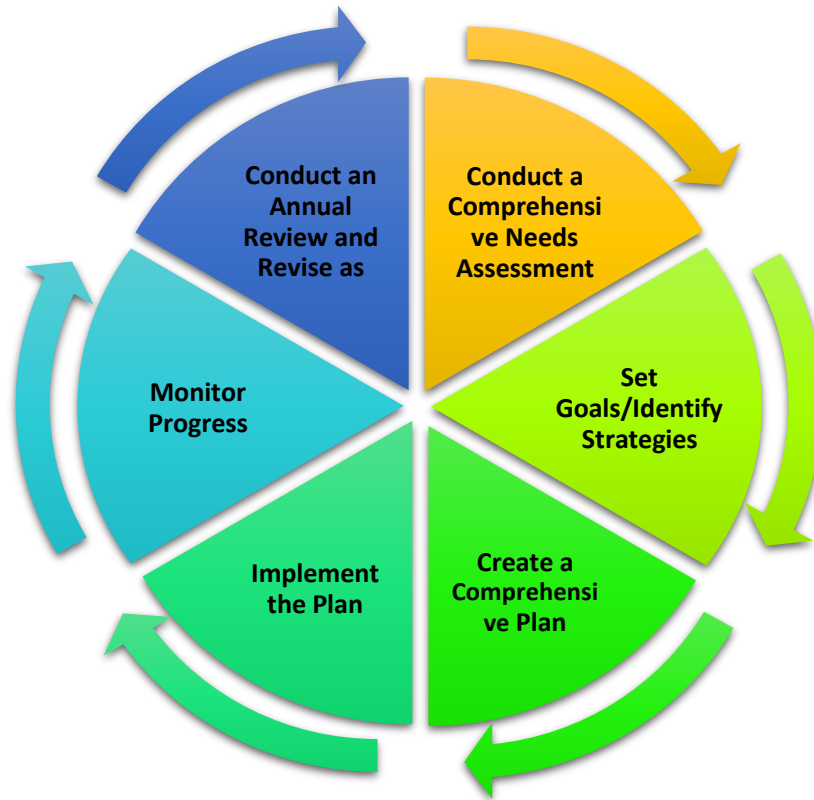


Harrisville Jr/Sr High School

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	7 – 12
School Building Principal	Eric Luther
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 164 students in one 7-12 building. Approximately 57% of the students are economically disadvantaged, 18% of students with disabilities and 6% 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 7-8

- Data Driven Instruction- Interim Assessments
- Regents Assessment Data 9th – 12th grade
- Graduation Rate
- Chronic Absenteeism
- Open Court Extension for Middle School
- iXL (Progress Monitoring/Supplemental Support grades 7-8)
- i-Ready (grades 7-8)

Student Achievement Data

2026-2027 Student Data Collection/Assessments

Assessment data used includes the NYS 6-8 Grade Assessments, Regents Exams, i-Ready Assessments in ELA and math, Local Developed Midterms, and Pre-tests connected to the NYS Assessments. Trends in the assessments were studied at each grade level. 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.

Student Barriers

Discussion of barriers to student achievement include low parent engagement, economically disadvantaged/poverty, McKinney-Vento and Migrant student populations, the teacher shortage, mental health concerns, vaping/nicotine concerns, educational levels, social/family values, transient population, resources, absenteeism for various reasons, home-school transitions, foster care, screen addiction, and county drug epidemic.

Positive Approaches

After School Program, Character Education, Title I Mentors, Support Leaders, District Trauma Sensitivity Team, Safety Team, Extended Day, Incentive Programs and Assemblies, Positive Communication Home, Digital Citizenship, Backpack Program, Blood Drives, Community Service Projects, MTSS, Art Committee, Student of the Month, Student BOE Representative, MindUP (grades 7-8), Executive Functioning (grades 7-8), quarterly newsletters, and the Art Banquet.

Instructional Programs & School Reform Strategies

- Curriculum Mapping of NYS Next Generation Learning Standards
- Progress monitoring for AIS students and students with disabilities
- Data meetings
- Implementation of the model of Inclusion Classrooms
- Grades 7-12 math labs
- Grades 7-12 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
- After school support
- Attendance meetings
- School Resource Officer
- Implementation of Google Classroom- G-Suite
- 1:1 Chromebooks
- Afterschool Enrichment and Instructional Support for Grades 7-8
- Open Court Extension for Middle School
- SEL Programming
- MTSS
- iXL (Progress Monitoring/Supplemental Support grades 7-8)
- Integrate financial literacy in home economics, math and career-based courses
- Health and drug education programming

Goals, Strategies & Implementation

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 2027 to meet NYS average.
- Increase the percent of students who attain proficiency on the NYS ELA Regents Exam.
- Aligned Science of Reading literacy practices through implementation of research-based strategies:
 - NYS aligned curriculum
 - Implementation of StudySync Curriculum 7-8
 - i-Ready ELA implementation 7-8
 - 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
 - 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

Goal #2:

- Improve the mathematical skills 7-12 by providing students with high quality, research-based instruction aligned to the NYS Next Generation Learning Standards.
- Increase the percent of students who attain proficiency on the grades 7-8 NYS math assessments by June 2027 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.
 - Continued alignment of curriculum to the NYS Next Generation Math Learning Standards
 - Implementation of eMath Instruction 7-10
 - Continue effective teaching strategies in all curriculum departments
 - i-Ready math implementation 7-8
 - Continues implementation of Response to Intervention (RTI) program
 - 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

Goal #3:

- By June 2027, 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.
 - Pilot a performance assessment strategy in each classroom

Goal #4:

- By June 2027, all teachers K-12 will implement lessons that include research based instructional strategies that support a high-quality inclusion classroom model.
 - Continued alignment of curriculum to the NYS Next Generation Learning Standards
 - Extend learning time for reading and writing grades 7-8
 - i-Ready ELA implementation grades 7-8
 - Analysis of AIS students' assessments to develop individual student target goals
 - Alignment of curriculum to the NYS Next Generation Standards and implementation of curriculum in grades 7-8, Algebra and Geometry Regents.
 - Data analysis of state and classroom assessments to identify areas of need
 - Continuation of DDI
 - Analysis of AIS students' assessments to develop individual student target goals
 - i-Ready Math implementation grades 7-8
 - 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)
- Prioritize standards in grades 7-12
- G-suite is used to provide resources, academic support, and transparency
- New Science Investigation Kits
- iXL (Progress Monitoring/Supplemental Support grades 7-8)

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- Google Classroom
- The Glances (Newsletter)
- SchoolTool (Parent Portal)
- Utilization of NERIC Services:
 - District Website
 - Social Media (Facebook page)
 - Parent Square

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.