

# **TITLE I SCHOOLWIDE PLAN**



**2021-2022**

**Willard Prior Elementary School**

School District:	Willard Prior Elementary School
BEDS Code:	251400010006
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Plan Start / End Dates:	September 2020 – August 2021

### Schoolwide – Planning Team

Name	Title	Constituencies Represented
Linda Custodero-Virkler	Reading Teacher	Teachers
Nichole Newman	School Counselor	Counselors
Sarah Kelsey	2 <sup>nd</sup> Grade Teacher	Teachers
Jessica Maine	Special Education Teacher	Teachers
Moira Yardley	Principal	Administrator

## Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
5-21-2020	Reviewed plan, discussed data, student barriers and needs, completed ESSA Level 1 Needs Assessment and updated plan	X		

### Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- Handout of an overview of the plan will be distributed via monthly newsletter

### Oneida City School District

Mission Statement: Our Mission is to educate, inspire and empower students.

Vision Statement: Our Vision is that students reach their fullest potential.

## **Description of the District**

Oneida City School district is located in Oneida, NY, a small city in Madison County, located between Syracuse and Utica, along the New York State Thruway. The district encompasses communities in Madison and Oneida Counties and is in close proximity to a number of colleges, universities, including Morrisville State College, Colgate University and Cazenovia College. We are accredited by the Middle States Association of Colleges and Secondary Schools.

The Oneida City School District boasts four neighborhood elementary schools, a middle school that offers accelerated math, science, art and language courses and a beautiful high school campus with spacious athletic facilities, a vibrant art and music programs, and extensive college level course offerings. Our district is a leader in youth international relations through multiple foreign exchange programs, and we offer a wide array of extracurricular activities. Our high school students have access to a variety of college credits through Advanced Placement courses, Project Lead the Way courses through RIT, and articulation agreements with Mohawk Valley Community College.

Our Community is very supportive of our schools and our educational programs, and our teachers are involved, dedicated and student oriented. The non-profit Oneida City School District Foundation offers student scholarships and teacher grants to enhance our programs. Our district's Wall of Distinction recognized each year outstanding graduates, retirees and community members.

Oneida students are offered a full range of programs through Madison-Oneida BOCES Career and Technical Education program, located in Verona. BOCES services provide students with a wide variety of learning opportunities. Special needs students are educated with their peers, when feasible in an inclusion model.

Willard Prior Elementary School serves students in grades PK-5 with an approximate enrollment of 146 students. Approximately 73% of the students are eligible for free and reduced lunch. In 2018-2019, 100% of the teachers in the school were highly qualified.

All children and youth enroll in, and have full and equal opportunity to succeed at Willard Prior Elementary 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 (Highly Qualified)
- Analysis of NYS assessments grades 3-5 ELA
- Analysis of NYS assessments grades 3-5 Math
- Interim Assessment Data
- STAR Assessments
- Curriculum Assessments
- Chronic Absenteeism

## **Comprehensive Needs Assessment: Student Achievement Data**

### **Student Achievement Data**

NYS Assessment Data Grades 3-5

Proficiency is Level 3 and above

NYS ELA and math assessment data was reviewed for 2017 – 2018. 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 among economically disadvantaged, social-emotional learning- trauma. There is also disparity between educational levels and social/family values.

## Positive Approaches

Materials/resources and literature, data meetings for analyzing data and assessments, additional teacher support specialists (AIS, counselor, and special education), grade level meetings, common planning time, positive school climate, good school-parent communication and character education (Second Step and Empower Me!).

## Comprehensive Needs Assessment: Demographic Data (2018-2019 School Report Card)

Enrollment: 146	Students with Disabilities: 24%
Economically Disadvantaged: 73%	Highly Qualified Teacher: 100%
Minority Population: 14%	
Teachers with Appropriate Certification: 100%	

## Instructional Program/School Reform Strategies

- Curriculum alignment and mapping of NYS Learning Standards ELA and Math
- Progress monitoring for students receiving AIS and SWD
- Grades K-5 math labs/targeted intervention/portfolio support
- Grades K-5 ELA labs/ targeted intervention/portfolio support
- Extended ELA instructional periods
  - Workshop Model
  - Guided practice
  - Focus on student achievement
- Second Step and Empower Me!
- Maturation Program

## Ongoing Data Analysis

- Grade level data meetings
- Curriculum assessments
- SuperKids and Journey's benchmarking
- STAR
- RtI data meetings/6 week intervals
- Student Assistance Team (SAT)

### Literacy Programming

- Journeys reading program
- Writing initiative
- AIS reading
- Tier I and Tier II vocabulary
- Road to the Code/Road to Reading
- Orton-Gillingham
- Equipped for Reading Success
- Lexia Core Reading
- SuperKids
- Storyworks/Storyworks Jr./StoryWorks 2

### Math

- Extended Math instructional periods
- Technology software
- Workshop Model
- Standards alignment

### Action Plans to Implement Strategies

GOAL #1: Improve literacy skills grades K-5 by providing students with high quality, research-based instruction in reading, language arts and writing.

- Improve performance proficiency on the grades 3-5 NYS ELA assessments to meet or exceed the state average for 2021-2022.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Continue the development and implementation of a consistent scope and sequenced curriculum across	Professional development to support the implementation of the aligned curriculum: BOCES workshops	Principal, elementary instructional staff	Ongoing	Curriculum aligned and implemented	Classroom observations, student assessments

and between grade levels that is aligned to NYS Learning Standards	<ul style="list-style-type: none"> <li>• Curriculum writing and mapping</li> <li>• Implementation of Rubicon-Atlas Curriculum Mapping</li> <li>• Grade level bridging K-5 building wide</li> <li>• Building capacity with from ELA staff development specialist - Madison-Oneida BOCES K-5</li> <li>• Grade level meetings</li> <li>• Data discussion K-5</li> </ul>				
Use of consistent language across curricular areas: Tier I and Tier II vocabulary instruction <ul style="list-style-type: none"> <li>• Reading vocabulary lists</li> </ul>	<ul style="list-style-type: none"> <li>• Teach/reinforce vocabulary in other content areas</li> <li>• Use of Orton-Gillingham and Road To Reading terms for decoding</li> </ul>	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> <li>• Increased vocabulary comprehension</li> <li>• Increased performance on ELA assessments</li> </ul>	Data Informed Instruction-student performance on assessments
Continued alignment and development of K-5 writing curriculum	<ul style="list-style-type: none"> <li>• Professional development Journey's program</li> <li>• Superkids</li> <li>• BOCES literacy workshops; Meetings with curriculum development specialist - MOBOCES</li> </ul>	Principal, elementary instructional staff	Ongoing	Teacher implementation of writing initiative	<ul style="list-style-type: none"> <li>• Student assessment results using text-based evidence</li> <li>• NYS ELA assessments</li> </ul>



Promote parent and community involvement with curriculum and assessments	<ul style="list-style-type: none"> <li>• In district sharing of parent engagement strategies</li> <li>• District website</li> <li>• Monthly newsletter featuring tips and reading strategies for parents</li> <li>• SchoolTool parent portal</li> <li>• Lobby displays</li> <li>• Summer reading incentives;</li> <li>• Summer LEAP program for struggling readers</li> </ul>	Principal, instructional technology coach, and elementary instructional staff	Ongoing	<ul style="list-style-type: none"> <li>• Parental use of SchoolTool</li> <li>• Attendance at Open House/ Curriculum Night</li> </ul>	Increased participation on NYS 3-8 ELA and math Assessments
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GOAL #2: Improve mathematic skills K-5 by providing students with high quality, research-based instruction aligned to the NYS standards.

- NYS Learning Standards in math will be implemented in all grades PK-5 classes.
- Improve performance proficiency on the grades 3-5 NYS math assessments to meet or exceed the state average for 2021-2021.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Alignment of curriculum to the NYS Learning Standards and implementation of curriculum in grades K-5	<p>Professional development to align and support the implementation of standards for grades K-5</p> <p>Bridging math curriculum K-5 to identify gaps/areas to strengthen</p>	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	<p>Review of curriculum</p> <p>K-5 bridging of curriculum between grade levels.</p>	<ul style="list-style-type: none"> <li>• Scope and sequence document developed</li> </ul>

Data analysis of state and classroom assessments to identify areas of need	Analysis of classroom and state math assessments by classroom teachers grades K-5 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
Continue effective teaching strategies in all curriculum departments • Use of technology	Professional development on effective teaching and Workshop Model	Principal	Ongoing	Effective teaching strategies implemented	Classroom observations
Use of consistent language across curricular areas: Tier I and Tier II vocabulary instruction	Cross-curricular vocabulary instruction and reinforcement;  Align curriculum with bridging work via BOCES staff developer	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> <li>• Increased vocabulary comprehension</li> <li>• Increased performance on assessments</li> </ul>	DDI- student performance on assessments
Analysis of AIS students' assessments to develop individual student target goals	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;  Data meetings with AIS Math provider	Student intervention plans developed	Student intervention plans written and implemented
AIS math grades K-5	Provide math groups and monitor	Principal and grade level teachers	Ongoing	Monitor monthly	Student assessments; STAR assessments, Acadience Math

### **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.