

Harrisville Elementary School

Title I Comprehensive Schoolwide Plan 2021-2022



District Name	Harrisville Central School District
BEDS Code	230301040000
District Address	14371 Pirate Lane, Harrisville, NY 13648
School Building Grades	Pre-K – 5
School Building Principal	Robert Finster
Contact Person	Elizabeth Nee
Plan Date	July 14, 2021

Name	Title
Regina Countryman	Teacher
Nicole Eaton	Teacher
Tammy Arnold	Teacher Assistant
Shelly Carr	Counselor
Jordan Kapler	Teacher
Michelle Fuller	parent
Robert Finster	Superintendent/ Pre-K- 5 Principal
Deana Hughes	Teacher
Eric Luther	Principal 6-12

Comprehensive Needs Assessment

Description of School

Based on 2020-2021 preliminary enrollment data, Harrisville Elementary School is considered a rural school with approximately 143 students in one Pre-K – 5 building. Approximately 56% of the students are eligible for free and reduced lunch. 100% of classes were taught by highly qualified teachers.

All children and youth enroll in, and have full and equal opportunity to succeed at Harrisville Central School District. 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 are 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

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported.

Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported.

Student Achievement Data

2021-2022 Student Data Collection/Assessments

Assessment data: i-Ready/Progress Monitoring

Student Barriers

The barriers to student achievement include low parent engagement, economically disadvantaged/poverty, McKinney-Vento and Migrant student populations, educational levels, social/family values, transient population, resources, foster care, and county drug epidemic. This year remote instruction also created an instructional barrier.

Positive Approaches

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

Instructional Programs & 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
- Open Court- Phonics
- AIS flooding- ½ hour ELA and ½ hour math
- School Resource Officer
- Transitioning to Character Education
- Multi- age grouped intervention
- Implementation of Google Classroom
- 1:1 Chromebooks

Goals, Strategies & Implementation

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 2022 to meet NYS average.

Goal #2: Improve the mathematical 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 2022 to meet the NYS average.

- Continue the development and implementation of the alignment of the NYS Learning Standards in grades PK-4
- Continued alignment of curriculum to the NYS Learning Standards
- Continue effective teaching strategies in all curriculum departments
- Improve literacy practices through implementation of research-based strategies
 - District plan for implementation of Units of Study- Reader's and Writer's Workshop/Phonics
 - NYS aligned curriculum
- i-Ready ELA implementation
- Continued implementation of Data Informed Instruction
- Data analysis of AIS students' assessments to identify areas of need and develop individual student goals
- Continued alignment of curriculum to the NYS Learning Standards
- Continue effective teaching strategies in all curriculum departments
- i-Ready math implementation
- Continues implementation of Response to Intervention (RTI) program grades K-6 with AIS flooding interventions
- Continued implementation of Data Informed Instruction
- Develop standards-based lessons which identify and include standards, learning objectives, and learning tasks
- 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)
- Prioritizing Standards Pre-K-5

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- Classdojo
- G-Suite
- One Call Now
- The Glance Newsletter
- Social Media

Coordination with Other Programs

The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, including other ESSA-Funded programs, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing

comprehensive support and improvement activities or targeted support and improvement activities.

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.