
2/13/2020	3/16/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/2/2020	3/5/2020	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
3/2/2020	3/31/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
3/2/2020	3/31/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
3/2/2020	3/31/2020	Building Administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
3/9/2020	3/12/2020	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
3/16/2020	3/16/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
3/17/2020	4/9/2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/17/2020	3/17/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
3/18/2020	4/9/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.

3/23/2020	4/3/2020	Grades 6-8 ELA teachers will administer their third ELA benchmark exam.
4/1/2020	4/30/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
4/1/2020	4/30/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
4/1/2020	4/30/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
4/6/2020	4/9/2020	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
5/1/2020	5/29/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
5/1/2020	5/29/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
5/1/2020	5/29/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
5/1/2020	5/29/2020	Teacher teams will analyze longitudinal student performance throughout the course of the year to inform curricular adjustments, instructional design, and assessment design for the 2020-2021 school year.
5/19/2020	5/19/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.
6/1/2020	6/30/2020	The Building Leadership Team will analyze the degree to which SCEP goals in ELA were achieved in preparation for 2020-2021 SCEP development.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.			17-18 Math Academic Achievement (Performance Index) and Mean Growth Percentile: All Students Performance: 43.1 All students Growth: 43.9
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			By June 2020, Edmund J. O'Neal Middle School of Excellence will increase the Mean Growth Percentile (MGP) for all students to the 50th percentile and the Math Academic Achievement (Performance Index) for all student subgroup from: 43.1 to 63.1
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.			Based on qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that the district's secondary data team model is inconsistently executed and monitored with fidelity. As a result, leaders and teachers will implement and monitor the model at the team meeting and classroom level to meet the needs of all students.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	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.	
9/4/2019	9/4/2019	The instructional supervisor for mathematics and middle-level math coach will provide professional development in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.	
9/4/2019	9/4/2019	Building administrators and instructional supervisors will establish expectations for the secondary data team model across all teacher teams.	
9/23/2019	9/26/2019	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.	
9/30/2019	10/3/2019	Teacher teams will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.	
10/1/2019	10/31/2019	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.	
10/1/2019	10/31/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.	

10/1/2019	10/31/2019	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
10/8/2019	10/8/2019	The instructional supervisor for mathematics and middle-level math coach will provide professional development to grade 6 and 7 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
10/9/2019	11/7/2019	Grade 6 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
10/9/2019	1/2/2019	Grade 7 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/1/2019	11/26/2019	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
11/1/2019	11/26/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
11/1/2019	11/26/2019	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
11/4/2019	11/7/2019	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
11/8/2019	11/8/2019	The instructional supervisor for mathematics and middle-level math coach will provide professional development to grade 6 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
11/9/2019	1/2/2020	Grade 8 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/9/2019	2/24/2020	Grade 6 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/14/2019	11/20/2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
11/15/2019	11/22/2019	Grades 6 math teachers will administer their first benchmark exam.
12/2/2019	12/20/2019	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
12/2/2019	12/20/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
12/2/2019	12/20/2019	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
12/16/2019	12/19/2019	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
12/17/2019	12/20/2019	Grades 7 math teachers will administer their first benchmark exam.
1/2/2020	1/31/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.

1/2/2020	1/31/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
1/2/2020	1/31/2020	Building administrators (principal and both assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
1/3/2020	1/3/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 7 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
1/4/2020	2/24/2020	Grade 7 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/4/2020	3/18/2020	Grade 8 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/24/2020	1/31/2020	Grades 8 math teachers will administer their first benchmark exam.
1/2/2020	1/8/2020	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on and student performance on 2018-19 math state assessment.
1/27/2020	1/30/2020	Teacher teams will complete their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
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.		NWEA - Level 2 and above projections for each subgroup - Fall and Winter Conditional Growth Percentile Winter Fall to Winter Curriculum-Based Measures Data Teaming Short Cycle Data
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: 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.
2/3/2020	2/6/2020	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
2/3/2020	2/28/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
2/3/2020	2/28/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
2/3/2020	2/28/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
2/25/2020	2/25/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 7 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
2/26/2020	3/18/2020	Grade 6 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.

2/26/2020	4/1/2020	Grade 7 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
2/27/2020	3/5/2020	Grades 6 math teachers will administer their second benchmark exam.
3/2/2020	3/5/2020	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
3/2/2020	3/31/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
3/2/2020	3/31/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
3/2/2020	3/31/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
3/6/2020	3/13/2020	Grades 8 math teachers will administer their second benchmark exam.
3/9/2020	3/12/2020	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
3/12/2020	3/19/2020	Grades 7 math teachers will administer their second benchmark exam.
3/19/2020	3/19/2020	The instructional supervisor for mathematics and middle-level math coach will provide professional development to grade 6 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
3/20/2020	4/1/2020	Grade 8 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/20/2020	5/18/2020	Grade 6 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/1/2020	4/30/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
4/1/2020	4/30/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
4/2/2020	4/2/2020	The instructional supervisor for mathematics and middle-level math coach will provide professional development to grade 7 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
4/1/2020	4/30/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
4/3/2020	5/18/2020	Grade 7 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/3/2020	5/18/2020	Grade 8 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/6/2020	4/9/2020	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
5/1/2020	5/29/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.

5/1/2020	5/29/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
5/1/2020	5/29/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
5/1/2020	5/29/2020	Teacher teams will analyze longitudinal student performance throughout the course of the year to inform curricular adjustments, instructional design, and assessment design for the 2020-2021 school year.
5/19/2020	5/19/2020	The instructional supervisor for mathematics and middle-level math coach will provide professional development in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
6/1/2020	6/30/2020	The Building Leadership Team will analyze the degree to which SCEP goals in Math were achieved in preparation for 2020-2021 SCEP development.
6/3/2020	6/10/2020	Grade 7 math teachers will administer their third benchmark exam.
6/4/2020	6/11/2020	Grades 6 math teachers will administer their third benchmark exam.
6/10/2020	6/17/2020	Grades 8 math teachers will administer their third benchmark exam.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			The question that Edmund J. O'Neal Middle School of Excellence has identified to improve its results from the 2018-19 to the 2019-20 school year is: Stakeholder: Staff Question: S69. Student behavior does not interfere with instruction
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.			Based on the 2018-19 survey data, the baseline data for the question above is 3.8% for the staff strongly agreeing/agreeing; meaning 96.2% of the staff feel that student behavior interfered with instruction.
B1. SCEP Goal for Survey Question			By June 2020, Edmund J. O'Neal Middle School of Excellence will increase the percentage of staff strongly agreeing/agreeing by 30% for the survey question "Student behavior does not interfere with instruction"
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.			Establish clear, non-negotiable routines and expectations for behavior that will be followed throughout the building and across the classrooms with consistency; Increase relationship building among students, parents, teachers.
D1. Action Plan - August 2019 through January 2020			
8/19/2019	8/30/2019	In conjunction with the PBIS team and Building Leadership Team, school building leaders will establish a consistent and sustainable celebration system (academic, attendance, behavior).	
8/19/2019	8/30/2019	Building leaders will identify Tier 2/3 committee members.	
8/19/2019	8/30/2019	Building-wide PBIS expectation posters and voice level posters will be displayed in their designated area around the building (classrooms, cafeteria, bathrooms, hallways, entry and exit points)	

9/3/2019	9/5/2019	During Teacher PD day, school building administrators will give teachers and staff a clear and concise visual organizer explaining protocols and procedures (ex. Push-ins, behavior flow chart, building leadership responsibilities) for mitigating classroom disruptions. Teachers will also work together, in their teams, to discuss and record their grade level "team" expectations, to show consistency across the classrooms. Teachers will finalize their Tier 1 Classroom Behavior Support Plans to support behavior management systems. Plans will be reviewed by building Behavioral Specialist and Administrators; feedback will be provided to teachers.
9/3/2019	9/5/2019	Building leaders and the student support team will share out student Behavior Support Plans (BSPs) and Individual Crisis Management Plans (ICMPs) to all staff who come into contact with the student, including hall monitors and cafeteria staff. In addition, Individual Education Plans (IEPs) and 504 plans will be reviewed with all appropriate staff.
9/6/2019	9/13/2019	All classroom teachers will introduce to students building-wide PBIS expectations and establish classroom expectations that are unique to their classroom environments. Teachers will roll out team expectations and non-negotiables with students to highlight/note the similarities and consistency across the classrooms.
9/9/2019	9/30/2019	Teacher teams will meet with members of the Student Support Team to discuss students who are displaying behaviors that are impeding learning in multiple classrooms and develop strategies for teachers to use to mitigate disruptive classroom behaviors. It is the expectation that one of the strategies is for teachers to communicate with parents/guardians the concerns they have with student behaviors and ask parent/guardians for their support in addressing behavioral concerns. If the students discussed are new to the building, members of the SST will review the student's cumulative record file and reach out to their previous school to gather information that may be helpful in addressing the student's behavioral need.
9/9/2019	9/30/2019	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
9/9/2019	9/13/2019	Teachers will give school building leaders a copy of their classroom expectations. Teachers will make a poster of their classroom expectations and display the poster in front of the classroom to be clearly visible to all students.
9/11/2019	9/11/2019	Social studies teachers will familiarize students with the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and identify responses to undesired behavior, based on the Code of Conduct.
9/12/2019	9/13/2019	School building leader and PBIS committee members will facilitate team town hall meetings to review the district's Code of Conduct and school-wide expectations.
9/16/2019	9/30/2019	School building leaders will use a Fidelity checklist, while visiting classrooms, to track whether expectations are being followed and provide immediate feedback to staff. All classrooms will receive at least one fidelity check in September.
9/16/2019	9/30/2019	All staff will re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
10/1/2019	10/31/2019	The behavior specialist and building leaders will conduct 8 PBIS Tier 1 fidelity checks each during the month of October.
10/1/2019	10/31/2019	All staff will re-teach building-wide and classroom expectations in the moment when students deviate from expectations.

10/1/2019	10/31/2019	The student support team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
10/1/2019	10/31/2019	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
10/14/2019	10/25/2019	Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity. The behavior specialist will be made available to the teachers.
11/1/2019	11/29/2019	The behavior specialist and building leaders will conduct 5 PBIS Tier 1 fidelity checks each during the month of November.
11/1/2019	11/29/2019	All staff will re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
11/1/2019	11/29/2019	The student support team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for October and identify students who have multiple behavioral infractions. Discuss strategies/interventions attempted and suggest additional strategies/interventions to implement. 2) Review and update student BSPs and ICMPs. 3) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support. 4) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
11/1/2019	11/29/2019	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
11/11/2019	11/15/2019	School leaders will create a powerpoint for the first Town Hall meeting to be held on 11/18/2019. The powerpoint will include academic, behavioral and attendance data. It will also include any behavioral trends based on data that will become an area of focus for the second quarter. In addition, school leaders and the Tier 2/3 committee will identify students who had zero referrals and push-ins, and also identify students who have shown improvement in decreasing their classroom referrals and push-ins.
11/18/2019	11/18/2019	The 1st Quarter Town Hall meeting will be held to review classroom expectations, building-wide expectations and attendance (including tardies to school and classes). Students will also be recognized for having zero classroom referrals and push-ins for the 1st quarter. In additions, students who have shown improvement in decreasing their classroom referrals and push-ins will also be recognized.

11/25/2019	12/6/2019	Building leaders will review the discipline referral and push in data for the top 10 teachers they met with in October and recognize teachers who have shown improvement in decreasing their referrals. For teachers still on the top 10 list, they will receive Tier 2 support (i.e. behavior specialist support, coach support, teacher mentor support, PAR consultant teacher support for untenured teachers). Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity.
12/2/2019	12/2/2019	All staff will re-teach building-wide and classroom expectations to all students after Thanksgiving recess.
12/2/2019	12/20/2019	All staff will continue to re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
12/2/2019	12/20/2019	The student support team will meet with each team of teachers to conduct a monthly student review and cover the following topics: 1) Review behavioral data for November and identify students who have multiple behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update student BSPs and ICMPs. 3) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support. 4) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
12/2/2019	12/20/2019	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
12/11/2019	12/11/2019	The PBIS team will meet and finalize reteach lesson plans to be used by staff when students return from the holiday recess.
12/18/2019	12/18/2019	The PBIS team will roll-out PBIS reteach lesson plans at the Wednesday APTSA PD.
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.		DTSDE Survey Data form 2018-19 to 2019-2020 Compose a survey for students and staff to complete. SCEP committee will analyze data to identify levels of growth and areas of need. Additional next steps will be determined based on analysis of student/teacher responses.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: 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.

01/02/2019	01/02/2020	All staff will re-teach classroom and building-wide PBIS expectations using the reteach lesson plans created by the PBIS team.
01/02/2020	01/31/2020	All staff will continue to re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
01/02/2020	01/31/2020	The behavior specialist and building leaders will conduct 5 PBIS Tier 1 fidelity checks each during the month of November.
01/02/2020	01/31/2020	The student support team will meet with each team of teachers and cover the following topics: 1) Review behavioral data for December and identify students who have multiple behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update student BSPs and ICMPs. 3) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support. 4) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
01/02/2020	01/31/2020	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
01/13/2020	01/31/2019	Building leaders will review the discipline referral and push-in data for the top 10 teachers they met with in November/December and recognize teachers who have shown improvement in decreasing their referrals. Teachers not responding to Tier 2 support will receive Tier 3 support (support from district behavior specialist, content area supervisor, building administrator). Building leaders will also review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity. Tier 2 support will be made available for teachers on the top 10 list two times in a row.
01/15/2020	02/14/2020	School building administrators will re-administer the School Performance Scan and analyze the data to identify growth, particular in Question: S69. Student behavior does not interfere with instruction. Growth will be measured by an increase of 30% over the 2018-2019 survey data for the same question.
02/03/2020	02/28/2020	The student support team will meet with each team of teachers and cover the following topics: 1) Review behavioral data for January and identify students who have multiple behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update student BSPs and ICMPs. 3) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support. 4) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
02/03/2020	02/28/2020	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.

02/10/2020	02/10/2020	The 2nd quarter Town Hall meeting will celebrate student achievements to-date, with a special emphasis on following classroom expectations, building wide expectations, attendance and academic achievement. School building leaders will share out updates on school culture based on student data. This meeting will occur on the Monday after the 2nd quarter marking period grades are released; "Motivational Mondays". School leaders, counselors and teachers will review academic and behavioral data. Students will be recognized for perfect attendance, zero referrals, and academic excellence (passing all classes, honor roll). Students who have shown improvement in decreasing their classroom referrals and push-ins will also be recognized.
02/24/2020	02/24/2020	All staff will re-teach classroom and building-wide PBIS expectations using the reteach lesson plans created by the PBIS team.
02/03/2020	02/28/2020	The student support team will meet with each team of teachers and cover the following topics: 1) Review behavioral data for January and identify students who have multiple behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update student BSPs and ICMPs. 3) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support. 4) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
02/03/2020	02/28/2020	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
03/02/2020	03/31/2020	The student support team will meet with each team of teachers and cover the following topics: 1) Review behavioral data for February and identify students who have multiple behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update student BSPs and ICMPs. 3) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support. 4) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
03/02/2020	03/31/2020	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
03/09/2020	03/26/2020	Building leaders will review the discipline referral and push-in data for the top 10 teachers they met with in January and recognize teachers who have shown improvement in decreasing their referrals. Teachers not responding to Tier 2 supports will receive Tier 3 supports. Teachers on the top 10 list two consecutive times will receive Tier 2 support. Building leaders will meet with any new teachers on the top 10 ten list for most referrals and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity.

03/19/2020	04/02/2020	Building leaders and Tier 2/3 committee will review Tier 3 students and determine if they are responding to the supports and interventions put in place for them in order to decide if the student will be a candidate for an alternative learning setting at Tony Clement Center for Education (TCCE). The committee will complete the TCCE referral packet for students who will be referred to TCCE.
04/01/2020	03/31/2020	The student support team will meet with each team of teachers and cover the following topics: 1) Review behavioral data for March and identify students who have multiple behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update student BSPs and ICMPs. 3) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support. 4) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
04/01/2020	03/31/2020	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
04/20/2020	04/20/2020	All staff will re-teach classroom and building-wide PBIS expectations using the reteach lesson plans created by the PBIS team.
4/29/2020	5/3/2019	Building leaders and the PBIS team will create and administer a short climate and culture survey to students. One of the questions will be "Does student behavior interfere with classroom with instruction?" Building leaders and the Building Leadership Team will analyze the results to see if our SCEP goal has been met and determine next steps for next school year.
5/1/2020	5/1/2020	The 3rd quarter Town Hall meeting will celebrate student achievements to-date, with a special emphasis on following classroom expectations, building wide expectations, attendance and academic achievement. School building leaders will share out updates on school culture based on student data. School leaders, counselors and teachers will review academic and behavioral data. Students will be recognized for perfect attendance, zero referrals, and academic excellence (passing all classes, honor roll).
5/1/2020	5/29/2020	Building leaders and content level supervisors will meet with teachers not responding to Tier 2 and Tier 3 teacher supports to create a plan of action for the next school year.
05/01/2020	05/29/2020	The student support team will meet with each team of teachers and cover the following topics: 1) Review behavioral data for April and identify students who have multiple behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update student BSPs and ICMPs. 3) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support. 4) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
05/01/2020	05/29/2020	Members of the SST will report back weekly this month to the SST committee team concerns regarding student behaviors and strategies attempted to mitigate them. The SST will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
6/3/2020	6/21/2020	Tier 2/3 committee will meet to discuss Tier 2 and 3 students and decide if they are responding supports and interventions in place. They will update BSPs and ICMPs if necessary and make other recommendations for interventions for the next school year.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	While Edmund J. O'Neal is not required to have a Chronic Absenteeism goal for the 2019-20 school year, a review of the school's data shows a high percentage of all students who are chronically absent; therefore, Chronic Absenteeism will be a goal for the 2019-20 school year. 2018-19 baseline data as of 5/5/2019: All students: 37.19%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	By June 2020, Edmund J. O'Neal Middle School of Excellence will have a chronic absenteeism rate not to exceed the following for the all student subgroup: All students: 20%	
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.	1. Better handle on tracking attendance. 2. Engage parents and students in the importance of attendance. 3. Recognition of non-chronic students.	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	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.
8/1/2019	8/23/2019	School leaders will review 2018-19 attendance data to develop three lists: 1) Returning students who were chronically absent in 18-19. These students will be given Tier 3 supports. 2) Incoming students who are siblings of those who were chronically absent in 18-19. These students will be given Tier 2 supports in the first half of the year. 3) Returning students who missed between 14 and 17 days in 18-19. These students will be given Tier 2 supports in the first half of the year.
8/12/2019	8/30/2019	School leaders will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee. Members of the committee will include assistant principal, attendance teacher, school nurse, community school site coordinator, home-school coordinator, school counselor, social worker, and teacher when available.
8/12/2019	8/30/2019	School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying student support staff who are willing to serve as Check and connect mentors for students and developing expectations for the role of mentor (Attendance Teacher, Home School Coordinator, School Leaders, Social Workers, School Counselors). For Tier 2 supports, this will involve communicating to all assigned teachers that the student is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.
9/3/2019	9/3/2019	School leaders will clearly communicate the expectation that the attendance clerk will call the home of Tier 3 students who are not in attendance each day.
9/3/2019	9/5/2019	School leaders and attendance teacher will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will support the district's attendance initiative and display posters throughout the school emphasizing the importance of regular school attendance.

9/6/2019	9/30/2019	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
9/30/2019	10/4/2019	The attendance committee will conduct its monthly meeting and cover four set topics: 1) Review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Identify students that have missed more than three days of school. The attendance committee will determine which of the students require individualized plans for October to address barriers to school attendance. 3) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 4) Review the attendance of those receiving Tier 3 supports.
10/1/2019	10/31/2019	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
11/1/2019	11/8/2019	The attendance committee will conduct its monthly meeting and cover five set topics: 1) Review attendance data for September and October, and identify students who have missed four or five days of school. Members of the attendance committee will contact families of these students with unexcused absences by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the October individualized attendance intervention plans developed in September. Determine if supports should continue, increase, or decrease for November. 3) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for November for those particular students. 4) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 5) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with any student in this group that has missed more than 4 unexcused days of school to determine if additional support is needed.
11/1/2019	11/29/2019	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the quarterly parent newsletter. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.

11/18/2019	11/26/2019	Staff will develop an informational sheet to be shared at Parent Teacher Conference that identifies each students' attendance for first quarter.
12/2/2019	12/20/2019	<p>The attendance committee will conduct its monthly meeting and cover six set topics:</p> <ol style="list-style-type: none"> 1) Review attendance data for September, October and November, and identify students who have missed six or seven unexcused days of school. The attendance committee will identify students that would benefit from a home visit. Those home visits will be conducted by an Attendance Teacher and/or Home School Coordinator to discuss with families the importance of regular school attendance and identify any barriers. 2) Review the October and November attendance data to identify any student that missed four in those two months that did not appear in the lists of those that have missed six or more. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 3) Review the success of the November individualized attendance plans developed at the last meeting for those that had missed five or more days in September to October. Determine if supports should continue, increase, or decrease for December. 4) Identify any student that has missed eight or more days thus far. Develop an individualized attendance plan for December for that student. 5) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 6) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with any student in this group that has missed more than 6 days of school to determine if additional support is needed.
12/2/2019	12/20/2019	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Clerical staff will call the home of each student who is not in attendance each day. Student support staff mentors will meet weekly with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. Home visits will be conducted by attendance teacher and/or home school coordinator. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
1/6/2020	1/31/2020	<p>The attendance committee will conduct its monthly meeting and cover five set topics:</p> <ol style="list-style-type: none"> 1) Review attendance data for the year to date and identify any child that has missed more than 15% of the days they have been enrolled. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the December individualized attendance plans developed at the last meeting for those that had missed eight or more days. Determine if supports should continue, increase, or decrease for January. 3) Identify any student that has missed ten or more days thus far. Develop an individualized attendance plan for January for that student. 4) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 5) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with any student in this group that has missed more than 8 days of school to determine if additional support is needed.

1/6/2020	1/31/2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
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.		Monthly Chronic Absenteeism Data by subgroup form 2018-19 to 2019-20
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: 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.
2/3/2020	2/28/2020	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance. The principal will emphasize the importance of regular school attendance in the quarterly parent newsletter.
2/3/2020	2/28/2020	The attendance committee will meet to discuss the following: 1) Analyze the impact of school wide attendance strategies thus far and identify if other strategies should be considered 2) Determine if additional items should be considered for future attendance team meeting
2/3/2020	2/28/2020	The attendance committee will continue to meet monthly. Staff will continue with identified supports. Additional supports may be provided at the direction of the attendance team.
2/3/2020	2/28/2020	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
3/2/2020	3/26/2020	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.

3/2/2020	3/26/2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
3/2/2020	3/26/2020	The attendance committee will continue to meet monthly. Staff will continue with identified supports. Additional supports may be provided at the direction of the attendance team.
4/1/2020	4/30/2020	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
4/1/2020	4/30/2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
4/1/2020	4/30/2020	The attendance committee will continue to meet monthly. Staff will continue with identified supports. Additional supports may be provided at the direction of the attendance team.
5/1/2020	5/29/2020	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
5/1/2020	5/29/2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
6/1/2020	6/24/2019	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
5/1/2020	5/29/2020	The attendance committee will work with the PBIS committee to identify a series of strategies to encourage and promote attendance in June.
6/10/2020	6/12/2020	The attendance committee will review the success of its June initiatives to promote attendance and determine if additional strategies or different strategies are warranted for the remaining two weeks of school.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	18-19 Disproportionality data for Discipline Referrals (R) and Suspensions (S) (as of 5/5/2019) Asian subgroup- 13.33% (R)10.0% (S); Hispanic subgroup: 36.89% (R) 24.27% (S) White subgroup: 45.61% (R) 17.54% (S) Students with Disabilities- 25.33% (R) 16% (S); English-Language Learners- 38.24% (R)
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	By June 2020, Edmund J. O'Neal Middle School of Excellence will reduce discipline referrals and suspensions for each identified subgroup by 5% .
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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.	A review of the data has revealed: 1. there is inconsistency in the implementation of Tier 1 behavior management in all classrooms; 2. Behavior Improvement Plans and contracts are not being implemented with fidelity and therefore are not having the intended impact on student behavioral outcomes; and 3. There is inconsistency in the application of the Code of Conduct and referral process.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	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.
8/1/2019	8/30/2019	The PBIS committee will develop a comprehensive PBIS Handbook. The handbook will outline all Tier 1 supports, resources, and include a year at a glance calendar.
9/3/2019	9/6/2019	Teachers will develop classroom level tier 1 support plans to support behavior management systems. Plans will be reviewed by Building Behavioral Specialist and Administrators.
9/3/2019	9/3/2019	Building leader PD to review Push in model protocol, preventative strategies, restorative practices, and trauma informed ready room access.
9/3/2019	9/6/2019	PBIS Committee members and teachers will display 3B posters in each classroom and common area spaces.
9/9/2019	9/13/2019	School building leader and PBIS committee members will facilitate team town hall meetings to review the district's Code of Conduct and school-wide expectations. Lessons will also be supported in social studies classes, where students will review scenarios of school infractions and appropriate response based on the code of conduct.
9/9/2019	9/30/2019	Bi-monthly PBIS committee meetings held and minutes shared with faculty.
9/9/2019	9/30/2019	Building leader will attend PBIS committee meetings.
9/9/2019	9/30/2019	Members of the Student Support Team (SST) will visit each team to discuss Tier 1 and introduce at least one new preventative strategy.
9/11/2019	9/11/2019	In collaboration with the MTSS team, the PBIS data subcommittee will analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, attendance, push ins.

9/16/2019	9/30/2019	Building leaders will provide meaningful feedback and support to teachers through the PBIS fidelity checklist; paired group walkthroughs with members of PBIS, Student Support Team, and Administration. All classrooms will receive at least one fidelity check during the month of September. Trends will be compiled and shared out by team.
9/18/2019	9/18/2019	School building leaders will share VADIR/ discipline and attendance data with all stakeholders at monthly professional development meeting.
10/1/2019	10/31/2019	Building Leaders and Behavioral Specialist will conduct at least 8 fidelity check for the month of October.
10/2/2019	10/2/2019	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline, push in, and restorative conferencing data for September. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Disaggregate PBIS Excellence Ticket data; Student tickets will be collected weekly and compiled to assess distribution rates based on teams/grade level. The collection of tickets also provides a fidelity check in the distribution and usage. 3) Publicize October's monthly school wide behavioral focus, and facilitate monthly celebration for students that meet the behavioral benchmark. 4) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
10/2/2019	10/31/2019	Members of the Student Support Team (SST) will visit each team to discuss Tier 1 BSPs. At least one new preventative strategy will be introduced, and previously discussed strategies reviewed.
10/16/2019	10/16/2019	School building leaders will share VADIR/ discipline and attendance data with all stakeholders at monthly professional development.
10/23/2019	10/23/2019	In collaboration with the MTSS team, the PBIS data subcommittee will analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, attendance, push ins.
11/4/2019	11/29/2019	Building Leaders and Behavioral Specialist will conduct at least 5 fidelity check for the month of November.
11/4/2019	11/29/2019	Members of the Student Support Team (SST) will visit each team to discuss Tier 1 BSPs. At least one new preventative strategy will be introduced, and previously discussed strategies reviewed.
11/6/2019	11/6/2019	The PBIS committee will conduct its monthly meeting and cover six set topics: 1) Review discipline data for October, and compare it to the discipline trends of September. 2) Identify students in the top 20 percent of discipline referrals. The PBIS committee will identify students that would benefit from tier2/3 intervention supports, and forward recommendations to the tier 2/3 committee. 3) Disaggregate PBIS Excellence Ticket data; Student tickets will be collected weekly and compiled to assess distribution rates based on teams/grade level. The collection of tickets also provides a fidelity check in the distribution and usage. 4) Finalize October's monthly school wide behavioral focus, and facilitate monthly celebration for students that meet the behavioral benchmark. 5) Based on data, develop and PBIS expectations reteach lessons for upcoming month. 6) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
11/18/2019	11/18/2019	Building leaders will facilitate town hall meetings with all students. Building level benchmarks along with discipline and attendance data, along with behavioral trends will be shared.
11/20/2019	11/20/2019	School building leaders will share VADIR/ discipline and attendance data with all stakeholders at monthly professional development meeting.

12/2/2019	12/2/2019	The PBIS committee will conduct its monthly meeting and cover six set topics: 1) Review discipline data for November, and compare it to previous months. 2) Identify students in the top 20 percent of discipline referrals. The PBIS committee will identify any new students that would benefit from tier2/3 intervention supports, and forward recommendations to the tier 2/3 committee. 3) Disaggregate PBIS Excellence Ticket data; Student tickets will be collected weekly and compiled to assess distribution rates based on teams/grade level. The collection of tickets also provides a fidelity check in the distribution and usage. 4) Finalize December's monthly school wide behavioral focus, and facilitate monthly celebration for students that meet the behavioral benchmark. 5) Based on data, develop and PBIS expectations reteach lessons for upcoming month. 6) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
12/2/2019	12/20/2019	Members of the Student Support Team (SST) will visit each team to discuss Tier 1 BSPs. At least one new preventative strategy will be introduced, and previously discussed strategies reviewed.
12/18/2019	12/18/2019	School building leaders will share VADIR/ discipline and attendance data with all stakeholders at monthly professional development meeting.
1/2/2020	1/3/2020	Teachers and staff will reteach PBIS Tier 1 expectations.
1/3/2020	1/31/2020	Building leaders will conduct informal walkthroughs to collect data. They will provide teachers with feedback following the walkthroughs including actionable next steps for tier 1 improvement.
1/15/2020	1/15/2020	Building leaders and PBIS committee members will share data trends and projections to all stakeholders during monthly professional development meeting.
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.		Monthly Discipline and Suspension Data by subgroup form 2018-19 to 2019-20 Monthly Disproportionality by subgroup form 2018-19 to 2019-20
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: 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.
2/5/2020	2/5/2020	The PBIS committee will conduct its monthly meeting and cover six set topics: 1) Review discipline data for January, compare it to previous months, and identify trends. 2) Review students listed in the top 20 percent of discipline referrals. Forward names and trends for recommendations to the tier 2/3 committee. 3) Review PBIS Excellence Ticket data. 4) Finalize February's monthly school wide behavioral focus, and facilitate monthly celebration for students that meet the behavioral benchmark. 5) Review classroom discipline trends, and on data, develop and PBIS expectations reteach lessons for February. 6) Review classroom discipline trends, and assign behavioral specialist to work with teacher (s). The building leader will provide additional supports to classroom teacher(s) who's discipline data reflects the need for additional implementation supports. This includes the use of the district behavioral specialist and content specific coach/supervisor.

2/10/2020	2/10/2020	Building leaders will host a town hall meeting with all students. Data trends, projections, and goals will be shared with students. Students meeting standards are have shown improvement will be recognized.
2/26/2020	2/26/2020	Building leaders and PBIS committee members will share data trends and projections to all stakeholders during monthly professional development meeting.
3/11/2020	3/11/2020	The PBIS committee will conduct its monthly meeting and cover five set topics: 1) Review discipline data for February, compare it to previous months, and identify trends. 2) Review students listed in the top 20 percent of discipline referrals. Forward names and trends for recommendations to the tier 2/3 committee. 3) Review PBIS Excellence Ticket data. 4) Finalize March monthly school wide behavioral focus, and facilitate monthly celebration for students that meet the behavioral benchmark. 5) Review classroom discipline trends, and assign behavioral specialist to work with teacher (s). The building leader will provide additional supports to classroom teacher(s) who's discipline data reflects the need for additional implementation supports. This includes the use of the district behavioral specialist and content specific coach/supervisor.
3/18/2020	3/18/2020	Building leaders and PBIS committee members will share data trends and projections to all stakeholders during monthly professional development meeting.
4/8/2020	4/8/2020	The PBIS committee will conduct its monthly meeting and cover five set topics: 1) Review discipline data for March, compare it to previous months, and identify trends. 2) Review students listed in the top 20 percent of discipline referrals. Forward names and trends for recommendations to the tier 2/3 committee. 3) Review PBIS Excellence Ticket data. 4) Finalize details of the monthly celebration for students that meet the behavioral benchmark. 5) Review classroom discipline trends, and assign behavioral specialist to work with teacher (s). The building leader will provide additional supports to classroom teacher(s) who's discipline data reflects the need for additional implementation supports. This includes the use of the district behavioral specialist and content specific coach/supervisor.
4/22/2020	4/22/2020	Building leaders and PBIS committee members will share data trends and projections to all stakeholders during monthly professional development meeting.
4/27/2020	5/8/2020	Building leaders will attend team meetings to discuss capstone event for June 2020; incentive to drive positive student behavior.
5/13/2020	5/13/2020	Based on teacher feedback gathered from team meetings, Building leaders and PBIS committee will begin to organize June's capstone event, to be used as a deterrent to behaviors during the month of June.
5/20/2020	5/20/2020	Building leaders and PBIS committee members will share data trends and projections to all stakeholders during monthly professional development meeting.
6/15/2020	6/19/2020	Host field day- culminating event for the year.
6/10/2020	6/10/2020	Building leaders and PBIS committee members will share data trends and projections to all stakeholders during monthly professional development meeting.