

TITLE I SCHOOLWIDE PLAN



2021-2022

North Broad Elementary School

School District:	North Broad Elementary School
BEDS Code:	251400010003
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Contact Person:	Eric A. Coriale
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Plan Start / End Dates:	September 2021 – August 2022

Schoolwide – Planning Team

Name	Title	Constituencies Represented
Eric Coriale	Principal	Administration
Christine Hawthorne	Math AIS	AIS
Christine Taylor	Grade 1 Teacher	K-2 Teachers
Grace Bradley	Grade 4 Teacher	3-5 Teachers
Lori Collea	Counselor	Counseling
Melinda Phoenix-Heart	Music Teacher	Special Areas
Heidi Rush	Resource Room Teacher	Special Education
Stephanie Hall	Parent	Parents
Erika Fallon	Parent	Parents

Schoolwide – Planning Summary

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings		
		Planning Team	All staff	Parents
May 10, 2021	Review of funding/budgeting items	X		
May 20, 2021	Student input	X		X
May 21, 2021	Student input	X		X
May 24, 2024	Review of previous plans and data, setting priorities/action steps, plan creation	X		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.

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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.

North Broad Street Elementary School serves students in grades K-5 with an approximate enrollment of 204 students. Approximately 67% of the students are eligible for free and reduced lunch. In 2020-2021, 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 North Broad 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

Comprehensive Needs Assessment

Student Achievement Data

NYS Assessment Data Grades 3-5
Proficiency is Level 3 and above

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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, economically disadvantaged/poverty, educational levels (educating at a distance/lack of technology/continuity of learning), and social/family values, transient population, chronic absenteeism, parents knowing importance of being in school, increased social-emotional concerns, mental health.

Positive Approaches

Materials/resources and literature, PLCs for assessments, teacher support, grade level meetings, common planning time, weekly student support meetings, positive school climate, attendance initiatives and incentives, monthly attendance reports to parents, establish relations with students/families, connecting and collaborating with outside agencies, positive communication with parents, collaborate with instructional support specialists and teacher professional development (Madison-Oneida BOCES), Oneida Police Department, and local businesses, and trauma-sensitivity trainings.

Demographic Data (2020-2021 School Report Card)

Enrollment: 210	Students with Disabilities: 14%
Economically Disadvantaged: 67%	Minority Population: 16%
Teachers with Appropriate Certification: 100%	Highly Qualified Teacher: 100%

Needs Assessment

Accountability Subgroup	Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:
Student Growth Level All, ED, SWD Students	<p>1. Chronic absenteeism;</p> <p>2. Alignment of NYS Standards to daily instructional goals/assessments, instructional supports, enrichment, differentiation to meet the individual needs of students;</p> <p>3. Supporting students, families, staff with SEL structures/resources;</p> <p>4. Establishing and maintaining relationships with parents to continue partnerships, engagement, and inviting school environment.</p>	<p>1. Attendance reports, incentives, newsletter updates, mentoring program</p> <p>2. PD focused on the key standards assessed at each grade level, and the vertical alignment/progression of standards from K-5, extended day programs, targeted intervention and enrichment for students.</p> <p>3. SEL program implementation, positive behavior recognition, student leadership team, student mentoring</p> <p>4. Consistent building communication, opportunities for parent/guardian involvement, partnership with community agencies, PTO collaboration</p>	<p>1. See Below</p> <p>2. PD/instructional coaching through collaboration with Jody Popple, Math Instructional Support Specialist from Madison Oneida BOCES.</p> <p>3. Training for SEL implementation</p> <p>4. Engage New York, PTO meetings, newsletters, ESSA information nights, etc.</p>	<p>1. See Below</p> <p>2. PD/instructional coaching through collaboration with Jody Popple, Math Instructional Support Specialist from Madison Oneida BOCES.</p> <p>3. Training for SEL implementation</p> <p>4. Engage New York, PTO meetings, newsletters, ESSA information nights, etc.</p>
Average ELA and Math Academic Progress Level: SWD	Same as above	Same as above	Same as above	Same as above

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
- Grades K-5 ELA labs/ targeted intervention
- PLCs (Professional Learning Communities)

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- Extended ELA instructional periods
 - Workshop Model
 - Guided practice
 - Focus on student achievement

Ongoing data analysis

- Grade level data meetings
- Curriculum assessments
- SuperKids and Journey’s benchmarking
- STAR
- DIBELS (K/2)

Literacy Programming

- Journeys reading program
- Writing initiative
- AIS reading
- Tier I and Tier II vocabulary

Math

- Extended Math instructional periods
- Technology software
- Workshop Model
- NYS Common Core Math Modules

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	Professional development to support the implementation of the curriculum	Principal, Elementary Instructional Staff	Ongoing	Curriculum aligned and implemented	Classroom observations, student assessments

curriculum across and between grade levels that is aligned to NYS Learning Standards	aligned to NYS Standards: BOCES workshops <ul style="list-style-type: none"> • Curriculum writing and mapping • Grade level meetings/PLCs • Data informed meetings 				
Use of consistent ELA vocabulary between and across grade levels <ul style="list-style-type: none"> • Reading program vocabulary list 	In-house training for vocabulary infusion across grade levels and BOCES literacy workshops	Principal, Elementary Instructional Staff	Ongoing	High frequency words	Informal/formal assessments and observation of student use
Use of consistent language across curricular areas: 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 ELA performance on assessments 	Data Informed Instruction- student performance on assessments
Continued alignment and development of K-5 reading and writing curriculum	<ul style="list-style-type: none"> • Professional development Journey's program and Superkids • BOCES Literacy Workshops 	Principal, Elementary Instructional Staff	Ongoing	Teacher implementation of writing initiative	<ul style="list-style-type: none"> • Student assessment results using text-based evidence • 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 • Lobby displays 	Principal, Instructional Technology Coach, and Elementary Instructional Staff	Ongoing	<ul style="list-style-type: none"> • Parental use of SchoolTool • Attendance at Open House/ Curriculum Night 	Increased participation on NYS 3-8 ELA and math Assessments

	• Reading incentives				
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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 K-5 classes.
- Improve performance proficiency on the grades 3-5 NYS math assessments to meet or exceed the state average for 2021-2022.

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	Professional development to align and support the implementation of standards for grades K-5	Principal and grade level teams	Superintendent's conference and early release days will be utilized for staff development	Review of curriculum	<ul style="list-style-type: none"> • Scope and sequence document developed • New curriculum implemented
Data analysis of state and classroom assessments to identify areas of need	Analysis of classroom and state math assessments by classroom teachers grades 3-5 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 <ul style="list-style-type: none"> • AIS math instruction • Use of technology 	Professional development on effective teaching and	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	Principal, teachers, and grade level teams	Ongoing	<ul style="list-style-type: none"> •Increased vocabulary comprehension •Increased performance on assessments 	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 <ul style="list-style-type: none"> • Student files 	Principal and grade level teams/AIS instructors	Ongoing – at grade level data team meetings	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 quarterly	Student assessments

GOAL #3: Social-Emotional Learning

- By June 2022, the chronic absentee attendance percentage will be reduced from 17.4% to 11.2% (2020-2021 Measure of Interim Progress).

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Attendance Celebration and Education	Review SIRS 107 Chronic Absenteeism Accountability Report- generate targeted students Send monthly attendance reports home to parents Provide parents with home-school information/supports	Principal and grade level teams	Ongoing	SIRS Report Letters home	<ul style="list-style-type: none"> • Increased student attendance

	and connections with agencies Attendance initiative and incentives				
Create district-wide SEL Committee	Review current programming and implementation Develop PD around SEL framework and standards Establish consistent language and approaches PK-12	Administration and Committee	Ongoing	SEL programming	Parent, student, and teacher survey

GOAL #4: Increase positive school-parent communication and parent engagement

Strategy	Action/Tasks	Person(s) Responsible	Specific Time Frame	Performance/Product	Evaluation Measures
Establish positive relationships with parents to increase parent engagement and positive culture	Faculty meetings to promote teacher-parent communication Student support meetings Student recognition assemblies Shared Decision-Making Committee Monthly Newsletters	Principal and teachers	Ongoing	Letters home for student recognition Parents provided school information in a timely manner	Positive parental feedback

	Frequent Communication (Email, Robo Calls/Texts, etc.)				
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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.