

# Chestnut Middle School, *Talented & Gifted* - 2018-19

## School Priorities

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

We will raise our academic rigor through backwards planning from challenging Learning Activities/assessments that empower students to take ownership of their learning in every lesson. This will be accomplished by teachers:

- providing rigorous Learning Activities and opportunities for students to engage in productive struggle
- creating the conditions whether independently or cooperatively, where students will explore ideas, grapple with content, construct knowledge, discuss, debate, and have agency in their learning
- conducting peer observations and learning walks to analyze (and give feedback) on instructional priorities
- replacing the math curriculum *Teach to One* with a vetted curriculum (*Illustrative Math*) where teachers can plan for, execute and receive feedback on, lessons in advance

#### Rationale:

1. We continue to strengthen the planning and execution of lessons. Teachers are planning for more student-centered lessons strategically based on the needs of students, but more work is needed in this area.
2. We found that *Teach to One*, while marketed to support individualized learning, lacks any MCAS related Constructed Response questions, opportunities for teachers to plan lessons and units in advance, nor proper (administrative) monitoring of lesson planning; as lessons are planned the day-of classes.

### Priority 2: Student-Specific Supports and Instruction to All Students (Turnaround Practice #3)

Our student achievement data highlights the urgent need to provide individualized student learning support for our full range of achievers. We will do this through:

1. creating math acceleration classes (maximum of 12-14 students) for all students where teachers write lesson plans designed for individualized students learning experiences
2. having core teachers write and execute differentiated measurable learning tasks for accelerating learners (including ELs, students with disabilities, students needing additional support and accelerated learners)
3. continuing to use MCAS-like rubrics and tasks to collect student work monthly, score and calibrate by content teams, and sharing outcomes and action steps schoolwide

#### Rationale:

1. Data from Learning Walks, Unannounced Observations and Math SGP show a continued need for individualized student support for TAG achievers at all performance levels
2. We are committed to providing *Accelerated Learning Time* for all students and destigmatizing *intervention* support by restructuring and rebranding their purpose, structure and language

### Priority 3: Leadership, Shared Responsibility, and Professional Collaboration (Turnaround Practice #1)

Giving teachers **ownership of their professional learning** is establishing a culture of Distributive Leadership in TAG. It has created a unified investment in improving our teaching practice and raising student achievement for all students. We have seen more rapid and successful implementation of instructional priorities as a result of empowering teachers to plan and lead their professional learning. We will continue to empower teachers to be central in the planning and facilitation of professional development.

- Teachers will continue to participate in peer observations and provide peer feedback
- Coaching will continue to be anchored in student data (MAP, Interim assessments, student work)
- There will be strategic teacher facilitation of PLCs; where we continually model best instructional practices

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## Rationale:

1. Research has shown (*The Mirage*, TNTP) that in order for teacher professional development to be effective, teachers must be empowered to be central in the planning and facilitation of their professional learning. As *The Mirage* report reveals, “much of this work (teacher professional development) involves creating the conditions that foster growth not finding quick-fix professional development solutions.” With much Administrative coaching and feedback, our teachers are learning with and from each other. Our professional learning is peer lead and aligned to our priorities. We will continue to strengthen this practice.

# Chestnut Middle School, *Talented & Gifted* -- 2018-19

## Educator Working Conditions

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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:

- Field trips: \$8,000

\*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 TAG 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):

- 4 days of professional development and/or staff planning days before the school year begins
- 90 minutes of PD after the school day ends, approximately every other Tuesday during the year
- 3 district mandated teacher development days (Nov 6th, Jan 11th & March 15th)

### **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 at each school will receive a duty-free lunch and regular preparatory time.

The standard workday for educators will be 7 hours and 55 minutes. For the majority of educators, required hours will be approximately 7:35am–3:30pm. Teachers are expected to arrive in time to greet and supervise students in the gymnasium at 7:35 a.m. Teachers are expected to remain in the building until 3:30 to supervise the completion of dismissal.

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Teachers will have approximately 45 minutes per day for planning. 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 professional development, collaboration activities and/or PLC meetings every day for one hour during school, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Chestnut TAG 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 1 Open House (which is also a Celebration of Learning Event) in the fall (Dates TBD)
- Participation in 1 additional Celebration of Learning late in the school year; (Dates to be chosen with input from staff.)
- Participation at least 2 of 3 family engagement events (included but not limited, SLFC, etc.) during the school year; (Dates TBD)
- Weekly phone calls/emails (3-5 minimally) to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards (dates TBD);
- Weekly entry of grades in Powerschool/Powerteacher (minimally 3 grades per week)
- Assigning and checking homework (core classes) Mondays through Thursdays;
- Attending student-related meetings, parent conferences, etc. as needed during the school day
- Working regularly with school administrators to improve one's instructional practices;
- Opportunities to plan for and facilitating professional development for peers
- Lead an Advisory group daily
- One hour of after school academic help (Monday, Wed or Thurs)

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

Returning teachers are expected to report to work on August 21, 2018. The final work day for teachers will be the last official day of school for students (date determined after snow days occur and are calculated). 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 start and end of the school year.

#### **7. 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.

#### **8. 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.

#### **9. Staff dress code.**

Staff at Chestnut TAG are asked to dress professionally for a school setting.

#### **10. Rotation of duties.**

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of Chestnut TAG. 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 Advisory periods, not exceeding 25 minutes per day;

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- Coverage of break periods, or block periods, not exceeding 60 minutes per day;
- 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.

**11. Class size.**

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

**12. 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.

**13. Parent-teacher home visit project, if applicable.**

Chestnut TAG can participate in 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. per the teacher hourly rate)

**14. Family-teacher communication.**

(see #5)

**15. Class coverage.**

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

- Coverage of Advisory periods, not exceeding 25 minutes per day;
- Substitute coverage of classes of others who are absent from school. (This is a rare occurrence as we will exhaust all support staff before having a teacher cover classes.)

**16. Practicum teacher assignment practices, if applicable.**

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 TAG  
355 Plainfield St, Springfield, MA 01104**



**Student Hours 7:40 AM - 3:20 PM**

**Teacher Hours 7:35 AM - 3:30 PM**

Aug 21-23: Teacher PD  
Aug 24: Convocation  
Aug 27: School Begins  
Aug 31: Early Release Day -  
Student Dismissal at 1pm

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 Day -  
Student Dismissal at 1pm

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 Day -  
Student Dismissal at 1pm

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 Day -  
Student Dismissal at 1pm

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 Day -  
Student Dismissal at 1pm

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 Day -  
Student Dismissal 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 11:35 -  
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\*: Last Day of School -  
Early Release for students at 11:35  
Regular Release for staff at 3:30

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

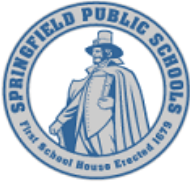
Jan 11: Schools Closed -  
Teacher Professional Day

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 at 11:35am
- Early Release for Students at 1:00pm
- No School for Students / Teacher Professional Day



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2018-2019 Staff Calendar  
Chestnut TAG  
355 Plainfield St, Springfield, MA 01104**



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**Teacher Hours 7:35 AM - 3:30 PM**

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Aug 24: Convocation  
Aug 27: School Begins  
Aug 31: Early Release Day -  
Students at 1pm; Staff at 1:10pm

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Teacher Professional Day  
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Students at 1pm; Staff at 1:10pm  
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Veterans Day  
Nov 21-23: Schools Closed -  
Thanksgiving Vacation

Nov-18				
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Regular Release for staff at 3:30pm

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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				
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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 (11:35) and Staff (11:45)
- Early Release for Students (1:00) and Staff (1:10)
- No School for Students / Staff PD Day (8:30-3:30)
- Regular Day for Students + Afternoon PD for Staff (3:30-5:00)
- Early Release for Students (11:35) / Regular Day for Staff (3:30)



SEZP 2017-18 School Planning Process

Strategic Action Plan: Chestnut TAG

<b>Practice 1</b>				
<b>Leadership, Shared Responsibility, and Professional Collaboration:</b> The school has established a community of practice through leadership and shared responsibility.				
<b>Statement of alignment to priorities:</b> Below are the action steps needed to ensure that our Teacher Leadership Team is efficient, focused on our school-wide priorities, supportive of new teachers, and that the decisions and work of the TLT are transparent to staff and influenced by the input of the greater body of teachers.				
Action Plan				
Task	Owner	Start By	Complete By	Notes
TLT engages staff in understanding the SOP and Priorities	TLT members	6-22-18	Ongoing	Teachers will unpack in June 22, PD.
Calendar all Teacher and Para PD days through outlook	Clerk	7-15-18	7-15-18	
Clarify role of TLT for all teachers and make TLT mtg notes public in <i>One-Drive</i>	Colleen/TLT	Fall	Ongoing	Designate note taker- post notes within 24 hours of each meeting
Add TLT members in the fall	Colleen/Rich	9-15-18	10-1-17	Announce candidate interest by 9-15-18
Planned monthly TLT mtgs focused on working conditions & discretionary funds (and progress updates on Strategic Action Plans .	TLT members	9-5-18	Ongoing	Schedule fall mtgs Review Strategic Action Plan at TLT mtgs
TLT will highlight TLT notes for staff in monthly teacher Extended Day	TLT members	1st Extended Day 9-4-18		Plan it as a routine of all Extended Days
TLT will engage teachers in progress of school-wide priorities in the three PD days	TLT members & Admin	Planning 9/18	(Nov, Jan and March)	Agenda TBD
Naming Teacher leader roles school-wide	Colleen	8-24-18	Ongoing	Clarify staff roles in August PD - (org ch art)
Weekly <b>TAG Times</b> staff newsletter	Principal, Advanced Teacher, Counselor	8-24-18	Ongoing	In a template, Guidance and Advanced Teacher will send doc for Principal input and finalizing
Training for new teachers	Admin, Advanced Teacher, Curr Director, Content Leads	7-1-18	Ongoing	Individualized PD will begin in the summer by Union Rep (& TLT member) and Advanced Teacher in July and will be ongoing
PLC Facilitation Agenda	Admin, Advanced Teacher, Curr Director, all teachers	8-21-18	Ongoing	Advanced Teacher, Curriculum Director & AP will plan and delegate shared teacher facilitation



<b>Practice 2</b>				
<b>Intentional Practices for Improving Instruction:</b> The school employs intentional practices for improving teacher-specific and student-responsive instruction.				
<b>Statement of alignment to priorities:</b> The following action steps ensure that we plan backwards from school-wide priorities; making them clear to teachers, providing professional learning and exemplars to move teachers toward mastering the priorities.				
Action Plan				
Task	Owner	Start By	Complete By	Notes
Analyzing data to drive instructional decisions through formalized student data meetings (MCAS, MAP and, all school-wide survey results)	Admin, Advanced Teacher, Curr Director	8-24-18	Ongoing	Consistency with grading and reporting, making MAP data actionable, reviewing samples of student work from Acceleration classes
All teachers will submit weekly lesson plans (including Core, Encore and Math/ELA Acceleration classe) for formal review	AP, Advanced Teacher, Curr Director	8-24-18	Ongoing	Lesson Plan template to include differentiation
Core teachers will submit student writing and math samples for review on a quarterly cycle. This includes math Constructed Response	Curriculum Director, Advanced Teacher, Admin and Content Leads	9-15-18	Ongoing	Establish shared digital location for data
Build/provide teachers with Professional Practice Goals	Admin	5-15-18	9-1-18	With TLT input and feedback
Professional Practice Goals Reflection Winter/Spring	Principal & Advanced Teacher	12-1-18	6-1-19	
PLCs (55 minutes) have daily themes that are fixed throughout the year (organized by content)	Admin, Advanced Teacher, Curr Director & Content Leads	8-29-18	Ongoing	Stipend Content Leads application process TBD
Use teacher-generated problem of practice to participate in scheduled peer observation through Acclaim website tool	All teachers	9-13-17	Ongoing	<b>Training to be provided on Acclaim in August PD</b>
Scheduled teacher learning walks with use of content-specific IPGs (use of concrete data points, make data/process transparent to staff)	Admin	September	Ongoing	Create tools for Learning Walks

<b>Practice 3</b>				
<b>Providing Student-Specific Instruction and Supports to All Students:</b> The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.				
<b>Statement of alignment to priorities:</b> The following action steps ensure that we are challenging and supporting all students in TAG and that teachers have the time and support to track and support student learning for all.				
<b>Action Plan</b>				
<b>Task</b>	<b>Owner</b>	<b>Start By</b>	<b>Complete By</b>	<b>Notes</b>
New teachers to attend the Standards Institute	Principal/Zone	7-1-18	7-31-18	
Develop Math/ELA Acceleration Course names in Powerschool to destigmatize Interventions	AP/Counselor	5-24-18	6-18-18	
Explicitly identify and monitor EL students in need of support	EL Coordinator Guidance	9-2018	Ongoing	Review it PLCs in September
MAP testing	ELA & Math teachers	9-2018		(Will happen in ELA and Math classes)
In Math Acceleration classes teachers will plan use formative and summative assessments to plan for individualized learning	Math Teachers	8-2018	Ongoing	
In ELA Interventions teachers will create differentiated tasks that mirror the Core class literacy skills	ELA Teachers	8-2018	6-2019	
Teachers will participate in bi-weekly lesson plan/unit plan (Core and Acceleration) critique protocols that align with measured student performance assessments	Admin, Curr Director, Content Leads Core teachers	9-3-18	Ongoing	
Learning walks will include observations of core and interventions (with teacher participation)	Curriculum Director, Content leads	9-3-18	Ongoing	Monthly
All students will have a Math Acceleration or Intervention class (with 12-14 students max)	Curriculum Director, Content leads, math team	8-2018	6-2018	Math Coordinator and Counselor will work together to schedule
ELL students will participate in ELL Academies aimed at completing performance tasks	ELL Coordinator, Assistant Principal	9-10-18	Ongoing	Schedule/plan with Rivera and Torres
All teachers will receive ongoing training on language proficiency instructional strategies to support ELLs in PLCs (with learning walks to monitor implementation)	ELL Coordinator, Assistant Principal	9-10-18	Ongoing	Schedule Rivera in fall PLCs - learning walk tools, etc.
Math Academies (*pending data from impact of 2018 February Academy results)	Assistant Principal	February vacation	February vacation	

**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:** The following are the action steps and structures needed to provide a safe and academically challenging learning environment for teachers and students, school-wide.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Advisory Expectation & Rubric	Counselor and Assistant Principal	Ongoing-Sustaining	Ongoing-Sustaining	Advisory team input
Student-led family Conferences	Counselor and Assistant Principal	Ongoing-Sustaining	Ongoing-Sustaining	Teacher input on the process
Student feedback survey	Counselor and Administration	6-22-18	August PD 2018-19	
Conferencing in Advisory	Support and monitoring: Counselor & teachers	Ongoing-Sustaining	Ongoing-Sustaining	Teachers to complete Learning Walks with feedback to peers
After Wellness programs	Athletic Director	Ongoing-Sustaining	Ongoing-Sustaining	AD will coordinate schedule with teachers
Staff Culture and team building outings (x 6)	2 Teachers	Ongoing-Sustaining	Ongoing-Sustaining	Clarke and Gillis
PBIS efforts (Aquabux)	Counselor	Ongoing-Sustaining	Ongoing-Sustaining	Set expectations in August - order supplies for school store in July

<b>Additional Practice 5</b>				
<b>Meaningful Family and Community Engagement:</b> 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.				
<b>Statement of alignment to priorities:</b> The following are actions steps we will take to ensure that we are communicating with and engaging our students' families in authentic and extensive ways.				
<b>Action Plan</b>				
<b>Task</b>	<b>Owner</b>	<b>Start By</b>	<b>Complete By</b>	<b>Notes</b>
Review of parent survey data	Counselor and Administration	6-22-18	August PD 2018-19	
Family Celebration of Learning (2 x)	Teacher led	Fall 2018	6-2019	With teacher input and planning
Parent Nights (x4)	Counselor and Administration	September 2018	6-2019	<i>Back to school BBQ, TAG in the (Forest) Park - Movie Night - Parent/Staff vs. students basketball game- End of year TBD</i>
Home Visit Program	AP and Counselor	Ongoing-Sustaining	Ongoing-Sustaining	Teachers trained will report out to and share with all teachers
Leverage Community Partnership Support	Counselor, Curriculum Director and Administration	Ongoing-Sustaining	Ongoing-Sustaining	UMASS 4-H STEAM, Americorp, ANET, Stand for Children, UMass Neuroscience, GOTR, Rover Reader
TAG Webpage	<i>Teacher of Innovation</i> and Principal	Ongoing-Sustaining	Ongoing-Sustaining	Post and select new <i>Teacher of Innovation</i>
Student produced school newspaper	English Teacher (Leveille)	Ongoing-Sustaining	Ongoing-Sustaining	Sent home to parents – also on TAG website
Leverage the Remind App	Counselor and Administration	Ongoing-Sustaining	Ongoing-Sustaining	Message to parents on website and in dialers home to families
Parent Newsletter (8X per year)	Counselor and Administration	Ongoing-Sustaining	Ongoing-Sustaining	