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## SEZP 2018-19 School Planning Process

# School Priorities: Chestnut Academy

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### Priority 1: Intentional Practices for Improving Instruction (Turnaround Practice #2)

Develop a coordinated whole-school effort to build knowledge through literacy by engaging all students in the comprehension of rigorous and complex texts and tasks in all subject areas in SY 18-19. All students will analyze and infer actively within text, cite appropriate textual evidence, synthesize text through regular oral and written response, and engage in rigorous lessons aligned to the CCSS while demonstrating understanding through frequent authentic and on-demand formative assessment across all content areas. Annotation strategies for reading complex text and Sheltered English Instruction (SEI) strategies for vocabulary, reading and writing to support ELL access to core content will be implemented in all content classrooms.

Science teachers will work to develop higher order thinking skills through alignment of domain-specific science standards with CCSS ELA and math standards, and require students to apply each dimension of the Next Generation Science standards recently adopted by the state of MA. Students will build background knowledge and vocabulary through use of in-class Socratic dialogue, visual text, and text-based tasks to stimulate higher order thinking.

Mathematics teachers will work collaboratively to synthesize learner data and develop student-centered instructional strategies to increase cognitive heavy-lifting, elevate engagement, and emphasize conceptual understanding and application of knowledge. All teachers will receive high quality professional development and curriculum support to better align to CCSS and the math schedule of assessed standards, develop high quality lessons and deliver engaging and challenging lessons.

Chestnut Academy teachers will support the ELA and math curriculum presented in the core classes through interventions that will engage the students in fundamental tasks that develop foundational skills needed to access the grade level standards. Chestnut Academy will use a tiered intervention approach, monitoring and adjusting intervention practices on a three-four week cycle.

#### **Rationale: Instructional Focus (Turnaround Practice 2: Intentional Practices for Improving Instruction):**

The rationale for our first focus priority is to improve comprehension and synthesis of complex text, in addition to developing a student-centered model in mathematics that focuses on engaging students in conceptual math understanding and application.

- **2016-17 ELA MCAS SGP**
  - Grade 6 – 42.3%, Grade 7- 48.3%, Grade 8- 68.0%
- **2016 - 17 Math MCAS SGP**
  - Grade 6 – 18.8 %, Grade 7- 29.3%, Grade 8 – 39.8%
- **SY 17/18 (Fall/winter) MAPP Math Mean Growth scores**
  - Grade 6: 30.33% , Grade 7: 58.0% , Grade 8: 51.0%
- **SY 17/18 (Fall/winter) MAPP ELA Growth scores**
  - Grade 6: 25.57%, Grade 7: 47.42% , Grade 8: 51.21
- **SY 17/18 (Winter) MAPP ELA % of students who met or exceeded their projected RIT scores**
  - Grade 6: 32.02%, Grade 7: 51.9%, Grade 8: 55.12%
- **SY 17/18 (Winter) MAPP Math % of students who met or exceeded their projected RIT scores**
  - Grade 6: 36.53%, Grade 7: 65.23%, Grade 8: 51.49%

## **Priority 2: School Culture Focus (Turnaround Practice 4: School Culture & Climate)**

Create and maintain a sense of community and responsibility by emphasizing respect for learning, respect for others, and respect for property. To that end, Chestnut Academy will take a proactive approach by teaching students to embrace and employ the “3 R’s of Chestnut Academy” throughout their day: Respect, Responsibility, and Resilience. Chestnut Academy staff will address behavior from a positive standpoint by appropriate praise and incentives. Behavioral expectations will be established through a school-wide implementation of a Positive Behavior Intervention System (PBIS), Morning Meetings to begin the day as a whole school community, morning Advisory and Breakfast in the Classroom with peers in homerooms to optimize readiness for learning. Lessons and group activities based on empathy and leadership will be embedded in the curriculum throughout the school year.

### **Rationale: School Culture Focus (Turnaround Practice 4: School Culture & Climate):**

While behavioral incident data has significantly reduced from the previous year and student and teacher attendance data has improved, a focus on improving school culture will continue. If students feel valued and safe, they will be motivated to come to school and engage more fully in the learning process. This commitment includes a continued focus on building a common vision for a culture of high expectations across the Chestnut Academy community, both in academics and behavior, through improved student-teacher relationships. A fifteen-minute Advisory Program will be implemented to the morning routine to support development of these relationships. During this time students will become “connected” to responsible and caring adults. The advisory will serve as meaningful social, emotional and civic learning. Students will learn key academic and social/emotional strategies that support school and life success.

This focus on community and responsibility will begin to leverage internal and external resources to enhance a “non-traditional” school experience, helping students achieve full academic and social/emotional development. A Student Life Coordinator will develop engaging enrichment programs for all students supported by partnerships and collaborative efforts with community-based organizations. Enrichment programming will play a major role in contributing to improved results in overall school attendance, discipline referrals, and student engagement in all academic classes. We will engage 75% of students in enrichment programming in SY 17/18 and expand programming to 100% student participation during SY 18/19. We will engage our community partners in offering these additional high-quality, high-engagement, academic, social, emotional, and behavioral opportunities for students in various settings.

**This SY'18-19 school plan has been approved by the SEZP Board**



## *SEZP 2018-19 School Planning Process*

# **Chestnut Academy Educator Working Conditions (School Operational Plan)**

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**1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies.** Discretionary funds are those remaining after a school budgets for district services, partner fees, staff salaries and stipends.

For the 2018-19 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$8,000
- Field trips/Transportation: \$10,000

Any transfer or use of additional funds received over the course of the school year will be determined by the principal

## **2. School curriculum issues.**

Chestnut Academy will use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback.

**3. Professional development activities applicable to the school as a body.** This does not include individualized professional development or coaching of teachers.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week's notice will be given to teachers before any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- Up to 5 professional development and/or staff planning days before the school year begins; this includes convocation
- Up to 3 professional development and planning days during the school year
- Up to 6 early release days will be provided during the school year ("early release Chestnut")
- Up to 13 hours of professional development after the school day ends for students during the year ("extended day")

## **4. School calendar.**

Please see the attached 2018-19 school year calendar for staff. Any change to the school year calendar is subject to SEZP approval. If possible, at least one month's notice will be given to teachers before any change to the school calendar. In the event of a change during the year, accommodations may be made for individuals with critical scheduling conflicts on a case-by-case basis. The school calendar will include:

- Total number of school days and hours for students. Required total hours for students are a minimum of 1330 per year.
- Total number of days and hours for educators, including school days and professional development and planning days. Teachers are required to work a minimum of 1500 hours per year.
- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

**5. Schedule for staff and students, provided that teachers will continue to receive duty-free lunch and regular preparatory time**

Teachers will receive a duty-free lunch, a time to meet professionally with colleagues and regular preparatory time.

**FINAL- APPROVED BY SEZP BOARD**

## **This SY'18-19 school plan has been approved by the SEZP Board**

The standard workday for educators will be 8 hours and 10 minutes. For the majority of educators, required hours will be approximately 7:20am–3:30pm.

Teachers will have approximately 1 planning hour per day totaling 5 hours per week. These hours will be allocated as evenly across the school week as possible. This time can be to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

All staff members are expected to participate in collaboration activities and/or PLC meetings 5 days per week during the dedicated PLC time, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Chestnut Academy may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Participation in 3 of 5 family/community events during the school year;
- Weekly phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators to improve one's instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings;

**6. Scheduling of school-wide parent/teacher meetings.** This does not include individual parent-teacher meetings that may occur between school-wide meetings.

Chestnut Academy will hold 1 parent-teacher conference during the 2018-19 school year, as well as bi-monthly "School on the Go" community meetings.

### **7. Work before and/or after the regular school year.**

Returning teachers are expected to report to work on August 20, 2018. The final work day for teachers is June 19, 2019. These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the end of the school year.

### **8. Notices and announcements.**

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

### **9. School health and safety issues.**

Working with SEZP and SPS, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning.

Security of school premises will be maintained and visitors to the school will be required to check in upon entry.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

### **10. Staff dress code.**

Staff at The Chestnut Academy are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, and flip flops are not permitted.

### **11. Rotation of duties.**

## **This SY'18-19 school plan has been approved by the SEZP Board**

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of The Chestnut Academy. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

- Coverage of homeroom/advisory periods, not exceeding 15 minutes per day;
- Coverage of lunch periods, not exceeding 30 minutes per day; teachers will still receive a separate lunch for themselves
- Substitute coverage of classes and duties of others who are absent from school;

Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected.

### **12. Class size.**

Chestnut Academy commits to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development.

### **13. Bulletin boards.**

Teachers may be asked to support the development and maintenance of bulletin boards in hallways. The Springfield Education Association will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

### **14. Parent-teacher home visit project.**

Chestnut Academy may require staff to conduct family home visits throughout the school year. Teachers will be compensated for home visits if they occur outside the regularly scheduled working hours for teachers (i.e. teachers will move into the next band for their ELT stipend, or participating teachers may be paid an additional stipend).

### **15. Family-teacher communication.**

Teachers may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year.

### **16. Class coverage.**

During a typical Monday-Friday week, all staff members may be required to cover classes as needed, except during the teacher's duty-free lunch. To the extent possible, class coverage will be assigned equitably and on a rotated basis, including:

- Coverage of homeroom/advisory periods, not exceeding 15 minutes per day;
- Substitute coverage of classes of others who are absent from school. (When possible, PLC or common planning time should be used when teachers are asked to cover class. Preference would be to hire substitute teachers)

### **17. Practicum teacher assignment practices.**

Teachers may be requested to supervise a student teacher during the school year. Teachers may express preference to the principal in requesting or declining a student teacher placement.



**Springfield Public Schools  
2018-2019 Student Calendar  
Chestnut Academy  
355 Plainfield St, Springfield, MA 01104**



**Student Hours 7:20 AM - 2:50 PM**

**Teacher Hours 7:20 AM - 3:30 PM**

Aug 20-23: Teacher PD  
Aug 24: Convocation  
Aug 27: School Begins  
Aug 31: Early Release at 1:00pm

Aug-18				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Feb 15: Early Release at 1:00pm  
Feb 18: Schools Closed - Presidents Day  
Feb 19-22: Schools closed for Mid-Winter Vacation

Feb-19				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

Sep 3: Schools Closed - Labor Day

Sep-18				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Mar 15: Schools Closed - Teacher Professional Day

Mar-19				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Oct 5: Early Release at 1:00pm  
Oct 8: Schools Closed - Columbus Day

Oct-18				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Apr 12: Early Release at 1:00pm  
Apr 15: Schools Closed - Patriots Day  
Apr 16-19: Schools Closed for Spring Vacation

Apr-19				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Nov 6: Schools Closed - Teacher Professional Day (Election Day)  
Nov 9: Early Release at 1:00pm  
Nov 12: Schools Closed - Veterans Day  
Nov 21-23: Schools Closed - Thanksgiving Vacation

Nov-18				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 24: Early Release at 1pm  
May 27: Schools Closed - Memorial Day

May-19				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Dec 21: Early Release at 11:35am - Last day before holiday vacation  
Dec 24-31: Schools Closed for holiday vacation

Dec-18				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Jun 19\*: End of school year Student Release at 1:00pm

Jun-19				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Jan 1: Schools Closed - New Years Day  
Jan 11: Schools Closed - Teacher Professional Day  
Jan 21: Schools Closed - Dr. Martin Luther King, Jr Day

Jan-19				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

\*Calendar includes (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed for Students
- Early Release for Students at 1:00pm
- Early Release for Students at 11:35am
- School Closed for Students / Teacher Professional Day



**Springfield Public Schools  
2018-2019 Staff Calendar  
Chestnut Academy  
355 Plainfield St, Springfield, MA 01104**



**Student Hours 7:20 AM - 2:50 PM**

**Teacher Hours 7:20 AM - 3:30 PM**

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Aug 27: School Begins  
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Feb 19-22: Schools closed for Mid-Winter Vacation

Feb-19				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

Sep 3: Schools Closed - Labor Day

Sep-18				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Mar 15: Schools Closed - Teacher Professional Day

Mar-19				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Oct 5: Early Release at 1:00pm  
Oct 8: Schools Closed - Columbus Day

Oct-18				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Apr 12: Early Release at 1:00pm

Apr 15: Schools Closed - Patriots Day

Apr 16-19: Schools Closed for Spring Vacation

Apr-19				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
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29	30			

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Nov 21-23: Schools Closed - Thanksgiving Vacation

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MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
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May 24: Early Release at 1pm

May 27: Schools Closed - Memorial Day

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MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Dec 21: Early Release at 11:35am - Last day before holiday vacation

Dec 24-31: Schools Closed for holiday vacation

Dec-18				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Jun 19\*: End of school year Student Release at 1:00pm Regular Release for Staff

Jun-19				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Jan 1: Schools Closed - New Years Day

Jan 11: Schools Closed - Teacher Professional Day

Jan 21: Schools Closed - Dr. Martin Luther King, Jr Day

Jan-19				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

\*Calendar includes (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed for Students and Staff
- Early Release for Students and Staff at 1:00pm
- Early Release for Students and Staff at 11:35am
- Early Release for Students (1:00) / Regular Day for Staff (3:30)
- Regular Day for Students + Afternoon PD for Staff (4:25)
- School Closed for Students / Staff Professional Day (7:20-4:25)

SEZP 2018-19 School Planning Process  
**Strategic Action Plan: Chestnut Academy**



**Practice 1**

**Leadership, Shared Responsibility, and Professional Collaboration:** The school has established a community of practice through leadership and shared responsibility.

**Statement of alignment to priorities:** Sustain and continue to strengthen a structure to support strong communication, feedback, consensus-building, and other high quality team processes.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Elect new teacher leadership team with school-wide representation	Principal	August	August	During PD window
Create TLT meeting schedule for the year	Principal	August	August	During PD window
Identify and publish PLC meeting schedule to alert TLT members to opportunities to share meeting notes and action steps	Principal	August	August	During PD window
Publish TLT notes following meetings to provide transparency around TLT processes, encourage teacher feedback around TLT topics, and ensure cohesion of action steps school-wide	Principal	Ongoing	Ongoing	



**Practice 2**

**Intentional Practices for Improving Instruction:** The school employs intentional practices for improving teacher-specific and student-responsive instruction.

**Statement of alignment to priorities:** Coordinate a whole school effort to build students' ability to process text at the level of evaluation, synthesis, analysis, and interpretation. All lessons in ELA, Humanities and Science will focus on high-quality texts. Teachers will employ questions and tasks both oral and written that are text-specific and accurately address the analytical thinking required by the grade level standards. All teachers will work to develop higher order thinking skills. Mathematics teachers will use Eureka Math(EngageNY) materials to ensure the work of the lesson reflects the shifts required by the CCSS. Mathematics teachers will employ instructional practices that allow all students to learn the content of the lesson. Math teachers will provide all students with opportunities to exhibit mathematical practices. All teachers will encourage reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
During Extended Day provide PD to Teachers on IPG	Kate, Roberta	May '18	June '18	Prepare teachers with an overview
Meet in PLCs with members of the ILT and Administration to select/assign indicators to develop professional practice goals from the Instructional Planning Guides(IPG) for ELA, Hum, Math and Science.	Kate, Roberta, APi, Principal	Aug '18	Aug '18	Ongoing, Review quarterly, advanced and master teachers choose their own indicators. other staff will be assigned
Weekly review of lesson plans using indicators from Core Action #1 Math: Teachers use Math Annotation Guide for Lesson Planning ELA: Focus each lesson on a high quality text. Core Action teacher goal posted in classroom. Success criteria is included in all lesson plans. Instructional Feedback Cycle Data collection for submission Lessons Observed during instructional feedback rounds conducted by coaches with support by administration to provide timely explicit actionable feedback on Core Action 1 and personal professional goal created from Core Action 2 and 3.  ILT has conference with teacher to share feedback to plan action steps to for next week.  Week 2 Lesson Plan Submission and Instructional Feedback rounds for same teachers looking for execution on the feedback.  If no improvement cycle renews	Principal, Kate, Roberta and Khalsa	Aug 18	Ongoing	
Plan and calibrate fidelity walks using IPG with SEZP support	Principal, AP, ILT	Aug '18	June '19	Ongoing every other week
Continue Math COP with SEZP and Unbound Ed in alignment with IPG use.	Principal, AP, ILT	May '18	June '19	Ongoing
In partnership with TLA and Unbound Ed engage teachers in professional development to build higher-order thinking skills and metacognition into structured text-based discussions in classrooms	ILT	Aug '18	June '19	Include in PLC cycle
For lesson planning, all mathematics teachers will complete student work and annotate teacher's edition of EngageNY lesson plans to predict student misconceptions.	Roberta, Math Teachers,	Ongoing	Ongoing	PLC cycle

**This SY'18-19 school plan has been approved by the SEZP Board**

	Chris Collins			
During Math PLC teachers will bring annotated lesson plans and related student work to deeply examine execution and student needs.	Roberta, Math Teachers			Develop regular weekly PLC cycle
Math teachers will continue to attend Guided Lesson Module Planning	Roberta, Math Teachers	Ongoing	Ongoing	
ELA and Humanities PLC cycles will focus on elevating and aligning text and task complexity, including speaking and listening standards as part of task complexity	Kate, ELA, Humanities Teachers	Ongoing	Ongoing	
Science PLC cycles will include time for IPG work and collaboration with the ELA and Humanities department around complex text	Kate, Roberta, Science Teachers			
Establish PLC Cycle of collaborative professional learning for SY19, including opportunities to design and refine lessons, review texts, build assessments, and analyze student work	Principal, Kate, Roberta	June 22	June 23	

**Practice 3**

**Providing Student-Specific Instruction and Supports to All Students:** The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

**Statement of alignment to priorities:** Triangulate critical data points to effectively place students in intervention blocks and equip teachers with research-based interventions to support specific student groups and individuals.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Evaluate year-long data to determine effectiveness of present interventions and make any needed changes	Principal, Kate, Roberta	ongoing	ongoing	
Identify interventions and intervention curricula, resources, and progress monitoring tools to plan intervention blocks	Principal, Kate, Roberta	June 22, 23	August 28	
Provide training for teachers to use data in grouping and prioritizing students and identifying appropriate interventions	Principal, Kate, Roberta	August PD	August PD	
Provide coaching for effective small-group instruction, differentiation, SEI strategies and/or conferring	Kate, Roberta, TLA	Ongoing	Ongoing	
Monitor student progress on interventions with specific student cohorts, subject areas, and teachers	Principal, Kate, Roberta	Ongoing	Ongoing	
Develop specific data-based entry and exit criteria and protocols	Principal, Roberta, Sirinam, Dzioba, IT	June 22, 23	August 28	
Develop a school-wide intervention team (IT) who meets regularly throughout the year to evaluate the systems, data and make improvements as needed	Principal, AP, Roberta, Kate, and Sirinam	June 22, 23	August 28	
Create a clear data-tracking system for intervention students (i.e. Imagine learning, LLI, small group pull-out)	IT, Principal, Kate, Roberta	ongoing	ongoing	
Implement and train teachers in the use of LLI	Principal and Kate	ongoing	ongoing	

**Practice 4**

**A Safe, Respectful, and Collegial Climate for Teachers and Students:** The school establishes and maintains an orderly and respectful learning environment for students and a collegial, collaborative, and professional culture for teachers.

**Statement of alignment to priorities:** Continue to deepen and sustain a sense of community and responsibility by emphasizing respect for learning, respect for others, and respect for property through a school-wide implementation of a Positive Behavior Intervention System (PBIS), Morning Meetings to begin the day as a whole school community, morning Advisory, and Breakfast in the Classroom with peers in homerooms to optimize readiness for learning. Utilize incentives for staff reaching various goals.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Plan PBIS training, launch, and continuum for CA STAFF & Faculty	Principal, Kate, Roberta, Don	June 22	June 22	Need to confirm if/ who will take on the PBIS Management System
Execute PBIS training during August PD for CA faculty. Create level of expectation for using the system. Staff Rewards	Principal, Kate, Roberta, Don	August 22nd	August 22 <sup>nd</sup>	Identify one full day during August PD window: August 15-25
Populate the full enrollment with Student ID Launch PBIS and acclimate students to protocol, incentives, and underpinnings (Respect, Responsibility, and Resilience) Further utilize "Groups" as management tool for enrichment. Work with giving greater access to outside partners in rewarding RRR Points for their program participation.	Principal, Kate, Roberta, Don	August 2	Ongoing	
Acclimate CA faculty to morning entry and breakfast routines	Principal	August TBD	August TBD	During August PD window

**Additional Practice 5**

**Meaningful Family and Community Engagement:** The school employs intentional practices to engage families in their child’s education, solicits ideas from families to improve the school and builds positive connections with the surrounding community. Creation of the Esperanza Center for Student and Family Life. Meet with parents to invite them to visit the school one-on-one to check in with their child.

**Statement of alignment to priorities:** Sustain and expand effective programs across Chestnut Academy and initiate new programs to foster family and community engagement. The repurposing of the old-school library for the creation of the new Esperanza Center for Student and Family Life will foster our goals for Family & Community Engagement. An Esperanza Advisory Board made up of Staff, Students, Parents, (possibly recent alums) Agency partners and volunteers will help plan, support and implement these objectives. The Esperanza Center will be a hub of community involvement. The space is made up of the large 4000 square library, two small activity/meeting rooms and an office to be shared by the Director of Student Life and certain community partners committing to extensive programming. Parents will be encouraged to visit the school often to show support for their son/daughters academic and social/emotional growth. It will no longer be acceptable to only have parents visiting school when problems with their son/daughter escalates. Early intervention visits will look like a simple care visit in support of their child’s education. Parents empowered with the knowledge of program offerings will encourage participation.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Plan/Calendar Quarterly Events with 3CP Group Discuss w/ Jose Claudio re: holding 3CP meetings here Baseball Flag Football Basketball Floor Hockey	Don	May 17	Ongoing  BB Sept 21 FFB Oct 12 BB Dec. 14 FH Feb 8 <sup>th</sup>	Local and state law enforcement play with our staff and students to build trust and positive community
Individual Family Outreach Promote Back to School BBQ #1 Edgewater #2 Riverview #3 New North CC #4 Memorial Square CC #5 Y-AIM Center/Baystate.	Don, Kevin, Staff	#1 July 17 #2 July 18 #3 July 19 #4 July 24 #5 July 25	July 30 <sup>th</sup> (in case of make up days)	School on the Go Individual To canvas north end neighborhoods by student addresses to invite to BTS BBQ and introduce programs Esperanza Center
Back to School BBQ and Orientation	Principal, AP, Don, SIMS/PBIS Staff	June 15	August 24 <sup>th</sup>	PBIS/Student ID Pics Introduce Schedules, Enrichment Choices  Try to involve Esperanza
Develop the schedule for monthly community <i>School on the Go</i> * events. Determine when the neighborhood associations and CP3 Group meets. Get on the agendas and help foster participation in the neighborhood orgs. Encourage use of the Esperanza Center for meetings.  Solicit Faculty volunteers for each monthly event	Principal, Don	Thursdays 11:00 a.m. #1 Sept. 20 #2 Sept. 27 #3 Oct. 11 #4 Oct. 18 #5 Oct. 25	Continue weekly outreach meetings monthly to these identified neighborhood centers/agencies	*School on the Go brings CA staff/faculty into the community centers of the neighborhood centers of Edgewater, Riverview, Memorial Square, Brightwood.
Recruit Community Partners to Bring	Don	May 10 -	Ongoing	Create Partnership

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<p>programming to CA/Esperanza Center during Enrichment Cohort scheduling during school, after school and evenings          Invitations going out to 1) deliver programming, 2) serve on Esperanza Advisory, 3) table at BBQ Open house          Americorp          Big Brother Big Sisters          Boys &amp; Girls Club of Springfield          Connecticut Children’s Medical Center UConn          Community Music School of Spfld (SONIDO Musica)          CP3 Community Policing Partnership          Dakin Humane Society          Elm’s College Pitch Camp          Enchanted Circle Theatre          Ethical Choices Program          Florence Bank          Girls in Manufacturing          Home City Housing- Resident Engagement          How to Wear Your Crown          Thomas J. O’Connor Animal Rescue Fund          FOCUS Springfield (Community Access Television)          Gandara Center          Girls Inc.          Hamden County District Attorney Crime Prevention          Hamden County Sheriff’s Dept.          Holyoke Codes (STEM)          Jandon Center for Community Engagement          Junior Achievement of WMASS          Mass Development “Making It Real” Girls in MFG          Mass Mentoring Partnership          National Conference for Community and Justice NEPR          New North Community Center          New England Air Museum          New England Farmworkers Council (Jobs)          PBIS Rewards.com          Peerless Precision MFG <a href="#">Larry A Maier Memorial Education Fund</a>          Pioneer Valley Rowing Club          Project Coach          Reader to Reader          Regional Employment Board of HC          Rick’s Place          Senior Whole Health          Smith College Art Museum          Smith College Botanical Gardens          Smith College Conway Center (Draper Comp)          Smith College Jandon Center          Springfield College Office of Diversity          Springfield Public Library (Brightwood Branch)          Springfield School Volunteers          STCC Foundation          Performance Project/First Gen          Springfield Museums</p>		<p>August 21</p>		<p>memorandum of agreements clearing defining commitments on both CA and Agency parts</p>
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**FINAL- APPROVED BY SEZP BOARD**

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UMass Athletic Department UMass Center @ Tower Square College Matters UMass Outing Club UMass Dept. Urban Nutrition UMass Sports Properties UMass4H Tech Club United Way of Pioneer Valley Visionary Club of Greater Springfield Westfield State University Student Affairs WGBY World is Our Classroom (Cobble Mtn. Water) Wright Flight Program Y-AIM Teen Outreach YWCA of WMass				
Student SignUPs and Placement in Enrichment Electives	Don	Week of Sept. 10 <sup>th</sup>	September 20 <sup>th</sup>	All Students enrolled in enrichment programs during and after school
Advertise monthly events school-wide and within the greater community using flyers and Daily Calendar updates	Don Tracy	Ongoing	Ongoing	Clearly promote culture of community at CA
Add Community Partners to Daily Calendar List Serve	Don / Tracy	May 17	Ongoing	Starts to get entire community on the same page & pr
Match students with mentors from the community for individual mentoring/tutoring and group coaching.	Don	September 9	Ongoing	Safe Schools /Connected Kids Initiative 100% matching goal
Publish and send written and verbal communications to update families on changes, events, policies, and opportunities, including translation	Dan	Ongoing	Ongoing	