NECSD Schoolwide Program Plan

Mission:	Vision:
Inspiring students to become tomorrow's leaders beyond academy field	Through the work of all, we will achieve inclusive excellence.

A Schoolwide Program Plan is a key tool which utilizes a root cause analysis protocol to develop a plan to address the needs of scholars who are not meeting the academic standards set forth by NYSED. The Schoolwide Program Plan provides an opportunity for schools to more effectively leverage and align Title 1 funding allocations to enhance its educational program. The Schoolwide Program Plan is a one year plan for improvement, it is revised each year as applicable based upon ESSA Accountability. (ESSA Section 1114; 34 *CFR* 200.26)

Building Name: Fostertown	Building Point of Contact: Joseph Duffy, Principal	Effective Dates of SWPP: October 1, 2020 through June 30, 2021

Identified Area of Accountability to be Addressed (ESSA Level 1)
Area 1: Academic Intervention Services

Schoolwide Program Plan Development Team (i.e. School Leadership Team, etc.)	
Name	**Title.**
Joseph Duffy	Principal
Dr. C. Cloidt	Director of Instructional Support Services
Ms. Lisa Ward	AIS Reading Provider
Isabella Santaigo	Ast. Principal

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Michelle Dominguez	3-5 AIS RDG
Zoe Matthews	AIS Math Provider
Jennee Coleman	4th Grade Teacher

Comprehensive Needs Assessment

- Building Demographics
  - Enrollment Data:
    - Total Enrollment: 630
    - Black: 108
    - Hispanic: 324
    - Asian/Pacific Islander: 13
    - Asian: 11
    - Native Hawaiian/Other Pacific Islander: 2
    - White: 141
    - Multiracial: 44
    - Students with Disabilities: 83
    - English Language Learners: 37
    - Economically Disadvantaged:
  - Proficiency data:
    - iReady: ELA

Grade Level (2019-2020)	2019-2020 MOY Overall Placement % On or Above Grade Level (Green)	Scholars
K	58%	65

1	49%	55
2	54%	58
3	61%	63
4	41%	41

- iReady: Math

Grade Level (2019-2020)	2019-2020 MOY Overall Placement % On or Above Grade Level (Green)	Scholars
K	42%	47
1	28%	31
2	31%	33
3	27%	27
4	36%	36

- Process Utilized for Needs Assessment
  - Brainstorm Meeting - 9/11/20
  - Meeting with Dr. C and members 9/14/20
  - Meeting for Smart Goal development - 9/16/20
  - Utilized performance data to determine students academic needs
  - 5 whys: Starting Why: Why are our scholars performing below expected proficiency levels
    - Students do not have required skills to meet grade level expectations
    - There is no explicit phonics program for primary grades
    - Inconsistent experience and professional knowledge for the explicit instruction of phonics and phonemic awareness and numeracy

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- ■ Lean professional development and understanding of foundational developmentally appropriate explicit instruction in phonics, phonemic awareness and numeracy
- Include Strengths
  - Progress Monitoring
  - Student resource
  - Student Inventory - data based on RDG/Math Formal assessments
  - Research strategies delivered for gap areas of scholars through teacher driven lesson/concepts
  - Inquiry Sheets (Classroom teacher) for instructional strategies to close gaps
  - Tier 2 and 3 Scholar Members
  - AIS staff are informal instructional leaders within grade level Collaborative Meetings
  - Building/District Level Professional Development for teachers/teaching assistants conducted by AIS staff
  - RTI support for both teachers and students
  - AIS staff are members of the RtI committee
  - Literacy/Math Family evening events
  - AIS staff provides data driven and needs based instruction
- Identify Needs
  - More time to collaborate with Classroom Teachers for delivery of data based instruction
  - Time to develop, research and share best practices (Grade Team Meetings)
  - More time in schedules to work with highest needs in Math/ELA
  - Need for programs and materials that specifically address the patterns of gaps in our students skills
  - Need for specific professional development in explicit instruction in areas of phonics, phonemic awareness and numeracy

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Goals:
(SMART, directly aligned to the Needs Assessments Findings)

Goal 1: Increase the percentage of students who are meeting grade level expectations (green) in reading by June 2021 as measured by iReady Overall Grade-Level Placement.

Grade Level (2019-2020)	2019-2020 MOY Overall Placement % On or Above Grade Level (Green)	Scholars	Grade Level (2020-2021)	Goal EOY Overall Placement % on or Above Grade Level (Green)	Scholars	Increase
K	58%	65	1	65%	73	+8
1	49%	55	2	56%	63	+8
2	54%	58	3	61%	66	+8
3	61%	63	4	68%	70	+7
4	41%	41	5	48%	48	+7

*K/1/2 returns to hybrid instruction on 10/5/2020 date

Goal 2: Increase the percentage of students who are meeting grade level expectations (green) in math by June 2021as measured by iReady Overall Grade-Level Placement.

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Grade Level (2019-2020)	2019-2020 MOY Overall Placement % On or Above Grade Level (Green)	Scholars	Grade Level (2020-2021)	Goal EOY Overall Placement % on or Above Grade Level (Green)	Scholars	Increase
K	42%	47	1	50%	57	+10
1	28%	31	2	36%	40	+9
2	31%	33	3	38%	38	+5
3	27%	27	4	32%	33	+6
4	36%	36	5	42%	42	+6

Goal 1: Increase the percentage of students who are meeting grade level expectations (green) in reading by June 2021 as measured by iReady Overall Grade-Level Placement. *See chart above for grade specific measures.						
Activity (action plan/strategy)	Responsible Party(ies) —————— Target Date	Progress Monitoring	Measurable and Observable Anticipated Outcomes		Actual Outcomes (June 2021)	
			Change to System Practice and/or Capacity	Change to Student Outcome	Change to System Practice and/or Capacity	Change to Student Outcome

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Utilize Inquiry Sheets to monitor students progress and track interventions	All Teachers including AIS Providers ——————— Ongoing	Completed Inquiry Sheets	Systemic protocols for monitor progress of students at risk for not meeting grade level proficiency expectations	Students will receive targeted intervention(s) addressing their needs to meet grade level expectations		
Formative Assessments: exit slips, lesson checks,	All Teachers including AIS Providers ——————— Ongoing	Data	Teachers will use formative assessment data to design/choose instructional strategies/interventions	Students will receive targeted intervention(s) addressing their needs to meet grade level expectations		
Collaborative Team Meetings/Grade Level Team Meetings (Time to develop, research and share best practices)	All Teachers including AIS Providers ——————— Ongoing	Meeting schedules, agendas, minutes	Ongoing Collaboration focused on student need	Students having access to research based best practices during instruction		
Develop the Collaborative Team meeting structure to engage in conversations about interventions.	All Teachers including AIS Providers, Administration ——————— Ongoing	Meeting Protocols	Unified meeting protocols to optimize meeting time focused on the provision of interventions	Increased student achievement due to implementation of interventions		
Professional Development for identified strategies to address student gaps	All Teachers including AIS Providers ———————	PD schedules, agendas, attendance	Implementation of identified instructional strategies that were taught during PD	Student gap closure due to implementation of learned identified		

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	Ongoing			instructional strategies		

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*See chart above for grade specific measure.</td></tr>
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