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*SEZP 2018-19 School Planning Process*  
**School Priorities: Rise Academy**



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**Priority 1: Student-Specific Supports and Instruction to All Students (Turnaround Practice #3)**

**We will deliver high-quality reading and math intervention to all students.** To accomplish this, Rise will develop strategic math intervention programming for the guided math block. Rise will also optimize the use of the LLI/guided reading block. Progress will be measured by F&P (for reading) MAP growth, and MCAS (SGP).

**Rationale:**

Math and reading data, as measured by MCAS, MAP, F&P, and i-Ready, suggest that the majority of students are below grade level, many significantly (2+ years) below, and need math and reading intervention. Currently we have a schedule that allows for all students to receive targeted reading and math instruction at their instructional level. However, the current incarnation of guided math is too reliant on teachers to plan lessons, and is therefore not sustainable. The guided and independent reading program currently offered is supported by research and best practices from successful schools, but MAP and F&P data from January suggest that with the current implementation, large numbers of students are still not making growth, so execution needs to be improved.

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

**We will improve instruction for Level 1 ELL students (beginning English speakers) to increase their rapid growth to Level 2.** We will target intervention for those students whose English proficiency is so low they cannot access curriculum in inclusion settings. We will create a schedule and staffing plan that allows the Level 1 students to receive quality ELL or curricular instruction that they can access throughout the school day.

**Rationale:**

Our data, including mid-year MAP and F&P data, suggest that our Level 2 ELL population is making accelerated growth. The overall trend suggests that once students reach a certain level of English proficiency where they can benefit from instruction in an inclusion setting with accommodations (essentially reach Level 2), they are making rapid growth. However, the Level 1 students are not rapidly achieving this level of proficiency. Our previous approach has been to have Level 1 students working on skills online during content time, since they cannot access the content yet. The data suggest that this approach is not working. Therefore, a schedule needs to be built around the needs of the Level 1 students to ensure they are being instructed throughout the school day. The urgency of the Level 1 ELL needs is underscored by the fact that this population has dramatically increased at Rise this school year following Hurricane Maria. Furthermore, ELL growth as measure by the ACCESS test is a state accountability measure.

**Priority 3: Climate & Culture for Students, Families, and the Community (Turnaround Practice #4)**

**We will maintain consistency of expectations, routines, and procedures across the school.** We will continue to set high behavioral expectations for students across all grade levels. We will use a common hierarchy of consequences and common routines and procedures across all classrooms. We will spend time in PD over the summer and fall teaching these expectations, routines, and procedures to new teachers, practicing implementing them, and ensuring alignment as we start the school year. We will continue to use existing structures including culture walk-throughs, grade level meetings, Leadership Team meetings, and coaching to ensure consistency.

**Rationale:**

Focusing on consistency of expectations, routines and procedures over the last two years has created a school culture that is conducive to learning. Learning time is not lost to transitions nor to discipline. Students are able to be in class benefitting from instruction and intervention. Furthermore, common expectations across the school allow for students to be grouped by ability for intervention blocks, and all teachers can manage all students since all expectations are common. Finally, we will again be adding a new grade of students and teachers next year, so keeping this as a priority is essential.

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#### **Priority 4: Intentional Practices for Improving Instruction (Turnaround Practice #2)**

**We will improve instruction through improving our checking for understanding, data collection, and data-driven instruction.** We will focus on these skills in professional development, content team work, and coaching. We will consequently improve our instruction throughout core classes as well as in guided reading and guided math.

#### **Rationale:**

Our mid-year MAP and F&P data, as well as our SGP data from last school year, suggest that some students are making accelerated growth, but that in each subject there are students we are missing. We believe we can get more students to grow by helping teachers to have a constant read on student mastery and ability to respond to data within class, after class, and over time.

## SEZP 2018-19 School Planning Process

# Educator Working Conditions (School Operational Plan) Rise Academy



**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:

- Grade level field trips and incentives: \$15,000 (\$5,000 per grade level)

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.

Rise 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 15 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 3 hours of PD and meetings per week after the school day ends for students during the year ("extended day" – this is included in the regular teacher work day of 7:15-4:45)
- Up to 1 day after the last day of school for students, but before the end of the term of employment.

## 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 9 hours and 30 minutes. For the majority of educators, required hours will be approximately 7:15 a.m. – 4:45 p.m. Teachers will participate in professional learning activities as follows: two half-hour content team meetings on Monday and Wednesday afternoons, one half-hour guided math or guided reading meeting on Thursday afternoon, one hour of professional development on Friday afternoon, and one hour of grade level meeting on Friday afternoon. Staff members will be expected to attend all PD, and the relevant grade level and content team meetings

for their position, unless otherwise directed by the principal.

Teachers will have at least five planning 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.

In addition to traditional responsibilities and those duties listed above, all staff at Rise 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:

- Staffing intervention blocks, including ELL Level 1, guided reading, independent reading, or guided math (to be included in the regular school day, and not replacing guaranteed prep and lunch time);
- Participation in one family event per month;
- Phone calls to families about students' work and behavior;
- Preparation of student paychecks, progress reports, and report cards;
- Weekly coaching meetings in order to improve instruction;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as an advisor to a small cohort of students.

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

Rise will hold 3 parent-teacher report card conferences during the 2018-19 school year. Teachers will be expected to schedule a number of individual conferences, but will be given time within their regular school day in which to meet with parents.

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

Returning teachers are expected to report to work on August 6, 2018. The final work day for teachers is June 20, 2019 (one day after the final day for students). 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.

#### **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 Rise are asked to dress professionally for a school setting, Monday-Thursday. This includes a shirt and tie for men and the equivalent for women, with no jeans, shorts, flip flops or other excessively casual clothing. On Fridays teachers can participate in College Shirt day by wearing a college or school shirt, jeans, and sneakers.

#### **11. 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 Rise. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular

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basis. These duties may include, but are not limited to:

- Coverage of homeroom periods, focus (silent homework time), arrival, and dismissal, not exceeding 90 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 60 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;
- Hallway coverage.

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.**

Rise 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. Home visits.**

Rise may require staff to conduct family home visits throughout the school year. These will be scheduled during normal working hours for teachers.

#### **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. All Rise teachers will be expected to provide a phone number or the equivalent to be reached by students for homework help after school or to be reached by parents with questions after school hours. Teachers will receive a monthly cell phone stipend as compensation for this expectation.

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

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 rotated basis, including:

- Coverage of homeroom and focus, not exceeding 60 minutes per day;
- Substitute coverage of classes of others who are absent from school.

#### **17. 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  
Rise Academy  
1170 Carew St. Springfield, MA 01104**



**Student Hours** 7:35 AM - 4:05 PM (Monday - Thursday); 7:35 AM - 1:35 PM (Friday)

**Teacher Hours** 7:15 AM - 4:45 PM (Monday - Friday)

Aug 6-23: Teacher PD  
Aug 24: Convocation  
Aug 27: School Begins

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 11: Early Release at 1:35pm - Report Card Conferences

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 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 11: Early Release at 1:35pm - Report Card Conferences

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 12: Schools Closed - Veterans Day

Nov 20: Early Release at 1:35pm - Report Card Conferences

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 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
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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 - Early Release at 11:35am - End of school year

Jun 20: Schools Closed - Teacher Professional Day

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 at 1:35pm - Report Card Conference
- No School For Students - Teacher Professional Day



**Springfield Public Schools**  
**2018-2019 Staff Calendar**  
**Rise Academy**  
**1170 Carew St. Springfield, MA 01104**



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Jun 19 - Early Release at 11:35am - End of school year

Jun 20: Schools Closed - Teacher Professional Day

Jun-19				
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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 (11:35) and Staff (11:45)
- Early Release at 1:35pm - Report Card Conference
- No School For Students - Staff PD Day (9:00-4:00)

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



**Practice 1**

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

**Statement of alignment to priorities:** In 2018-2019, Rise Academy will add our 8th grade class to become a fully grown middle school. As we add another grade of teachers and staff, distributive leadership will become more critical to maintaining the quality school culture, classes, and interventions we established in year 2. In the School Quality Review, distributive leadership was identified as an important growth area for year 3. One major priority to drive instructional improvement will be the formation of an Instructional Leadership Team.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
In summer PD, introduce school priorities and rationale to all staff	Principal	8/6/18	8/24/18	
Set school goals	Principal	TBD		Within 2 weeks of receiving SY18 MCAS results this will be completed
Ensure all teachers have individual student learning goals aligned to school goals	ILT	TBD		In PD immediately following the setting of school goals
Develop/adapt a rubric for instructional excellence for Rise Academy	AP	7/1/18	8/6/18	
Convene an Instructional Leadership Team (ILT) comprised of Principal, AP, curriculum specialists, and special ed coordinators with a regular meeting time and norms	Principal	8/6/18	8/24/18	
Develop a protocol for walkthroughs aligned to rubric for instructional excellence	ILT	8/24/18	8/24/18	



**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:** One of our school priorities for 2018-19 is to improve our instruction through checking for understanding, data collection, and data-driven instruction. Looking at our mid-year results, we identified that in every classroom certain students were not making the necessary growth. We began working with teachers to strategically check for understanding and collect data on mastery at the end of each lesson to ensure that no students were being missed. We will continue that work next year as we add a new cohort of teachers.

Additionally, the School Quality Review identified rigor as an area for growth in year 3. To improve the rigor of our instructional tasks and practices, we first need to define excellent instruction, including rigor, for the school. We will then systematically assess rigor through observations and walkthroughs, and use that information to drive our professional development.

**Action Plan**

<b>Task</b>	<b>Owner</b>	<b>Start By</b>	<b>Complete By</b>	<b>Notes</b>
PD on data-driven instruction and checking for understanding over the summer	Principal	8/6/18	8/24/18	
PD on shared understanding of ELA and math standards	ILT	8/6/18	8/24/18	
Develop protocols for content team meetings	ILT	8/6/18	8/24/18	
Create an assessment calendar	Principal	8/24/18	9/30/18	
Computer literacy plan	LT	8/24/18	9/30/18	
Summer and fall PD on shared understanding of rigor and rigorous practices including student discussion, strategic scaffolding for only those who need it	Principal/AP	8/24/18	12/14/18	

**Practice 3**

**Providing Student-Specific Supports and Instruction 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:** With most students entering the 2018-19 school year behind grade level, reading and math intervention will continue to be major areas of focus for Rise Academy. Delivering high quality reading and math intervention to all students is one of our school priorities for the year. A second school priority is to improve instruction for Level 1 ELL students to increase their rapid growth to Level 2. Results from this year have shown that our ELL students who are proficient enough to be included in SEI classrooms make strong growth, but our beginning English speakers aren't yet rapidly progressing to that level of proficiency. This group will be an area of focus in year 3.

**Action Plan**

<b>Task</b>	<b>Owner</b>	<b>Start By</b>	<b>Complete By</b>	<b>Notes</b>
Level 1 ELL curriculum summer planning	AP and ELL teachers	6/21/18	8/3/18	
F&P initial data (June)	Principal	6/4/18	6/21/18	Principal will supervise and train, all teachers involved in testing
F&P initial data (summer and September)	Principal	7/9/18	9/28/18	
F&P midyear (January)	Principal	1/2/19	1/31/19	
Develop and administer math fluency assessments	AP/ Curriculum chair	6/4/18	9/28/18	AP and curriculum chair develop assessments and all guided math teachers administer. Current students assessed in June; incoming students assessed in summer and September.
Math reassessment and regrouping plan and execute	Curriculum chair	6/21/18	8/24/18	
PD on guided reading best practices including running records	AP	8/6/18	9/28/18	
Define model for inclusion support and teach in PD	Principal and Special Education team	6/4/18	8/24/18	
Add reading/math levels to report card conferences	ILT	10/15/18	11/16/18	
Order LLI books	Ops Director	now	5/4/18	
Create ELL assessments aligned to ACCESS test, administer to level 1 students	AP and ELL teachers	6/21/18	9/28/18	
Intentional HR groupings	Principal	7/9/18	9/28/18	Initial lists based on IEPs, ELL levels, spring MAP - will need fall MAP for new students to complete lists
Set meeting time for gen ed/special ed/ELL teachers	Principal	8/6/18	8/24/18	

**Practice 4**

**Climate and culture for students, families and the community:** The school establishes and maintains an orderly and respectful learning environment for students and a collegial, collaborative, and professional culture for teachers. Additionally, 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.

**Statement of alignment to priorities:** We made great progress in year 2 on creating a safe, orderly school culture and maintaining consistent expectations across the school. This will continue to be a priority in year 3 as we add a new cohort of students and teachers. The School Quality Review identified family engagement as an area of growth for year 3, and we have added some specific initiatives to increase our family engagement. Finally, an area of concern in the school climate and culture has been our SEBS (social-emotional behavioral support) program, which has often felt completely separate from the rest of the school. We will redesign our approach to SEBS in year 3 to make the model more inclusive and to ensure that our SEBS students benefit from the practices across the school.

**Action Plan**

<b>Task</b>	<b>Owner</b>	<b>Start By</b>	<b>Complete By</b>	<b>Notes</b>
Create new individualized behavior plans and schedules for SEBS students	Principal, Special ed coordinator, SEBS coordinator	6/21/18	9/28/18	
Hire behavior interventionist	Principal	6/21/18	6/21/18	DONE
Create break plans and break space	Behavior interventionist	8/6/18	8/24/18	
HW club	LT	7/9/18	8/24/18	
Teacher handbook of procedures	LT	7/9/18	8/6/18	
Student/parent handbook	LT	7/9/18	8/6/18	
Culture walkthroughs	Dean of culture	8/27/18	11/2/18	Each teacher should receive one per quarter so this deadline is for completing one round
PD on internal bias and empathy during the summer	Principal	8/6/18	8/24/18	
Create and execute family engagement calendar	Culture team	6/21/18	8/24/18	
Create and implement family incentive program	Culture team	6/21/18	8/24/18	
Invite parents to awards ceremonies and other school culture events	All staff	8/27/18	end of school year	