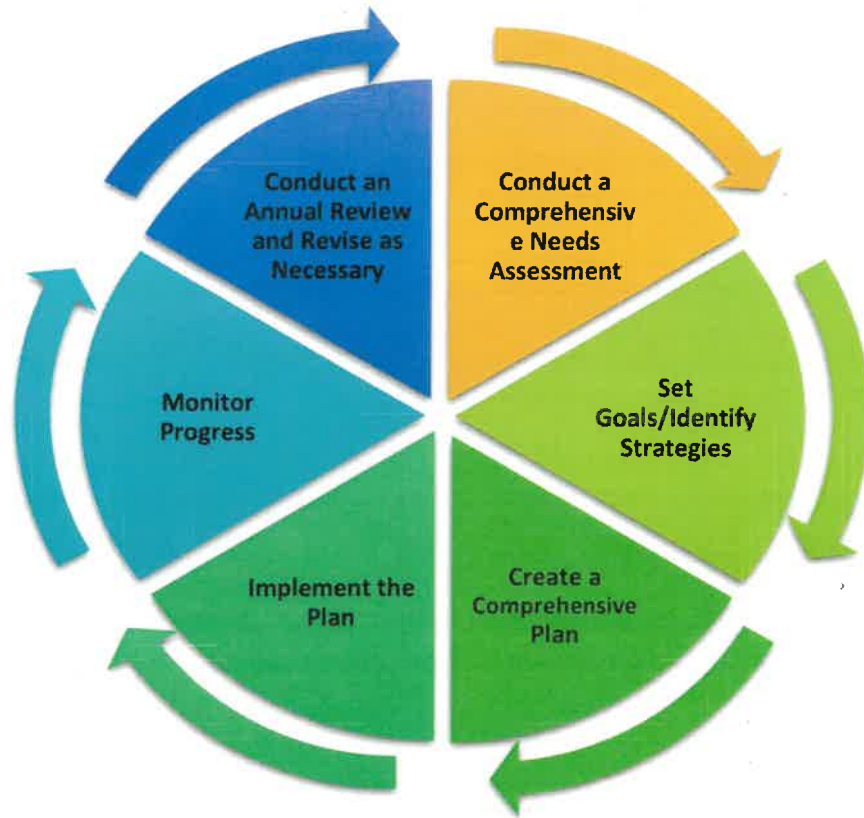


Harrisville Elementary School

Title I Comprehensive Schoolwide Plan 2026-2027



District Name	Harrisville Central School District
BEDS Code	230301040000
District Address	14371 Pirate Lane, Harrisville, NY 13648
School Building Grades	Pre-K – 6
School Building Principal	Robert Finster
Contact Person	Brooke Santamont

Schoolwide Program Planning & Review Team

Name	Title
Eric Schmitt	Local Government Representative/SRO
Aubrey Thayer	AIS Teacher
Julie Wicks	AIS Teacher
Andrea Heller	School Counselor
Jamie Martin	PTO
Regina Countryman	Teacher
Alicia Mera	Parent
Shelly Carr	Teacher
Jolie Snider	Secretary
Charles Bearor	Student
MaryBeth Benson	Paraprofessional
Heather Sullivan	Teacher
Katie Reed	Teacher
Eric Luther	CSE Chair
Rob Finster	Superintendent
Amy Frost	Community Partner
Viola Schmid-Doyle	SLL BOCES Supervisor

Comprehensive Needs Assessment

Description of School

Based on the most recent enrollment and school report card data on data.nysed.gov, Harrisville Elementary School is considered a rural school with approximately 132 students in one Pre-K – 6 building. Approximately 60% of the students are economically disadvantaged, 18% of students with disabilities and 8% of the population is racially diverse. 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
- LETRS
- Acadience
- Easy CBM
- Climate Surveys
- ELA Open Court Benchmarks
- iXL (Progress Monitoring/Supplemental Support for grades 5-6)
- Eureka Math Benchmarks
- Read 180

Student Achievement Data

2026-2027 Student Data Collection/Assessments

Assessment data used includes the NYS 3rd-8th Grade ELA, NYS 3rd-8th Grade Math, LETRS and DIBELS assessments, Open Court Benchmarks for ELA, and i-Ready assessments in reading and math. Trends in the assessments were studied at each grade level. I-Ready and iXL are used in combination with the NY State Assessments to collect data. Also, the following categories are reviewed while monitoring student achievement gaps created by remote learning loss and at-risk indicators connected to economically disadvantaged, McKinney-Vento, and Migrant student populations. A PLC survey is completed by students and staff that is connected to the impacts of trauma.

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, mental health concerns, absenteeism, foster care, the current teacher shortage, home-school transitions, screen addiction, and county drug epidemic.

Positive Approaches

After School Program, Title I Mentors, Support Leaders, Positivity Project, Backpack Program Summer Program, Incentive Programs and School Assemblies, Positive Communication Home, District Trauma Sensitivity Team, Safety Team, MTSS, Spirit Committee, Art Committee, Art Banquet, Room Parents, quarterly newsletters, MindUP (grades 5-6), Executive Functioning (grades 5-6), Student of the Month, Student Publishing Party, and Special Person Recognition Event.

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
- Open Court Reading, Writing, and Phonics Program
- AIS flooding- ½ hour ELA and ½ hour math (when able)
- School Resource Officer
- PATHS
- Strong Kids
- Multi-age grouped intervention
- Implementation of Google Classroom
- 1:1 Chromebooks
- Afterschool Enrichment and Instructional Support for Grades 2-6
- SEL Programming
- Positivity Project
- MTSS
- Eureka Math Squared
- Integrated Financial Literacy

Goals, Strategies & Implementation

Goal #1:

- Improve literacy skills K-6 by providing students with high quality, research-based practices aligned to the Science of Reading embedded within instruction in reading, language and writing.
- Increase the percent of students who attain proficiency on the grades 3-6 NYS ELA assessments by June 2025 to meet NYS average.
- Aligned Science of Reading literacy practices through implementation of research-based strategies:
 - Implementation of Open Court Reading, Writing, and Phonics Curriculum K-5
 - Implementation of StudySync Grade 6
 - 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 Next Generation ELA Learning Standards
 - Continue effective teaching strategies in all curriculum departments
 - Continues implementation of Response to Intervention (RTI) program grades K-6 with AIS flooding interventions
 - 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-6
- LETRS Training for staff
- Acadience
- Easy CBM
- Read 180

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 2026 to meet the NYS average.
 - Implementation of Eureka Math Squared UPK – 5
 - Implementation of eMath Grade 6
 - Continued alignment of curriculum to the NYS Next Generation Math Learning Standards
 - Continue effective teaching strategies in all curriculum departments
 - i-Ready math implementation
 - Continued 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-6

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- G-Suite
- Parent Square
- Slide deck at Open House
- Utilization of NERIC Services:
 - The Glance Newsletter
 - Social Media
 - District Website

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 improvement.