



**Springfield Public Schools  
2019-2020 Student Calendar  
John F. Kennedy Academy  
1385 Berkshire Avenue, Springfield, MA 01151**



**Student Hours** Monday - Thursday 7:27am-3:10pm; Friday 7:27am-2:00pm \* Midterms in January 22, 23, 24, 1pm dismissal

**Teacher Hours** Monday - Thursday 7:15am-3:10pm; Friday 7:15am-3:00pm (16 Fridays until 4:00pm)

Aug 12-23: Teacher PD  
Aug 23: Convocation  
Aug 26: School Begins

August 2019				
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

Feb 14: Early Release at 11:30am

February 2020				
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

Feb 17: Schools Closed - Presidents Day

Feb 18 - 21: Schools Closed - Mid-Winter Vacation

Sep 2: Schools Closed - Labor Day

September 2019				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Mar 13: Schools Closed - Teacher PD Day

March 2020				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 14: Schools Closed - Columbus Day

October 2019				
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	

Apr 10: Schools Closed - Good Friday

April 2020				
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	

Apr 17: Early Release at 11:30am

Apr 20: Schools Closed - Patriots Day

Apr 21 - 24: Schools Closed - Spring Vacation

Nov 5: Schools Closed - Teacher PD Day (Election Day)

November 2019				
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

Nov 11: Schools Closed - Veterans Day

Nov 27 - 29: Schools Closed - Thanksgiving Vacation

May 25: Schools Closed - Memorial Day

May 2020				
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

Dec 20: Early Release at 11:30am - Last day before holiday vacation

December 2019				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Dec 23 - 31: Schools Closed - Holiday Vacation

Jun 19\*: End of School Year - Early Release at 11:30am for Students & Staff

June 2020				
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			

Jun 22\*: School Closed - Teacher PD Day (Full Day)

Jun 23\*: Schools Closed - Teacher PD Day (Half Day)

Jan 1: Schools Closed - New Years Day

January 2020				
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

Jan 6: Schools Closed - Teacher PD Day

Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

\*Calendar includes five (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
- Half Day (11:30AM Dismissal)
- Friday Dismissal 2PM
- Mid Term Dismissal 1PM



**Springfield Public Schools  
2019-2020 Staff Calendar  
John F. Kennedy Academy  
1385 Berkshire Avenue Springfield, MA 01151**



**Student Hours** Monday - Thursday 7:27am-3:10pm; Friday 7:27am-2:00pm

**Teacher Hours** Monday - Thursday 7:15am-3:10pm; Friday 7:15am-3:00pm (16 Fridays until 4:00pm)

Aug 12- 23: Staff PD (8:30-3:30)  
Aug 23: Convocation  
Aug 26: School Begins  
Aug 30: Afternoon PD until 4:00pm

August 2019				
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

Feb 7: Afternoon PD until 4:00pm  
Feb 14: Early Release at 11:30am  
Feb 17: Schools Closed - Presidents Day  
Feb 18 - 21: Schools Closed - Mid-Winter Vacation

February 2020				
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

Sep 2: Schools Closed - Labor Day  
Sep 6: Afternoon PD until 4:00pm  
Sep 20: Afternoon PD until 4:00pm

September 2019				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Mar 13: Schools Closed - Teacher PD Day  
Mar 27: Afternoon PD until 4:00pm

March 2020				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 4: Afternoon PD until 4:00pm  
Oct 14: Schools Closed - Columbus Day  
Oct 18: Afternoon PD until 4:00pm

October 2019				
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	

Apr 3: Afternoon PD until 4:00pm  
Apr 10: Schools Closed - Good Friday  
Apr 17: Early Release at 11:30am  
Apr 20: Schools Closed - Patriots Day  
Apr 21 -24: Schools Closed - Spring Vacation

April 2020				
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	

Nov 5: Schools Closed – Teacher PD Day (Election Day)  
Nov 11: Schools Closed – Veterans Day  
Nov 15: Afternoon PD until 4:00pm  
Nov 27 - 29: Schools Closed - Thanksgiving Vacation

November 2019				
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

May 1: Afternoon PD until 4:00pm  
May 8: Afternoon PD until 4:00pm  
May 15: Afternoon PD until 4:00pm  
May 25: Schools Closed - Memorial Day

May 2020				
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

Dec 6: Afternoon PD until 4:00pm  
Dec 13: Afternoon PD until 4:00pm  
Dec 20: Early Release at 11:30am - Last day before holiday vacation  
Dec 23 - 31: Schools Closed - Holiday Vacation

December 2019				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Jun 5: Afternoon PD until 4:00pm  
Jun 19\*: End of School Year - Early Release at 11:30am  
June 22\*: School Closed - Teacher PD Day (Full Day)  
June 23\*: Schools Closed - Teacher PD Day (Half Day)

June 2020				
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			

Jan 1: Schools Closed - New Years Day  
Jan 6: Schools Closed - Teacher PD Day  
Jan 17: Afternoon PD until 4:00pm  
Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2020				
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

\*Calendar includes five (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
- Half Day (7:20AM to 11:30PM)
- Mid Term (7:20 AM to 3PM)
- Friday Regular Day (7:20AM to 3PM)
- Friday Dismissal + PD ( 7:20AM to 4PM)
- Full Day PD

**This SY'19-20 school plan has been approved by the SEZP Board.**

*SEZP 2019-20 School Planning Process*

**Educator Working Conditions: John F. Kennedy Academy**



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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 school budgets for district services, partner fees, staff salaries, and stipends.

For the 2019-20 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$3,000
- Field trips: \$2,000
- Professional Development \$3,000

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.**

J.F.Kennedy 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 are 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 10 days of professional development and/or staff planning days before the school year begins;
- Up to 3 days of professional development and planning days during the school year;
- Up to 32 hours of PD after the school day ends for students during the year ("extended day")
- Up to 1.5 days after the last day of school for students, but before the end of the term of employment.

## **4. School calendar.**

Please see the attached 2019-20 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:

- The total number of school days and hours for students. Required total hours for students are a minimum of 1330 per year.
- The 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.

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## **This SY'19-20 school plan has been approved by the SEZP Board.**

- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

### **5. Schedule for staff and students provided that all teachers will continue to receive duty-free lunch and regular student-free 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 50 minutes. For the majority of the week, the required hours will be approximately 7:20am–3:10pm Monday - Thursday. On Fridays, educators will work 7:20 am -3:00 pm on regular days and 7:20am-4:00pm on extended days. Please see the staff calendar for details on which Fridays are extended.

Teachers will have approximately 4 planning hours a week. These hours will be allocated as evenly across the school week as possible. This time can be used 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 on set times as shown on the school calendar, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at J.F.Kennedy Academy may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school.

### **6. Class coverage and substitutes.**

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

- Coverage of periods, not exceeding 64 minutes per day;
- Substitute coverage of classes of others who are absent from school. (When possible, PLC or common planning time should not be used when teachers are asked to cover class. Preference would be to hire substitute teachers)

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

J.F.Kennedy Academy will hold 1 open house and 1 school barbeque function during the 2019-20 school year.

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

Returning teachers are expected to report to work on August 12th, 2019. The final workday for teachers is June 23rd, 2020. 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.

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## **9. 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.

## **10. 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.

## **11. Staff dress code.**

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

## **12. 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 J.F.Kennedy 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 periods, not exceeding 64 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 64 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.

## **13. Class size.**

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

## **14. Bulletin boards.**

Teachers may be asked to support in 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

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posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

**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.

**The SEZP 2019-20 Roadmap Improvement Plan:  
J.F.Kennedy**

**Priority Area 1:**

We will focus on increasing student achievement across all grade levels and subjects by building consistency across all classrooms through a cohesive structure of gradual release, and ensuring that all teachers have an aligned literacy-based curriculum for English Language Arts, Social Studies, and Science and a conceptually based math curriculum. Professional development will be provided where needed to execute effective lessons.

**Rationale:**

A classroom system that is consistent and easily trainable will provide the stability and consistency needed for staff and students. Every day, classrooms will consistently focus on reading and writing. State data shows that 11% of students are meeting expectations in English Language Arts and Mathematics with an average scaled score of 475.5 for ELA and 476.7 for math

	Average Scaled Score	Student Growth Percentile	Percentile in State
Math	474	36	2
English	474	32	3
Overall	474	34	1

**Key Objectives**

- Implementation of common curriculum
- Implementation of common classroom structures
- Common school-wide instructional strategy
- Coaching through observation and structured pre-planning opportunities

**Evaluation Plan**

During the school year, the data team will monitor student and staff performance with the curriculum, classroom structures, and common instructional strategy through daily observations, and weekly learning walks. Implementation of the four objectives will also be monitored through the progress-monitoring and/or formative assessments from each department throughout the year; this data will include iReady, Writing on demand, and Unit Assessments. Administrators will use mid-year and end-of-the-year MAP and MCAS data to measure progress as well.

- \* 90% of classrooms will follow the classroom structures by November 1<sup>st</sup>, 2019
- \* Improve the outcomes of the TSV report standard 6e- Staff work on implementing similar instructional strategy
- \* Students meeting MAP growth targets will increase by 20% from the previous winter scores of ELA 45% and Math 40%

**Action Plan**

Action Step	Owner + Resources	Benchmark	Completion Date
<i>What will you need to do in order to implement the key objectives?</i>	<i>Who will be assigned to this task and what resources might be needed</i>	<i>How will you know that you are making progress along the</i>	<i>When do you expect to complete this action step?</i>

**This SY'19-20 school plan has been approved by the SEZP Board.**

	<i>to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	<i>way?</i>	
August professional development on Workshop model 101	Administration	Exit survey for understanding	August 30th and ongoing based on need
Curriculum decisions for ELA, Math, Science, and social studies	Administration and Kennedy teachers	ongoing observation of vertical team meetings and exit surveys	May 1st 2019
Math professional development for the implementation of Illustrative Math	Administration	exit surveys and observations	August and ongoing
Math coach lead continuous professional development and coaching of math teacher support	Math Coach	exit surveys and observations	August and ongoing
Support math coach by providing opportunity into a leadership program sponsored by SEZP	Math Coach	Program feedback	August and ongoing
Content based English Language Arts and Social Studies training - Lucy Calkins	Administration	exit surveys and observations	August and ongoing
Common student strategy “notice and note” used in ELA, Social Studies, and Science. Teachers provided professional development and coaching	Administration	exit surveys and observations	August and ongoing
Identify teachers who need more targeted support on workshop model structure	Administration and school coaches	Mid-September observation and tiering of staff support	Mid-September and ongoing
Train AP’s, Deans, and counselors on student management and teacher support strategies	Administration	Exit survey for understanding	August and ongoing
Protocols and systems set up for Grade level and Vertical team meetings	Administration	July Administration checklist meeting	August and ongoing
Schedule for administration support in Grade Level (GLT)and Vertical/Content(VT) Team meetings	Administration	July Administration checklist	August 1st 2019
To ensure staff cohesiveness a public calendar of GLT, VT, and Teacher Leadership Team Topics will be displayed	Administration and TLT	Ongoing feedback and observation	August and ongoing
Professional development for classroom management and techniques to allow for more efficiently run classrooms	Administration	Ongoing feedback and observation	August and ongoing

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**This SY'19-20 school plan has been approved by the SEZP Board.**

**Priority Area 2:**

John F. Kennedy Academy will improve our intervention for all students. Interventions will be diagnosed based on past MCAS data and routine internal diagnostics throughout the school year. ELL/SPED supports will be more clearly defined and aligned to core content, and teachers will be hired with a specific focus on small group intervention for reading and math fluency. SEL supports will be in place by aligning an adjustment counselor to each grade level team, adding a morning small group advisory (“crew”) each morning, a two-hour enrichment block, and additional wrap-around services.

**Rationale:**

Based on the *On the Right Path: Best Practice Guide for High-Quality Schools*, indicators 3a-3d (intervention systems, progress monitoring, use of time for intervention, and regrouping) are in the beginning stages. Individualized intervention classes were not formed until midyear. Interventions were fixed, too crowded to allow for effective monitoring, not tailored to individual needs, and teachers were not able to tailor instruction due to intervention class sizes. Social/emotional interventions (indicator 3f) is in the beginning stages but with limited SEL supports put in place in the schedule for students with such needs. Teachers were not given appropriate professional development or adequate time to implement advisory. In addition, 12d of the TSV (state visit) reports that 85% of teachers feel The current instructional schedule does meet the academic needs of all students in the school. The state subgroup percentile for English Language Learners, Special Education, and Free and Reduced Lunch is in the lowest 1<sup>st</sup> percentile in the state

**Key Objectives**

- Implement tier 2 intervention in reading and mathematics for 100% of students
- Implement tier 2 math tutoring servicing 96 students in 6-12 week cycles
- Implement tier 3 math fluency tutoring servicing 192 students
- Implement small group reading professional development for teachers servicing 80 students
- Support SEL through tier 1 crew advisories, counseling support classes, and through tier 2 push in supports with paraprofessionals and tutors; and tier 3 individual and small group counseling

**Evaluation Plan**

Implementation of the above intervention objectives will also be monitored through progress-monitoring and/or formative assessments from each department throughout the year; this data will include iReady, Writing on demand, and Unit Assessments. Administrators will use mid-year and end-of-the-year MAP and MCAS data to measure progress as well.

- \* 80% of students in intervention will show over 1 grade levels growth according to iReady benchmark data from the fall to the winter
- \* 12d of the TSV reports improves from 85% not feeling the schedule adequately services students to 70% do feel that is services students
- \* Access accountability points will increase from 0 to at least 2 on a 4 point scale

**Action Plan**

<b>Action Step</b>	<b>Owner + Resources</b>	<b>Benchmark</b>	<b>Completion Date</b>
<i>What will you need to do in order to implement the key objectives?</i>	<i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	<i>How will you know that you are making progress along the way?</i>	<i>When do you expect to complete this action step?</i>

**This SY'19-20 school plan has been approved by the SEZP Board.**

Identify and properly schedule all ELL and special education students	Administration		June 15th, 2019
Train counselors to ensure understanding of scheduling for student needs	Administration	Ongoing evaluation of student schedules	August 20th, 2019
Professional development for Reading, ELL, and special educators of LLI pedagogy and reading strategies	Administration with the support of teaching and learning alliance	Ongoing exit tickets, observations, and feedback	August and ongoing every six weeks until May 2020
Professional development of iReady -overview so teams understand the data	Dean of intervention	Vertical team meeting observations and feedback	August and ongoing throughout the year
Professional development of Imagine Learning for ELL teachers	Dean of Intervention supported by Imagine Learning providers	ELL meeting observations and feedback	August and ongoing throughout the year
Development of Math fluency laboratory	Dean of intervention supported by Duggan Math team	Ongoing exit tickets, observations, and feedback	August and ongoing throughout the year
Special education training of teachers to write goals and case manager grade level IEP's	Administration and Dean of Intervention	Ongoing observation and feedback	August and ongoing throughout the year
Provide professional development for ELL teachers with Middlebury curriculum	Dean of intervention and ELL teachers from Duggan	Ongoing observation and feedback	August and ongoing throughout the year
Expand internal social-emotional supports - hiring adjustment counselors and provide ongoing training	Administration	Ongoing observation and feedback	May 2019 and ongoing
Hire additional counselor to support encore class for students	Administration		May 2019
Train teachers on administering benchmark assessments	Administration	Exit tickets, observations, and feedback	September 1st, 2019
Assess all students in math and ELA with the use of the iReady platform	Teachers and Dean of Intervention	Internal data tracking systems	September 15th, 2019
Development and training of Response to Intervention team and school-	Administration and Dean of Intervention	Bi-Weekly meeting observations	August 19th and ongoing- bi-weekly

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**Priority Area 3:**

John F. Kennedy Academy will focus on integrating the four pillars of the Habits of Scholarship of Respect, Responsibility, Perseverance, and Quality. This focus will be integrated into core content through character learning targets and supported through our morning crew, enrichment programs, and student reset system.

**Rationale:**

Through classroom observations a need for community and a culture of learning needs to be established. Current academic scores align with the student habits observed in core content and intervention classrooms. This is also determined by the current referral rate of over 250 to 300 behavior referrals received per day. In addition, 2b of the TSV (state report) states that 78% of staff disagree or strongly disagree that  
*“Nearly all staff at my school engage in strategies and activities to promote positive relationships between leadership and staff in the school.”*

**Key Objectives**

- Establish a common school language and expectation around our Habits of Scholarship
- Provide an environment with high academic expectations that students enjoy being a part of through a robust enrichment program
- Establish a school-wide system that will support teachers and students to minimize classroom disruptions and maximize instructional time and learning

**Evaluation Plan**

Implementation of the above intervention objectives will also be monitored through progress-monitoring and/or formative assessments from each department throughout the year; this data will include iReady, Writing on demand, and Unit Assessments. Administrators will use mid-year and end-of-the-year MAP and MCAS data to measure progress as well.

- \* Students meeting MAP growth targets will increase by 20% from the previous winter scores of ELA 45% and Math 40%
- \* 2b of the survey increases from 78% not agreeing to 70% agreeing that all staff at my school engage in strategies and activities to promote positive relationships between leadership and staff in the school
- \* Daily Walk throughs will show 100% of students are in a classroom with an adult

**Action Plan**

<b>Action Step</b> <i>What will you need to do in order to implement the key objectives?</i>	<b>Owner + Resources</b> <i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	<b>Benchmark</b> <i>How will you know that you are making progress along the way?</i>	<b>Completion Date</b> <i>When do you expect to complete this action step?</i>
Training of crew for teachers	Dean of culture and Administration	Ongoing exit tickets, observations, and feedback	August 23rd, 2019
Development and alignment of crew lessons with habits of scholarship - focused on respect for the first month	Dean of culture	Ongoing exit tickets, observations, and feedback	August 23rd, 2019
Development of enrichment program	Magnet Administrator	July review	August 15, 2019

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by expanding providers			
Students will review school policy and procedures with school administration and will be explicitly taught school routines. This will be continued each with by grade level	Administration and Dean support team	Ongoing exit tickets, observations, and feedback	Week of August 26th, 2019 and ongoing
Protocol and training for reset system and student support center	Administration and Deans	Ongoing exit tickets, observations, and feedback	Week of August 12th, 2019 and ongoing
Alignment of Class Dojo to habits of scholarships	Administration and teachers	Ongoing data review of the class dojo	August and ongoing
Class Dojo rewards map that is accessible to students	Dean of culture assistant	Ongoing data review of the class dojo	August and ongoing
Weekly review of student accountability data to make necessary adjustments at a school-wide or individual level	Administration	Review of reset and referral rates	September and ongoing