

TITLE I SCHOOLWIDE PLAN



2021-2022

Durhamville Elementary School

School District:	Durhamville Elementary School
BEDS Code:	251400010002
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Plan Start / End Dates:	September 2021 – August 2022

Schoolwide – Planning Team

Name	Title	Constituencies Represented
Brian Gallagher	Principal	Administration
Patty Tedeschi	AIS Math Teacher	Teachers
Holly Marshall	Special Education Teacher	Teachers
Kristine Engler	Regular Education Teacher	Teachers
Melissa Aumell	Family and Student Support Service Provider	Staff

Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
6-21-2021	Reviewed plan, discussed data, student barriers and needs, completed Level I 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
- A handout of an overview of the plan will be distributed at Open House

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.

Durhamville Elementary School serves students in grades K-5 with an approximate enrollment of 255 students. Approximately 60% 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 Durhamville 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 and District Report Cards
- Enrollment
- Attendance Rates of Students in comparison to Similar Schools (from State Aid Reporting) and Schooltool Dashboard.
- Attendance Data biweekly and in comparison to prior year's data. (Schooltool and COGNOS Data)
- 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 part 1
- Analysis of NYS assessments grades 3-5 Math part 1
- RtI/AIS Progress Monitoring Data
- STAR Assessments
- Curriculum Assessments

Comprehensive Needs Assessment

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

Lack of student achievement includes low parent engagement and high absenteeism, mental health, poor literacy skills, low motivation, lack of technology, basic needs not met.

Positive Approaches

Materials/resources and literature, Data days for analyzing data and progress monitoring, additional teacher support and specialists, grade level meetings, common planning time, positive school climate, growth mindset integration, positive and consistent school-parent communication, and Social-emotional education, afternoon program, community building and student recognition, PTO Family Fun night, Health and Wellness Night, Power Hour for parent education, family events to support classroom teachers, and art and music programs.

Durhamville Elementary School

Demographic Data (2018-2019 School Report Card)

Enrollment: 255	Students with Disabilities: 24%
Economically Disadvantaged: 60%	Minority Population: 9%
Teachers with Appropriate Certification: 100%	Highly Qualified Teacher: 100%

Instructional Program/School Reform Strategies

- Curriculum alignment and mapping of NYS Learning Standards ELA and Math
- Progress monitoring for students receiving AIS and RtI.
- Grades K-5 ELA and math AIS and RTI process to support students at risk
- Grade level meetings: weekly
- Data meetings: every six weeks
- Workshop Model for math
- Small Group Instruction
- ICT (Integrated Co-teaching) In kindergarten and first grade
- Literacy programs

Ongoing data analysis

- Grade level data meetings
- Grade level meetings: Weekly
- Data Meetings: Every Six Weeks
- Curriculum Assessments
- STAR Assessments: Three times per year.

Literacy Programming

- Journeys Reading Program (3-5)
- Road to the Code/Rode to Reading (AIS)
- Orton-Gillingham (SPED)
- Lexia Core Reading (SPED)
- SuperKids (K-2)
- Writing: Story of Units Pilot (4-5)

- AIS Reading

Math Programming

- Math Modules
- Workshop Model
- Zearn

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 2020-2021.

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 and between grade levels that is aligned to NYS Next Generation Learning Standards	Professional development to support the implementation of the aligned curriculum: <ul style="list-style-type: none"> • Curriculum and Assessment prioritization and mapping • District workshops/Flip Days • Grade level meetings 	Admin for Curriculum and Assessment, Principal, Elementary Instructional Staff	Ongoing	Curriculum and Assessments prioritized and implemented	Classroom observations, Student Assessment Data
Use of curricular language: Tier I and Tier II vocabulary instruction	<ul style="list-style-type: none"> • Words of week taught in ELA class • Teach/reinforce vocabulary in other content areas 	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> • Increased vocabulary comprehension • Increased performance on ELA assessments 	Data Informed Instruction- student performance on assessments

Monitoring Student Progress through Data Meetings and SAT Meetings	<ul style="list-style-type: none"> • Weekly SAT for students underperforming. • Data Meeting every six weeks to review all student data and adjust AIS rosters. 	Principal, Elementary Instructional Staff	Ongoing	Students moving in and out of AIS as needed. Students who lack progress being evaluated by CSE.	<ul style="list-style-type: none"> • NYS ELA assessments
Continued alignment and development of K-5 writing curriculum	<ul style="list-style-type: none"> • Professional development Journey's program • Pilot: Units of Study in Writing Grades 4-5 and SPED 4/5. 	Admin for Curriculum and Assessment, Principal, Elementary Instructional Staff	Ongoing	Teacher implementation of writing initiative	<ul style="list-style-type: none"> • Student assessment results using text-based evidence • Student work grades 4-5: pre and post assessments for writing. • NYS ELA assessments
Promote parent and community involvement with curriculum and assessments	<ul style="list-style-type: none"> • In district sharing of parent engagement strategies • Use of social media • District website • SchoolTool parent portal/Peach Jar • Lobby/ Main Office Displays • Growth Mindset Awards • Summer reading incentives 	Principal, Technology Department, Elementary Instructional Staff	Ongoing	<ul style="list-style-type: none"> • Parental use of SchoolTool • Attendance at Open House/ Curriculum Night / Growth Mindset Awards 	<p>Increased participation on NYS 3-8 ELA Assessments</p> <p>Increased school attendance</p>

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 2020-2021.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Alignment of curriculum to the NYS Next Generation Learning Standards and implementation of curriculum in grades K-5	<p>Professional development to support the implementation of the aligned curriculum:</p> <ul style="list-style-type: none"> • Curriculum and Assessment prioritization and mapping • District workshops/Flip Day. • Grade level meetings • Coaching and PD with Jody Popple. 	Principal, Elementary Instructional Staff, Jody Popple	<p>Superintendent’s conference and early release days will be utilized for staff development</p> <p>PD/Coaching during school year will also be Ongoing.</p>	Curriculum and Assessments prioritized and implemented	<ul style="list-style-type: none"> • Scope and sequence document developed • Classroom observations, Student Assessment Data
Monitoring Student Progress through Data Meetings and SAT Meetings	<ul style="list-style-type: none"> • Weekly SAT for students underperforming. • Data Meeting every six weeks to review all student data and adjust AIS rosters. 	Principal, Elementary Instructional Staff	Ongoing	<p>Students moving in and out of AIS as needed.</p> <p>Students who lack progress being evaluated by CSE.</p>	• NYS Math assessments

<p>Continue effective teaching strategies in all curriculum departments</p> <ul style="list-style-type: none"> • Integrated Co-teaching (k-1) • Use of technology • Workshop Model 	<p>Professional development on effective teaching and Workshop Model</p>	<p>Principal, Elementary Instructional Staff</p>	<p>Ongoing</p>	<p>Effective teaching strategies implemented</p>	<p>NYS Math assessments</p> <p>Classroom observations</p>
<p>Use of curricular language: Tier I and Tier II vocabulary instruction</p>	<p>Cross-curricular vocabulary instruction and reinforcement</p>	<p>Principal, teachers, and grade level teams</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Increased vocabulary comprehension • Increased performance on assessments 	<p>DDI- student performance on assessments</p>
<p>Promote parent and community involvement with curriculum and assessments</p>	<ul style="list-style-type: none"> • In district sharing of parent engagement strategies • Use of Standards-based report cards k-5 • Use of social media • District website • SchoolTool parent portal/Peach Jar • Lobby/ Main Office Displays • Growth Mindset awards 	<p>Principal, Technology Department, Elementary Instructional Staff</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Parental use of SchoolTool • Attendance at Open House/ Curriculum Night / Growth Mindset Awards 	<p>Increased participation on NYS 3-5 Math Assessments</p> <p>Increased school attendance</p>
<p>AIS math grades K-5</p>	<p>Provide math groups and monitor</p>	<p>Principal and grade level teachers</p>	<p>Ongoing</p>	<p>Monitor quarterly</p>	<p>Student assessments</p>

GOAL #3: Improve students' attendance and decrease the percent of students being identified as Chronically Absent.

- Improve chronic absenteeism rate to meet or fall below the state average for 2020-2021.

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Monitor and Celebrate Perfect Attendance	<ul style="list-style-type: none"> • Monthly award for perfect Attendance • ½ way through the year perfect attendance award • Perfect or almost perfect attendance award for entire year. 	Main Office Staff, Principal, Grade Level Teachers	Ongoing	Number of students receiving an award monthly, ½ way and at the end of the year.	Increased Attendance and decrease in % of students chronically absent.
Promote parent and community involvement with curriculum, assessments, and school events.	<ul style="list-style-type: none"> • In district sharing of parent engagement strategies • Use of social media • District website • SchoolTool parent portal/Peach Jar • Lobby/ Main Office Displays • Growth Mindset Awards 	Principal, Technology Department, Elementary Instructional Staff	Ongoing	<ul style="list-style-type: none"> • Parental use of SchoolTool • Attendance at Open House/ Curriculum Night / Growth Mindset Awards 	Increased Attendance and decrease in % of students chronically absent.
Create and maintain a team to meet with families to create a contract/plan to improve attendance	<ul style="list-style-type: none"> • Create a team to monitor attendance and meet with families. • Provide families with support, services, and create a plan or contract to improve attendance. 	Principal, Elementary Instructional Staff, Counselor, Nurse	Ongoing	Number of meeting with families	Increased Attendance and decrease in % of students chronically absent.

Provide Second Step Lessons to students, and implement any district chosen curriculum.		Elementary Instructional Staff, Counselor	Ongoing	Discipline referrals, suspensions, and attendance data.	Increased Attendance and decrease in % of students chronically absent. Lowered Rate of suspension and referrals by month.
Work with community agencies to address SEL and attendance concerns		Principal, Elementary Instructional Staff, Counselor, Nurse	Ongoing	Discipline referrals, suspensions, and attendance data.	Increased Attendance and decrease in % of students chronically absent. Lowered Rate of suspension and referrals by month.

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.