

NECSD Schoolwide Program Plan

Mission: Inspiring students to become tomorrow's leaders beyond academy field	Vision: Through the work of all, we will achieve inclusive excellence.
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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: GAMS High Tech Magnet School	Building Point of Contact: Una Miller, 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
Una Miller	Principal
Jeanette Logerfo	Assistant Principal
Tara Marshall	Principal- Pre-K
Christina Cloidt	Director of Instructional Support Services
Claudine Mazza	AIS Reading Specialist

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Megan Mata	Teacher
Alyssa Anderson	Special Education Teacher
Carolyn Evans	Teaching Assistant

Comprehensive Needs Assessment

- Building Demographics
 - Total Student Enrollment: 617
 - Hispanic: 433
 - Black: 146
 - White: 30
 - Multiracial: 44
 - Asian: 10
 - SWDs: 114
 - ELLs: 210
 - Economically Disadvantaged: 454
 - Math Levels (2018-2019):
 - Level 1: 117
 - Level 2: 72
 - Level 3: 44
 - Level 4: 16
 - ELA Levels (2018-2019):
 - Level 1: 127
 - Level 2: 90
 - Level 3: 32
 - Level 4: 4

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- GAMS High Tech Magnet School conducted an extensive needs assessment. The team engaged in a comprehensive 5 Whys Root Cause Analysis. The analysis resulted in the following findings:
 - Inconsistent training and professional development around looking at data and then developing next steps based on data.
 - Lack of focus around which tool/resource is most appropriate for that particular skill/standard.
 - GAMS has been very focused on specific instructional resources rather than on good instructional practices which work regardless of the resources available.

- Include Strengths
 - Academic intervention service providers utilize a flexible grouping model to address students skills needs
 - Students are provided interventions and supports based upon their current performance levels
 - Daily scheduled time for all teachers to provide small group and individual academic intervention
 - Teachers hold reading conferences with students

- Identify Needs
 - Intentional intervention selection to address individual students needs in the area of reading
 - Professional development around reading and analyzing data
 - Need for school-wide system for identifying needs and tracking interventions

Goal:

(SMART, directly aligned to the Needs Assessments Findings)

Goal 1: By the end of the school year, 75% of classroom teachers will be able to identify a specific reading deficit and identify and implement interventions to address the deficit, resulting in a reduction of the percentage of students in the Tier 3 group by 20% in EOY iReady Reading Assessments.

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Goal 1:					
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Activity (action plan/strategy)	Responsible Party(ies)	Measurable and Observable Anticipated Outcomes		Actual Outcomes (by target date or June 2021)	
	Target Date	Change to System Practice and/or Capacity	Change to Student Outcome	Change to System Practice and/or Capacity	Change to Student Outcome (Growth)
Administration will provide staff with PD (refresher of the GAMS intervention tracker and it's expectations to be used as the only data tracking tool for guiding good instructional practices).	Building Administration <hr/> <ul style="list-style-type: none"> ● 9/10/2020: PD Complete ● 12/1/2020: % teacher utilizing Intervention Tracker 	100% teacher participation in using the Intervention Tracker	Increased achievement as measured by EOY iReady Reading Assessments		
During the first round of PLCs, administrators and literacy technology specialist will guide teachers in their analysis of their students' iReady and IRLA ELA data and identify students to be addressed in the GAMS intervention tracker.	<ul style="list-style-type: none"> ● Building Administration ● Literacy technology Specialist <hr/> 10/21/2020	Increased teacher capacity to engage in meaningful conversations using the iReady and IRLA ELA data to identify students in need of interventions	Increased achievement as measured by EOY iReady Reading Assessments		
The technology literacy specialist will push into classrooms to support the classroom teachers (identified by admin review and voluntary) with reading conferencing and instructional practices.	<ul style="list-style-type: none"> ● Technology Literacy Specialist ● Selected Teachers <hr/> 9/8/20-6/25/21	Build the capacity of classroom teachers to engage in reading conferencing and instructional practices	Increased achievement as measured by EOY iReady Reading Assessments		

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The technology literacy specialist will coordinate PD for PLCs (using data to target interventions)	Technology Literacy Specialist ----- 10/21/20-6/25/21	Increased teacher capacity to use data to target interventions	Increased achievement as measured by EOY iReady Reading Assessments		
During monthly PLCs, teachers will use their GAMS intervention data tracker to identify evidenced based interventions to target student needs.	All Teachers including AIS Providers ----- 10/21/20-6/25/21	<ul style="list-style-type: none"> • Regularly scheduled PLC time • Identification of evidenced based interventions to explicitly target student needs 	Increased achievement as measured by EOY iReady Reading Assessments		
Teachers will use the resources available from digital platforms supported by the district for interventions.	All Teachers including AIS Providers ----- 9/8/20 -6/25/20	Digital interventions utilized for target intervention instruction	Increased achievement as measured by EOY iReady Reading Assessments		
Administration will schedule AIS providers and administration to be included in grade level PLCs to support teachers with their data analysis and intervention planning.	Building Administration ----- 10/7/20-6/25/21	AIS providers and administration will attend scheduled PLCs	Increased achievement as measured by EOY iReady Reading Assessments		
The technology literacy specialist will push into classrooms to support the classroom teachers with reading conferencing and analyzing student reading data.	Technology Literacy Specialist ----- 9/8/20-6/25/21		Increased achievement as measured by EOY iReady Reading Assessments		
Using the intervention tracker, teachers will adjust the targeted student list.	All Teachers including AIS Providers	Flexible grouping throughout the year based	Increased achievement as measured by EOY		

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	<hr/> Every 6 weeks from 10/21/20- 6/25/2021	upon data in the Intervention Tracker	iReady Reading Assessments		
During monthly PLCs teachers will analyze reading data from iReady, IRLA and determine strategies to address skill needs (continue using intervention tracker)	All Teachers including AIS Providers <hr/> On-going 10/9/20 -6/25/2021		Increased achievement as measured by EOY iReady Reading Assessments		