



Springfield Public Schools
2020-2021 Student Calendar
John F. Kennedy Middle School
1385 Berkshire Avenue, Springfield, MA 01151



Student Hours 7:20 AM - 2:55 PM; * Midterms on January 20, 21 & 22 = 1 PM dismissal ; *see calendar for additional student early releases

Teacher Hours 7:15 AM - 3:02 PM (Mon-Fri); *Special Tuesday (extended day) 7:15 AM - 4:20 PM

Aug 19: New Staff Orientation
 Aug 20-28: 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 12: Half Day - Student Dismissal at 11:35am
 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 - 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 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 16: Half Day - Student Dismissal at 11:35am
 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: Half Day - Student Dismissal at 11:35am
 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 22 & 23: Half Day - Student Dismissal at 11:35am
 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
21	22	23	24	25
28	29	30		

Jan 1: Schools Closed - New Years Day
 Jan 6: Schools Closed - Teacher PD Day
 Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day
 Jan 20-22: *Midterms - Student Dismissal at 1:00pm

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
- Half Day (11:35AM Dismissal)
- Mid Term Dismissal 1PM
- Early Dismissal 1PM



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 School Closed
 Half Day (7:20AM to 11:35PM)
 Mid Term (7:20 AM to 3PM)
 Regular Day + PD
 Full Day PD
 Early Dismissal 1PM

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:

- Supplies & materials: \$10,000
- Field trips: \$5,000
- PD/Conferences: \$10,000

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.

John F. Kennedy 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 8 days of professional development and/or staff planning days before the school year begins;
- Up to 1 additional day of professional development/orientation before the school year begins paid by stipend;
- Up to 3 days of professional development and planning days during the school year;
- Up to 25.5 hours of PD after the school day ends for students during the year (“extended day”)
- 2 days after the last day of school for students, but before the end of the term of employment.

4. School calendar.

Please see the attached 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.
- 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 7 hours and 47 minutes. For the majority of the week, the required hours will be approximately 7:15am–3:02pm Monday - Friday. On 17 Tuesdays, educators will work 7:15am - 4:20pm. Please see the staff calendar for details on which Tuesdays are extended. Two additional hours will be added to two of the Tuesday extended days for family conferences. Dates will be determined prior to the start of the year in collaboration with the teacher leadership team.

Teachers will have approximately 4 planning hours a week. These hours will be allocated as evenly across the school week as possible. This 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. Any missed prep periods will be paid at the contractual rate.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings on set times as shown on the school calendar, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at John F.Kennedy 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:

- Attend the family BBQ event (date TBD)
- Open House in Fall 2020 (up to 3 hours; exact date TBD)
- Participate in family conferences
- Participate in school celebration events

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 rotating basis, including:

- Coverage of periods, not exceeding 64 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.

John F. Kennedy Middle School will hold 2 parent-teacher conferences during the 2020-21 school year.

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

Newly hired staff will be required to report to work August 19, 2020 for a new teacher orientation. Returning teachers are expected to report to work on August 20, 2020. The final work day for teachers is June 28, 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.

FINAL - APPROVED BY THE SEZP BOARD

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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 John F. Kennedy Middle School 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 John F. Kennedy 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 64 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 64 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;

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.

John F. Kennedy 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.

FINAL - APPROVED BY THE SEZP BOARD

**The SEZP 2020-21 Roadmap Improvement Plan:
J.F.Kennedy**



Priority 1:

John F. Kennedy Middle School will focus on increasing student achievement for students across all grade levels and subjects by ensuring that all instructional staff effectively implement a high-quality, standards-aligned, and strategy-based curriculum grounded in a cohesive instructional focus that builds student stamina and mastery of content-specific skills.

Rationale:

Academic scaled scores are 27-30 points below the state target of 500. Student growth percentile scores are 20 points below the state target of 50 SGP. Classroom structures and consistency of teaching grade-level standards during core instruction will increase student scores and move to close the achievement gap that has been growing at J.F.Kennedy

Grade and Subject	Avg. Scaled Score	Avg.SGF
GRADE 06 - ENGLISH LANGUAGE ARTS		
GRADE 06 - MATHEMATICS	471.2	22.3
GRADE 07 - ENGLISH LANGUAGE ARTS	474.4	21.5
GRADE 07 - MATHEMATICS	470.7	27.5
GRADE 08 - ENGLISH LANGUAGE ARTS	471.4	34.5
GRADE 08 - MATHEMATICS	472.3	41.3
GRADE 08 - SCIENCE	472.5	37.8
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	473.7	N/A
GRADES 03 - 08 - MATHEMATICS	471.4	30.2
GRADES 05 & 08 - SCIENCE	472.8	31.0
	473.7	N/A

School Quality Review data showed improvement is needed for indicators 2I Effective Planning and 2N Rigorous Tasks:

These are the ten indicators in the State/SEN Rubric	Your school's score in State/SEN Rubric	Your school's score in the SEZP rubric	Score
SEN Indicator 1: Curricula. Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners, and aligned to appropriate grade level and/or content standards	Developing	2k: Targets for Planning	Established
		2l: Effective Planning	Developing
		2m: Aligned Curriculum & Planning	Established
		2n: Rigorous Tasks	Developing

Key Objectives

- Continue Implementation of common curriculum
- Improvement of teacher feedback systems
- Coaching through observation and structured pre-planning opportunities

Evaluation Plan

During the school year, the data team will monitor student and staff performance with the curriculum, classroom structures, and common instructional strategy through daily observations, and weekly learning walks. Implementation of the three objectives will also be monitored through the progress-monitoring and/or formative assessments from each department throughout the year; this data will include iReady, Writing on demand, and Unit Assessments. Administrators will use mid-year and end-of-the-year MAP and MCAS data to measure progress as well.

- 90% of classrooms will follow the classroom structures by November 1st , 2020
- Improve the outcomes of the SQR report on feedback systems from a raw score of 2.9 to 5
- Students meeting MAP growth targets will increase by 10% from the previous winter scores for ELA and Math

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>
Adopt a shared database for aggregating both formal and informal classroom observation data	Administration support from SEZP	October, December, March	July 15th 2020
Utilize ILT time bi-weekly to analyze observation data with a focus on student work products from observed lessons and to identify teacher development and staff needs or subgroups of teachers	Administration - schedule created to look at content specific work	benchmark data from September through April	August and on going bi-weekly
Communication back to staff on school progress on priorities and trends seen through learning walks	Administration and TLT support	staff survey on communication	September and ongoing weekly
Ensure vertical meetings have opportunities for coaching and peer feedback	Administration, coaches and teacher leaders	Insights survey	September and ongoing
Plan and facilitate a professional learning experience and/or a set of professional learning experiences on standards-aligned instruction. (content specific)	Administration and TLT support	Learning walk and observations - tracked in database	August and ongoing
Provide lesson planning supports for teachers in these groups through coplanning, mentor, coach or administrator	Administration, coaches and teacher leaders	Learning walk and observations - tracked in database	September and ongoing weekly
Detail the school's beliefs about how students learn best, in staff-facing documents. Distribute and norm with staff on document after ensuring that it includes both numerous examples of specific instructional practices which align to those beliefs and examples of instructional practices	Administration, coaches and teacher leaders	Surveys and Learning walk and observations - tracked in database	August PD and ongoing weekly
Adopt a shared database for aggregating both formal and informal classroom observation data	Administration support from SEZP	October, December, March	July 15th 2020
Utilize ILT time bi-weekly to analyze observation data with a focus on student work products from observed lessons and to identify teacher development and staff needs or subgroups of teachers	Administration - schedule created to look at content specific work	benchmark data from September through April	August and on going bi-weekly

Priority 2:

John F. Kennedy Academy will improve academic and behavioral interventions for all students. Academic interventions will be diagnosed through past MCAS data and routine internal diagnostics throughout the school year. Support for English Language Learners and Special Education students will be more clearly defined and aligned with core content. Intervention teachers will continue to focus on specific skills in small groups for reading and math fluency. Social-Emotional Learning support will be in place by aligning an adjustment counselor to each grade level team, adding a morning small group advisory (“crew”) each morning, a two-hour enrichment block, and additional wrap-around services.

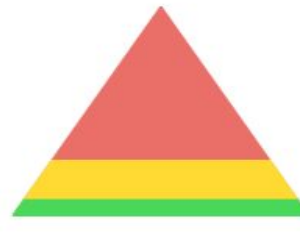
Rationale:

Tier 2 and 3 students will be identified for specific small group intervention beyond the core classes with additional opportunities during February, April and the summer.

English Language Arts



Mathematics



- At Risk for Tier 3
66%
- Tier 2
19%
- Tier 1
15%

- At Risk for Tier 3
54%
- Tier 2
31%
- Tier 1
15%

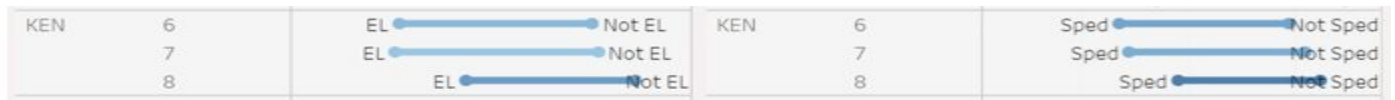
Tier 1 - At grade Level
 Tier 2- One grade level behind
 Tier 3-Two or more grade levels behind

School Quality Review data showed improvement is needed for indicators 3e Quality Intervention Systems:

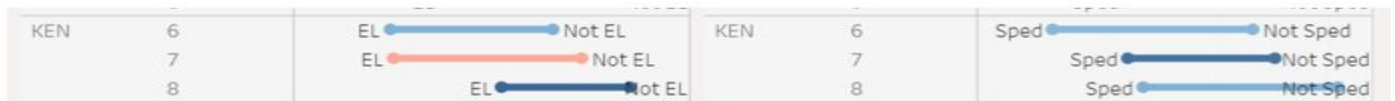


GAP between ELL and Special Education subgroups on MAP test are consistent:

ELA – MAP



Math



Key Objectives

- Implement tier 2 math tutoring servicing 70 students in 6-12 week cycles

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

- Implement tier 3 math fluency tutoring servicing 170 students
- Implement small group reading professional development for teachers servicing 80 students
- Ensure quality of intervention and data review is improved and targeted to individualized student need

Evaluation Plan

- Implementation of the above intervention objectives will also be monitored through progress-monitoring and/or formative assessments from each department throughout the year; this data will include iReady, Writing on demand, and Unit Assessments. Administrators will use mid-year and end-of-the-year MAP and MCAS data to measure progress as well.
- Fall to winter iready data for math and ELA will increase 10% in tier 1 and tier 2 compared to fall and winter of 2019
- Map to MCAS analysis will show a 5 point increase increase in ELA and Math scores
- Reduction of 20% of referrals for special education

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>
Provide lesson planning support for teachers in learning groups. This might take the form of co-planning with a mentor, a coach, or an administrator	Administration, Coaches and teacher leaders	Surveys and Learning walk and observations - tracked in database	August PD and ongoing weekly
Student fluency data tracked on Formal Loop data based and analyzed every 6 weeks for regrouping	Administration, Coaches and teacher	Iready and formal loop data	September and every 6 weeks
Weekly student of concern meetings reviewing student data to refer to Response to intervention team	Grade level team supported by administration		September and ongoing
Response to intervention team expand the intervention options beyond current intervention options	Administration with SEZP support	Iready data and reduction of students referred for special education services	September and ongoing
Protocol and training for reset system and student support center	Administration, Deans	Staff survey and exit tickets	August and ongoing
Bi- weekly review of student accountability data to make necessary adjustments at a school-wide or individual level	Deans and AP report Bi-weekly to principal	Reset and referral data tracked by student success coordinator	September and ongoing
Provide lesson planning support for teachers in learning groups. This might take the form of co-planning with a mentor, a coach, or an administrator	Administration, Coaches and teacher leaders	Surveys and Learning walk and observations - tracked in database	August PD and ongoing weekly

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Priority 3:

John F. Kennedy Academy will focus on integrating the four pillars of the Habits of Scholarship of Respect, Responsibility, Perseverance, and Quality. This focus will be integrated into core content through character learning targets and supported through our morning crew, enrichment programs, and student reset system.

Rationale:

2019-2020 site visit reported that John F. Kennedy was developing in the following indicators:

4a: Positive School Culture	The school’s approach to culture-building, discipline, and social-emotional support results in a safe environment and inclusive culture conducive to student and adult learning. Students and adults treat each other respectfully and student voice is encouraged/sought out, welcomed, and valued.	Developing
4d: Behavioral Norms	Students are following routines and procedures outside of classrooms (entry, dismissal, passing time, lunch room, school events) that are consistently articulated by teachers and school staff.	Developing

Key Objectives

- Implementation of common crew character targets for Quarter 1 and 2
- Continued development of common classroom crew structures and Implementation of processes that include goal setting focus on content and character, targets for students and communicated to families
- Continued development a school-wide system that will support teachers and students to minimize classroom disruptions and maximize instructional time and learning

Evaluation Plan

- Implementation of the above intervention objectives will also be monitored through progress-monitoring and/or formative assessments from each department throughout the year; this data will include iReady, Writing on demand, and Unit Assessments. Administrators will use mid-year and end-of-the-year MAP and MCAS data to measure progress as well.
- Reduction of student referrals and resets by 15% from previous year
- Increase family net promoter score from -29 to zero
- Increase school quality review data for indicator 4a positive school culture and 4d behavior norms from developing to established

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>
Continue to provide professional development fo crew teachers	Administration and Dean of culture	Learning walks	August and ongoing
Refinement and alignment of crew lesson with habits of scholarship	Administration and Dean of culture	Learning walks and referral and reset	August and ongoing

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focused on respect and responsibility for quarter 1 with quality and perseverance to be focused on for quarter 2		system	
Utilize crew structure to have students assess their progress on goals and learning and character targets; plan with students to discuss their self-assessments with their families with a student accountability piece to close the communication loop	Teachers and students	survey and return rate	At each grading benchmark
Communication with families on school goals and student and character learning targets.	Crew teachers and administration	Staff survey	August and ongoing with set meeting times that align to progress reports
Professional development on SEL supports and de escalation techniques to reduce reset and referral issues	Administration	Referral and reset rates	September and ongoing
Professional development on common classroom structures to support all students and limit reset and referrals	Administration	Referral and reset rates	September and ongoing