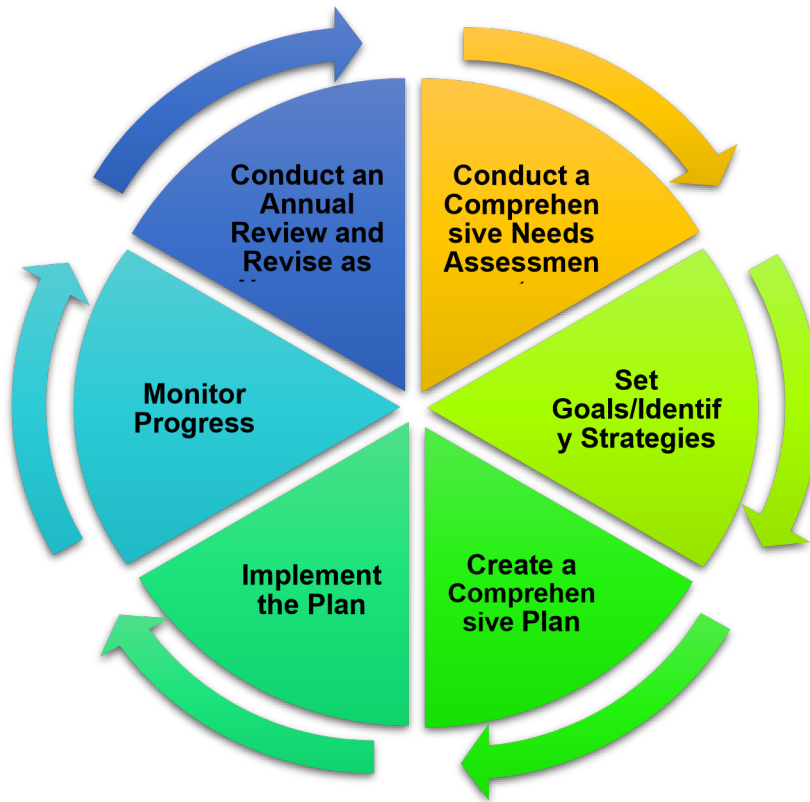


Madill Elementary School

Title I Comprehensive Schoolwide Plan 2025-2026



District Name	Ogdensburg City School District
BEDS Code	512300010000
District Address	1100 State Street, Ogdensburg, NY 13669
School Building Grades	PK - 6
School Building Principal(s)	Amy DiSalvo
Contact Person	Cassidy Mattimore

Schoolwide Program Planning & Review Team

Name	Title
Cassidy Mattimore	Title I Supervisor
Amy DiSalvo	Principal
Victoria Peabody-David	School Counselor
Amanda Sharlow	Teacher
Justin Fishel	AIS Teacher
Ashley Streeter	SRO
Bethany Tombolillo	Parent
Grace Montana	Parent
Christina Frank	Kiwanis/K-Kids, Community Partner

Comprehensive Needs Assessment

Description of School

The Ogdensburg City School District is considered a small city school district and has two elementary schools and a grade 7-12 complex. The Ogdensburg City School District serves approximately 1,349 students in pre-Kindergarten through Grade 12.

Based on the most recent enrollment and school report card data on data.nysed.gov, Madill School serves approximately 262 students grades K – 6 in one building. Approximately 66% of the students are economically disadvantaged, 21% of students with disabilities and 3% of the population is racially diverse. 100% of classes were taught by highly qualified teachers.

All children and youth enroll in, and have full and equal opportunity to succeed at Ogdensburg City 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 3rd – 6th Grade ELA assessments
- NYS 3rd – 6th Grade Math assessments

- iReady Reading and Math K-6
- iReady Literacy Tasks K-6
- Khan Academy 5-6
- NYS Science Assessment- Grade 5
- First in Math
- Reflex Math Grades 1-6
- Panorama SEL Screener K-6
- Math Running Records K-6
- Edulastic

Student Achievement Data

2025-2026 Student Data Collection/Assessments

Other assessment data: NYS 3-6 Grade ELA and Math Assessments, iReady K-6 Math and Reading, Fountas and Pinnell K-6, Kaeden 3-6, IRA Grades 3-6, Panorama SEL Screener, Math Running Records, and Reflex Math 1-6.

NYS ELA and math assessment data was reviewed for the school year. 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.

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, impacts of trauma, mental health concerns, teacher shortage and county drug epidemic.

Positive Approaches

Classroom size, Positivity Project, materials/resources and literature, Reading and Writing Workshops, teacher support, grade level meetings, school climate, positive referrals to the principal's office, counselor SEL classroom lessons, ICMP meetings, Newspaper Club, Trauma Team, restorative practices, ILT (instructional leadership team) and on-going communication.

Instructional Programs & School Reform Strategies

- Curriculum Mapping of Common Core Learning Standards ELA and Math
- Ongoing data analysis
 - iReady testing 3x/year
 - iReady progress monitoring

- Grade Level data meetings - 3x/year
- Instructional Grade Level meetings for ELA and Math
- Grade level coordinators ○ iReady Reading Grades K-6
- iReady Math Grades K-6
- ILT
- Math Curriculum Mapping Audit
- iReady Literacy Tasks K-6
- Math Running Records K-6
- Reflex Math 1-6
- Reveal Math Screener/Placement Tests K-6 ○ First in Math
- Literacy
 - The Writing Workshop/Reading Workshop
 - Literacy Footprints (AIS Reading)
 - Skill Based Instruction/Groupings in AIS Reading K-2
 - Units of Study- Reading/Writing
 - Decodable texts
 - Heggerty Phonemic Awareness
 - UFLI (K-2/AIS/Resource)
- Math
 - iReady math K-6
 - Reflex Math 1-6
 - First in Math K-6
 - Khan Academy 3-6
 - Zearn 1-6
 - Math Running Records
 - Reveal Math Program
- ESSA Indicators Assets
 - Resource room – small group pull out services
 - Consultant teachers collaborate with classroom teaches to differentiate instruction based on student needs
 - Classroom teachers and special education teachers provide differentiated instruction
 - Special education teachers support the Readers and Writers Workshop
 - Literacy coach supports classroom teachers, special education teachers and reading teachers
 - Additional AIS reading support for SWD students
 - Math coach supports classroom teachers and AIS math teachers in differentiation of instruction
 - Education technology coach provides programs for SWD students
 - Grade level meetings
- New and expanded supports/resources

- Implementing more collaborative planning time with classroom, AIS and special education teachers (substitute support)
- Grade level Coordinators
- Classroom teachers with special education teachers will work collaborative with Literacy coach to support differentiated instruction for all students in ELA and math
- Literacy coach
- Math coach
- Continued PD in Science of Reading/Science of Learning
- Continued PD in differentiation in math
- More resources in reading and writing with support of Literacy Coach

Goals, Strategies & Implementation

- Continue the development and implementation of the alignment of the NYS Next Generation Math Standards in grades PK-6
 - Implementation of new Reveal Math Program
 - Red Bird Intervention Tool (AIS)
 - Differentiated Instruction
 - Implementation of Building Thinking Classrooms in Mathematics
- Continue the development and implementation of the alignment of the NYS Next Generation ELA standards in grades K-6
 - Improve literacy practices through implementation of research-based strategies
 - Implementation of Reading and Writing Workshop in all grade levels
 - UFLI
 - Heggerty
 - Targeted intervention for intensive students
 - Differentiated instruction
- Continue implementation of Response to Intervention (RTI) program grades K-6
- Parent Engagement
- Continue the development and implementation of the alignment of the NYS Next Generation Standards in grades K-6
- Grade level and department teams will use data analysis information to select, learn and implement intervention strategies to support struggling learners
- Parent engagement in supporting the NYS Next Generation Standards

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- Parent Square
- District Website
- Ogdensburg City School District Facebook page
- Madill Newspaper

- SeeSaw (K-2)

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.