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SEZP 2018-19 School Planning Process

School Priorities: UP Academy Kennedy



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

Up Academy Kennedy will focus on increasing student achievement in literacy, math, history, and science at all grade levels. We will build a schedule which allows for all students to have access to the four core subject areas daily. Instead of two 50 minute periods, students will have one 80 minute block. This will allow teachers to teach for understanding and include opportunities for student choice in learning and assessment. Student achievement will increase by improving instruction in the following way: increasing time on task for learning, allowing for rigorous student thinking, focusing on enduring understanding, using a constructivist approach through projects/products, and allowing for student choice in task completion and assessment. To accomplish this, the school will develop comprehensive PD, coaching, and planning time agendas focused on Understanding By Design, Universal Design for Learning and Differentiation. As a result, students will have more opportunities to actively persevere through challenging tasks, think critically and understand what they are learning in the context of a bigger picture. Progress will be measured by formative and summative assessment means.

**Rationale:**

Our assessments (Benchmarks, MCAS, MAP, Content Units, *Reading*, DreamBox) show students struggling to reason or explain their thinking or to apply their thinking to new situations/contexts. By focusing on increasing student understanding, critical thinking, and differentiating so students can access the learning materials, we are aiming to increase student ability to apply learning to new and unfamiliar situations.

Classroom observation data shows teachers regularly doing the bulk of the thinking and talking in classrooms. Instructional Team classroom observations and data collection have shown the bulk of teacher actions are directed at keeping students on task while providing learning materials often over many of the student's instructional level. Planning blocks are spent understanding what is meant to be taught, but not understanding the design and intention of the lessons in such a way that differentiation can be used to adjust to individual student's needs.

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

We will increase non-academic and academic supports for all students, but particularly for those who consistently struggle to find success as evidenced through referral rates, suspensions, academic progress and student/parent/staff survey feedback. To accomplish this, the school will take a four-fold approach to capacity building in this area of student supports, especially around non-academic supports:

(1) build the capacity of staff to develop data-driven, non-academic and academic supports for all students, but particularly our highest need students through extended training/PD including de-escalation and trauma-informed practices.

(2) expand tier 2 and 3 social-emotional supports to students by increasing staffing and/or partnerships to better meet the needs of all students with social-emotional needs not being met through Advisory.

(3) increase the use of restorative practices as a response to off-culture student behaviors while identifying alternative-to-suspension consequences.

(4) more systematically and proactively teach tier 1 social-emotional skills through Advisory by adopting or designing a school-wide social-emotional program.

Progress will be measured by a decrease in the number of repeat referrals and suspensions for targeted students and a decrease of physical/verbal altercations and verified bullying incidents school-wide.

**Rationale:**

Our suspension data currently suggests that our suspension rates will remain similar to those of the 16-17 school year. While SEL and restorative practices were discussed, they did not go into effect early enough to see significant improvements. It is common to see many students earning 3-7 referrals in a day. Lunch detention and restorative lunch have offered a consequence to reduce out of class time, but have not reduced referrals in any significant way. By focusing more proactively on social-emotional needs through a stronger programmatic approach and by reacting more systematically with a stronger SST and with alternative consequences for a targeted group of students in need, we can better address the needs of all, but specifically, our most struggling students.

## Educator Working Conditions (School Operational Plan) UP Academy Kennedy



**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:

- \$1,000 for enrichment providers
- \$1,000 for school supplies

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.

UP Academy Kennedy will use a curriculum framework aligned with the state Common Core standards. Teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building.

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

All staff members are expected to participate in Professional Development and Collaboration activities and staff meetings on Friday afternoons, unless otherwise directed by the Principal or Director of Operations. This does not include individualized professional development or coaching of teachers. The school leadership team will work in good faith to appropriately balance the use of time after school, throughout the week and on Fridays, to meet the needs of the school. Such uses may include, but are not limited to: whole school meetings and sessions, differentiated sessions, team or committee meetings, family meetings, after school activities and preparatory time. The use of this time will be a regular topic of discussion with the Teacher Leadership Team.

In addition to time after school, teachers may be required to participate in full day professional development activities throughout the school year, and before or after the school year ends. Specifically:

- Up to 20 days of professional development and/or planning time before the school year begins, each up to eight hours in length:
  - 20 days for teachers new to the school, and those identified by the principal as needing additional support
  - 16 days for teachers receiving leadership stipends
  - 15 days for returning teachers
- Up to 7 days of professional development and planning time after the school year begins, each up to eight hours in length; and
- Up to 2 days following the last day of school for students.

If possible, at least one week's notice will be given to teachers before any required professional development activities.

### 4. School calendar.

The final 2018-19 calendar will be shared in the spring of 2018. Any change to the school year calendar is subject to the Superintendent's approval. If possible, at least one month's notice will be given to teachers before any change to the school calendar. The school calendar will include:

- Up to 180 school days for students; and
- Up to 208 days for teachers, including school days and professional development and planning days.
- 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**

Except as noted below, the standard workday for teachers during a school day will be nine hours. For the majority of teachers, required hours will approximate 7:20am–4:20pm. While some individuals may be asked to work a different schedule to accommodate school programming, required hours will almost never exceed 45 hours per week. The only times during which working hours will exceed 45 hours a week are those weeks during which family-teacher conferences will occur.

The schedule for the 2018-19 school year will be posted and available to teachers. This schedule is subject to change prior to and during the school year.

The schedule will include regular preparatory time for all teachers every day and a 30-minute duty-free lunch for all employees every day. School leadership will protect preparatory time whenever possible, although employees may occasionally be asked to perform some duties during this time, particularly for absent colleagues.

Except in rare circumstances, teachers will be expected to teach no more than 1300 minutes per week.

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

UP Academy Kennedy will hold 4 family conferences during the 2018-19 school year. These are tentatively scheduled and may be subject to change.

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

Teachers are expected to report back to work for the 2018-19 school year according to the following criteria:

- July 30, 2018: All newly hired employees and all employees identified for additional support by Principal
- August 3, 2018: All teachers receiving a leadership stipend
- August 6, 2018: All other employees

Employees will be notified of their report-back date no later than May 18, 2018.

The final workday for employees will be on or around June 26, 2019, pending final approval of the 2018-19 school calendar and assuming five inclement weather days. If possible, at least one month's notice will be given to employees 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 central office, 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 UP Academy Kennedy are asked to dress professionally for a school setting. Please see your employee handbook for more details.

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## 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 UP Academy Kennedy. These duties may include, but are not limited to, the following:

- Student arrival and dismissal,
- Homeroom, student lunch, break/recess, and/or intervention block,
- Advisory, restorative lunch, and student check-ins.
- Substitute coverage of classes and duties of others who are absent from school.

## 12. Class size and Caseload.

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

Except in rare circumstances, UP Academy Kennedy endeavors to maintain the following class sizes and caseloads once rosters stabilize around October 1st. Note that class sizes are based on SPS enrollment patterns and are not fully in UP Academy's control.

- **Core Subjects, Grades 6-8:** Class size not to exceed 35 students.
- **Encore Subjects (art, music, physical education, theater, etc.):** Class size not to exceed 35 students, due to inclusion of students typically educated in substantially separate settings.
- **English as a Second Language:** Caseload of English Language Learners (ELLs) and Former English Language Learners (FELLs) will vary by student need and by school program, but UP Academy Kennedy will attempt to limit the number of ELLs at English Language Development (ELD) levels 1 and 2 in an ESL teacher's caseload and to balance caseloads across ESL teachers as appropriate. ESL-certified general educators may case manage ELLs at ELD levels 4 and 5; ESL-certified Special Education teachers may case manage ELLs with disabilities on their caseload regardless of their ELD levels.
- **Special Education – Inclusion:** UP Academy Kennedy will attempt to balance caseloads across all special education inclusion teachers.
- **Special Education – Substantially Separate and SEBS:** UP Academy Kennedy will meet state staffing requirements, with appropriate co-teaching or paraprofessional support.
- **Related Services Providers (1.0 FTE)** (school psychologist, social worker, speech and language pathologist, etc.): Caseload not to exceed 45 students receiving services at any one time.

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

## 14. Professional Responsibilities including Family-Teacher Communication and Class Coverage.

In addition to traditional responsibilities, all UP Academy Kennedy staff members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of UP Academy Kennedy. These activities may include, but are not limited to the following:

- Participation in two family orientations sessions prior to the first day of school;
- Participation in three family conference sessions, including up to six evening sessions, during the school year;
- Phone contact with families about students' academic progress, behavior, and attendance;
- Preparation of individual student weekly reports, Progress Reports, and Report Cards;
- Leading student extracurricular activities;
- Participation in staff recruitment and selection processes;
- Setting up and maintaining classroom/office spaces, bulletin boards, work walls, and other building-wide projects;
- Leading enrichment programming;
- Working regularly with school administrators to improve one's instructional practices;
- Checking homework and inputting student data on a daily basis;
- Attendance at student-related meetings;
- Serving as an advisor to a small cohort of students; and
- Support of the school's student recruitment, outreach, and enrollment activities.

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## **15. Performance Evaluation.**

UP Academy Kennedy can choose and submit to the SEZP Board any evaluation system that is compliant with state law.

UP Academy Kennedy aims to provide ongoing feedback, coaching, and support to all employees. If and when an employee is not meeting the expectations of his or her job, UP Academy Kennedy may choose to place an employee on a Performance Improvement Plan. If and when an employee is placed on a Performance Improvement Plan, UP Academy Kennedy will involve appropriate members of Springfield Public Schools. If and when the Principal/Director of Operations and/or her/his designee has determined that an employee's performance is unsatisfactory, the school may elect to take performance action up to and including recommending that the employee be dismissed by Springfield Public Schools.



**Springfield Public Schools  
2018-2019 Student Calendar  
UP Academy Kennedy  
1385 Berkshire Ave, Springfield, MA 01151**



**Student Hours** 7:30 AM - 3:30 PM (Monday - Thursday); 7:30 AM - 1:30 PM (Friday)

**Teacher Hours** 7:20 AM - 4:20 PM (Monday - Friday)

Jul 30-Aug 3: New staff PD  
Aug 3: Staff w/ leadership roles  
Aug 6: All staff begins PD  
Aug 23-24: 6th Grade Bootcamp  
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 1: Schools Closed -  
Teacher Professional Day

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: School Closed - Teacher  
Professional Development Day

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 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: School Closed -  
Teacher Professional Day  
(Election Day)

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 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 11:30 -  
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 7: School Closed -  
Teacher Professional Day

Jun 24: Early Release at 11:30

Jun 25: Early Release at 11:30 -  
End of school year

Jun 26-27: Staff Close out  
(as needed)

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 2: Schools Closed -  
Teacher Professional 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 at 11:30am
- No School for Students - Staff PD Day



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2018-2019 Staff Calendar  
UP Academy Kennedy  
1385 Berkshire Ave, Springfield, MA 01151**



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Feb 1: Schools Closed -  
Teacher Professional 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 18: Schools Closed -  
Presidents Day

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 5: School Closed - Teacher  
Professional Development Day

Oct-18				
MON	TUE	WED	THU	FRI
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15	16	17	18	19
22	23	24	25	26
29	30	31		

Oct 8: Schools Closed -  
Columbus Day

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: School 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
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Dec 21: Early Release at 11:30 -  
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 7: School 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

Jun 24: Early Release at 11:30  
Jun 25: End of school year -  
Early Release at 11:30

Jun 26-27: Staff Close out  
(as needed)

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 2: Schools Closed -  
Teacher Professional Day

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 at 11:30am
- Early Release for Students at 11:30am / Regular Day for Staff
- No School for Students - Staff PD Day (8:00-4:00)





**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 TLT and other teacher leadership groups will meet regularly (at least monthly, but weekly in some instances) to help support the school priorities. The cohort leaders will focus on grade level academic and culture teams. The Content will focus on the academic and instructional teams. The enrichment and Student Joy leaders will focus on student activities and school culture. The TLT will help lead and act as liaison for all staff groups. All meetings will be calendared in August so all parties know what to expect.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Vote for SY18-19 TLT	All		8/24/18	Complete prior to first day of school so a meeting can be held prior to start of school year
Assign Cohort Leaders, Content Leaders, Enrichment Leader, and Student Joy Leader	Caldwell, Wolfson, Snyder	6/8/18	8/10/18	Complete before end of SY 17/18 school year, however, allowing 8/10 in case there is attrition.
Design July Leadership Team PD	Caldwell, Snyder, Wolfson, Stewart	6/11/18	7/15/18	LT returns on 7/16/18
Finalize Summer PD for staff	Network Personnel, Caldwell, Snyder	6/11/18	7/27/18	Staff return 7/30
Hire vacant Assistant Principal	Stewart, Caldwell	5/1/18	6/29/18	may be extended based on candidate pool
Finish SY 18-19 Schedule with common planning time	Wolfson, Snyder	6/1/18	7/20/18	at least 120 minutes a week
Create a monthly schedule which provides time for committees to meet	Caldwell, Snyder	7/16/18	7/30/18	
Develop family engagement calendar	Caldwell, AP, Stewart, Snyder	7/16/18	8/10/18	
Establish a family leadership/governance group	Caldwell, AP, Stewart	8/20/18	9/28/18	
Update UAK DITL Playbook	Leadership Team	6/27/18	7/25/18	updating will be ongoing based on decisions made in August
Develop Student Leadership team	Caldwell	9/1/18	10/1/18	Principal Advisory Council

**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:** School priorities will be laid out during Summer PD. Each priority will receive a separate PD session and work stream. Each returning staff member will be asked to take a formal or informal leadership role in implementing school priorities which much being handled or led by stipended teacher leaders.

**Action Plan**

<b>Task</b>	<b>Owner</b>	<b>Start By</b>	<b>Complete By</b>	<b>Notes</b>
Review SY 17-18 goals successes and opportunities for improvement with LT	Caldwell, Snyder	7/16/18	7/17/18	
Review SY 17-18 goals successes and opportunities for improvement with whole staff	Caldwell, Snyder	8/1/18	8/8/18	
Create Student one-pagers	All	6/10/18	8/8/18	Beginning steps of Personalized Education Plans
Assign Cohorts	Snyder, Vu, Wolfson	6/23/18	8/1/18	To be completed by 6/27, with adjustments happening through 8/1/18
Develop structure for cohorts to discuss student needs weekly.	Caldwell, Stewart, AP	7/1/18	8/6/18	
Develop and present PD centered on data review and implementation routines	Caldwell, AP, Stewart	7/1/18	8/20/18	Use of MAP data
Provide time during summer PD for staff to internalize common curriculum and differentiate based on student plans	Caldwell, AP, Snyder, Stewart			Build in daily time for teachers to collaborate and ILT to provide feedback
Schedule formative assessments to align with professional development, collaboration time, evaluation of student performance, progress-monitoring, and development of intervention groups	ILT	ongoing	8/23/18	
Design on-going PD centered on Sheltered English Immersion	Caldwell, AP, Stewart, Lead ELL Teacher, Collins	ongoing	November 2018	
Professional Develop focused on Beautiful Learning Environment/ Classroom culture	Wolfson, Snyder, Vu	ongoing	August 2018	ongoing

**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:** Up Academy Kennedy will use cohort and advisory time to develop Personalized Education Plans for students. The plans will provide various data points and learning preferences for students, as well as goal monitoring and communication options. These plans will be updated at least quarterly and will be used to communicate with families. UAK will also provide daily interventions in math and reading for all students while holding mandatory after school and Saturday school tutoring/intervention for struggling students. UAK will hold at least two Data Days intended for staff to take a deep dive into the various data points present for individual and group goal setting.

**Action Plan**

<b>Task</b>	<b>Owner</b>	<b>Start By</b>	<b>Complete By</b>	<b>Notes</b>
Develop After School tutoring/extension Schedule	Snyder, Vu	8/1/18	8/23/18	Within the schedule will also be mandatory after school tutoring
Create a Student Support Team	Caldwell, Collins	6/10/18	8/20/18	
Schedule Monthly Student Support Team Meetings	Caldwell, Snyder	8/1/18	8/20/18	
Finalize Reading and Math Intervention Programs and schedule	Caldwell, Wolfson, Snyder	6/10/18	8/6/18	
Develop After School and Saturday School Intervention programs for failing/underperforming students	Caldwell, AP, Stewart, ILT	8/20/18	9/15/18	Should begin in late September or following MAP administration
Develop protocol for cohorts to review student needs through examination of data in order to update Personalized Education Plans	Caldwell, Stewart, Collins, AP	6/27/18	7/27/18	
Develop improved tier 2 systems for academic and behavioral interventions	Leadership Team	7/16/18	8/10/18	
Continue development partnerships with outside agencies	Stewart, Caldwell, Snyder, Vu	ongoing	ongoing	enrichment, wrap around services, in school counseling, student joy, etc.
Implement Second Step as SEL delivered through Advisory.	Caldwell, Collins	August 2018	ongoing	
Provide staff with PD on Trauma Informed Practices	Caldwell, Collins	August 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:** Communication with families will continue to be a focus. UAK will strive to have a family engagement calendar with monthly family-specific events. UAK will also look to create a PTO and Parent Governance Council. If the budget allows for it, a family support specialist will be hired to oversee the communication and data collection aspects of the plans. Some of our academic practices will also support in this area. Project presentations and Honor Roll celebrations will allow parents to come to school to celebrate positive aspects of their child’s experience at UAK.

<b>Action Plan</b>				
<b>Task</b>	<b>Owner</b>	<b>Start By</b>	<b>Complete By</b>	<b>Notes</b>
Update BMS	Leadership Team, TLT	6/23/18	8/1/18	
Identify Non-negotiables, expected behaviors and habits of mind to be mastered by students at strategic points throughout the year through Advisory	Leadership Team, TLT	6/23/18	8/1/18	
Plan and hold annual Family BBQ	Snyder, Caldwell	on-going	August 2018	
Decide on parent communication app to use in order to communicate regularly and easily with parents	Leadership, TLT	July 2018	August 2018	class dojo, power school, etc.
Create written systems for communicating with parents who are not native English speakers	Snyder, Wolfson	August 2018	8/20/18	update existing information
Update response to off-culture behavior based on grade level leadership structure	Leadership Team	July 2018	August 2018	
Connect home visits to personalized education plans, instructional priorities, and parent leadership opportunities	Caldwell, Stewart, SCCs	Ongoing	Ongoing	
Build systems to encourage parent volunteers	Caldwell, Vu	ongoing	ongoing	