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.

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: Horizons on the Hudson Elementary School	Building Point of Contact: Robert Glowacki, 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**
Rob Glowacki	Principal
Karrie Bunce	Assistant Principal
Cassie Zeffiro	Fourth Grade Special Education Teacher
Natalie Dicola	First Grade General Education Teacher
Jasmine Amaro	Fifth Grade General Education Teacher

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Comprehensive Needs Assessment

- Building Demographics:
  - Total Student Enrollment: 416
  - Black or African American: 35%
  - Latino: 46%
  - Asianor Native Hawaiian / other Pacific Islander: 2%
  - White: 9%
  - Multiracial: 8%
  - Exceptional Learners: 22%
  - ELL: 10%
- Process Utilized for Needs Assessment
  - Why are so many students in need of Tier 2 and Tier 3 Intervention instruction?
    - Students are not meeting grade level expectations
    - Lacking basic foundational skills in math and reading, school readiness
    - Wide range of implementation explicit direct instruction in foundational skills (reading, math)not consistent curriculum
    - Varied implementation of explicit instruction of foundational skills
    - Varied level of mastery of explicit instruction of foundational skills
- Include Strengths:
  - Utilizing explicit instruction our students have demonstrated increased achievement with High Frequency Words, Phonological Awareness and Phonics
  - Robust social emotional support system
  - High level of care for the scholars: Student first building
  - Consistently trying to improve on their practice
  - Walkthroughs, lesson plans review provide feedback monthly
- Identify Needs:
  - Improve reading comprehension for both fiction and nonfiction
  - Increase vocabulary development
  - Improve literacy foundational skills

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- ○ Improve skills in the areas of
  - Numeracy
  - Number and Operations
  - Algebra and Algebraic Thinking
  - Measurement and Data
  - Geometry

Goals: **(SMART, directly aligned to the Needs Assessments Findings)**
Goal 1: 50% of tier 2 scholars in reading will improve their reading abilities and be moved to Tier 1 as measured by overall Reading iReady and determined by the criteria in the AIS & RtI Plan.
Goal 2: 50% of tier 2 scholars in math will improve their math abilities and be moved to Tier 1 as measured by overall Math iReady and determined by the criteria in the AIS & RtI Plan.

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Goal 1: 50% of tier 2 scholars in reading will improve their reading abilities and be moved to Tier 1 as measured by overall Reading iReady and determined by the criteria in the AIS & RtI Plan.						
Activity (action plan/strategy)	**Responsible Party(ies)** **Target Date**	**Progress Monitoring**	**Measurable and Observable Anticipated Outcomes**		**Actual Outcomes**	
			Change to System Practice and/or Capacity	**Change to Student Outcome**	**Change to System Practice and/or Capacity**	**Change to Student Outcome**
Implementation of Explicit Direct Instruction Strategies: - I do, We do, You do - Chunking - Think Alouds	AIS Reading Providers, Classroom Teachers, Administration Ongoing 2020-2021	Lesson Plans, Walkthroughs	Strategies will be implemented consistently during instruction	Students will demonstrate growth in achievement		
Scholars will build on their proficiency in the area reading through ongoing weekly application of skills	Classroom Teachers, AIS Providers Ongoing 2020-2021	Admin will monitor weekly usage of iReady and mastery of iReady assigned lessons, Lesson plans reviews, Walkthroughs during the ELA block	Application and practice of reading skills will be explicitly planned and monitored.	Increase student achievement by practicing and applying skills learned		
Walkthrough with feedback	Administration Ongoing 2020-2021	Data collected from Walkthroughs, Schedule of Walkthroughs, Feedback provided	Teachers will review and reflect on the walkthrough feedback to determine the impact of the explicit instructional strategies.	Increase student achievement by strengthening teacher delivery of best practices		

Lesson Plan feedback	Administration _____ Ongoing 2020-2021	Admin will review teachers lesson plans reflective of the explicit instructional strategies & provide feedback	Teachers will review and reflect on the lesson plan feedback to determine the impact of the explicit instructional strategies.	Increase student achievement by providing targeted intervention instruction		
Review of data for eligibility of tiered supports	Administration, AIS Provider(s), Classroom Teachers as appropriate _____ Ongoing 2020-2021	Meeting dates, agendas, meeting minutes	Engage in ongoing data analysis to determine intervention need(s) for students. Student groups will be determined based upon student performance.	Increase student achievement by providing targeted intervention instruction		

Goal 2: 50% of tier 2 scholars in math will improve their math abilities and be moved to Tier 1 as measured by overall Math iReady and determined by the criteria in the AIS & RtI Plan.						
Activity (action plan/strategy)	**Responsible Party(ies)** _____ **Target Date**	**Progress Monitoring**	**Measurable and Observable Anticipated Outcomes**		**Actual Outcomes**	
			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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Implementation of Explicit Direct Instruction Strategies: -I do, We do, You do -Chunking -Think Alouds	AIS Math Provider, Classroom Teachers, Administration Ongoing 2020-2021	Lesson Plans, Walkthroughs	Strategies will be implemented consistently during instruction	Students will demonstrate growth in achievement		
Scholars will build on their proficiency in the area of math through ongoing weekly application if skills	Classroom Teachers, AIS Provider Ongoing 2020-2021	Admin will monitor weekly usage of iReady and mastery of iReady assigned lessons, Lesson plans reviews, Walkthroughs during the math block	Application and practice will be explicitly planned	Increase student achievement by practicing and applying skills learned		
Professional Development for Number Talks	Classroom Teachers, AIS Provider January-June 2021	Dates of professional development, agenda, professional development attendance.	Increase/build teacher capacity on the Number Talks strategy	Participation in Number Talks		
Implement Math instructional strategy of Math Talks	Classroom Teachers, AIS Provider January-June 2021	Walkthroughs during the Math Block and/or morning meeting when indicated by teacher lesson plans that Math Talks will occur	Implementation of the Number Talks strategy	Participation in Number Talks		
Walkthrough with feedback	Administration Ongoing 2020-2021	Data collected from Walkthroughs, Schedule of Walkthroughs, Feedback provided	Teachers will review and reflect on the walkthrough feedback to determine the impact of the explicit instructional strategies.	Increase student achievement by strengthening teacher delivery of best practices		

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