



**Springfield Public Schools
2020-2021 Student Calendar
Van Sickle Academy
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:25 AM - 2:55 PM

Teacher Hours 7:15 AM - 3:30 PM (Mon-Wed); 7:15 AM - 3:55 PM (Thurs.); 7:15 AM - 2:55 PM (Fri)

<p>Aug 17-19: New Staff Orientation</p> <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></td><td></td><td></td><td></td><td></td></tr> <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 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></td><td></td><td></td><td></td><td></td></tr> <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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Aug 17-19: New Staff Orientation
 Aug 24-28: Teacher PD
 Aug 28: Convocation
 Aug 31: School Begins

August 2020				
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Feb 15: Schools Closed - Presidents Day
 Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2021				
MON	TUE	WED	THU	FRI
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Sep 7: Schools Closed - Labor Day

September 2020				
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Mar 12: Schools Closed - Teacher PD Day

March 2021				
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Oct 12: Schools Closed - Columbus Day

October 2020				
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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
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May 31: Schools Closed - Memorial Day

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Dec 23: Early Release at 11:35am
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Jun 24*: End of School Year - Early Release for Students & Staff

June 2021				
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- School Closed
- Staff Early Release
- Special Staff Early Release
- Regular Day + PD
- Full Day PD

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: \$2,000

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.

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

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 10 hours of PD after the school day ends for students during the year (“extended day”)
- Up to 10 hours of Parent Conferences after the school day ends for students during the year (“extended day- parent conferences”)

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 8 hours and 15 minutes. For the majority of educators, required hours will be approximately 7:15am - 3:30pm Monday - Wednesday. On the first and third Tuesday of the month, staff will be required to stay for 1 hour after school from 3:00pm - 4:00pm. On Thursdays, required hours will be approximately 7:15am- 3:55pm and on Fridays required hours will be 7:15am - 2:55pm.

Teachers will have approximately the equivalent of 35 minutes of self-directed preparatory periods 3 times 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, unless otherwise directed by the principal.

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

- Participation in 3 family events during the school year
- 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
- Working regularly with school administrators to improve one's instructional practices
- Checking homework on a daily basis
- Attending student-related meetings
- Serving as a mentor to a small cohort of students
- Teachers may be required to teach multiple grade levels
- Extra Help/Make-Up work for students weekly on Thursday from 2:55 PM - 3:55 PM

*Teachers will be required to provide extra help to students every Thursday beginning on Thursday, September 10, 2020 and ending on Thursday, June 10, 2021 with the exception of the following Thursdays in which teachers will not be required to stay after for extra help - 1/7/21, 2/11/21, 3/11/21, 4/1/21, 4/15/21, 5/13/21 & 5/20/21.

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 30 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.

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Van Sickle Academy will hold 9 parent-teacher conferences during the 2020-21 school year. Teachers will be given time during extended days on Thursdays to meet with families.

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

Newly hired teachers are expected to report to work on August 17, 2020 through August 19, 2020 and will receive a \$750 stipend. Returning teachers will be 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 Van Sickle Academy are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, flip flops, slides, and hats (excluding religious obligations) is not permitted. Additionally, use of cell phones, earbuds, headphones, or other non-student related technology, are not permitted while teaching in the classroom, while in the hallways, and/or in the presence of any student(s).

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

- Coverage of homeroom periods, not exceeding 30 minutes per day
- Coverage of lunch periods, break periods, or block periods, not exceeding 70 minutes per day
- Substitute coverage of classes and duties of others who are absent from school
- Coverage of afterschool activities, not exceeding 60 minutes per week

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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.

Van Sickle Academy 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: Van Sickle Academy



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

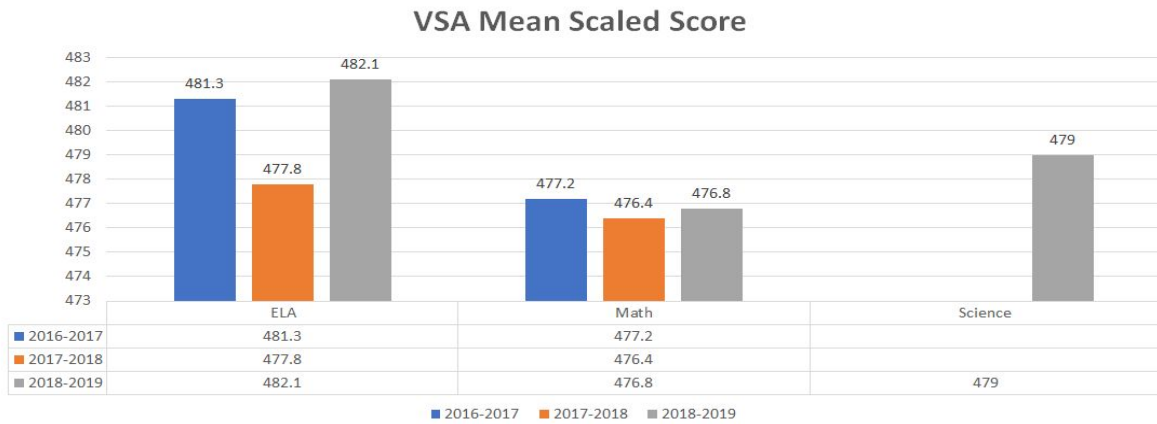
Educators across the school will develop and implement rigorous tasks that align to the grade appropriate standards, aligned curriculum and objectives. Each lesson must culminate in a task that asks students to engage with the skills of the standard at or above grade level while utilizing higher order thinking practices (Analyze, Evaluate, Create). Educators must provide appropriate differentiated scaffolds so that all students can access and complete this task at the required level.

Rationale:

Based upon our School Quality Review (SQR), the results indicate that teaching practices are starting to reflect a common language around standards aligned practices. Educators are in the beginning stages of crafting lessons and tasks that reflect the grade appropriate standards that tie into the daily objective. To increase the rigor in our math classrooms, VSA has adopted the Illustrative Math (IM) curriculum to ensure that students are receiving the most highly rated and standards aligned curriculum to help improve our Math scores.

2g: Standards Alignment	Across classrooms, teaching practices are aligned to the standards and reflect an articulated and commonly shared set of beliefs about how students learn best is informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the common core	Developing
2n: Rigorous Tasks	Curricula, instructional approaches, and academic tasks implemented across grades/subjects consistently emphasize rigorous cognitive engagement, intentional growth mindset, and higher-order skills for all students, including ELLs and SWDs.	Developing

The Van Sickle Community has made it a priority to increase the rigor of our instruction over the past two school years. As a result, our Mean Scaled MCAS score in and ELA have shown growth in the 2018-2019 school year. We would like to aim for an increase in the 2020-2021 school year of 485 or higher. To increase the rigor in our math classrooms for the 2019-2020 school year, VSA has adopted the Illustrative Math (IM) curriculum to ensure that students are receiving the most highly rated and standards aligned curriculum to help improve our Math scores. While the scores for the Math department have shown some increase, the mean scaled score is far below our target of 490.



Measured By:

Administration will craft a walkthrough tool that will assess the rigor level of the task completed during the time observed within a classroom. The tool will highlight components of the Instructional Practice Guides (IPG), Levels of Bloom’s Taxonomy, and the grade level standard being assessed. The data gathered from the walkthrough will inform administration as to where specific teachers are in administering high leverage rigorous tasks and will allow them to shape individualized professional development to support teachers in their creation of the tasks. In conjunction with bi-weekly data meetings in priority #2, the data will also help us to identify common missteps teachers may be making within the classroom in presenting the content and or scaffolding to make the tasks accessible to all students. As a direct result of this type of monitoring, VSA will aim to score a mean ELA score of 490, a mean Math score of 485, and a mean science score of 490.

Key Objectives

- Educators will consistently design, plan, and administer rigorous, standards aligned higher order thinking tasks. In utilizing this strategy, VSA should see student growth percentiles of 50% and above on MAP and MCAS.
- Educators consistently craft or upgrade tasks that are rigorous and standards aligned. All tasks will have an exemplar and rubric that allow students to see and understand the high expectation.
- Utilize Data Meetings to evaluate levels of successful completion and identify gaps that are occurring. This will inform the meeting and next steps for reteach and reassess.
- Formulate weekly checks and balances in Department meetings to provide rigorous and authentic feedback from peers to ensure that the task assesses students at the highest level.
- Through walkthroughs and Relay Observations, identify key moves that need to occur to ensure student success and specific differentiated scaffolds that need to be included.

Evaluation Plan

- Administrative Walkthroughs
- TLT Walkthroughs
- Data Meetings
- MAP, MCAS, i-Ready Student Growth
- Monthly MCAS Essay writing response Growth
- Observations

Action Plan

Action Step	Owner + Resources	Benchmark	Completion
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<p><i>What will you need to do in order to implement the key objectives?</i></p>	<p><i>Who will be assigned to this task and what resources might be needed to complete each action step?</i></p>	<p><i>How will you know that you are making progress along the way?</i></p>	<p>Date <i>When do you expect to complete this action step?</i></p>
<p><u>August Professional Development:</u></p> <p><u>Task Development</u> August PD will allow educators to either enhance adopted curriculum tasks from aligned curriculum(ELA/Math/Science) or craft a task(Social Studies) that will appropriately demonstrate mastery of the standards taught during the first unit. We will also be crafting smaller tasks that help build up to the larger task and build specific supports to help all students meet mastery. Administration will provide detailed examples that demonstrate incorporation of higher order thinking. Educators will be asked in professional development to develop their first task for their first unit/module. The PD will ask teachers to craft the Task, the Rubric, a teacher exemplar, and a roadmap on how the Educator will teach the skills necessary for students to complete the task successfully.</p> <p><u>Unpacking Standards and Bloom’s Taxonomy</u> Educators will have the opportunity to unpack the standards within the unit and align them within Bloom’s Taxonomy. With the guidance of Administration, Educators will continue the work from the 2019-2020 school year around Bloom’s Taxonomy. Teachers will have the time to unpack the standard and correlate it with a specific level of bloom’s taxonomy that will support the culminating task. They will be given time to then plan lessons around the skill to ensure that students are able to demonstrate their mastery of the bloom’s level and standard.</p>	<p>Administration - Professional Development</p> <p>Teachers - Tasks created</p>	<p>Educators will complete a carousel walk to provide feedback to one another so that the product meets the expectation.</p> <p>Throughout the month Administration will be walking through to assess daily tasks for rigor and standards alignment</p>	<p>Task completed by August 28, 2020</p> <p>Walkthroughs for tasks will happen every other week.</p>
<p><u>Department Meetings</u> Weekly department meetings will occur every Monday for 30 minutes and will focus on continuing the work from August Professional Development. Each week, teachers will analyze and evaluate each other’s tasks and assessments with the guidance of administration. They will provide specific and targeted feedback surrounding standards alignment and higher order thinking skills.</p>	<p>Department Leads and Administration</p>	<p>All tasks will be evaluated weekly and written and verbal feedback will be given each week during Department Meetings..</p>	<p>May 2021</p>
<p><u>Administrator Walkthroughs</u> Administration will begin weekly walkthroughs, transitioning to every other week. The walkthrough will specifically</p>	<p>Administration/TLT/Teachers</p>	<p>Weekly/Every Other Week Administrative walkthroughs</p>	<p>May 2021 September -</p>

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<p>target grade level standards alignment, Bloom's Taxonomy level, criteria from Core Action 2 of the Instructional Practice Guides (IPG) and overall feedback on tasks. Teachers will receive feedback during Department Meetings and Weekly Data Meetings based on the walkthrough and data presented.</p> <p>The Teacher Leadership Team will also complete walkthroughs to provide their peers with feedback around tasks and differentiation of the lesson and tasks (after October PD).</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● VSA Task Walkthrough Tool ● Instructional Practice Guides ● Bloom's Taxonomy 	<p>TLT Walkthrough</p>	<p>Weekly</p> <p>October-June Every Other week Alternating with TLT</p>
<p><u>October Professional Development</u></p> <ol style="list-style-type: none"> 1. Teachers will be given further professional development on Differentiation of Instruction to help teachers provide appropriate scaffolds that will allow all students to access and complete the task at the appropriate grade level. Special Educators and ESOL Educators will partner with the Departments to provide feedback around specific scaffolds and recommend certain practices to help students with special needs. 2. Teachers will be given time to craft their next two assessments and or amend the existing task in departments and create scaffolds for each level. Department teams will have the opportunity to provide feedback and share their strategies with each other to increase the implementation of best practices. 	<p>Administration and the Special Education/ESOL Educators</p>	<p>Administration and TLT will help to hold teachers accountable through walkthroughs, Data Meetings, and observations.</p>	<p>October 2020</p>
<p><u>Professional Learning Communities</u></p> <p>PLCs will specifically focus on reinforcing developing rigorous standards aligned tasks. Teachers will have created their module task during Professional Development. PLC will specifically work on crafting an exemplar, creating a standards aligned rubric, and developing specific lessons that will scaffold the task and help students understand the steps necessary to complete the task successfully.</p>	<p>Administration & Grade Level Teams</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Get Better Faster Guide ● Bloom's Taxonomy ● Instructional Practice Guides 	<p>Educators will implement best practices discussed in PLC and will receive feedback based on TLT walkthrough, Administrator Observations, and Relay observations</p>	<p>May 2021 Every Tuesday</p>
<p><u>Data Meetings</u></p> <p>Data Meetings will occur every other week and will focus on the analysis of a task from that specific week and students responses to the tasks. This will allow the teacher and administrator to craft a reteach plan to address student gaps. They will also focus on the specific steps teachers are taking to teach the practices and how they are implementing differentiated scaffolds.</p>	<p>Administration and Teachers</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Data Meeting Protocol ● Get Better Faster Guide and videos ● Relay Videos for 	<p>Student MAP growth will increase to 75% of our students meeting growth targets in the winter and spring.</p>	<p>Every Other Week</p>

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	Models		
<p><u>Relay Observations</u> Administrators will use the Relay Observation Protocol to provide weekly and bi-weekly observations. Administrators will focus on targeted feedback that align from the Get Better Faster Guide. Feedback will be given in email and or written form and discussed during Observation Feedback meetings if needed. Administrators will focus on the moves that the teachers are making to ensure that students are utilizing higher order thinking in rigorous tasks.</p>	<p>Administrators</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Get Better Faster Guide and videos ● Relay Videos for Models ● Teach Like a Champion 	<p>Educators will show growth on the “Get Better Faster Guide” by 2 levels within the first two months of school.</p> <p>Educators will implement feedback consistently as monitored through walkthroughs, observations, and Data Meetings.</p>	<p>September Weekly</p> <p>October-May Every Other Week in conjunction with Data Meetings</p>

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

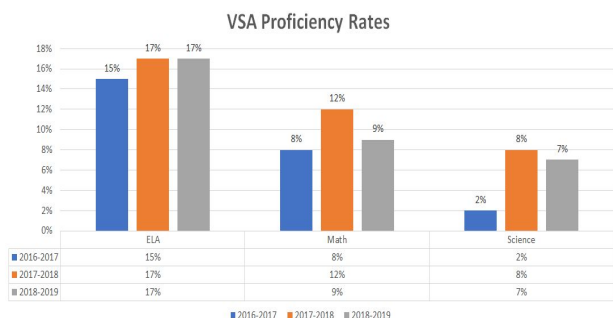
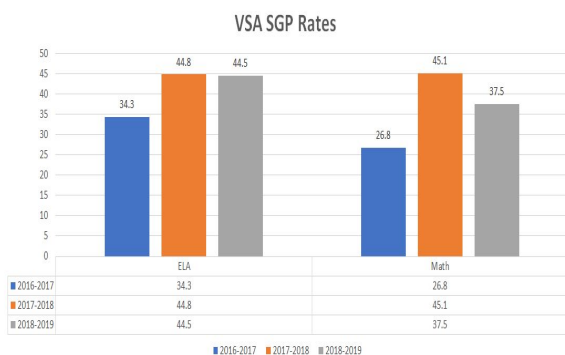
Educators will consistently utilize the following techniques during class: monitoring pathways, monitoring for quality, and “pen in hand” providing students with in-the moment feedback. They will utilize these specific practices to collect data from students throughout the class and provide in the moment reteach for individual students, small group intervention , or whole group reteaching based upon the class response. Data will be collected utilizing our VSA Monitoring Aggressively Chart and will be reviewed weekly in Data Meetings and in Professional Learning Community. Educators will be required to adjust practices based upon the data collected in order to benefit student growth.

Rationale:

During our most recent School Quality Review, the report cited evidence of “aggressive monitoring” happening in all classes to varying degrees. Educators within VSA have been consistently utilizing monitoring pathways and attempt to use the “pen in hand” strategy, but fail to consistently collect data from the monitoring. As a result of failing to collect data, Educators do not make adequate adaptations to their lessons or in the moment redirections based on what they observe in their monitoring pathway. These findings have been supported through the SQR, Observations, TLT walkthroughs, and administrative walkthroughs. Educators received training on the different elements of effective “aggressive monitoring”, however teachers implemented the strategies with varying degrees of success. The Administrative staff will therefore implement measures of accountability to ensure implementation with fidelity in all classes.

2p: Analyzing Assessments / Student Work	Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students.	Developing
2j: Effective Assessment	Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real time to further student learning.	Developing

In reviewing our current MCAS Student Growth Percentages (SGP) and Proficiency Rates, we have made some growth but we have not been able to maintain consistent growth among students. When students are effectively tracked for growth and monitored within the class, we will better be able to track and predict our growth rates and adjust our practices to ensure higher rates of growth and proficiency. Through the use of the VSA data collection tool and increased accountability through administrative walkthroughs, data meetings, and Professional Learning Communities, the VSA community will be able to implement effective interventions for specific students to increase their growth and mastery of standards.



Measured By:

Administration will meet every other week with teachers to assess the data collected using the VSA Aggressive Monitoring Data tool. They will specifically isolate and focus on standards in which student's perform consistently poorly on and provide strategies of reteaching for the whole group, small group, and individual instruction. This will be paired with informal observations to target the moves within the class that may be causing misconceptions and low rates of understanding. As a result of this targeted approach, VSA should be able to increase their student growth rate by 10% on the MAP assessments, iReady benchmark testing, and MCAS assessments. There should also be a 10% growth in students who have met the proficiency standard for all academic areas of the MCAS. In utilizing the Aggressive Monitoring technique, Educators will close the gap between our special education students and our general education students. Teachers will use the data to track students gaps and provide one on one and small group instruction to correct the gap. On average, 25% of our General Education students scored Meets Expectations or above on MCAS, whereas Special Education students did not score in this range. Using this model will ensure that 100% of students will make progress in moving one scoring level on the MCAS so that at least 25% of our Special Education students score Meets or Exceeds on the MCAS.

Key Objectives

- Establish a protocol for data analysis that has Administration and Teachers working together to identify key gaps in student learning and implement reteach plans to effectively show student growth.
- During Data Meeting, ensure teachers are utilizing the VSA Data Tracker accurately and practice monitoring pathways with the Educator to ensure that they are effectively monitoring all students and making appropriate adjustments as needed.
- Establish a Walkthrough and Relay Observation routine in which we hold conversations with teachers regarding their reteach and redirection of students who are showing gaps. Administration will collaborate with teachers during the walkthrough and collect data along with the teacher to effectively identify any gaps and next steps that need to occur.

Evaluation Plan

- Data Meetings
- Observations (Formal and RELAY)
- MAP Student Growth
- Team Data Meetings

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>
August Professional Development Data Analysis Professional Development sessions will occur in August PD. Administrators will present the Data Meeting Protocol and model for teachers the expectation of an effective Data Meeting. Educators will practice with a data set and prepare a reteach plan based on the data. Teachers will give each other written feedback based on their	Administrator and Teacher Resources: <ul style="list-style-type: none"> ● Relay Data Set ● Reteach Models and Best Practices (Relay) 	Reteach plan will show that Educators understand and recognize the gap and will apply the correct strategy to close the gap.	August 2020

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reteach plan.	<ul style="list-style-type: none"> ● VSA Aggressive Monitoring Tracker 		
<p>Data Meetings During Data Meetings, Administrators and Teachers will focus on reviewing student data from a task that has been given that week and crafting a reteach plan to address student learning gaps. Teachers will utilize the VSA Aggressive Monitoring tool that tracks students progress and mastery of standards assessed in the lesson. They will bring the completed tool to the data meeting to help track student progress and identify next steps. This will allow administration to review how the teacher is monitoring student mastery and help them to formulate next steps for the teacher practice.</p>	<p>Administrator and Teacher</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Data Meeting Protocol ● Rigorous Tasks 	<p>Educators will be implementing feedback given during data meetings and Relay Observations. This will be observed through data meetings, walkthroughs, test scores and observations</p>	Bi-Weekly
<p>Relay Observations Based on Data reviewed during Data Meetings, Administrators will observe the Educator Monitoring Aggressively and ensure moves to close the gap within the class and the lesson. Educators will receive feedback on their current practice and will discuss ways to improve. These will be informal, regular observations, focused on moves the Educators are making within the classroom to help close the gap and monitor aggressively.</p>	<p>Administrators</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Get Better Faster Guide ● VSA Walkthrough Tool ● Instructional Practice Guide 	<p>Educators will be implementing feedback given during data meetings and Relay Observations. This will be observed through data meetings, walkthroughs, test scores and observations</p>	Bi-Weekly
<p>3. PLC Data Meetings 4. During identified PLC Meetings, administration, teachers, and paraprofessionals will review assessment data to identify students who need close monitoring and plan out intervention reteach plans to address these students. Best Practices will be planned as a group to implement to help students gain understanding and close their gaps within the classroom across all subjects.</p>	<p>Administrator</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Data from MAP ● iReady ● Monthly essay writing ● Teach Aggressive Monitoring Trackers 	<ul style="list-style-type: none"> ● MAP Growth ● iReady Growth ● Growth in Grades 	Monthly
<p>Professional Learning Community PLC meetings will focus on best practices that should be implemented when monitoring aggressively. Educators and Administration will review effective models and provide time to plan and implement them into all classrooms.</p>	<p>Administrators and Teachers</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Data from Aggressive Monitoring ● Data from TLT Walkthroughs ● Data from MAP/iReady ● Data from Data Meetings and 	<ul style="list-style-type: none"> ● Growth in Aggressive Monitoring Data Collection 	Weekly (Tuesday)

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	observations		
<p><u>Continued Professional Development</u> In collecting data from Walkthroughs, Observations, and Data Meetings; Administration will provide further PD to teachers who require further direction on how to effectively Monitor Aggressively. Teachers will be asked to practice these procedures in a supportive setting and observations will be done on a more frequent basis to ensure that the teacher is implementing the practice with fidelity.</p>	<p>Administration</p> <p>Resources:</p> <ul style="list-style-type: none"> ● RELAY Training ● RELAY videos ● RELAY observations 	<p>Observations & Data Meetings</p>	<p>October December March</p>
<p><u>Monitoring Aggressively Coaching</u> Administration will go into classes and provide both modeling and coaching for monitoring aggressively. The Administrator would model the section of the lesson that needs monitoring and demonstrate how to document the data collected. Administration and teacher would meet during prep period to discuss protocol and practice and work on how to effectively implement it in class to help close the gap of understanding.</p>	<ul style="list-style-type: none"> ● VSA Aggressive Monitoring tool 	<p>Weekly</p>	<p>September</p>