



**Springfield Public Schools
2020-2021 Student Calendar
Chestnut TAG
355 Plainfield Street, Springfield MA 01103**



Student Hours 7:40 AM - 3:20 PM; *see calendar for special student early release days

Teacher Hours 7:35 AM - 3:30 PM

Aug 25-28: Teacher PD
Aug 28: Convocation
Aug 31 School Begins

August 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
31				

Feb 15: Schools Closed - Presidents Day
Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2021				
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

Sep 7: Schools Closed - Labor Day

September 2020				
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		

Mar 12: Schools Closed for Students & Staff

March 2021				
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 9: Early Release at 1:00pm
Oct 12: Schools Closed - Columbus Day

October 2020				
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

Apr 2: Schools Closed - Good Friday
Apr 19: Schools Closed - Patriots Day
Apr 20 -23: Schools Closed - Spring Vacation

April 2021				
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 3: Schools Closed – Teacher PD Day (Election Day)
Nov 11: Schools Closed – Veterans Day
Nov 13: Early release at 1:00pm
Nov 25 - 27: Schools Closed - Thanksgiving Vacation

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

May 28: Early Release at 1:00pm
May 31: Schools Closed - Memorial Day

May 2021				
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 23: Early Release at 11:35am - Last day before holiday vacation
Dec 24- 31: Schools Closed - Holiday Vacation

December 2020				
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	

Jun 24*: End of School Year - Early Release for Students

June 2021				
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		

Jan 1: Schools Closed - New Years Day
Jan 6: Schools Closed - Teacher PD Day
Jan 15: Early Release at 1:00pm
Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2021				
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

*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
- Student Early Release
- Special Student Early Release



**Springfield Public Schools
2020-2021 Staff Calendar
Chestnut TAG
355 Plainfield Street, Springfield MA 01103**



Student Hours 7:40 AM - 3:20 PM; *see calendar for special student early release days

Teacher Hours 7:35 AM - 3:30 PM

Aug 25-28: Teacher PD
Aug 28: Convocation
Aug 31: School Begins

August 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
31				

Feb 15: Schools Closed - Presidents Day
Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2021				
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

Sep 7: Schools Closed - Labor Day

September 2020				
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		

Mar 12: Schools Closed for Students & Staff

March 2021				
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 6: Staff Double Extended Day until 6:30pm
Oct 9: Early Release at 1:00pm
Oct 12: Schools Closed - Columbus Day

October 2020				
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

Apr 2: Schools Closed - Good Friday
Apr 19: Schools Closed - Patriots Day
Apr 20-23: Schools Closed - Spring Vacation

April 2021				
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 3: Schools Closed - Teacher PD Day (Election Day)
Nov 11: Schools Closed - Veterans Day
Nov 25 - 27: Schools Closed - Thanksgiving Vacation

November 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				

May 28: Early Release at 1:00pm
May 31: Schools Closed - Memorial Day

May 2021				
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 23: Early Release at 11:35am - Last day before holiday vacation
Dec 24 - 31: Schools Closed - Holiday Vacation

December 2020				
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	

Jun 24*: End of School Year - Early Release for Students & 1/2 Day PD for Staff

June 2021				
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		

Jan 1: Schools Closed - New Years Day
Jan 6: Schools Closed - Teacher PD Day
Jan 15: Early Release at 1:00pm
Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2021				
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

*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
- Staff Early Release
- Regular Day + PD until 5:00pm
- Student Early Release + PD
- Full Day PD
- Special Staff Early Release
- Regular Day + PD until 6:30pm

Educator Working Conditions: Chestnut TAG

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 2020-21 school year, discretionary funds have been allocated in the following amounts:

- Field trips: \$10,000
- PD/Conferences: \$7,500

Any transfer or use of additional funds received over the course of the school year will be determined by the principal. If additional funds are available in late fall after “true-ups” TLTs should discuss the possibility to increase discretionary funds in the current fiscal year.

2. School curriculum issues.

Chestnut TAG will use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback.

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

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week’s notice will be given to teachers before any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- 4 days of professional development and/or staff planning days before the school year begins;
- Up to 2 days of professional development and planning days during the school year;
- Up to 30 hours PD after the school day ends for students during the year (“Extended Day”);
- 1 half-day of PD on the last day of school (after the half day ends) but before the end of the term of employment.

4. School calendar.

Please see the attached 2020-21 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.

This SY'20-21 school plan has been approved by the SEZP Board.

- 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 55 minutes. For the majority of educators, required hours will be approximately 7:35am–3:30pm.

Teachers will have approximately the equivalent of 45 minutes of self-directed preparatory, 5 periods per week. These hours will be allocated as evenly across the school week as possible. This self-directed 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.

Additionally, all staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, expected to be held every day for one hour during schools, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Chestnut TAG may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Attend the back to school family BBQ after school on the Thursday of August PD week
- Host Student-led family Conferences four nights a year (up to 6 hours) (when possible during Extend Days – except for families who need alternative times) for Advisory students
- Participate in 1 learning showcase curriculum-focused event (Math Parent Night, Band/Art showcase - dates to be chosen with input from staff)
- Participate in at least 2 family engagement (TAG BBQ in the park, TAG family Movie Night, etc.) events during the school year (dates TBD)
- Weekly phone calls/emails (3-5 minimally) to families about the academic progress of students
- Preparation of individual student weekly reports, progress reports, and report cards (dates TBD)
- Weekly entry of grades in Powerschool (minimally 3 grades per week)
- Assign and check homework (core classes) Mondays through Thursdays
- Attend student-related meetings, parent conferences, etc. as needed during the school day
- Work regularly with school administrators to improve one's instructional practices
- Lead an Advisory group daily
- Host one fall Family Advisory Family Night
- Work one hour of after school academic help (Monday, Wed or Thurs)
- Attend daily professional learning time (PLCs) and collaborate with colleagues
- Attend DEI professional development

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 rotated basis, including:

- Coverage of Advisory periods, not exceeding 25 minutes per day;

This SY'20-21 school plan has been approved by the SEZP Board.

- Substitute coverage of classes of others who are absent from school. (This is a rare occurrence as we will exhaust all support staff before having a teacher cover classes)
- The Principal will staff a zone substitute (or equivalent) as budget allocation allows, to support classroom coverage

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

Chestnut TAG will hold 4 Student Led Family Conferences during the 2020-21 school year during extended days. Staff are required to attend all 4 for a total of 6 hours.

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

Returning teachers are expected to report to work on August 25, 2020. The final work day for teachers is June 24, 2021. 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.

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 Chestnut TAG 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 Chestnut TAG. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

- Coverage of Advisory periods, not exceeding 25 minutes per day;
- Coverage of break periods, or block periods, not exceeding 60 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school

This SY'20-21 school plan has been approved by the SEZP Board.

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.

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

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 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 2020-21 Roadmap Improvement Plan: Chestnut TAG



Priority Area 1 (with Supporting Roadmap Evidence):

“Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, preference, ethnicity, language, disability, family background, or family income.”and create

“At TAG, we recognize the power of identity and choose to foster a culture of equity for all educators, students, and families. To promote diversity, equity, and inclusion educators apply instructional practices that represent and affirm the unique identities of our students. These practices engage students in productive academic struggle while encouraging students to become change agents on issues within our community. We must design and implement a curriculum and environment that inspires students to value our differences while honoring our common humanity.”

Both inputs and outcomes are considered when evaluating equity at Chestnut TAG. These inputs are known as school priorities (3). The first input for evaluating equity is establishing intentional practices for improving instruction by providing rigorous daily lessons that meet the needs of individual students and strengthen our mindset on their capacity to learn at high levels. In addition, cultivating a strong culture for students, families and the community by providing ongoing opportunities for Educators to communicate with parents, creating a two-way partnership through Advisory and by using Advisory as a resource for building relationships with TAG families. The final input that helps support our goal of attaining educational equity is empowering Educators to engage in distributive leadership, shared responsibility and professional collaboration. Teacher leaders work alongside administration to make school-wide decisions on a consistent basis through the use of professional learning time, curriculum resources, etc.. Outcomes such as student achievement, student leadership, increased promotion to high school and lower suspension rates are all measures of equity. Equity means creating targeted resources based on individual student needs and circumstances, affirming their respective identities and voice and creating conditions for students to have agency. The three priorities at Chestnut TAG, based on turnaround practices, supports ways to remove barriers and create the same opportunities for low-income students, students of color, English learners, and students with disabilities that their more advantaged peers experience.

Rationale:

Through collaboration with teachers, students and school administration, the Diversity, Equity and Inclusion committee will collaborate to strengthen our school culture and ensure that it is grounded in Diversity, Equity and Inclusion as well as Cultural Competence and Proficiency. This work will be done through focused professional development, culturally responsive instructional practices, shared school and community events and collaborative learning through affinity groups. Educators and Administrators who intentionally affirm the unique identities of our students through instructional practices and classroom culture not only build strong relationships with students, but they push for higher academic achievement and empower them to become change agents in the community

Priority 1a: Intentional Practices for Improving Instruction

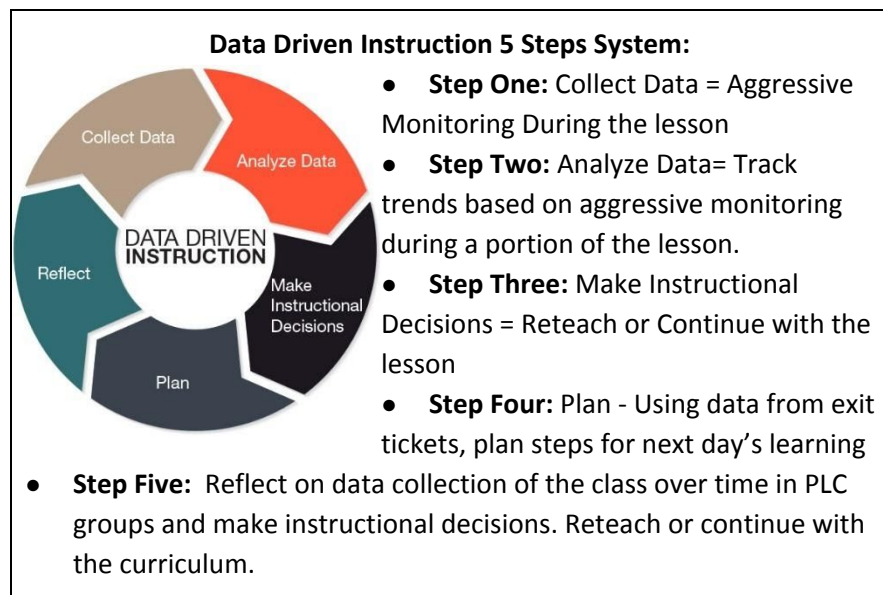
- Fidelity to Aligned Curriculum : Ensure academic rigor through the backwards design model and the aggressive monitoring of student work that empowers students to take ownership of their learning in every lesson by:

This SY'20-21 school plan has been approved by the SEZP Board.

- Implementing an aligned curriculum with fidelity and monitoring to ensure that students engage in productive struggle, explore ideas, grapple with content, construct knowledge, discuss, debate, etc.
- Implementing aligned, measurable learning tasks for accelerating all learners
- Continually strengthening our mindset about our students' innate ability to perform at high levels, through ongoing professional development focused on cultural competence and understanding the community we live in while making connections to the real world. The end goal is having students become advocates for themselves and their community
- Establish a Data-Driven Instruction Model using systems, which include: Rolling out PD for data-driven instruction at the beginning of the year, Ensuring that Educators are taking the first step in data-driven instruction by routinely collecting data from students during the lesson using aggressive monitoring, as outlined in lesson plans, Collecting exit tickets at the end of each lesson to provide a snapshot of student learning and mastery over the daily objective and long-term goal, Identifying/Creating quality interim assessments and developing a common calendar, Establishing essential data meeting structures that result in evidence-based action planning by reviewing the exit tickets, student writing and problem-solving exemplars and interim assessment data, Creating effective monitoring tools for all post-assessment action plans during core instruction and in intervention/acceleration, and Conducting deep analysis of the data to ID school-wide and teacher-specific trends by grade and content.

Rationale:

When staff have an unwavering belief in students' innate ability to learn, student performance is limitless, and teachers plan for students to have ownership of their thinking and learning (Turnaround practice 2L & 2i)



Priority 1b: Climate and Culture for Students, Families and the Community

Family Partnerships: Having strengthened our communication and relationship with TAG families, we will continue to strengthen our partnerships by:

- Providing teachers time and support for ongoing communication with families.
- Providing resources for families to support accelerated learning at home

- Using our Advisory program as a primary resource for communication and relationships with TAG families
- Providing 6th Grade Parent Academies and other family events
- Creating two-way communication with TAG families (through surveys/Parent Advisory Board, etc.)

Rationale:

TAG seeks to continually strengthen our partnership with TAG families. Karen Mapp says, “Connecting families to the learning that takes place in the classroom is an important condition of building partnership. Parents want to understand what it is their child will be learning in the coming year and will look to you to share information and advice on how to partner to ensure their child’s success.”

Question	2016-2017	2017-2018	2018-2019	2019-2020	2019-2020
My child's teachers regularly communicate with me about my child's progress.	42%	51%	64%	Goal:60%	51%
My child's teachers have suggested ways I can support my child's learning at home.	42%	55%	55%	Goal: 62%	56%

Priority 1c: Leadership, Shared Responsibility, and Professional Collaboration

Teachers and administrators work together to make critical school-wide decisions (use of professional learning time, curriculum resources, school scheduling, student needs, etc..)

Rationale:

When administrators and teachers share school-wide decision-making, there is more cohesiveness and better outcomes for students. And when teachers experience teacher-centered learning, they are more invested in their learning, and more able to improve their practice.

Key Objectives

- We will seek external partners to improve our two-way communication with TAG families through Advisory, finding new ways to increase the number of families we reach.
- We promote diversity, equity, and inclusion educators apply instructional practices that represent and affirm the unique identities of our students. Teachers plan and execute lessons that engage students in productive academic struggle and create conditions for students to monitor and own their academic progress. Our school’s cultural practices and the physical environment validate and affirm student identities
- Through Distributive Leadership our students and staff are empowered to become change agents on issues within our community

Evaluation Plan

- As a result of this work we want to see our SQR data go from 51% on question, “My child's teachers regularly communicate with me about my child's progress” to 60%.
- As a result of this work we want to see our SQR data go from 56% to 62% on question, “My child's teachers

have suggested ways I can support my child's learning at home."

- Quarterly student surveys that provide feedback to teachers on how to improve their learning and academic progress

Action Plan

Action Step

What will you need to do in order to implement the key objectives?

Owner + Resources

Who will be assigned to this task and what resources might be needed to complete each action step?

Benchmark

How will you know that you are making progress along the way?

Completion Date

When do you expect to complete this action step?

Priority 1a: Intentional Practices for Improving Instruction

Implementing aligned curriculum with fidelity of grade-level (or above) standards

- *1b - Goals*

Teachers (& Paras), Instructional Leaders/Administrative Supports.

- Ongoing standards-focused observations and coaching feedback
- Feedback from Unbound Ed partnership visits

Ongoing throughout the year

Planning and executing lesson plans that provide culturally relevant texts, problems, labs, models, scenarios, etc.

Teachers with Instructional Leader support through PLCs

Weekly lesson Plan feedback & peer and admin support in PLCs

Ongoing throughout the year

Observation and coaching feedback that monitors grade-level rigor of the standards

- *1e – Distributive leadership*

Admin and Instructional Coaches, with support from Jounce partnership

- Individual standards-focused observations and coaching feedback
- feedback from Unbound Ed partnership visits

Ongoing throughout the year, feedback given weekly

Teachers plan and support digital learning binders for students to own and monitor their academic progress (by content, not Advisory) along with their families at the beginning of each quarter.

- *2i - Student Ownership*
- *3b – Progress Monitoring Interventions*

Teachers and Instructional Leaders

Rubric for progress

Progress report and report card intervals

Establish a data-driven instruction model, which includes:

- Aggressive monitoring
- Exit Tickets
- Interim Assessments
- *3a – Intervention Systems and Implementation*

Teachers, Paras, Instructional Coaches and Admin.

Teachers will use the 5 step system to collect data during lessons for frequent feedback to students and continual adjustment to practice and reteaching. Aggressive monitoring will provide a snapshot of the learning in segments. Exit tickets will provide work

Starting at the BOY in PLC teams and collected daily,

This SY'20-21 school plan has been approved by the SEZP Board.

		towards mastery of the daily objective. Interim assessments will provide Teachers with the ability to address trends in the learning of students and identify standards that need specific intervention and additional support during acceleration.	reviewed in grade-level and content PLC's.
Weekly Data Team Meetings during PLC <ul style="list-style-type: none"> 1e – <i>Distributive leadership</i> 	Teacher, Paras, Instructional Coaches and Admin	Teachers will meet during PLC to assess trends in student learning, looking at specific student data samples from a variety of students and collaborate on which learning targets need to be addressed across the grade and content. Admin will develop school-wide norms around collection and analysis of data.	Starting at the BOY and ongoing.
Live Coaching <ul style="list-style-type: none"> 3b – <i>Progress Monitoring Interventions</i> 	Instructional Coaches, Admin and Jounce	Leaders will provide live coaching to teaching in order to model teacher moves, model ways to scaffold for student engagement and model how to accurately collect data on student learning, during step one: aggressive monitoring.	During Summer Institute and ongoing
Walkthroughs <ul style="list-style-type: none"> 3b – <i>Progress Monitoring Interventions</i> 	Instructional, Coaches, Admin, Jounce Reps and Zone Leadership	Leaders will schedule one day per week to walk though teacher classrooms to assess progress being made in student learning, alignment of teaching and materials to the standard and data collection.	BOY/ once per week.
Priority 1b: Climate and Culture for Students, Families and the Community			
Hosting 6 th Grade Parent Academies <ul style="list-style-type: none"> 4f - <i>Families as Partners</i> 	Admin & teacher participation (all 6th grade parents/families) - on site and remotely (Zoom) guidance Team	Observable actions and readiness supports exhibited in 6th grade students Document created for expectations around outcomes for the academy. 90% of parents will have completed a parent needs survey. 100% of parents will be logged onto parent portal 100% of parents create goals for their child throughout each quarter. Survey feedback from parents after participation	August & September
Fall parent Advisory meeting <ul style="list-style-type: none"> 4f - <i>Families as Partners</i> 	Advisory teachers Guidance team	Parent Advisory Survey Observable actions and outcomes from meetings Guidance team to create rubric for intended	August & September

This SY'20-21 school plan has been approved by the SEZP Board.

		outcomes for Advisory parent meeting	
Advisory Parent Board: voice and decision-making for student learning at TAG (remotely through Zoom) <ul style="list-style-type: none"> 4f - Families as Partners 	Admin & Parent Facilitator Parent Board Members	Shared agenda, public sharing of notes and outcomes which would include posting student learning, family survey data, etc. publicly for all families to review, INSIGHT survey results	Monthly throughout the year
Parent participation in student learning goals and reflections with progress monitoring through student digital binders. <ul style="list-style-type: none"> 4f - Families as Partners 	Parents	Parent feedback about the process, INSIGHT survey results	Quarterly
Student-led Family Conferences (live or remotely -Zoom, etc.) <ul style="list-style-type: none"> 4f - Families as Partners 2i - Student Ownership 	Advisory Teachers, Parents, Parent Facilitator	Monitoring progress of binders and students participation, INSIGHT survey results Create rubric for student binder presentations and self-assessment	Quarterly
Quarterly student surveys that provide feedback to teachers on how to improve their learning and academic progress <ul style="list-style-type: none"> 4f - Families as Partners 	Parent Facilitator ADMIN	Teacher self-reflection and implementation of feedback	Quarterly
Students and families create digital learning goals and reflection binders for all content areas <ul style="list-style-type: none"> 4f - Families as Partners 2i - Student Ownership 	Teachers and students	During SLFC students, parents and teacher assess impact and outcomes from student binders	Ongoing throughout the year
Host on-site social TAG family events <ul style="list-style-type: none"> 4f - Families as Partners 	Admin & Parent Coordinator (on site)	Feedback from INSIGHT survey	Approximately quarterly
Priority 1c: Leadership, Shared Responsibility, and Professional Collaboration			
DEI Committee which is composed of Educators, Admin and student leaders, who work side-by-side in planning for school-wide events, Teacher PD's, student-led activities and work together to ensure that teacher and student identities are affirmed while calling out systemic inequities as we see them.	Teacher & student-led with admin participation	Use the KIPP school culture equity rubric to self-assess progress KIPP Equity Rubric	Weekly and ongoing throughout the year
Co-facilitation of administration of all PLCs by content to support instructional coaches.	Teachers & admin	Monitoring by admin, feedback from teachers, SQR feedback, Jounce partnership observations and feedback	Daily all year