

HARRISVILLE JUNIOR-SENIOR HIGH SCHOOL TITLE I SCHOOLWIDE PLAN



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:	danielle.colterman@sllboces.org
Plan Start / End Dates:	2020-2021

Schoolwide – Planning Team

Name	Title	Constituencies Represented
Lisa Mitchell	Title I Parent	Parents
Sonja Chartrand	Special Education Teacher	Teachers
Sheryl Tuttle-Lamb	Regular Education Teacher	Teachers
Eric Luther	Principal	Administration
Shelly Carr	Counselor	Specialized Instructional Staff
Jean Lavancha	Teacher Assistant	Teacher Assistants

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, completed Level 1 Needs Assessment 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

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 Junior-Senior High School is a small rural school with approximately 197 students in one 7-12 building. Approximately 54% 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 7-8
- Data Driven Instruction- Interim Assessments
- Regents Assessment Data 9th – 12th grade
- Graduation Rate
- Chronic Absenteeism

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, PBIS, Title I Mentors, Support Leaders

Demographic Data (2018-2019 School Report Card)

Enrollment: 197

Economically Disadvantaged: 54%

Minority Population: 6%

Students with Disabilities: 21%

Graduation Rate: 97%

Highly Qualified Teachers: 100%

ESSA Level I Needs Assessment

Indicator	Subgroups	Needs
Composite Performance Achievement Level	<ul style="list-style-type: none"> ● Students with Disabilities 	<ul style="list-style-type: none"> ● Curriculum maps need updating ● Increase student engagement ● Improve parental perspective on attendance
Combined Composite and Student Growth	<ul style="list-style-type: none"> ● Students with Disabilities 	
Average ELA and Math Academic Progress Level	<ul style="list-style-type: none"> ● All Students ● Economically Disadvantaged ● White 	
Chronic Absenteeism Level	<ul style="list-style-type: none"> ● All Students ● Economically Disadvantaged ● Students With Disabilities ● White 	

Instructional Program/School Reform Strategies

- Curriculum Mapping of NYS Standards
- Progress monitoring for AIS students and students with disabilities
- Data meetings
- Implementation of the model of Inclusion Classrooms
- Grades 7-11 math labs
- Grades 7-9 English Language Arts labs
- Differentiated instruction in all academic areas
- Support social emotional development and the use of the IST
- Improve family and community engagement
- i-Ready for ELA and math grades 7-8
- Reading and writing scheduled for grades 7-8
- PBIS
- Common planning time
- After school support
- Attendance meetings
- School Resource Officer

Action Plans to Implement Strategies

Goal #1: Improve literacy skills 7-12 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 7-8 NYS ELA assessments by June 2021 to meet NYS average.
- Increase the percent of students who attain proficiency on the NYS ELA Regents Exam.

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 and teachers	Superintendent's conference and early release days will be utilized for staff development	<ul style="list-style-type: none"> • New standards implemented • Curriculum aligned 	NYS standards aligned curriculum implemented
Continue effective teaching strategies in all curriculum departments to include common planning time	Professional development on effective teaching and in-service webinars	Principal	Ongoing	Effective teaching strategies implemented Teacher common planning time minutes	Classroom observations
Extend learning time for reading and writing grades 7-8	Schedule students for reading and writing	Principal	September	Student schedules	Student assessments
i-Ready ELA implementation grades 7-8	Professional development workshops	Principal and Teachers	Ongoing	Student intervention	Student assessment results
Analysis of AIS students' assessments to develop individual student target goals	<ul style="list-style-type: none"> • Professional development provided to support the development of individual student intervention plans • Student files 	Principal and grade level teams/AIS instructors	Ongoing – at Grade Level Data Team meetings	Student intervention plans developed	Student intervention plans written and implemented

Goal #2: Improve the mathematic skills 7-12 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 7-8 NYS math assessments by June 2021 to meet the NYS average.
- Increase the percent of students who attain proficiency on NYS Algebra, Geometry, and Algebra 2 Regents exams to meet the NYS average.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Alignment of curriculum to the NYS Standards and implementation of curriculum in grades 7-8, Algebra and Geometry Regents.	Professional development to align and support the implementation of standards for grades 7-11.	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	Review of curriculum	<ul style="list-style-type: none"> • NYS standards aligned curriculum implemented
Continue effective teaching strategies in all curriculum departments to include common planning time	Professional development on effective teaching and in-service webinars	Principal	Ongoing	Effective teaching strategies implemented Teacher common planning time minutes	Classroom observations
Data analysis of state and classroom assessments to identify areas of need Continuation of DDI	Analysis of classroom and state math assessments by classroom teachers grades 7-12 to adjust curriculum and instruction	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	Areas of need identified – curriculum and/or instruction revised	Summary of data analysis
Analysis of AIS students' assessments to develop individual student target goals	<ul style="list-style-type: none"> • Professional development provided to support the development of individual student intervention plans • Student files 	Principal and grade level teams/AIS instructors	Ongoing – at Grade Level Data Team meetings	Student intervention plans developed	Student intervention plans written and implemented
i-Ready Math implementation grades 7-8	Professional development workshops	Principal and Teachers	Ongoing	Student intervention	Student assessment results

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
<p>Develop standards based lessons which identify and include standards, learning objectives, and learning tasks</p>	<p>Professional development on lesson plan format in Google documents with “look-fors”</p> <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"> ● conduct classroom visits using “look-for” tool ● review lesson plans during formal and informal classroom observations 	<p>Principal, consultant, and instructional coaches</p>	<p>Ongoing</p>	<p>Increased student achievement</p>	<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
<p>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)</p>	<p>Principal will share expectations that lesson plans will reflect student engagement practices.</p> <p>Create a Look-For Tool</p> <p>Professional development on evidence-based student engagement strategies</p> <p>Conduct classroom visits using Look-For Tool</p> <p>Collect data and share implementation successes, barriers, and strategies for implementation</p>	<p>Principal</p>	<p>Ongoing</p>	<p>Increased student engagement</p>	<p>Lesson plan indicator</p> <p>Leading indicator data</p> <p>Formative Assessments</p>

Annual Evaluation to Monitor the Effectiveness of the Schoolwide Plan

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