



**Springfield Public Schools
2020-2021 Student Calendar
Forest Park Middle School
46 Oakland Street, Springfield, MA 01108**



Student Hours 7:25 AM - 2:55 PM; *see calendar for special student early release days

Teacher Hours 7:25 AM - 3:30 PM

<p>Aug 24-28: Teacher PD</p> <p>Aug 28: Convocation</p> <p>Aug 31: School Begins</p>	<table border="1"> <thead> <tr><th colspan="5">August 2020</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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					<p>Feb 3: Early Release at 1:30pm</p> <p>Feb 10: Family Event</p> <p>Feb 15: Schools Closed - Presidents Day</p> <p>Feb 16 - 19: Schools Closed - Mid-Winter Vacation</p>	<table border="1"> <thead> <tr><th colspan="5">February 2021</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> </tbody> </table>	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
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2020-2021 Staff Calendar
Forest Park Middle School
46 Oakland Street, Springfield, MA 01108**



Student Hours 7:25 AM - 2:55 PM; *see calendar for special student early release days

Teacher Hours 7:25 AM - 3:30 PM

Aug 24-28: Teacher PD

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				

Aug 26: Special Hours 12-7pm
Welcome Back BBQ

Aug 28: Convocation

Aug 31: School Begins

Feb 2: Extended Day

Feb 3: Early Release / Staff PD

Feb 10: Family Event

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		

Sep 15: Extended Day

Sep 16: Early Release /Staff PD

Sep 23: Family Event

Mar 2: Extended Day

Mar 3: Early Release / Staff PD

Mar 12: Schools Closed -
Teacher PD Day

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 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

Oct 20: Extended Day

Oct 21: Early Release / Staff PD

Oct 27: Family Event

Apr 2: Schools Closed -
Good Friday

Apr 6: Extended Day
Apr 7: Early Release/ Staff PD
Apr 8: Family Event

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)

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
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Nov 11: Schools Closed –
Veterans Day

Nov 17: Extended Day

Nov 18: Early Release/Staff PD

Nov 23: Family Event

Nov 25 - 27: Schools Closed -
Thanksgiving Vacation

May 11: Extended Day

May 12: Early Release/ Staff PD

May 31: Schools Closed -
Memorial Day

May 2021				
MON	TUE	WED	THU	FRI
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Dec 8: Extended Day

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Dec 9 : Early Release/ Staff PD

Dec 23: Early Release at 11:35am -
Last day before holiday vacation

Dec 24 - 31: Schools Closed -
Holiday Vacation

Jun 3: Family Event

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

June 2021				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
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Jan 1: Schools Closed -
New Years Day

January 2021				
MON	TUE	WED	THU	FRI
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4	5	6	7	8
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Jan 6: Schools Closed -
Teacher PD Day

Jan 12: Extended Day

Jan 13: Early Release/ Staff PD

Jan 18: Schools Closed -
Dr. Martin Luther King, Jr. Day

Jan 21: Family Event

*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
	Special Staff PD Hours
	Regular Day + PD
	Student Early Release + PD
	Full Day PD
	Regular Day / Family Event

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:

- Family/Community Events: \$15,000
- Academic Field trips: \$5,000
- Content for PD/PLC/Conferences: \$5,000

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.

Forest Park Middle School 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 5 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 9 hours of PD after the school day ends for students during the year (“extended day”)

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 changes 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.

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

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 8 hours and 5 minutes. For the majority of educators, required hours will be approximately 7:25am–3:30pm.

Teachers will have approximately the equivalent of 5 self-directed preparatory 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 5 days per week, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Forest Park Middle School 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 3 family events (curriculum night, open house (mandatory) or other family night event(s) as planned by school) outside of regular school hours during the school year
- Welcome Back BBQ (on August 26, 2020)
- Phone calls to families about the academic progress of students
- Preparation of individual student weekly reports, progress reports, and report cards
- Participating in staff recruitment and selection processes
- Collaborating regularly with school administrators to improve one's instructional practices
- Checking for understanding through daily formative assessments
- Attending student-related meetings
- Serving as a point person to students in Advisory

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 homeroom periods, not exceeding 25 minutes per day;
- Substitute coverage of classes of others who are absent from school. (When possible, PLC or common planning time should not be used when teachers are asked to cover class. Preference would be to hire substitute teachers)

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

Forest Park will hold Parent Conferences during the 2020-21 school year during team time. Staff are required to attend meetings as often as weekly with families. Conferences will be scheduled as needed and at parent request.

FINAL - APPROVED BY THE SEZP BOARD

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

Returning teachers are expected to report to work on August 24, 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 Forest Park Middle School are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, and beachwear 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 Forest Park Middle School. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

- Coverage of homeroom periods, not exceeding 25 minutes per day
- Coverage of lunch periods, break periods, or block periods, not exceeding 30 minutes per day
- Substitute coverage of classes and duties of others who are absent from school when subs are not available.
- Coverage of afterschool activities, not exceeding 40 minutes per month

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.

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

Forest Park Middle School 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: **Forest Park**



Priority Area 1 (with supporting Roadmap evidence):

We will improve our students' literacy skill proficiency across all content areas through the consistent use of effective feedback and the use of formative assessments to drive lesson development and execution. To accomplish this Forest Park will continue to look at student work, analyze data trends, and address identified misunderstandings in upcoming lessons and intervention classes. A focus on providing effective feedback to students will allow for individualized areas of growth and next steps toward standards mastery. Professional development will be provided for educators on effective student feedback strategies and instructional leaders will support educators with this work during both vertical and horizontal department meetings. The school calendar will continue to provide educators time each week to collaborate on lesson plans, investigate data, and use student work to push and develop student learning. As a result, students will consistently be challenged with appropriate grade-level tasks from standards-aligned curricula, and asked to demonstrate understanding both orally and in writing. Progress will be measured through student work products, growth in iReady, MAP RIT, scaled score on MCAS, and other standards-aligned assessments.

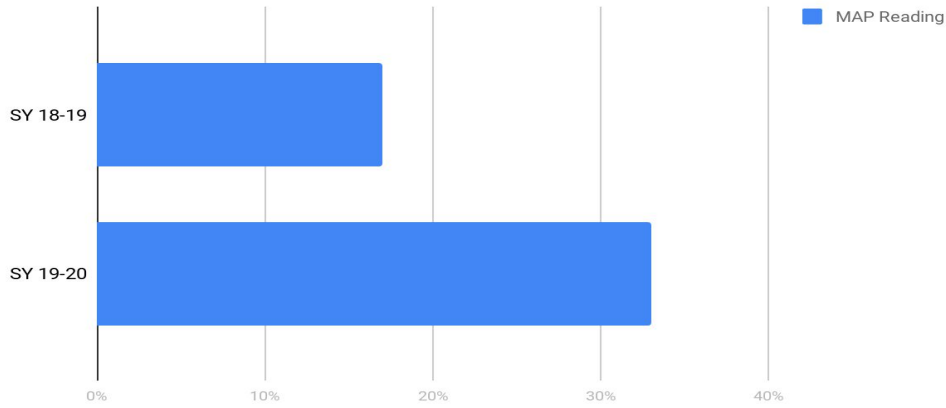
Rationale:

Results of our School Quality Review (SQR) indicate that while we are established in the areas of Maximizing Time, Effective Planning, Opportunities for Collaboration, Rigorous Tasks, and Analyzing Assessments / Student work, we have room to grow from the developing stage in the areas of Aligned Curriculum & Planning, Targets for Planning, and Effective Assessment. The SQR report also states that, "All classes follow curriculum and pacing guides aligned to grade-level expectations, but students do not yet own their thinking processes." Continuing to look at student work with the additional focus of providing students effective feedback will allow teachers to give individualized next steps towards mastery and plan adjustments to instruction to better meet student needs.

Feedback in the SQR report shows that our SY19-20 Priority One focuses on data meetings and analyzing student work translated to an increase in category 2p - Analyzing Assessments / Student Work. To build off the work that has been established, a new focus of providing effective feedback to students will allow for individualization, specific feedback on where students need to improve, and push students toward their learning goals.

Mid year MAP data shows a 16% increase in students who met growth targets in ELA rising from 17% to 33%. While this shows we are on the right track, we have much more work to do.

Percentage of Students Meeting Growth Targets in Reading



Key Objectives

- Plan and present professional development to educators to support best practices of effective feedback and the use of active monitoring and other formative assessments.
- Implement active monitoring schoolwide.
- Provide effective feedback to students with specific next steps to improve their learning schoolwide.

Evaluation Plan

How will you know you are successful once you accomplish the key objectives?

- Monitor effectiveness of PD through classroom visits and data collection during academic classes. Provide feedback and support to teachers as needed. Individualize PD plans to move educators toward mastery of school wide initiatives.
- Monitor the active monitoring process from planning stages through implementation in the classroom. Collect benchmark data in September and set quarterly improvement goals. Use teacher data sheets, lesson plans, and observational data from classroom visits.
- Effective feedback to students will be demonstrated through posted student work products that contain clear and specific feedback for improvement.

What specific data from SEZP’s Roadmap for Student Success will you use to measure success?

- We expect to see an improvement in our SQR ratings 1b Goals, 2g Standards Alignment and 2k Targets for Planning from Developing to Established.
- We will update our instructional walkthrough rubric to include effective feedback and active monitoring to collect data towards our benchmark progress, identify model classrooms as well as educators in need of more support.
- We will use MAP data to measure progress toward reading proficiency. We expect that with specific effective feedback and consistent active monitoring that student growth will increase.

Action Plan

Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Develop and present Professional Development to	Instructional Leadership Team (ILT) Includes Administrators and	Walkthroughs that focus on feedback to students, MAP,	-Rolled out in August PD and ongoing throughout

<p>educators on:</p> <ul style="list-style-type: none"> - Effective Feedback - Use of formative assessments (including active monitoring) 	<p>Master/Advanced teachers</p> <p>Resources needed:</p> <ul style="list-style-type: none"> -articles with research and background of strategy -video examples -create PD with example strategies and a practice/feedback component 	<p>iReady, student work (provide additional support/PD for staff not demonstrating growth based on data)</p> <ul style="list-style-type: none"> -Use data to track effectiveness of PD/coaching in this area Use data to share progress with staff (SQR p.3) 	<p>2020-2021 school year.</p> <ul style="list-style-type: none"> -Benchmark progress quarterly
<p>Create and share with educators a rubric for effective feedback to students and implementation of active monitoring.</p>	<p>ILT</p> <ul style="list-style-type: none"> -update current walkthrough tools 	<p>Data analysis using created tracking systems (content and task centered) as well as specific “Look Fors” on the rubric to monitor feedback cycles (SQR p6)</p>	<ul style="list-style-type: none"> -Create by mid summer. -Roll out in August PD - Use ongoing throughout 2020-2021 school year
<p>Department Planning Meetings</p>	<p>Coaches and educators,</p> <p>Resources:</p> <ul style="list-style-type: none"> -Plan from aligned curriculum -Review lesson plans on Mondays -Create and Communicate clear expectations for meeting time 	<p>Curriculum resources, lesson plans with appropriate rigor in tasks, instructional walks, educators complete the student work</p>	<p>Twice weekly throughout 2020-2021 school year.</p>
<p>Instructional walkthroughs with feedback</p>	<p>ILT</p>	<ul style="list-style-type: none"> -conduct walkthroughs focused on implementation of lessons and strategies -Provide feedback to educators written and in person as needed -Scores on walkthrough rubric should improve as a result of PD and content team work -Include key strategies to track data for quarterly benchmarks (SQR p.3) 	<p>Bi-weekly, Ongoing throughout 2020-2021</p>
<p>Develop educators professional practice goals to support this work</p>	<p>Macon/Saunders and Admin team</p>	<ul style="list-style-type: none"> -provide feedback and support to educators -track individual educator progress through quarterly benchmarks 	<ul style="list-style-type: none"> -set language by end of August -roll out in goal setting meeting with educators in September
<p>Set benchmark goals</p>	<p>Admin/ILT</p>	<ul style="list-style-type: none"> -Share school goals with staff in August -Provide PD to teachers -Collect base line data in early September -Conduct ongoing walkthroughs -Benchmark data quarterly (SQR p.3) 	<p>Goals - Summer Share with staff - August Collect baseline data - September Benchmark data - Quarterly</p>

Priority Area 2 (with supporting Roadmap evidence):

We will increase student engagement and student ownership of their learning by creating conditions that support students' critical thinking on a daily basis. Through improved teacher collaboration time and professional learning, educators will plan opportunities for RWSL on high quality, standards-aligned tasks. To accomplish this, we will develop a clear definition of student ownership and an instructional vision aligned to a short list of techniques and strategies that include ways to foster genuine and accountable peer-to-peer interaction and collaboration. We will provide professional development on how to successfully implement these techniques to teachers, along with clear expectations for their use. Leaders will create and provide a list of Look-Fors on a reference page for educators. School leaders and the Instructional Leadership Team will create a system, with teacher input, that uses aggregate teacher observation data to design, facilitate, and execute professional development in support of this initiative. In addition, model classrooms will be identified and available to showcase effective use of these strategies while maintaining fidelity to the aligned curricula. Benchmark goals will be set using baseline data collected in September. Progress monitoring towards these goals will be measured by instructional walkthrough data and student work products.

Rationale:

The following categories were rated as developing in our winter School Quality Review (SQR): aligned curriculum and planning, student ownership, standards-alignment, and outcomes for all. Forest Park M.S. will build off of established practices for collaboration and effective planning (as cited in the SQR) to focus on planning from adopted curricula to ensure the implementation and supporting tasks and practices that engage students in critical thinking daily.

Based on SQR feedback, data collected in classroom visits, and unannounced observations, classrooms are inconsistently implementing aligned curricula to the level of rigor that is required. Mid-year MAP data indicates that we have not made significant progress in closing gaps between Sped and ELL students to those of their regular education peers.

	Sped	Not Sped	Difference	ELL	Not ELL	Difference
RIT Score - Reading	196.8	211.7	14.9	192.3	212.2	19.9
Met Growth - Reading	50%	54%	4%	49%	54%	5%
RIT Score - Math	200.3	219.2	18.8	199.8	218.7	18.8
Met Growth - Math	40%	50%	10%	53%	47%	-5%

In order for students to take ownership of their learning, educators will utilize collaboration time to plan specific instructional practices that will be used to support students in developing skills and strategies for peer collaboration. Educators will be given the tools to monitor student progress towards standards mastery.

The development of a clear instructional vision and a universal definition of student engagement will allow Forest Park to work towards a culture where all students demonstrate consistent engagement and ownership of learning.

Key Objectives

What are 2 or 3 big actions/changes that you will need to implement to achieve success in the priority area?

- Create a clear instructional vision and definition of what student ownership looks like to focus and support

work toward school goals.

- Compile 3-5 high leverage best practices that set conditions for students to own their learning and drive meaningful discussion.
- Identify these school wide strategies, plan and provide PD to educators, create Look-For guides, then observe and provide feedback as well as benchmark monitoring quarterly to track progress.

Evaluation Plan

How will you know you are successful once you accomplish the key objectives?

- Consistent implementation of aligned curriculum with the intended level of rigor called for by the standard being taught/assessed.
- There will be an increase in student engagement and ownership in all classrooms measured by walkthrough tools and data collection centered on provided “Look Fors”. Baseline data will be collected in September following professional development and benchmark goals set for progress monitoring quarterly.
- Identify model classrooms that exhibit high-quality student engagement and discourse.

What specific data from SEZP’s Roadmap for Student Success will you use to measure success?

- There will be a decrease in SPED/ELL gaps by 2-4% through increased opportunities for students to both orally and in writing articulate their thoughts/ideas while increasing the rigor of assigned tasks for all students.
- We will develop and use specific “Look Fors” centered on student engagement and student ownership of learning to collect data and provide feedback to staff on implementation progress. Based on baseline data collected in September benchmark goals will be determined.
- We expect that setting benchmark goals for monitoring improvement throughout the year will translate to an increase from Developing to Established on our SQR rating 1d: Goal Evolution, 2h: Outcomes for all and 2i: Student Ownership

Action Plan

Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Develop clear Instructional vision for FPMS	ILT (Admin with Master/Advanced teachers) Develop vision answering : What are the teachers doing? / What are the students doing? How do students learn Best? (SQR p.6 & 10)		August 2020 -Roll out in Aug PD -Plan for students to roll out in September through the Advisory block.
Create clear definition of student ownership	ILT	Student Engagement - Peer Collaboration Expectations / Rubric (SQR p6)	August 2020 -Roll out in Aug PD -Plan for student roll out in September through Core Academic

			blocks
Plan and Provide Professional Development	<p>ILT for All staff</p> <ul style="list-style-type: none"> -Share best practices and resources to support educators in providing opportunities for Reading, writing, speaking and listening to fostering genuine student engagement and ownership -Look For documents as reference for teachers and used as data collection tool (SQR p.6) 	<ul style="list-style-type: none"> -Walkthroughs data -Benchmark progress monitoring -Student work products 	August PD and Ongoing throughout 2020-2021 school year
Collect baseline data	<p>ILT</p> <ul style="list-style-type: none"> -Survey to staff during PD to determine various levels of knowledge surrounding Student Engagement/ Peer Collaboration -Initial Instructional Walk to establish (Extra Support, Developing, Model) Classroom needs (SQR p.3) 	<ul style="list-style-type: none"> -Ongoing progress monitoring toward goals -Specific PD plans for teachers that are identified 	September 2020
Identify Model Classrooms	<p>Educators whose classrooms align with the school's instructional vision</p> <ul style="list-style-type: none"> -Open rooms for other educators to observe implementation of strategies 	An increase in model classrooms determined by look fors, walkthroughs, and teacher feedback	Ongoing
Choose which 3-5 student engagement / increased ownership strategies FP will focus on (SQR p.6)	ILT		June 2020
Create "Look Fors" reference page(s) (SQR p.6)	ILT	Track progress toward school wide implementation goal through walkthrough feedback and data collection	Summer 2020 -Roll out in Aug PD
Monitor PD practices and Coaching for improvements and staff updates on progress (SQR p.6)	ILT	Use Data tracking systems and specific "Look Fors"	September 2020
Build goal setting/ reflection process for students in the Advisory block	ILT and Advisory teachers	Goal setting meetings with students, monitor student progress towards an increase in academic and social ownership and self reflection.	-End of September 2020 -checkin in monthly with students
Strategic scheduling for our ELL and	Admin	-ELL students will be scheduled across	-June 2020

<p>Students with Disabilities (MAP data gaps)</p>		<p>grade level groups based on language ability. -Push in Math support with ELL teacher or bilingual paraprofessional -Schedules for students with disabilities will follow all IEP requirements, in addition to interventions based on their need.</p>	<p>-adjustments throughout year as needed</p>
<p>Create a one page document / flow chart of Tier 1, 2, & 3 interventions</p>	<p>Admin / ILT -Clearly outline interventions that are available and what they entail (Roadmap and Map Data)</p>		

Priority Area 3 (with supporting Roadmap evidence):

We will improve the climate and culture at Forest Park Middle School for Students, Families, and the Community.

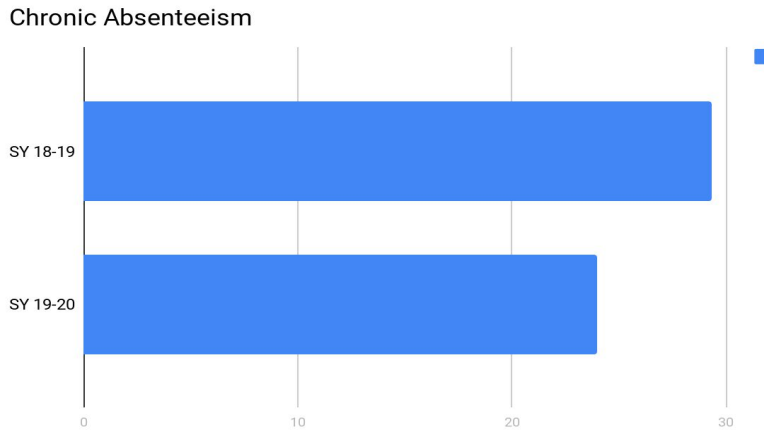
We will communicate a clear vision for school culture to staff, students, and families that centers on the core values of relationship building and student learning goals. We will do this by deepening opportunities to collaborate with families, engaging with community groups and outside agencies, in addition to continuing to offer more extracurricular opportunities that meet the diverse needs and interests of our students. We will create a committee to establish a consistent schoolwide approach to positive incentives as a means towards building positive school culture. We will bring more student voice to the planning and implementation of academic, attendance and behavioral incentives, as well as family engagement and spirit building events through the Student Council. We will fully adopt a social emotional curriculum to support educators in consistently implementing an effective Advisory. This block will include activities and discussions on: handling emotions, setting and meeting goals, making good decisions, and forging positive relationships with both peers and school staff. The Instructional Leadership Team will support staff through professional development on effective implementation of the curriculum during the Advisory block and strategies for building relationships with students. Training will be provided to all staff on utilizing available translation services to support communication with all families.

Rationale:

Results of our School Quality Review (SQR) indicate that while we are transformational in the areas of Maximizing Time and Behavioral Norms, we have room to grow from the developing stage in the areas of Positive School Culture and Engaging Families in Student Goals. As cited in our SQR report, there are some examples of school culture that are well-established and “continue to be strong, specifically around: norms, behavior, and safety. While progress has been made from last year in implementing positive-behavior management and reward-system platforms in a more positive manner, students did not report experiencing an overall positive school culture.” The use of Kickboard, our current system to track behaviors and support PBIS, as a positive incentive has been perceived by some students as a tool to punish bad behavior rather than a reward for academic and social success. While the data shows a positivity ratio of over 90%, there are still inconsistencies in how it is being communicated to students by staff and more work is needed through training and implementation monitoring to move towards a schoolwide incentive program that will be more consistent and positive.

Forest Park will better utilize the use of technologies to share information about important dates, upcoming events and celebrations with families. At all family events we will provide access to and support for online programs including PowerSchool and Kickboard so that families are able to provide needed support from home.

At the mid year point, our attendance has increased from 90.8% to 92.9% and our chronic absenteeism has dropped from 29.3% to 24%. While this is an improvement from the previous year, with a stronger culture and community at school we believe this will continue to improve. In addition, purchasing an advisory curriculum and supporting professional development, will support social-emotional learning and positive relationships between students and staff.



Key Objectives

What are 2 or 3 big actions/changes that you will need to implement to achieve success in the priority area?

- Develop a clear vision for school culture. Support positive school culture by focusing on building relationships, student learning goals, attendance and incentives.
- Adopt and implement an effective SEL curriculum during the Advisory block. Provide professional development and feedback to support educators.
- Continue to strengthen and expand extracurricular opportunities, including student leaders through Student Council and National Junior Honors Society, and increase opportunities for parents to collaborate in their child’s learning.

Evaluation Plan

How will you know you are successful once you accomplish the key objectives?

- Full implementation of PBIS strategies to promote positive culture (ie; Positive Language, Safe Learning Environment, Verbal De-Escalation, etc.) We expect that Kickboard will be viewed, by students, as a positive tool rather than negative.
- We will complete walkthroughs and collect data to assess implementation of advisory curriculum and PBIS strategies. Based on data collected the Advisory curriculum will be implemented with 100% fidelity by the end of Quarter One.
- Increased participation of families for monthly themed events, participation during the school day, and interaction with their student learning.

What specific data from SEZP’s Roadmap for Student Success will you use to measure success?

- We expect that implementing an advisory curriculum and following PBIS schoolwide throughout the year will translate to an increase from Developing to Established on our SQR rating on 4a: Positive School Culture
- We will see a continued increase in Student Attendance within the of range of 92-95% daily and a decrease in Chronic Absenteeism by an additional 2-3%

Action Plan

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

	<i>time, new role/staff, outside partnership, etc.)?</i>		
Develop and communicate clear school vision and how it drives our work (SQR p.10)	Admin. / ILT	-Posted throughout school (Hallways, Classrooms) -Referenced on a daily basis -Educators and students able to articulate	August / September 2020
Implement new structure and curriculum in Advisory block	Admin. / ILT / Team Leaders All educators -Advisory teacher will serve as point person for students and families. Monitor for early warning signs around attendance, grades, students at risk. (SQR p.10)	Positive Culture/ Relationship Building - Students will feel supported Academically and Social-Emotional	August PD - and ongoing
Professional Development for educators on new SEL curriculum and advisory block expectations	-ILT and educators- -Funds for new curriculum -Plan and implement PD on curriculum and relationship building (SQR p.8)	-Daily implementation of curriculum focused on: relationship building, student data, academics, successes, areas of improvement -Conduct walkthroughs and provide feedback and supports. -Included in quarterly benchmarks	August - PD and ongoing
Positive Incentive Committee	Educators & Students	School-Wide, Grade-Level, Team incentives with student input to increase student participation and buy-in to PBIS -Advertise so students know what they are working towards	Monthly events
Kickboard - online platform to support PBIS	Assistant Principals and Educators. Training and Monitoring -Time for discussion around purpose, and to create buy-in from students. (SQR p.10)	-Classroom visits focused on implementation of KickBoard -Monitor Positivity Ratio data (Revisit PBIS strategies, Progressive Discipline protocols, Additional PD for specific educators that do not meet ratio expectation)	August PD & ongoing
Translation Services Training	All educators SPS Liaisons / Translation Service for various languages	-Connecting with families in need of language support and creating positive relationships (SPS	August PD to be used throughout school year

		Liaisons / Translation Services)	
Student Attendance Team (Chronic Absenteeism)	Admin. / Guidance Counselors / School Attendance Specialist	-Bi-Weekly Meetings targeting chronic absenteeism, tardies, Home visits, implementation of Attendance Buy-Back program, School-wide incentives celebrating great attendance	bi weekly meetings
Family & Community Engagement	Family & Community Engagement Committee All Educators	-Back to School Event/Activity in Aug. -Monthly Events for families to attend -Parent involvement in goal setting with students. (Academic and social goals)	
Create opportunities for staff to interact outside of their teams	-Identify point person to plan monthly staff outing opportunities -build community school wide vs. in grade level teams -strategic groupings during Professional development and other staff wide meetings (SQR p.10)		