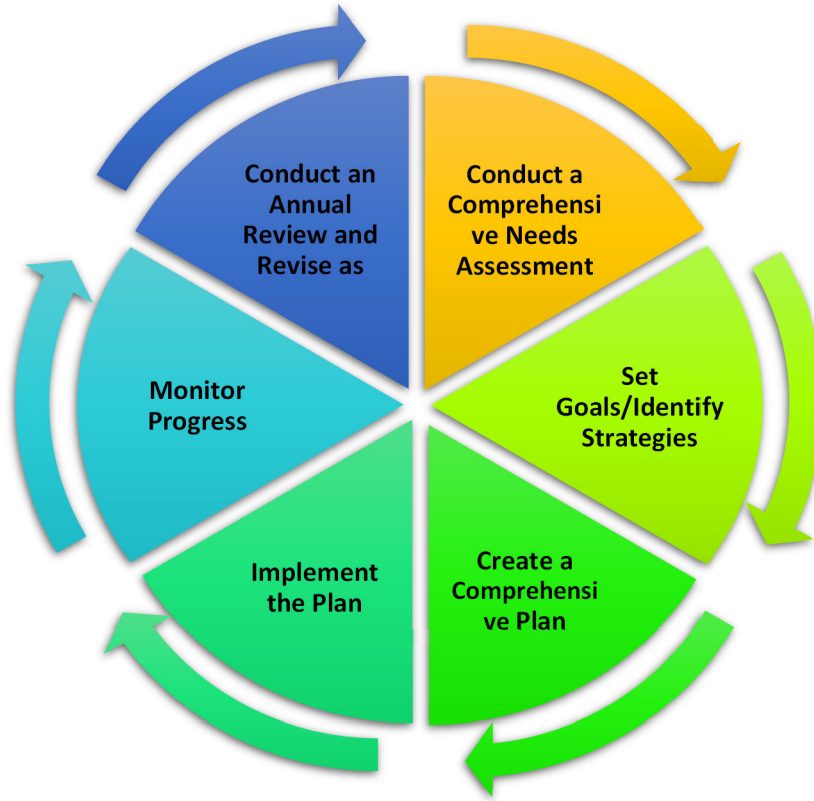


St. Lawrence High School

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	9 – 12
School Building Principal	Kristen Zender
Contact Person	Elizabeth Nee
Plan Date	June 22, 2022 2022-2023

Schoolwide Program Planning & Review Team

Name	Title
Amy McGrath	Parent
Megan Frary	Teacher
Andrea Martin	Counselor
Laurie Andrews	AIS
Margaret Dean	Teacher
John Dean Snyder	Student
Logan Wultsch-Fuller	Student
Brooke Santamont	Title 1 Coordinator
Kristen Zender	High School Principal
Elizabeth Nee	Title I Supervisor

Comprehensive Needs Assessment

Description of School

Based on 2022-2023 preliminary enrollment data, Brasher Falls is considered a rural school with approximately 278 students in one 9-12 building. Approximately, the student population consists of 55% economically disadvantaged, 9% minority, and 15% 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 (Highly Qualified)
- NYS 8th Grade ELA
- NYS 8th Grade Math
- Grades 9-12 DDI Assessments
- Regents data- June
- Summer school data
- Graduation rate
- APM- Aspirational Performance Measure

Student Achievement Data

2022-2023 Student Data Collection/Assessments

Assessment data used includes the NYS 3rd-8th Grade ELA, NYS 3rd-8th Grade Math, Regents Exams, 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

Social emotional initiatives, school-home counselor, schoolwide implementation to further ways to build relationships between staff and students, to improve communication with students and parents, continue to increase student learning in Quad D, student assemblies, i-Ready normed assessments, student data instructional plans for AIS services, Effective teaching, and instructional strategies, teacher support, grade level meetings, common planning time, school climate, communication, district website, and materials/resources and literature aligned to NYS Learning Standards.

Instructional Programs & School Reform Strategies

- Literacy in all academic curriculum: Writing
- Data informed instruction- ELA and math
- Curriculum alignment to the New York State Learning Standards- Mapping and gaps
- Taught curriculum maps- ELA and math
- Pacing chart
- Vertical alignment
- Tier II vocabulary
- PLCs (Planned Learning Communities)
- Focus on 3 R's: rigor, relevance, and relationships
- Quad D relationship building
- Focus on student achievement
- Effective Teaching with APL Associates
- Instructional strategies
- Differentiated instruction
- Career and Post-secondary transition activities
- Freshman activities- relationship and skill building
- School-Home Counselor
- Learning Labs*

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 academic achievement and engagement review through the grade level team meeting process and Student Support Team review
- To expand the offerings of structured, building-level activities that will allow students to develop positive relationships with peers and adults, regardless of location of learning
- To foster and increase opportunities for students to engage in real-world activities that enhance their ability to transition from high school into adulthood

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents

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.