



**Springfield Public Schools
2019-2020 Student Calendar
Chestnut Academy
355 Plainfield Street, Springfield MA 01104**



Student Hours 7:20am - 2:50pm

Teacher Hours 7:20am - 3:30pm

Aug 19-23: Staff PD
Aug 23: Convocation
Aug 26: School Begins
Aug 31: Early Release at 1:00 pm

August 2019				
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

Feb 14: Early Release at 1:00pm
Feb 17: Schools Closed - Presidents Day
Feb 18 - 21: Schools Closed - Mid-Winter Vacation

February 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

Sep 2: Schools Closed - Labor Day

September 2019				
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				

Mar 13: Schools Closed - Teacher PD Day

March 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	31			

Oct 11: Early Release at 1:00 pm

October 2019				
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	

Oct 14: Schools Closed - Columbus Day

Apr 17: Early Release at 1:00pm

April 2020				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Apr 20: Schools Closed - Patriots Day

Apr 21 - 24: Schools Closed - Spring Vacation

Nov 5: Schools Closed - Teacher PD Day

November 2019				
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

Nov 8: Early Release at 1:00pm

Nov 11: Schools Closed - Veterans Day

Nov 27 - 29: Schools Closed - Thanksgiving Vacation

May 22: Early Release at 1:00pm

May 25: Schools Closed - Memorial Day

May 2020				
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

Dec 20: Early Release at 11:35am - Last day before holiday vacation

December 2019				
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	31			

Dec 23 - 31: Schools Closed - Holiday Vacation

Jun 19*: End of School Year - Student Early Release at 11:35am

June 2020				
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			

Jan 1: Schools Closed - New Years Day

January 2020				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Jan 6: Schools Closed - Teacher PD Day

Jan 17: Early Release at 1:00pm

Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Student Early Release
- Special Student Early Release



**Springfield Public Schools
2019-2020 Staff Calendar
Chestnut Academy
355 Plainfield Street, Springfield, MA 01104**



Student Hours 7:20am - 2:50pm

Teacher Hours 7:20am - 3:30pm

Aug 19-23: Staff PD
Aug 23: Convocation
Aug 26: School Begins
Aug 30: Early Release at 1:00pm

August 2019				
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

Feb 4: Extended Day for Staff
Feb 14: Early Release at 1:00pm
Feb 17: Schools Closed - Presidents Day
Feb 18 - 21: Schools Closed - Mid-Winter Vacation
Feb 25: Extended Day for Staff

February 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

Sep 2: Schools Closed - Labor Day
Sep 3: Extended Day for Staff
Sep 17: Extended Day for Staff

September 2019				
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				

Mar 3: Extended Day for Staff
Mar 13: Schools Closed - Teacher PD Day
Mar 17: Extended Day for Staff

March 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	31			

Oct 1: Extended Day for Staff
Oct 11: Early Release at 1:00pm
Oct 14: Schools Closed - Columbus Day
Oct 15: Extended Day for Staff

October 2019				
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	

Apr 7: Extended Day for Staff
Apr 10: Schools Closed - Good Friday
Apr 17: Early Release at 1:00pm
Apr 20: Schools Closed - Patriots Day
Apr 21 - 24: Schools Closed - Spring Vacation
Apr 28: Extended Day for Staff

April 2020				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Nov 5: Schools Closed - Teacher PD Day
Nov 8: Early Release at 1:00pm
Nov 11: Schools Closed - Veterans Day
Nov 19: Extended Day for Staff
Nov 27 - 29: Schools Closed - Thanksgiving Vacation

November 2019				
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

May 5: Extended Day for Staff
May 19: Extended Day for Staff
May 22: Early Release at 1:00pm
May 25: Schools Closed - Memorial Day

May 2020				
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

Dec 3: Extended Day for Staff
Dec 17: Extended Day for Staff
Dec 20: Early Release - Last day before holiday vacation
Dec 23 - 31: Schools Closed - Holiday Vacation

December 2019				
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	31			

Jun 2: Extended Day for Staff
Jun 19*: End of School Year - Early Release for Students & Staff

June 2020				
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			

Jan 1: Schools Closed - New Years Day
Jan 6: Schools Closed - Teacher PD Day
Jan 7: Extended Day for Staff
Jan 17: Early Release at 1:00 pm
Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day
Jan 21: Extended Day for Staff

January 2020				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

*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 Early Release
- Regular Day + PD until 4:30pm
- Student Early Release + PD
- Full Day PD

This SY'19-20 school plan has been approved by the SEZP Board.

SEZP 2019-20 School Planning Process

Educator Working Conditions: Chestnut Academy



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 2019-20 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$25,000
- Family and Community Engagement Program: \$3,000
- Field trips: \$12,000

Any transfer or use of additional funds received over the course of the school year will be determined by the principal.

2. School curriculum issues.

Chestnut 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 18 hours of PD after the school day ends for students during the year ("extended day")

4. School calendar.

Please see the attached 2019-20 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.

FINAL – APPROVED BY SEZP BOARD

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- Winter break, Mid-winter break, Spring break.

5. Schedule for staff and students, provided that all teachers will continue to receive duty-free lunch and regular student-free preparatory time.

Teachers at each school will receive a duty-free lunch and regular preparatory time.

The standard workday for educators will be 8 hours and 10 minutes. For the majority of educators, required hours will be approximately 7:20am–3:30pm. As shown in the school calendar, students may arrive at 7:20am. These students will begin the day working with staff who are paid to oversee student arrival and morning meeting.

Teachers will have approximately 5 planning hours per 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.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings on 5 days at 45 minutes per day, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Chestnut 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
- Participation in staff recruitment and selection processes
- Working regularly with school administrators to improve one's instructional practices
- Checking homework as assigned
- Attending student-related meetings
- Serving as a mentor to a small cohort of students

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 10 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.

Chestnut Academy will hold Student Success Groups or parent-teacher conferences on a rotating as needed basis during the 2019-20 school year. These (SSG) meetings will be held during PLC's one day a week. Up to three students and their families will attend these meetings on a rotating basis.

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

Returning teachers are expected to report to work on August 19, 2019. The final work day for teachers is June 19, 2020. These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

9. Notices and announcements.

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

10. School health and safety issues.

Working with SEZP and SPS, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning.

Security of school premises will be maintained and visitors to the school will be required to check in upon entry.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

11. Staff dress code.

Staff at Chestnut Academy are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, and flip flops is not permitted.

12. Rotation of duties.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of Chestnut 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 10 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 60 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.

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

FINAL – APPROVED BY SEZP BOARD

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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 2019-20 Roadmap Improvement Plan:
Chestnut Academy**



Priority Area 1: Instructional Leadership, Shared Responsibility and Professional Collaboration and Intentional Practices for Improving Instruction (Turnaround Practice #1 and #2)

We will improve our students’ proficiency in literacy skills across all academic disciplines, enabling students to access grade-level content and explain their thinking in writing. To accomplish our goal of proficiency, Chestnut Academy staff will utilize backwards planning, intensive professional development, effectively utilize data-driven needs assessments and ongoing data analysis. Chestnut Academy staff will deliver intensive, hands on classroom instruction, with regular check for understanding, both formal and informal, and use the feedback data to tailor the instruction in real-time to further student learning.

Rationale:

We chose to focus on “Turnaround Practice #1 and #2” after reviewing, multiple data sources. We measured formative and summative assessments such as, MAP, MCAS, ACCESS, IREADY and other school-created assessments to assess the strengths and weaknesses of our students.

- **2017/18 ELA MCAS SGP**
 - Grade 6 – 36%, Grade 7- 58%, Grade 8- 37%
- **2017/18 Math MCAS SGP**
 - Grade 6 – 21 %, Grade 7- 39%, Grade 8 – 39%
- **SY 18/19 (Spring) MAP ELA % of students who met or exceeded their projected RIT scores**
 - Grade 6: 64%, Grade 7: 69%, Grade 8: 79%
- **SY 18/19 (Spring) MAP Math % of students who met or exceeded their projected RIT scores**
 - Grade 6: 50%, Grade 7: 52%, Grade 8: 61%

Key Objectives

- Chestnut Academy staff will develop a systematic way to assess student mastery of standards that relate to comprehension of complex text.
- Students will increase proficiency levels based on cross-curricular literacy instruction and assessment around shared literacy standards.

Evaluation Plan

- Evaluation of the systematic assessment methods will be based on an analysis of conferring data, LASW protocol data, and unit assessments aligned to mastery of standards
- Improved proficiency levels will be evaluated by analysis of data-driven needs assessments, such as, iReady, MAP, ACCESS and unit based assessments.

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 time, new role/staff, outside partnership, etc.)?</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>

This SY'19-20 school plan has been approved by the SEZP Board.

Chestnut Academy staff will collaborate in an effort to develop an assessment model and tool that will assist in the monitoring and tracking of student comprehension of complex text.	ILT, Principal	Assessment model and tools will be ready to train staff on how to effectively evaluate the student mastery of standards.	August PD and embedded throughout the school year.
Train all staff to use assessment tool to drive their planning and evaluate mastery of standards.	ILT, Principal	Staff will be observed through classroom walk-throughs, unannounced evaluations and implementation of resulting data into their lesson plans.	August PD and embedded throughout the school year.
Develop professional practice goals from the Instructional Planning Guides(IPG) for all disciplines that focus on student mastery of standards.	All Staff	Review of teacher IPG goals during August PD	August PD
Provide support with teacher goal setting specifically how it relates to their IPG's in August PD and PLC's	ILT, Principal	Review of teacher goals during August PD	August PD
Lesson plans will be developed by staff that utilize student data, as it relates to the tools for evaluating mastery of standards, aligning their instruction to support the needs of the student.	ILT, Principal, Assistant Principal	All staff will receive a rating of proficient or higher upon weekly lesson plan review	Weekly
Based on mastery data, focus each lesson on a targeted strategy for comprehension and synthesis of high quality, complex text.	ELA Coach, TLA support staff, Principal	Weekly review of LPs	Weekly
Post Core Actions and Student Learning Objectives in the classroom.	Teachers	Classroom Environment Walkthroughs	August/ September
Student Success Criteria will be included in all lesson plans.	ILT, Principal, AP	Weekly review of LPs	Weekly
Lessons observed during instructional rounds will provide timely , explicit and actionable feedback on Core Action 1 and the professional practice goals selected by each teacher.	ILT, SEZP Chief of Instruction, Principal, AP	Monthly "Learning Walks"	Monthly
Plan and calibrate fidelity walks using IPG with SEZP support as needed.	ILT, SEZP Chief of Instruction, Principal, AP	Monthly "Learning Walks"	Monthly
In partnership with TLA and Unbound Ed engage teachers in professional development to build higher-order thinking skills and metacognition into structured text-based discussions in classrooms	ILT, SEZP Chief of Instruction, Principal, AP	Monthly "Learning Walks"	Monthly
ELA and Humanities PLC cycles will focus on elevating and aligning text and task complexity, including speaking and listening standards.	ELA Coach, Principal	Classroom Observations	Daily, weekly and monthly classroom visits and observations
Appointed two brand new instructional coaches to support the implementation of the systematic assessment model and analysis of student mastery of standards.	Principal	Weekly ILT Meetings, monthly learning walks, data assessment meetings every four weeks	Ongoing

This SY'19-20 school plan has been approved by the SEZP Board.

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

Chestnut Academy will continue to build and improve on our multi-tiered system of support through capitalizing on a variety of academic techniques and tools designed and personalized to meet the needs of each and every learner.

The intervention program at Chestnut Academy will be driven by student performance in Tier I, II and III classrooms, particularly in response to re-teaching efforts, as an additional data point informing which students might require additional Tier II and Tier III interventions. Students will be assessed weekly or as needed, by the intervention team and will be re-grouped or provided additional services based on a distinct entry and exit protocol.

In addition, a focus on the performance level of our ELL students in both math and ELA as highlighted below, has led us to better service the needs of this subgroup. Therefore, we will improve and enhance intervention for ELL students as the data demonstrates that additional support for students is needed.

Rationale:

Results of our quality school review indicate that while we are making effective progress in standards 3c, use of time for intervention, the area that was identified as an area in need of improvement is 3d, regrouping and appropriate intervention.

Key Objectives

- All students will be scheduled flexibly to receive up to three tiers of intervention/acceleration supports with intentional frequency, duration and focus aligned to individual student needs and based on real-time data progress monitoring (i-Ready) and in class formative assessments.
- Targeted interventions/acceleration will be personalized for each learner and delivered in three distinct tiers during primary core instruction, specialized intervention/acceleration classes in math, ELA, STEM and tertiary intervention groups
- Chestnut Academy will improve intervention/acceleration supports for ELL students and professional development for teachers to effectively serve ELL students, thereby, improving ELL subgroup outcomes, focused primarily on core action 3 from the IPGs. .
- The ILT (Intervention/acceleration team), will continue to sustain a clear entry and exit criteria that includes input from the core teachers and allows for fluid movement in and out of intervention/acceleration courses, based on student needs.

Evaluation Plan

Students will be able to demonstrate proficiency and content understanding on all grade level standards as evidenced through the review of student work and periodic unit assessments, but formative and summative assessments as well, such as, MAP, MCAS and ACCESS.

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 (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</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>
Evaluate weekly data to determine effectiveness of present	All Staff	4-6 week data review to be conducted by	Ongoing

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interventions and make any needed changes		the ILT/Intervention Team	
Identify appropriate interventions and intervention curricula, resources, and progress monitoring tools to develop individualized intervention plans for each student.	ILT, Principal with input from all staff	Review of plans following August PD, weekly	August PD and ongoing
Develop training for teachers to use data to group students, prioritize students and identifying appropriate interventions	ILT, Principal	Teachers will be able to effectively group students based on the multiple data sources.	Ongoing
Provide coaching for effective small-group instruction, differentiation, SEI strategies and/or conferring to be implemented in intervention classes	ILT	Observed during walkthroughs, evaluations and classroom visits.	Ongoing
Investigate, refine, and formalize criteria for student classification into Tier I, Tier II, and Tier III in a multi-tiered support system	ILT, Principal	Students and Staff will be able to explain the entry and exit criteria for each intervention they are assigned to,	Ongoing
Improve master schedule with intervention as a specific priority	Principal	Schedule will allow students access to all course offerings and interventions	June/July
Observe intervention at schools in the Zone that have improved ELL-specific intervention	ILT, Principal, ESOL Staff	Research and visit high performing schools	June 2019
Sort students into tiered priority classifications according to criteria	ILT	Monitor and track data	Ongoing
Develop personalized intervention plans for ELL students	Teachers	All students should have learning targets established	Ongoing

This SY'19-20 school plan has been approved by the SEZP Board.

Priority Area 3: School Culture Focus (Turnaround Practice 4: School Culture & Climate)

A safe, respectful, and collegial climate for teachers and students: The school establishes and maintains an orderly and respectful learning environment for students and a collegial, collaborative, and professional culture for teachers.

We will engage all stakeholders in the process of improving the school culture and the overall social emotional growth of our students by taking a proactive approach to engaging our families and community partners in the planning and execution of our student life program.

Support the social-emotional development of all students through an improved Advisory program, where a student advisor, will take particular care to coordinate and monitor; attendance, social-emotional learning, child/youth development, and guidance/advisement supports for all students and their parents that are carefully aligned with student needs. Such as behavioral, attendance and academic concerns or celebrations.

Rationale:

Results of our quality school review indicate that while we are making effective progress in standards 4a and 4b, positive school culture and effective team culture, however the areas that were identified as areas in need of improvement are 3f, social emotional intervention, 4g and 4i, effective communication and engaging families in student goals.

Key Objectives

- Encourage participation in the planning of and promotion of, one or more of Chestnut Academy’s family and community engagement programs.
- Ensure that each student is known well by at least one trusted adult through an improved advisory system.
- The advisor will systematically improve communication with families, in regard to, day to day activities and a newly designed advisory program. This program will run daily for 15 minutes and will be extended once a month to provide a platform for students to engage in lessons based on empathy and leadership throughout the school year.
- The advisor will serve as the point person for a “team” of support staff for each child.

Evaluation Plan

- Behavioral incidents and chronic absenteeism will significantly improve based on review of data in data warehouse and tableau.
- Review of school culture survey.
- Phone and parent contact logs.
- Evaluations and observations of advisory periods.

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 (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</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>
Plan PBIS training, launch, and continuum for CA STAFF & Faculty	AP and PBIS team	Monitor PBIS rewards data.	August
Advertise monthly events to the school and within the greater community using flyers and daily	PBIS Team	Observe and report	Ongoing

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calendar updates			
Publish and send written and verbal communications to update families on changes, events, policies, and opportunities, including translation	PBIS Team, Principal, AP	Observe communications	Ongoing
Design new advisory program	Guidance and Principal	Program is designed in the time it was projected to be assigned.	Summer '19
Develop curriculum for advisory program	Guidance and Principal	Curriculum will be designed	Summer '19
Notify parents and community partners of the program	Guidance and Student Life/ Community Engagement Co.	Review of phone logs	Ongoing
Design a monitoring program to measure impact of new advisory program on student learning.	Guidance	Tracking tool	Ongoing