

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: Vails Gate STEAM Academy	Building Point of Contact: Ciria Briscoe-Perez, 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
Ciria Briscoe-Perez	Principal
Eileen Cruz	Assistant Principal
Christina Cloidt, Ed.D.	Director of Instructional Support Services
Chastity Beato	Director of Language Acquisition
Allison Roberts	Instructional Coach

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Lourdes Lopez-Romero	Teacher
Katherine Anderson	Teacher
Shannon Zaloga	Teacher
Lizzette Colon-Pena	Teacher
Julie Dominguez-Post	Parent

Comprehensive Needs Assessment

- Building Demographics
 - 554 students
 - 49% male
 - 51% female
 - 55.9% Hispanic
 - 24% Black
 - 4.6% Multiracial
 - 11.5% White
 - 3.9% Asian
- Vails Gate STEAM Academy conducted an extensive needs assessment. The team engaged in a comprehensive 5 Whys Root Cause Analysis. The analysis resulted in the following findings:
 - Teachers talk more than students during a lesson
 - Teachers may not know discussion strategies that work for them
 - Teachers might not know that it's okay to release control to the students
 - Time constraints: Teachers might not limit discussions to pertinent, meaningful, important discussion questions
 - Discussion questions might be too broad/focus needs to be narrowed
 - Teachers and students are still learning how to engage in reciprocal teaching

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- Possible need for guidelines for accountable talk (pacing guide?)
- Need for discussion stems/sentence starters
- Confusion about how to combine explicit instruction, reciprocal teaching, and accountable talk seamlessly
- Need for explicit directions for how to teach students to engage in accountable talk
- Teachers need to know different strategies to engage students who are reluctant to talk
- Need to establish a culture for open communication and a respectful classroom community

- Include Strengths
 - Elements of explicit instruction is evident in all classrooms
 - Reciprocal teaching is being introduced in classrooms
 - Teachers are open to professional development on EI and RT
 - Students are able to speak about explicit instruction and reciprocal teaching

- Identify Needs
 - Increased implementation of reciprocal teaching throughout all classes
 - Thorough explicit instruction with a clear beginning, middle, and end for all lessons
 - Targeted lesson objectives that state clearly what students are supposed to learn

Goal(s):

(SMART, directly aligned to the Needs Assessments Findings)

Goal 1:

By June 2021, 40% of students will be at or above grade level in ELA and 30% of students will be at or above grade level in Math, as a result of implementation of reciprocal teaching and explicit instruction practices to specifically incorporate interventions in the classroom (Tier 2) and by AIS Service Providers (Tier 2 and Tier 3).

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Goal 1: By June 2021, 40% of students will be at or above grade level in ELA and 30% of students will be at or above grade level in Math, as a result of implementation of reciprocal teaching and explicit instruction practices to specifically incorporate interventions in the classroom (Tier 2) and by AIS Service Providers (Tier 2 and Tier 3).						
Activity (action plan/strategy)	Responsible Party(ies)	Progress Monitoring	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)
Professional Development on using Explicit Instruction strategies	Classroom Teachers, AIS Providers <hr/> Completed Fall 2020	PD Dates, Attendance, PD Agenda, Walkthroughs	Implementation of Explicit Instructional strategies	Increased student proficiency in ELA and Math		
Professional Development on using Reciprocal Teaching	Classroom Teachers, AIS Providers <hr/> Completed Fall 2020	PD Dates, Attendance, PD Agenda, Walkthroughs	Implementation of Reciprocal Teaching	Increased student proficiency in ELA		
Professional development on reciprocal teaching: specifically addressing how to increase student engagement and discussions, and integrate accountable talk	Classroom Teachers, AIS Providers <hr/> Completed Fall 2020	PD Dates, Attendance, PD Agenda, Walkthroughs	Increased student engagement, authentic discussions and accountable talk	Increased student proficiency in ELA and Math		

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<p>PLCs are embedded in the master schedule in cycles. Cycle A will focus on lesson planning for integration of Explicit Instruction and Reciprocal Teaching practices, as well as standards-based learning objectives. Cycles B and C will focus on deepening implementation of Reciprocal Teaching and Explicit Instruction. Cycle D will focus on data drive dialogue.</p>	<p>Classroom Teachers, AIS Providers, Administration</p> <hr/> <p>Ongoing 2020-2021</p>	<p>PLC Schedule, Agenda, Attendance, Minutes</p>	<p>Culture of ongoing professional learning to increase frequency of best practices and data-driven instruction and intervention</p>	<p>Increased proficiency in ELA and Math</p>		
<p>Implement a peer visit process (Gator Gurus)</p>	<p>Teachers, Instructional Coach, AIS Providers, Administration</p> <hr/> <p>Ongoing 2020-2021</p>	<p>Schedule of Gator Gurus visits</p>	<p>Develop a system of peer support and culture of ongoing peer learning</p>	<p>Increased student proficiency in ELA and Math</p>		
<p>Analyze walkthrough data to determine areas/classroom where additional support with Explicit Instruction and Reciprocal Teaching is needed</p>	<p>Administration</p> <hr/> <p>Ongoing 2020-2021</p>	<p>Walkthrough</p>				
<p>Support for classroom struggling with Explicit Instruction and/or Reciprocal Teaching</p>	<p>Administration, Instructional Coach</p> <hr/> <p>Ongoing 2020-2021</p>	<p>Support Schedule, Post Support Walkthrough Data</p>	<p>Increase in job-embedded coaching and professional development</p>	<p>Increased student proficiency in ELA and Math</p>		

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