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SEZP 2018-19 School Planning Process

School Priorities: Springfield Honors Academy



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

**We will build an instructional vision which will focus on two academic centered goals : Inquiry in the classroom and Student Ownership.** To accomplish this, the academy will:

-Send the principal and assistant principal to participate in Harvard Graduate School of Education's Art of Leadership course, providing the time and necessary workspace for these school leaders to name and better shape the academy's instructional vision.

-Participate in the Standards Summer Institute in San Diego, CA in July 2018 to ensure connectivity between a strong standards-based curriculum and the importance of framing and carrying out the best possible delivery of that curriculum. Additional staff will attend the winter session in 2019 to reinforce the approach as well as build continuity and a collective understanding of its role in SEZP schools.

-Participate in HGSE's Project Zero program; taking part in two of their fall semester offerings of professional development: *Thinking and Learning in the Maker-Centered Classroom* and *Visible Thinking : Building Understanding through Critical and Creative Thinking*. Our staff will form two teams, allowing each to inform and support the other in utilizing their learnings to strengthen the level of high quality classroom instruction that should be consistent with a high performing honors academy and our instructional vision. In the spring semester, staff will take part in a feedback system, consisting of administration, SEZP support staff and teacher peers. The system will be one our staff can value, and which will lay the foundation needed to meet our established goals and vision with fidelity.

-Use IPG indicators to assist staff in creating their Student Learning and Professional Practice goals, aligned with our instructional vision and Standards Institute.

**Rationale:**

Our school, in its founding year, established only overarching, general goals connected more to culture lift rather than goals specific to the process of instructional lift. Though a focus on culture was most-fitting for a starting year, and we met mostly with solid success in this area (as attested to in our QSR), there is a certain and urgent need for us to move forward now with increasing, with greater consistency, the rigor and effectiveness of our classroom instruction.

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

**We will establish a tighter network of supports to assist students in meeting the academy's goal of an average GPA of 3.5 for all, and the maintenance of a grade of 75 or higher across all content areas.** To accomplish this, the academy will look to creating a workshop system which will exist as an intervention/acceleration block. Workshops will be created by staff to support both need and interest. Data points, such as those taken from PSATs, SAT 10s, MAP, and student assessments will help identify the areas needed and determine the length of the workshops, as well. We will also continue to grow our ANCHORS program to support the much needed SEL component for our urban honors students.

**Rationale:**

**FINAL- APPROVED BY SEZP BOARD**

As we are a budding institution, we are still gathering the substantial data needed to support our decision-making. Results of our quality school review, however, indicate that our students need more intentional interventions to support their growth. While our early MAP and PSAT results show promise for our overall growth, our current adjusted GPA average for all students is a 3.34. Developing a system beyond teacher-student one on one tutoring sessions, we will be more deliberate in meeting the needs of our population.

We have had an overwhelming number of students report depression and stress as reasons for being unable to meet with personal academic success. We created an ANCHORS (SEL) program which consists of students who applied and were selected as peer mentors within our student body. We have commenced with training, but we need to find additional ways to support/train these students in this instrumental work. Three summer training sessions have been proposed, in addition to pairing with the Assabet district in the fall (who run a similar program).



## SEZP 2018-19 School Planning Process

# Educator Working Conditions (School Operational Plan) Springfield Honors 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 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: \$15,000
- Tutors: \$2,000
- Field trips: \$5,000
- Bus transportation: \$7,500
- Admissions: \$3,500
- School Gear: \$1,500

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.

Springfield Honors 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. As the academy grows, AP programming and college partnerships will elevate its curriculum design.

**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 9 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 4 hours (prior to the start of day) and 3.5 hours (following student dismissal) of PD (monthly); and
- Up to 2 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 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 1200 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**

**FINAL- APPROVED BY SEZP BOARD**

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

The standard workday for educators will be 8 hours. For the majority of educators, required hours will be approximately 7am–3pm, with the exception of one day a week of extra help until 3:30pm. On Fridays, staff may leave following student dismissal (by 2:20pm).

Teachers will have approximately 5 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.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings on the first and third Tuesday of the month until 4pm, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Springfield Honors 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/Support of family events during the school year;
- Phone calls to families about the academic progress of students;
- Preparation of individual student progress reports and report cards;
- Working regularly with school administrators to improve one's instructional practices;
- Provide intentional academic support for any student with an average of 75 or lower; and
- 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.

Springfield Honors Academy will hold 2 parent-teacher conferences during the 2018-19 school year.

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

Returning teachers are expected to report to work on August 13, 2018. The final work day for teachers is June 21, 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 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 Springfield Honors Academy are asked to dress professionally for a school setting. Excessively casual clothing such as jeans, revealing clothing, beach wear, and flip flops is not permitted. However, jeans (without rips) may be worn on Fridays only or in the event of a dress down day for students.

### **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 Springfield Honors 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 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;
- Coverage of afterschool activities, not exceeding 80 minutes per week.

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.**

Springfield Honors 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, if applicable.**

Springfield Honors 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 are 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 teachers' duty-free lunch. To the extent possible, class coverage will be assigned equitably and on a rotated basis.

### **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  
Springfield Honors Academy  
415 State St, Springfield, MA 01105**



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

**Teacher Hours: 7:00 AM - 3:00 PM (Monday-Thursday); 7:00 AM - 2:20 PM (Friday)**

Aug 13-22: 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 18: Schools Closed - Presidents Day

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	

Feb 19-22: Schools closed for Mid-Winter Vacation

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		

Oct 10: Early Release at 11:05am

Apr 15: Schools Closed - Patriots Day

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			

Apr 16-19: Schools Closed for Spring Vacation

Nov 6: Schools Closed - Teacher Professional Day (Election Day)

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

Nov 12: Schools Closed - Veterans Day

Nov 21-23: Schools Closed - Thanksgiving Vacation

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 - Last day before 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				

Dec 24-31: Schools Closed for holiday vacation

Jun 19\*: End of school year - Early Release at 11:05am

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

Jun 20-21\*: Schools Closed - Teacher Professional Days

Jan 1: Schools Closed - New Years 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	

Jan 11: Schools Closed - Teacher Professional Day

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

\*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 11:05am
- No School for Students / Teacher Professional Day



**Springfield Public Schools  
2018-2019 Staff Calendar  
Springfield Honors Academy  
415 State St, Springfield, MA 01105**



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

**Teacher Hours: 7:00 AM - 3:00 PM (Monday-Thursday); 7:00 AM - 2:20 PM (Friday)**

Aug 13-22: Teacher PD  
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1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Oct 10: Early Release at 11:05am - Staff PD until 4:00pm

Apr 16-19: Schools Closed for Spring Vacation

Nov 6: Schools Closed - Teacher Professional Day (Election Day)

Nov-18				
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 27: Schools Closed - Memorial Day

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31				

Jun 19\*: End of school year - Early Release at 11:05am; Staff PD until 4:00pm

Jun-19				
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Jun 20-21\*: Schools Closed - Teacher Professional Days

Jan 1: Schools Closed - New Years Day

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\*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 (11:05) and Staff (11:15)
- Regular Day for Students / Friday Sched for Staff (2:20)
- No School for Students / Staff PD Day (7:30am-3:30pm)
- Regular Day for Students + Afternoon Staff PD until 4:00
- Early Release For Students (11:05) / Staff PD until 4:00

**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:** The election and incorporation of a TLT in our school plan acknowledges, and gives power to, the philosophy we have here at SHA that teachers are the central force of our system and should be given as much voice as possible in order to facilitate, support, and be successful within our mission and vision. Working together to better construct an instructional vision which aligns with our academy’s mission, we will use said vision as a “north star” for curriculum development, teacher feedback, and accountability structures for educators and students.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Creating election system for teacher leadership team for school-wide representation	Admin	Sept 2018	Oct 2018	staff expresses interest/election takes place/TLT chosen
TLT meeting schedule created for AY18-19	TLT and Admin	Oct 2018	Oct 2018	Calendar posted for staff
Establish TLT roles / Selection process	TLT and Admin	Oct 2018	Oct 2018	
TLT Meeting Notes made public for transparency	TLT	ongoing	ongoing	
Administration shares data points on which school-wide goals were established	Admin	Oct 2018	Oct 2018	School priorities will be set prior to election of TLT members. This task is the opportunity to communicate school-wide goals/priorities.
School-wide flowchart of roles and responsibilities for SHA created/shared and communication structures established	Admin	Sept 2018	Sept 2018	Teacher Leader positions are in place to support quality curriculum and culture. Communication structures presented in flowchart to foster staff input and keep vision clear.
Use of early August PD days to establish vision for instructional consistencies, school-wide	Admin	Aug 2018	ongoing	Inspired by our school-wide goals (driven by data), instructional non-negotiables will be established



**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:** Aligning our instructional vision with our actual classroom instructional practices will require the development of an effective feedback system. Prioritizing a coaching system, supported primarily by the IPG indicators, will allow administration, SEZP support personnel, and teacher colleagues to arrive at a consistent, clear and constructive pathway towards a higher quality of classroom instruction. Common language will be necessary in order to construct and remain loyal to the accountability measures put in place.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Utilize findings from Standards Institute to support curriculum writing work - advancing Eng & Math curriculums specifically for AY2018-19 - in order to increase level of rigor in classrooms. Lesson plan templates will be modified to directly inform curriculum (and vice versa). Develop curriculum feedback tools to ensure proper calibration and alignment.	Curriculum Teacher Leader, Adv Math Curriculum Leader, Content Area Teachers, and Admin	July 2018	June 2019	*Working with EngageNY (HS) to inspire Math curriculum *Lesson plan modifications: -rigorous tasks -high quality texts -student ownership (formative/summative assessments)
Provide time for content collaboration within the master schedule	Admin	May 2018	Aug 2018	Intentionally schedule collaboration time
Create system for communicating content collaboration meeting outcomes with admin; with respect to the main tenets of the Harvard work and curriculum mapping	Admin & Content Teachers	Aug 2018	June 2019	Guidelines provided to support collaboration efforts
Develop an instructional feedback system which effectively monitors cognitive lift deliverables using peer observation, SEZP support, and principal/asst principal presence	Admin & TLT & SEZP	Aug 2018	Ongoing	Coaching system, using IPG indicators
Use placement tests to build master schedule to meet student needs	Admin	May 2018	Aug 2018	Use to support the scheduling of interventions as well
Create PD Scope and Sequence as well as monthly outlines for Morning Meeting	Admin and TLT	Aug 2018	Ongoing	PD S&S and MM topics support school instructional priorities and TLT feedback
Create walk-through/observation calendar and better utilize SEEDS/IPG systems to support educators' with effective feedback and identified next steps	Admin	Ongoing	Ongoing	Observation calendar cycles are built with consideration of the formative assessment calendar
Provide opportunity for more rigorous course offerings with all sophomores taking AP US History as Sophomores	Admin	August 2018	May 2019	Apply for AP Capstone for SY2019

**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:** Student needs concerning necessary interventions and/or accelerations, based on student data and interest, will be met within a multi-tiered system of support created uniquely for the academy, named Griffin Block. Overseen by the Assistant Principal, Special Education teacher, and class advisors, the system will not only include a process for identifying and creating necessary workshops designed to meet student needs during Griffin Block, but will further include a tracking system allowing us to make sense of student outcomes in targeted areas. A planning template for staff will be developed to match the specific research-based curriculum tools needed to make this intervention/acceleration time successful.

Action Plan				
Task	Owner	Start By	Complete By	Notes
ANCHORS (SEL programming) Provide summer training for current Anchor students to strengthen program	Admin, School Counselor	July 2018	Aug 2018	Develop student support in the following three focus areas: -Time Management -Attitude & Approach to Academics -Self Care
Provide professional development to analyze data in order to appropriately identify initial workshops for student acceleration/extension and creation of intervention team	Admin, Special Ed teacher & SEZP support	Aug 2018	Ongoing	2017-2018 school data will supply starting point
Build a master schedule which intentionally supports tiered acceleration workshop (Griffin block)	Admin/Staff	Aug 2018	Aug 2018	Data (MAP, PSAT, LASW), teacher voice and student feedback dictates the weekly workshop offerings
Create system to formally identify student workshop participation and arrive at essential benchmarks for growth and/or extension	Intervention Team	Aug 2018	Ongoing	System would then dictate effective use of "Griffin block"
Create Data Meetings around assessments (MAP, PSAT, Unit Assessments, Admissions Assessment)	Admin & Data & Testing Lead	Aug 2018	Ongoing	
Construct meaningful opportunities to reflect on data with student body and make data visible	Admin, Student Body, and Full Staff	Aug 2018	Ongoing	

**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:** The significance of building/sustaining a strong school culture can not be diminished when an academy is looking to grow tremendously in the area of instruction. Aligning culture lift with instructional lift is the very balance we are seeking for the 2018-2019 academic year.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Utilize HGSE/Project Zero programs to support school-wide vision for consistent, high-impact culture and curriculum	Admin & Full Staff (led by Curriculum Lead and Climate & Culture Lead)	Sept 2018	Dec 2018	Will exist as primary PD focus for Semester One
Create peer mentoring/coaching system, using evaluative feedback from HGSE/Project Zero work, to further learnings from Semester One’s PD	Admin & Full Staff	Jan 2019	May 2019	Will exist as primary PD focus for Semester Two
Develop an “academic guide” to frame expectations for the school community in order to elevate classroom instruction and enhance student work habits	Admin & TLT	Admin - June 2018 TLT - Sept 2018		Arrive at a system that explicitly supports a culture of learning (staff, students, families)
Executing parent events focused on academic improvement and cultural understanding	Admin & Culture/ Climate and Service Learning Teacher Leaders & Student Council	August 2018	June 2019	Saturday Seminars (Quarterly) (i.e. Supporting Your Honors Student; Culture Interview Series)
Planning student-centered, interactive family and community events, connected to mission	Admin & Culture/ Climate and Service Learning Teacher Leaders & Student Council	August 2018	June 2019	Student Led conference and Service Learning Family Project
Establish a liaison role to better facilitate home-school relationship and communications	Admin & Student Life Coordinator	August 2018	June 2019	Expand SLC role to include liaison role
Maintain/strengthen the merit/demerit system to secure transformational culture rating	Admin & Staff	Ongoing	Ongoing	Celebratory events to recognize staff and student Develop forms to successfully communicate discipline infractions to students and families