

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: South Middle School	Building Point of Contact: Chante Brooks, 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, SCEP Team etc.)	
Name	Title
Chante Brooks	Principal
Kelly Amendola	Assistant Principal
Arlene Almodovar	Assistant Principal
Vincent Brancato	Assistant Principal
Gillian Matos	Assistant Principal

NECSD Schoolwide Program Plan

Lauren Rivera	ENL Teacher
Alexis McKoy-Yakle	Special Education Teacher
Linda Smith	Math Teacher
Jessica O'Malley	ELA Teacher
Richard Durbin	SS Teacher
Jennifer Nilsen	ELA Director

Comprehensive Needs Assessment

- Building Demographics
 - Total Student Enrollment: 906
 - Black or African American: 190
 - Latino: 504
 - Asian or Native Hawaiian / other Pacific Islander: 13
 - White: 148
 - Multiracial: 48
 - Exceptional Learners: 181
 - ELL: 169
- South Middle School engaged in an in-depth needs assessment utilizing the 5 Whys protocol and determined the following root causes that will be addressed in this Schoolwide Program Plan.
 - Root Cause #1: The school has not implemented expectation as to what to look for or what to use in providing feedback to students
 - Root Cause #2: The school has not implemented a system to provide students with feedback on how to improve their work because administration has not focused on how to provide effective feedback during walkthroughs to teachers.

NECSD Schoolwide Program Plan

- Include Strengths
 - The staff has received professional development on a variety of types of feedback
 - We recognize that there hasn't been consistency in providing feedback due to excessive turnover in administration and are not addressing it.
 - There has been collaboration between Directors, Administration and Lead teachers to consistently provide feedback to teachers and students.
- Identify Needs
 - Clear expectation for student feedback
 - Consistent teacher feedback protocol from walkthroughs
 - Consistent student feedback protocol

Goals:

(SMART, directly aligned to the Needs Assessments Findings)

Goal 1: By June 2021, 100% of SMS AIS teachers will regularly provide students clear and concise feedback to improve their work as evidenced by walkthrough data.

NECSD Schoolwide Program Plan

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Activity (action plan/strategy)	Responsible Party(ies)	Progress Monitoring	Measurable and Observable Anticipated Outcomes		Actual Outcomes	
	Ongoing		Change to System Practice and/or Capacity	Change to Student Outcome	Change to System Practice and/or Capacity	Change to Student Outcome
Develop a walkthrough model which includes both protocols and procedures (both virtual and onsite), provide professional development on walkthrough implementation	School Administration Team, Central Office Support, Pilot Team Completed by end of September 2020	Model created, expectations communicated, professional development provided	Development of a systemic walkthrough model which includes protocols and procedures for both virtual and on site implementation	Increased student achievement (through monitoring of effective instruction and explicit feedback)		
Conduct walkthroughs	School administration, Central Office staff Ongoing 2020-2021	Walkthrough schedule and data collected	Consistent systemic practice that is calibrated among participants in conducting walkthroughs following the developed model	Increased student achievement (through monitoring of effective instruction and explicit feedback)		
Monthly meetings to monitor and analyze impact of the walkthrough model	Pilot team, Administration Ongoing 2020-2021	Meeting Schedule, Agendas, Meeting Outcomes	Continuous conversations about monitoring and analyzing impact	Increased student achievement (through monitoring of effective instruction and explicit feedback)		

NECSD Schoolwide Program Plan

<p>At the mid-year mark, the Pilot team will review and revise the model as appropriate</p>	<p>Pilot Team, Administration _____ By February 2021</p>	<p>Meeting agenda and outcomes</p>	<p>Development of reflective practice for improvement</p>	<p>Increased student achievement (through monitoring of effective instruction and explicit feedback)</p>		
<p>Expectations and focus of the walkthroughs beyond “feedback” to actions to improve practice will be expanded</p>	<p>Administration _____ February to June 2021</p>	<p>Data collected from the walkthroughs and “feedback” protocols</p>	<p>Incorporation of the developed systemic model of walkthroughs addressing feedback to staff regarding their feedback to students</p>	<p>Increased student achievement (through monitoring of effective instruction and explicit feedback)</p>		