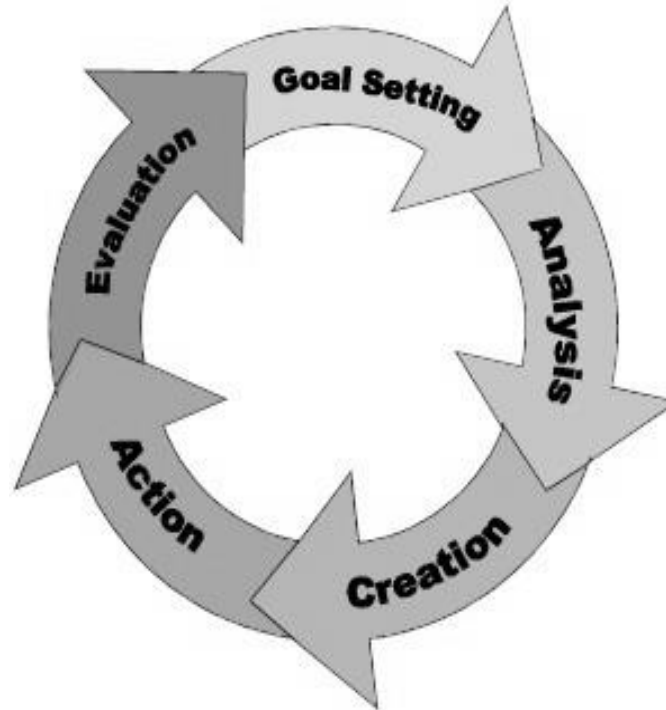


# TITLE I SCHOOLWIDE PLAN



**HARRISVILLE ELEMENTARY SCHOOL  
2020-2021**

**District Information**

School District:	Harrisville Central School District
BEDS Code:	230301040000
Address:	14371 Pirate Lane; Harrisville, New York 13648
Contact Person:	Danielle Colterman
Telephone:	315-386-4504 ext 15110
Email and Web Address:	<a href="mailto:danielle.colterman@sllboces.org">danielle.colterman@sllboces.org</a>
Plan Start / End Dates:	2020-2021

## Schoolwide – Planning Team

Name	Title	Constituencies Represented
Eric Luther	Principal	Administration
Heather Turnbull	Reading Teacher	Teachers
Ann Hall	Community Member	Community
Jamie Martin	Teacher Assistant/PTO	Teacher Assistants
Sgt. Eric Schmitt	Lewis County Sherriff	Lewis County Sherriff
Emily Woodard	Parent	Parents

## Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
July 10-17, 2020 (via email)	Reviewed plan, discussed data, and updated plan	X		

## Communication Process to Inform All Constituencies in the Community

- Overview of the plan will be reviewed in faculty meeting
- A handout of an overview of the plan will be distributed at Open House
- School web site
- Glances Newsletter

## **Harrisville Central School District Mission Statement**

It is the mission of the stakeholders of Harrisville Central School to prepare students to be college and career ready.

### **Description of the District**

Harrisville Elementary School is a small rural school with approximately 167 students in one UPK-6 building. Approximately 57% of the students are eligible for free and reduced lunch and the minority population is about 5%. In 2019-2020, 100% of the teachers in the school district were highly qualified.

All children and youth enroll in, and have full and equal opportunity to succeed at Harrisville Junior-Senior High School. All students regardless of their socio-economic status or ethnic group are provided the same educational programs equitably. The district strives to maintain and hire staff that is highly qualified.

### **Data Analysis**

- School District Report Cards
- Enrollment
- Attendance Rates of Students in Comparison to Similar Schools (from State Aid Reporting) and staff
- School Report Card Performance Data for Student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status
- Qualifications of Staff as Defined by ESSA (Highly Qualified)
- NYS ELA and Math Assessments grades 3-6
- Data Driven Instruction- Interim Assessments
- i-Ready/Progress Monitoring

## **Comprehensive Needs Assessment**

### **Student Achievement Data**

NYS Assessment Data Grades 3-12

Proficiency is Level 3 and above

NYS ELA and math assessment data was reviewed for 2018 – 2019. The sub-group data for special education and economically disadvantaged students was examined. Trends in assessments at a grade level and for cohorts of students were studied. The state and BOCES averages were compared to the school's results.

### **Student Barriers**

Discussion of barriers to student achievement include low parent engagement, economically disadvantaged/poverty, educational levels, and social/family values

### **Positive Approaches**

After School Program, Responsive Classroom, Title I Mentors, Support Leaders

### **Demographic Data (2018-2019 School Report Card)**

Enrollment: 167

Economically Disadvantaged: 57%

Teachers with Appropriate Certification: 100%

Homeless: 4%

Minority Population: 5%

Students with Disabilities: 15%

Highly Qualified Teachers: 100%

Parent in Armed Forces: 4%

## **Instructional Program/School Reform Strategies**

- Curriculum Mapping of NYS Standards
- Progress monitoring for AIS students and students with disabilities
- Implementation of the model of Inclusion Classrooms
- Differentiated instruction in all academic areas
- Support social emotional development and the use of the IST
- Data meetings
- Improve family and community engagement
- i-Ready ELA and math
- Ready Math
- Reader's and Writer's Workshop
- Units of Study- Phonics
- AIS flooding- ½ hour ELA and ½ hour math
- School Resource Officer
- Positivity Project

## Action Plans to Implement Strategies

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

- Increase the percent of students who attain proficiency on the grades 3-6 NYS ELA assessments by June 2021 to meet NYS average.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Continued alignment of curriculum to the NYS Learning Standards	Professional development to align curriculum and implementation of NYS Learning Standards	Principal, teachers and grade level teams	Superintendent's conference and early release days will be utilized for staff development	<ul style="list-style-type: none"> <li>• New standards implemented</li> <li>• Curriculum aligned</li> </ul>	<ul style="list-style-type: none"> <li>• NYS standards aligned curriculum implemented</li> </ul>
Continue effective teaching strategies in all curriculum departments	Professional development on effective teaching and In-service webinars	Principal	Ongoing	Effective teaching strategies implemented	Classroom observations
Improve literacy practices through implementation of research based strategies <ul style="list-style-type: none"> <li>• District plan for implementation of Units of Study-Reader's and Writer's Workshop/Phonics</li> <li>• NYS aligned curriculum</li> </ul>	Grade level data meetings and professional development will be provided to support the strategies  Review calendars	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	<ul style="list-style-type: none"> <li>• Reading block scheduled</li> <li>• Teachers implementing leveled reading groups and targeted interventions</li> </ul>	Classroom observation and assessment results

i-Ready ELA implementation	Professional development workshops	Principal and Teachers	Ongoing	Student intervention	Student assessment results
Continues implementation of Response to Intervention (RTI) program grades K-6 with AIS flooding interventions	<ul style="list-style-type: none"> <li>• Review of assessments</li> <li>• Record Keeping</li> </ul>	Principal and grade level teams	On-going	<ul style="list-style-type: none"> <li>• Intervention strategies identified and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Meeting minutes/records</li> <li>• Benchmark assessment information collected</li> </ul>
Continued implementation of Data Informed Instruction	Analysis of ELA state and classroom assessments by classroom teachers grades 3-6 to adjust curriculum and instruction	Principal and grade level teams/AIS providers	Superintendent's conference and early release days will be utilized for staff development	<ul style="list-style-type: none"> <li>• Areas of need identified – curriculum and/or instruction revised</li> <li>• Interim assessments developed and implemented</li> </ul>	Summary of data analysis
Data analysis of AIS students' assessments to identify areas of need and develop individual student goals	Professional development provided to support the development of individual student goals	Principal and grade level teams/AIS providers	Ongoing – at Grade Level Data Team meetings 4x-6x/year	Student intervention plans developed within folders to include student goals	Student intervention plans written and implemented



Goal #2: Improve the mathematic skills K-6 by providing students with high quality, research based instruction aligned to the NYS standards.

- Increase the percent of students who attain proficiency on the grades 3-6 NYS math assessments by June 2021 to meet the NYS average.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Continued alignment of curriculum to the NYS Learning Standards	Professional development to align curriculum and to support the implementation of NYS Learning Standards	Principal, teachers and grade level teams	Superintendent's conference and early release days will be utilized for staff development	<ul style="list-style-type: none"> <li>• New standards implemented</li> <li>• Curriculum aligned</li> </ul>	<ul style="list-style-type: none"> <li>• NYS standards aligned curriculum implemented</li> </ul>
Continue effective teaching strategies in all curriculum departments	Professional development on effective teaching and In-service webinars	Principal	Ongoing	Effective teaching strategies implemented	Classroom observations
i-Ready/Ready math implementation	Professional development workshops	Principal and Teachers	Ongoing	Student intervention	Student assessment results
Continues implementation of Response to Intervention (RTI) program grades K-6 with AIS flooding interventions	<ul style="list-style-type: none"> <li>• Review of assessments</li> <li>• Record Keeping</li> </ul>	Principal and grade level teams	On-going	<ul style="list-style-type: none"> <li>• Intervention strategies identified and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Meeting minutes/records</li> <li>• Benchmark assessment information collected</li> </ul>
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Goal #3: By June 2021, 90% of class visits of teachers K-12 will indicate a link between grade level standards, learning objectives and learning tasks that meet the needs of all students, as well as, lesson plans that incorporate the Instructional Practices and multiple methods of response.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Develop standards based lessons which identify and include standards, learning objectives, and learning tasks	<p>Training and support provided to all teachers on incorporating standards, student objectives, and learning tasks</p> <p>The principal will:</p> <ul style="list-style-type: none"> <li>conduct classroom visits using “look-for” tool</li> <li>review lesson plans during formal and informal classroom observations</li> </ul>	Principal, consultant, and instructional coaches	Ongoing	Increased student achievement	<p>Look-for data</p> <p>Formative assessment data</p>

**Goal 4:** By June 2021, all teachers K-12 will implement lessons that include research based instructional strategies that support a high quality inclusion classroom model (i.e. differentiated instruction, student engagement) for all students in a minimum of 80% of classrooms.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Identify priority student engagement strategies that support students responding to higher-order thinking tasks selected from the evidence-based strategies (i.e., group processing strategies, all student response tools, and randomized response strategies)	Principal will share expectations that lessons will reflect student engagement practices  Share and update a Look-For Tool  Professional development on evidence-based student engagement strategies  Conduct classroom visits using Look-For Tool  Collect data and share implementation successes, barriers, and strategies for implementation	Principal	Ongoing	Increased student engagement	Lesson plan indicator  Formative Assessments

### **Annual Evaluation to Monitor the Effectiveness of the Schoolwide Plan**

Using data from the State’s assessments, other student performance data, and perception data, the school will determine if the schoolwide program has been effective in addressing the major problem areas, and in turn, increasing student achievement, particularly for the lowest-achieving students. The school will annually revise the plan, as necessary, based on student needs and results of the evaluation to ensure continuous improvement.