



**Springfield Public Schools
2019-2020 Student Calendar
Chestnut TAG
355 Plainfield Street, Springfield MA 01103**



Student Hours 7:40am - 3:20pm

Teacher Hours 7:35am - 3:30pm

Aug 20-23 Teacher 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 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

Sept 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 1:00pm
Oct 14: Schools Closed - Columbus Day

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 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

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 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 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
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 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
Jan 6: Schools Closed - Teacher PD Day
Jan 17: Early Release at 1:00pm
Jan 20: Schools Closed - Dr. Martin Luther King, Jr. 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

*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 TAG
355 Plainfield Street, Springfield MA 01104



Student Hours 7:40am - 3:20pm

Teacher Hours 7:35am - 3:30pm

Aug 20-23: Teacher 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
 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

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
 Sep 17: Extended 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 3: Extended Day
 Mar 13: Schools Closed - Teacher PD Day
 Mar 17: Extended Day
 Mar 31: Extended 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. 1: Extended Day
 Oct 11: Early Release at 1:00 pm
 Oct 14: Schools Closed - Columbus Day
 Oct 15: Extended Day
 Oct 29: Extended Day

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
 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

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. 12: SLFC
 Nov 26: SLFC
 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
 May 19: SLFC
 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
 Dec 17: Extended Day
 Dec 20: Early Release at 11:35am - 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: SLFC
 Jun 19*: End of School Year - Early Release Students; Regular Day 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 Professional Day
 Jan 7: Extended Day
 Jan 17: Early Release at 1:00pm
 Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day
 Jan 21: Extended 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

*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 5:00pm
- Student Early Release + PD
- Full Day PD
- Regular Day + Family Conference

Chestnut Middle School, *Talented & Gifted* -- 2019-20 Educator Working Conditions



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:

- Field trips: \$5,000

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

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

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

- 4 days of professional development and/or staff planning days before the school year begins;
- Up to 3 days of professional development and planning days during the school year;
- Up to 30 hours PD after the school day ends for students during the year ("extended day");
- 1 half-day day of PD on the last day of school but before the end of the term of employment.

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

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

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

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

The standard workday for educators will be 7 hours and 55 minutes. Required hours will be 7:35am–3:30pm. Teachers are expected to arrive in time to greet and supervise students in the gymnasium at 7:35 a.m. Teachers are also expected to remain in the building until 3:30 to supervise the completion of dismissal.

Teachers will have approximately 45 minutes of planning time per day. This time can be 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 every day one hour during school, unless otherwise directed by the principal.

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

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

6. Class coverage and substitutes.

During a typical Monday-Friday week, all staff members may be required to cover classes as needed, except during teacher's' duty-free lunch. To the extent possible, class coverage will be assigned equitably and on a rotated basis, including:

- Coverage of Advisory periods, not exceeding 25 minutes per day;
- Substitute coverage of classes of others who are absent from school. (This is a rare occurrence as we will exhaust all support staff before having a teacher cover classes)
- The Principal will staff a zone substitute (or equivalent) as budget allocation allows, to support classroom coverage

FINAL – APPROVED BY SEZP BOARD

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

7. Schedule of school-wide parent/teacher meetings.

Chestnut TAG will hold 4 Student Led Family Conferences during the 2019-20 school year. Staff is required to attend all 4 for a total of 6 hours.

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

Returning teachers are expected to return to work Tuesday August 20, 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. On the last day of school, all teachers will be expected to work until 3:30 on the last day of school. This time will be for professional development and reflection.

9. Notices and announcements.

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

10. School health and safety issues.

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

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

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

11. Staff dress code.

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

12. Rotation of duties.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of Chestnut TAG. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

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

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.

FINAL – APPROVED BY SEZP BOARD

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

13. Class size.

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

14. Bulletin boards.

Teachers may be asked to support 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.

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

16. Practicum teacher assignment practices, if applicable.

Teachers may be requested to supervise a student teacher during the school year. Teachers may express preference to the Principal in requesting or declining a student teacher placement.

The SEZP 2019-20 Roadmap Improvement Plan: Chestnut TAG



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

Backwards Planning: Ensure academic rigor through backwards planning that empowers students to take ownership of their learning in every lesson by:

Sustaining:

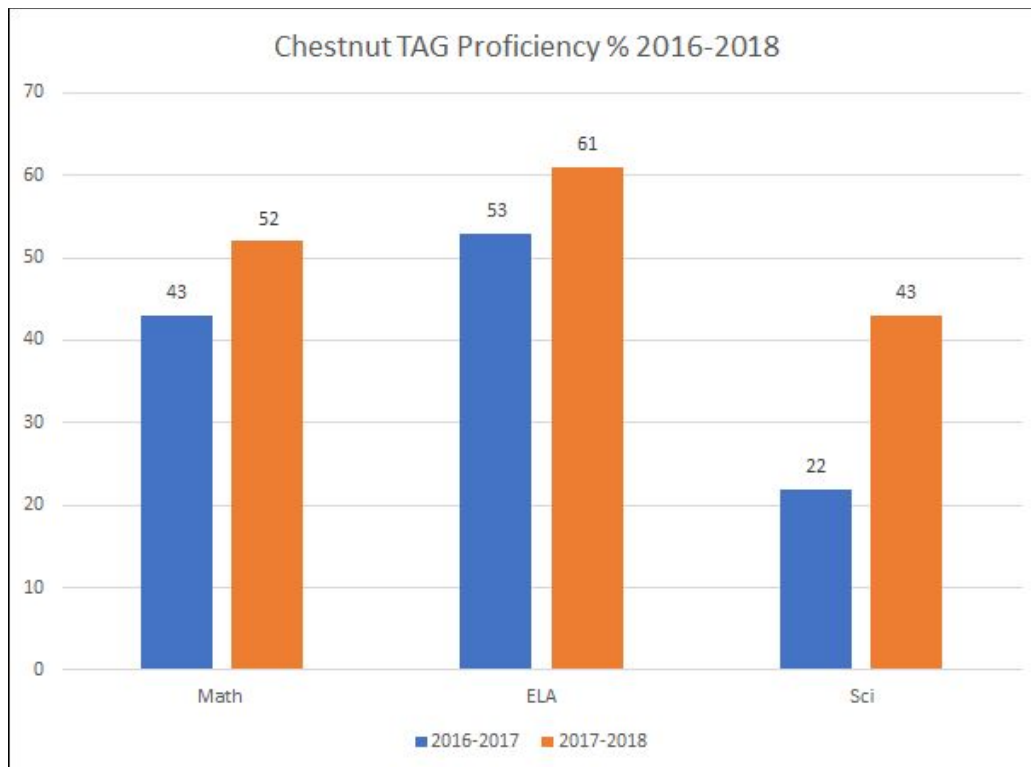
- providing rigorous daily lessons where students engage in productive struggle, explore ideas, grapple with content, construct knowledge, discuss, debate, etc.
- writing and executing differentiated measurable learning tasks for accelerating all learners (including our highest achievers, our ELLs, students with disabilities, students needing additional support, etc.)

Improving:

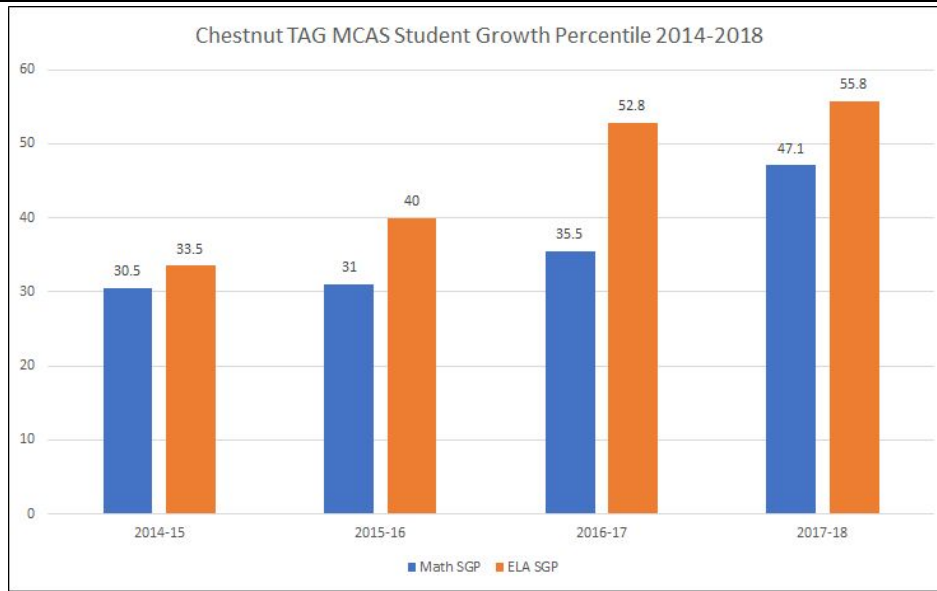
- Create a feedback system through bi-weekly learning walks with the standards-aligned feedback (IPGs)
- Track individual and school-wide progress on Core Actions as system for providing consistent feedback to teachers and measure growth over time

Rationale:

Our consistent focus on backwards planning (as a Priority) has proven successful through our steady improvements since 2014.



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



Our 2019 **SQR** data provided focused areas for improvement and sustaining efforts:

SQR Data (indicators)	2017-18	2018-19
<i>Educator Feedback Systems (2A)</i>	3.0 (Established)	3.0 (Established)
<i>Targets for Planning (2K)</i>	4.0 (Transformational)	4.0 (Transformational)
<i>Effective Planning (2L)</i>	4.0 (Transformational)	4.0 (Transformational)

Additionally, the educator **Insight Survey** yielded an increase in teachers' confidence in their peer's teaching practice and high expectations for effective teaching but a drop in the percentage of educators who felt unclear about what those expectations are. This aligns with the SQR data that established a need for establishing a system for providing consistent feedback and tracking progress over time.

TAG Teacher <i>Insight Survey</i> Results	2017-18	2018-19
<i>There are many teachers at my school who set an example of what highly effective teaching looks like in practice.</i>	69%	92%
<i>There is a low tolerance for ineffective teaching at my school.</i>	81%	88%
<i>The expectations for effective teaching are clearly defined at my school.</i>	94%	75%

These data reinforce our need for clear expectations about how we measure effective teaching, using a consistent tool for giving feedback and establishing a system to track individual and collective growth over time.

Key Objectives

Backwards Planning is a continued priority that has been foundational to TAG's success. This year we intend to strengthen our ability to monitor progress of student learning, as well as progress on standards-based teaching school-wide.

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

Evaluation Plan

- We will monitor progress of Interim data from MAP, Core Action Progress Tracker, Progress monitoring from Accelerations classes using google docs.
- We will provide specific feedback to teachers around Core Actions to have 100% of teachers implementing core action 1 by the end of September. We will track this progress using the google docs tracker and meet regularly with teachers and coaches to discuss how to implement the feedback.
- 100% of teachers will choose a core Action from both Core Action 2 and Core Action 3 to work on as their professional learning goals, 85% of teachers will have met these goals by the end of the year.

Action Plan

Action Step	Owner + Resources	Benchmark	Completion Date
Professional Development and for new staff on TAG instructional expectations (Workshop Model elements and rubrics/expectations, Core Action non-negotiables, Beautiful Space room expectations, School-wide routines for classroom entry and exit)	Teacher leaders / admin		
Lesson Planning: --Continued Teacher Lesson Plan weekly submission, with peer and admin feedback	Admin, Teacher Leaders & all teachers	Lesson Plan review, feedback, classroom observations and Learning Walks	Ongoing 2019-20
Monitoring Instruction: --Create a system for giving feedback and tracking individual and collective progress on Core Actions for Core teachers --Calendared Learning walks --Analyze the data to prioritize PD during PLC time)	Administrative Team & Teacher Leaders	Teachers and admin will review their Core Action progress -Quarterly check-in, self-reflection by teachers quarterly	August 2019 - 2020
Measuring Growth: --Create systems for measuring growth of students in Math and ELA Acceleration Classes	Administrative Team, Teacher Leaders and teachers create in Aug PD & Fall PLCs	Monitor Progress monthly	August 2019-2020
Differentiation: --Based on data from LASW protocols, MAP data, Exit tickets and student grades, teachers will use of PLC time to review said data, and write and execute differentiated measurable learning tasks for accelerating <u>all</u> learners	Administrative Team/Teacher Leaders use of lesson planning protocols to differentiate all learners	Lesson Plan review Student Survey re their experience of differentiation	Ongoing 2019-20

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

Priority Area 2: Climate and Culture for Students, Families and the Community (Turnaround Practice #4)

Family Partnerships: Having strengthened our timely communication about student progress with TAG families, we will continue to strengthen our partnerships by:

1. Sustaining:

- providing teachers time and support for ongoing communication with families about student progress
- use our Advisory program as a primary resource for communication and relationships with TAG families
- providing Parent events (academic & community building) that bridge supports at home and school

2. Improving:

- providing resources and *Links to Learning* for families to support accelerated learning at home
- creating two-way communication with TAG families (through surveys/Parent Advisory Board, etc.)

Rationale:

On the TNTP Family feedback survey, the following data were shown:

Question	2016-17	2017-18	2018-19	2018-19
<i>My child's teachers regularly communicate with me about my child's progress.</i>	42%	51%	Goal: 63.75%	64%
<i>My child's teachers have suggested ways I can support my child's learning at home.</i>	42%	55%	Goal: 68.75%	55%

While we are seeing improvement in the experience of our families with teacher communication, we want to engage parents better in the Why of the Links to Learning and seek their feedback about what is working well for them to better support their child's learning at home.

Key Objectives

We will continue to prioritize time and systems for two-way communication with families.

Evaluation Plan

We will review TNTP Family feedback survey results and ongoing feedback from the Parent Advisory Board. Our goal is have 68.75% of parents surveying that they have ways to help their child at home.

Action Plan

Action Step	Owner + Resources	Benchmark	Completion Date
<p>Time reserved for Family Engagement: --Continue to provide one hour a week for teachers to communicate with TAG families (PLC time)</p> <p>--Continue to provide Links to Learning to TAG families that support learning at home</p> <p>--Content Nights for families</p> <p>--Continue to provide TAG families with monthly newsletters and monthly calendar to send home to</p>	<p>Teachers/Guidance Assistant</p> <p>Principals/Guidance/Parent Coordinator</p>	<p>Parent feedback (Survey & Parent Advisory board feedback)</p> <p>Surveys sent out to families after events</p>	Ongoing

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

families			
Parent Advisory Board --Monthly meetings for feedback on family engagement/communications efforts --Participation on learning walks	Administrative Team/Guidance	Board will be created in June 2019	June 2019-June 2020
6th Grade Parent Academies (The summer and fall, there will be 4 different days/times that parents can attend to learn more about specific supports 6th graders need for success in transitioning into TAG)	Administrative Team and Office Team (Clerk/Guidance/Parent Coordinator) Materials prep for incoming 6th graders	Feedback survey at end of each 6th Grade Parent Academies	August 2019

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

Priority Area 3: Climate and Culture for Students, Families and the Community (Turnaround Practice #4)

Equity: We will strengthen our school culture to be grounded in Diversity, Equity, and Inclusion and Cultural Proficiency through focused professional development. We will also establish a teacher planning committee for this work.

Rationale:

40% of K-12 students in Massachusetts are students of color but only 7% of MA teachers are people of color. At T.A.G., 87% of our students are students of color, but only 39% of our teachers are people of color. This disparity calls for explicit dialogue and professional development devoted to understanding the diverse identities and experiences of our students, as well as an awareness of our own biases that might impede our ability to champion our students. Exploring Diversity, Equity and Inclusion as a staff, will allow us to best serve our students and families.

Key Objectives

We will continue to strengthen our ability to support our students by engaging in Diversity Equity and Inclusion learning and self-reflection

Evaluation Plan

We will review teacher survey results after each DEI professional development session and review trends in student referrals, grading, etc. for equity and fairness. 100% of staff will be able to identify the schools “why” behind doing the DEI work. In addition, 85% of students will note on the student survey that they feel supported by all staff. **Do you have baseline data or will you track over the course of the year?**

Action Plan

Action Step	Owner + Resources	Benchmark	Completion Date
<p>Diversity Equity & Inclusion professional learning --Teacher/admin DEI planning committee --Research readings for staff --Calendar out days we will work on DEI --PLC time for reading and reflecting on DEI learning</p>	<p>DEI teacher team/Admin team</p>	<p>Through, continued use of staff survey, feedback sessions with teacher planning committee, we will measure inputs of learning. Through learning walks, and reviewing teaching and student data trends, we will measure outputs (evidence of bias) to address/discuss</p>	<p>Ongoing (this work will never be done!!)</p>

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

Priority Area 4: Leadership, Shared Responsibility, and Professional Collaboration (Turnaround Practice #1)

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

Sustaining:

- Teachers and administrators work together to make critical school-wide decisions

Improving:

- Teachers have begun, and will continue to, co-plan agendas and facilitation of PLC time

Rationale:

SQR data identified the following trends:

SQR Data (indicators)	2017-18	2018-19
<i>Distributive Leadership (1E)</i>	4.0 (Transformational)	4.0 (Transformational)
<i>Teacher Input into PD (2C)</i>	4.0 (Transformational)	3.0 (Established)

Teachers are part of decision-making at every level at T.A.G. but we will continue to strengthen ways in which teachers give input into the professional learning time without placing a burden of time and too much planning on them. We seek to provide professional learning time that includes rigorous learning but also allows time for digging into shared problems of practice.

Key Objectives

Teachers will continue to be part of important decisions about professional learning time, curricular materials, as well as working conditions.

Evaluation Plan

Feedback from the INSIGHT teacher survey will identify the areas of strength and improvement regarding the Distributive Leadership at TAG.

Action Plan

Action Step <i>What you'll need to do to implement the key objectives</i>	Owner + Resources <i>Who will 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)?</i>	Benchmark <i>How will you know that you've made progress?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Distributive Leadership: --Teacher Leadership of professional learning (PLCs) --Teacher Teams (content, grade level, TLT) to make policy & curriculum decisions --Learning Walks led by Teacher Leaders --Problem of Practice Protocol	Teachers on Content areas Grade Level Teams Admin	Teacher feedback Admin observation of meetings/PD	Ongoing through 2020