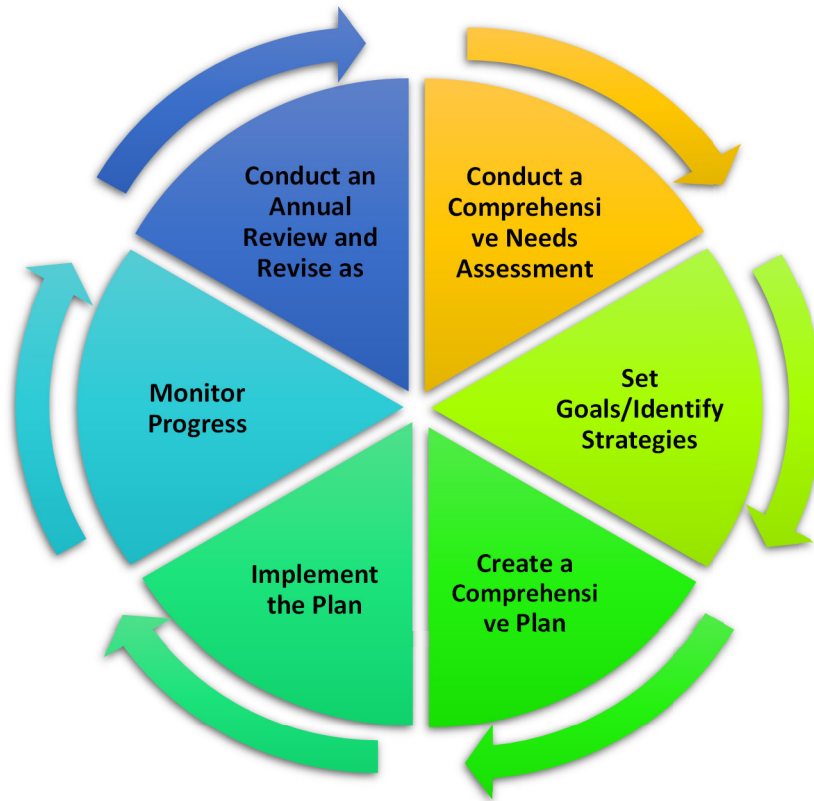


St. Lawrence Elementary School
Title I Comprehensive Schoolwide Plan 2022-2023



District Name	Brasher Falls Central School District
BEDS Code	510101040002
District Address	PO Box 307, George Street, Brasher Falls, NY 13613
School Building Grades	Pre-K – 4
School Building Principal	Danielle Colterman
Contact Person	Elizabeth Nee
Plan Date	June 22, 2022 2022-2023

Schoolwide Program Planning & Review Team

Name	Title
Stephanie Russell	Reading Teacher
Kate Francis	School Psychologist and Parent
Sue Anne Hourihan	AIS Math Teacher Assistant
Debbie Jandreau	AIS Teacher Assistant
Allison Fountain	Teacher
Mike Dinan	Counselor
Brooke Santamont	Title 1 Coordinator
Elizabeth Nee	Title I Supervisor
Danielle Colterman	Principal

Comprehensive Needs Assessment

Description of School

Based on 2022-2023 preliminary enrollment data, Brasher Falls is considered a rural school with approximately 351 students in one K – 4 building. Approximately, the student population consists of 59% economically disadvantaged, 8% minority, and 17% students with disabilities. 100% of classes were taught by highly qualified teachers.

All children and youth enroll in, and have full and equal opportunity to succeed at Brasher Falls 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 3-4
- Fountas and Pinnell assessments
- K-4 Interim Assessments
- i-Ready assessments in reading and math
- Standards based assessments
- PLC feedback and data information
- Immunization and BMI data

Student Achievement Data

2022-2023 Student Data Collection/Assessments

Assessment data used includes the NYS 3rd-8th Grade ELA, NYS 3rd-8th Grade Math, Fountas and Pinnell assessments, and i-Ready assessments in reading and math. Trends in the assessments were studied at each grade level. I-Ready and Fountas Pinnell 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.

Student Barriers

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, attendance, foster care, and county drug epidemic.

Positive Approaches

Home visits, a district wide newsletter, social emotional initiatives, school-home counselor, schoolwide implementation and development of monthly character traits were implemented to improve communication with students and parents, continue to increase student learning in Quad D, student assemblies, i-Ready assessments, student data instructional plans for AIS services, Reading and Writing Workshops, teacher support, grade level meetings, common planning time, school climate, communication, district web site, and materials/resources and literature aligned to NYS Learning Standards.

Instructional Programs & School Reform Strategies

Instructional Programs:

- School Created Character Education Program (UPK - 4)
- Second Step (UPK-4)
- Eureka Math Modules (UPK - 4)
- School Created Early Literacy Program (UPK)
- Phonics Units of Study (K - 2)
- Reading Units of Study (K - 4)
- Writing Units of Study (K - 4)
- Mystery Science (K-4)
- Fountas and Pinnell Leveled Literacy (as needed)
- Wilson Foundations (as needed)
- Wilson Reading Program (as needed)
- iReady
- Graham Fletcher's Building Fact Fluency (Supplemental Math as needed)
- Georgia Numeracy Project (AIS Math)

School Reform Strategies:

- Data Informed Instruction (Gap Analysis) and Differentiated Instruction
- Professional Learning Communities (PLCs)
- Horizontal and Vertical Curriculum Alignment
- Focus on Relationships, Relevance and Rigor
- Curriculum Alignment to the NYS Learning Standards (Mapping and Pacing Guides)

- APL Effective Teaching Strategies
- Implementation of MTSS Model

Goals, Strategies & Implementation

Goal #1:

The Brasher Falls Central School will promote continual improvement of curriculum and instruction through increased focus upon Rigor, Relevance, and Relationships.

Goal #2:

The Brasher Falls Central School Board of Education will promote continual improvement of curriculum and instruction, in line with the NYS Learning Standards, to raise the quality of student achievement.

- To increase student achievement through Quad D instruction and activities
- To increase student achievement through the implementation of instructional strategies that promote learning and thinking
- To embed the philosophy and practices of Remote Instruction into everyday practices
- Provide opportunities for student development, academic achievement and engagement review through the grade level team meeting process and multi-tiered systems of support review
- To keep adults informed regarding their child's education
- To engage in regular reciprocal communication with students and families to foster positive relationships

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- Digital Newsletter
- 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 to ensure continuous improvement.