



**Springfield Public Schools
2019-2020 Student Calendar
Impact Prep at Chestnut
355 Plainfield St. Springfield, MA 01104**



Student Hours 7:40am - 3:20pm

Teacher Hours 7:30am - 3:30pm (Mon, Wed, Thurs, & Fri); 7:30am - 4:30pm (Tues)

Aug 19-23: 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

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 1:00pm
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 (Election 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 - Early Release for Students & Staff
Jun 22: Schools Closed - Teacher PD Day

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
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*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 at 11:35am
- Special Student Early Release at 1:00pm



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- School Closed
- Staff Early Release
- Special Staff Early Release
- Regular Day + PD
- 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: Impact Prep



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
- Field trips: \$15,000
- Student Incentives: \$15,000

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.

Impact Prep 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.

We intend to use the following curricula:

- Math: Illustrative Math
- ELA: EngageNY
- Science: KnowAtom
- Social Studies: Currently researching. Will possibly use Teaching Tolerance.
- ESL: INSIDE

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 75 hours of PD after the school day ends for students during the year ("extended day")
- Up to 1 day after the last day of school for students, but before the end of the term of employment.

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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.

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 0 minutes. For the majority of educators, required hours will be approximately 7:30am-3:30pm 3 days out of the week, and 7:30am-4:30pm 2 days out of the week.

Monday-Friday (Except Tuesday)

- Teachers will be required to work until 3:30 everyday except for Tuesdays and their extra help day.
- Teachers must choose and sign-up for one day after to school to provide extra help/support to students and will be required to work until 4:30 on that specific day.

Tuesday

- Teachers will be required to work until 4:30.
- Extended day will consist of Professional Development and/or Grade Level meetings

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 Tuesdays beginning at 3:30, unless otherwise directed by the Principal.

In addition to traditional responsibilities and those duties listed above, all staff at Impact Prep 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 8 family events during the school year (which includes 3 parent teacher conferences)
- 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

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- Checking homework on a daily basis
- 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 40 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.)
- Coverage of afterschool activities, not exceeding 180 minutes per week

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

Impact Prep will hold 3 parent-teacher conferences and/or Academic Showcases during the 2019-20 school year.

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 22, 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 Impact Prep are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, sweatpants, leggings, yoga pants and flip flops is not permitted.

FINAL – APPROVED BY SEZP BOARD

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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 Impact Prep. 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 40 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 50 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;
- Coverage of afterschool activities, not exceeding 180 minutes per week.

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.

Impact Prep 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 2019-20 Roadmap Improvement Plan: Impact Prep



Priority Area 1:

We will improve our Math and ELA intervention/acceleration supports so that all students are receiving the specific support they need in order to improve all student outcomes . During the 2019-2020 school year, we will provide all students with opportunities for acceleration and targeted intervention in ELA and/or Math 3-5 per week in order to and accelerate growth. In addition, we will carefully monitor student progress in interventions to properly select the correct intervention and dosage of the intervention. Students will move through tiers of intervention based on the data every 8-12 weeks.

Rationale:

Student MAP scores, despite receiving interventions in both Math and ELA, did not reflect the type of growth that we expected to see in our students. This is due to the fact that we did not have 1) a strong intervention curriculum 2) we did not monitor student progress within the interventions, and 3) there was no opportunity for students to move through tiers of intervention. It was a one-size fits all approach. With students receiving individualized intervention, we will see the gains in scores that we expect from our students.

Grade	Impact Avg. Math RIT Score	National Math RIT Ave
All	208.5	222
6	203.3	218
7	209.9	223
8	213.3	226

With students receiving individualized intervention, we will see significant gains in student achievement for the coming year.

Key Objectives

- Build more time into the schedule for ELA and Math intervention time for all students
- Use benchmarks in ELA and Math to monitor growth and identify growth areas regularly- Become more data driven. Using the data gathered and use it to inform practices through PLC Data team meetings
- Establish classroom conditions for all students to demonstrate growth in their ability to attain grade-level literacy proficiency in reading and writing, as evidenced through the creation of quality student work in all content area
- Build strong curriculum for interventions that has progress monitoring built into them to allow students, families, and teachers to monitor progress
- Support weekly common planning (PLC) opportunities to ensure teachers have the necessary coaching they need to analyze student work, review and revise curriculum, and to interpret data to identify

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areas of growth and places for reteach

Evaluation Plan

During the school year, the instructional leadership team will monitor student performance through progress monitoring, formative assessments from each department throughout the year. Administrators will use mid-year and end of the year MAP data to measure progress as well. Walkthrough data will be monitored throughout the year. In addition, teachers will have built in Data Days to review ANET math and ELA assessments, given 2 times a quarter. Additionally, the School Quality Review feedback will be analyzed to identify growth in the student ownership, checking for understanding and effective planning.

In addition, the ILT will start planning priorities based on the previous year's MCAS scores, in particular the writing scores to create priority areas.

Goals (Metrics):

Interventions-NWEA MAP	Math	Reading
6th Grade-EoY MAP	221	214
7th Grade-EoY MAP	225	218
8th Grade-EoY MAP	230	220
Students Meet 1+ year of growth	40%	40%
Students Meet 1.5+ years of growth	50%	50%
Students Meet 2.0+	10%	10%
All Students who meet SGP goals	75%	85%
ELLS	N/A	50

MCAS	Math	Reading
Proficient/Advanced	50	50
SGP	50	50

ACCESS	2015	2016	2017	2018	2019- Goal
Making Progress	21	34	45	14	70
FLEPed	3	5	8	15	20

SQR Scores	Goals 2019
1-Instructional Leadership	2.5

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2-Intentional Practices	2.5		
3-Student-Specific Supports	2		
4-Climate and Culture for Students	2.5		
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>
Vision			
Create input and output goals for the school year (1a)(1b)	DM/JAT/COC Data from previous years academics	*Completed, reviewed, and accepted *Teachers and students can name 2019-2020 goals	5/13 9/30-Student survey/staff survey
Create a schedule that makes specific time for ELA and Math interventions (3a)(3c) (4c)	DM, JAT, and COC	Schedule Document Schedule is done and inputted in Powerschool	6/1
Staffing plan focused on ELA/Math-finding quality candidates (1g)(3a)	JAT/DM/COC Prioritizing SPED and ELL teachers and ELA/Math teachers-increasing more teachers in ELA/Math and to hire to allow for co-teaching to happen and to reduce classroom sizes- Use TWM Residency, TWM lists, TFA, and TalentEd	80% hired 6/1 100% hired 8/15	Benchmark 6/1 Final 8/15
Vision for ELA and Math Interventions (1a) (1d)(1e)(3a)(3c)(4c)	DM/JAT/COC/KG Create vision documents- and checklist for Intervention classes Each item in the checklist/rubric-should have teacher and student actions Resources- LLI training, Freckle, potential consultant (Madonna-reDesign)- Adapted by ELA/math teams	Finish the documents *Documents for evaluations ELA *Documents for evaluations Math *Posters for all classrooms and hallways *Create exemplars	Vision-6/1 Posters-8/1 During summer PD
Creation of systems to track growth and how to share out with the community (2a)	ILT create a way to track information and find the data-LLI for ELA intervention- TBD for Math -ELA Biggest growth each grade -Math Biggest Growth each grade -Overall growth Math/ELA Parental engagement	Finish the documents *Communication methods for progress to all stakeholders *Trackers for progress of students	7/20

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	specialist-Create a template for monthly parent communication DM/JAT-Create a format for SWAY that allows staff to see progress		
Creation of systems for coaching/eval.	Instructional Leadership Team-AP and Coaches to create a chart that will evaluate: <ol style="list-style-type: none"> 1. Teacher moves 2. IPG Core Actions 3. Action Items 4. Evidence of action items 5. Rating of coaches influence of practice 	*Trackers for progress of teachers *Flow Chart for Staff and responsibilities *Format for initial coaching meeting *Formative goal form for all staff	Sketch 6/1 8/1
Create 1st year teacher orientation and planning plan (2d)	Instructional Leadership Team-AP and Coaches to create an orientation planning plan	*Create a curriculum map for 1st year teaching *Goals for 1st year training *Surveys for 1st year teachers to give feedback	8/1
Create a PLC Road Map for ELA and MATH (2c) (2d)(2f)(2k(4e)	JAT/AP- ELA DM/AP/Coaches- Math Submit to DM- to review	*Questionnaire for staff to take 1st week *Map for PLCs 1st quarter *Surveys-To be given weekly to assess effectiveness of PLCs	8/1
Creating protocol for STAT team meetings and creating a STAT team	APs to create and then submit to DM and JAT this should be done in collaboration with the deans and counselors	*One Pager *Protocol sheet *Calendar invites	8/1
Professional Development			
Planning/Reflection session(s) with strong math teacher to identify best practices in her own practice. Then planning and fleshing out the ideas for PDs in to agendas to facilitate the PD	DM/JAT/AP?	*Create a clear agenda for PD for the summer *Create a survey that will help facilitator get clear feedback	By 8/10
Math Stations- Using a strong teacher to teach a best practice in classroom- This will show how the math vision will come to life in the classroom (3d)	BF (Math teacher)-Lead a series of PD on stations	-Agenda and goals for PDs -Surveys-to be given to show effectiveness of PD -100% of teachers use stations in Math by 1st month of school	Before 8/22 and during PLCs
Leadership LLI Training-ELA Interventions (3a)	DM/JAT/ Returning ELA	-DM and JAT can articulate how LLI works -DM and JAT can then facilitate the training	5/20
LLI Training-ELA interventions (3d) (3e)	ELA teachers and SPED teachers	-100% of classrooms are able to use LLI within the first week of school -LLI-Goals are met each month	Before 8/22 and during PLCs
Co-Teaching Training	ELA/Math/SPED/ESL teachers attend- led by a consultant/AP and JAT- use Kagan or another resource to create this model	-100% of classrooms use both teachers in the classroom effectively -Student and staff surveys	Before 8/22 and during PLCs

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		state that they are satisfied with the co-teach model	
Systems			
Progress Tracker-Student academic progress ORQs, LLI, Math interventions, and MAP data (Goals) (1b) (1d) (2c)(2f)(3b) (3d)	AP- Create a tracker for all the student achievement data- Use Driven by Data to help create the document Teachers update during PLCs	-MAP scores are on target with the goals -Tracker is completed and updated	8/1 create document Updated often
<i>Progress Tracker-</i> Staff coaching record, improvements/notes for each meeting (1b)(1d)(2a)	JAT/AP-Create a document that records staff progress-Use Driven by Data and Jounce to create a model for progress	-Tracker is updated -Staff goes on improvement plans if not making progress for 1 month -Template for staff feedback-emails	8/1 create document Updated weekly via leadership team meeting
<i>JOY!</i> Prizes for growth ELA/Math	Ops Specialist and AP work on a system to identify growth and create PPTS and wall decorations to project progress	*Announcements for growth *Celebration for growth-update the Data Board	Ongoing Monthly Quarterly
<i>Data Days</i> -MAP Data -LLI Data -Math Intervention Data (2c)(2p)(3b)	DM/AP/JAT create a document to complete during full day PD or PLCs after MAP to do a deep dive on that data of monthly for the LLI and intervention data	-All staff completes data reflection -Staff includes reteach section in their lesson plans	Ongoing MAP-2 times a year LLI-Monthly Math-Monthly
Leadership team meetings (3b)(4b)(2e)	DM and ILT-Create and maintain systems of open communication and a place to review data -Coaches data -Teacher data -Student ELA intervention -Student Math Intervention Protocol- -Wonderings/Noticings -Biggest growth- Shout Outs in SWAY -Choose 1-3 places for growth -Create an action plan and timeline -This action plan will be the 1st part of the next meeting to check on it's progress	*10 minute standing meeting-review priorities for the day-80% of observations made each day via check in *Assess teachers on target-based on rubrics created Q1-50%, Q2-70%, Q3-4-85%	-Daily -Weekly assess rubric data-3:30-4:30 on day a week
ILT Meetings(1c)(1e)(3b)(4b)(2e)	ILT meets with DM to review data	-Update tracker for grades, interventions, and reading and math planning	-Bi-Weekly
ILT + Culture Team Joint Meetings (1c) (1e)(3b)(4b)(2e)	Meet together to see if the STAT students are making progress in interventions	*Create a STAT list for students that need Tier 2 and 3 interventions *Each month-move 25% of students off the list	Monthly-To review attendance, behavior, and academic growth
Walkthroughs (2e)(4b)(2e)	Leadership team and teachers to walk through classrooms on a routine basis to assess progress being made by staff and students	*Rubric for ELA/Math teachers *Checklist-80% checked off for every classroom	Weekly
Curriculum Best Practices			
System for student conferencing (2i)	AP and PLC for Humanities team-System and routine to include	-Tracker completed with conferencing notes	1-2 times a quarter

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	conferencing 2 times a quarter to have students reflect on their progress	-Students note that they feel their know their progress-survey data	
Creating structures for ELA and Math blocks (2g)	DM/AT/APs- Create systems and routines for each block. This includes structure/pacing guide for different types of days: <ol style="list-style-type: none"> 1. Inquiry 2. Mini-lessons ETC AND then explicitly has times for interventions-and time in case they need time to switch the groups	100% of staff uses the plans and submit them on time	8/1 Use unit plans each quarter Weekly plans-each week
Communication			
Vision Setting meeting with ELA/Math teams (4b)	DM/JAT/COC/KG (?) Host a meeting with returning staff members about the structure of the schedule and the reason behind it. Allow ample time for Q+ As	*PD Reflection Form-100% of staff can explain the why and how the intervention blocks will work *Questions will be answered within 1 week of hosting the meeting	6/7
PLCs-Daily announcements (4g)(4h)	Leader of the PLC- Review any big announcements or shout outs for intervention progress	*Weekly survey shows that staff feels up to date	Daily
Community Meetings for students (4g)(4h)	Deans and grade lead create PPT for the meeting- Teachers will update the ELA/Math intervention growth	*PPT for community meeting	Bi-weekly
Newsletter for Staff (1b) (1f)(4g)(4h)	DM- Sends out- use a framework based on staff survey of information that they want to know about and how to increase staff buy in like shout outs	*Teacher survey shows that they feel valued	Weekly
Newsletter for Parents (4f)(4g)(4h)(4i)	Parent Specialist drafts DM reviews and finalizes Sent out with specific data highlighting reading and math strategies to do at home	*Parent survey-50% of families state that they know how to help their student at home	Month

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Priority Area 2:

We will have a specific emphasis on Professional Development on developing teacher practice, particularly around effective assessment. Our professional learning time will strengthen critical pedagogical moves (checking for understanding) and strengthen the use of the Common Core Standards (monitored with IPGs), allowing us to provide coherent, rigorous instruction in all classes. We will also guide the work that we do in our Professional Development through an Instructional Leadership Team that will be comprised of teachers and administrators.

Rationale:

The data below reinforces the need for improving and prioritizing quality Professional Development in the coming year.

Insight Teacher Survey Data	Impact	USA Top Schools
My school assesses whether the PD has helped teachers improve their instruction	48%	80%
PD opportunities at my school are well planned and facilitated	43%	86%

SQR Data (Indicators) 2019	2017-2018	2018-2019
Teacher Input into PD (2c)	1.0 (Developing)	1.0 (Developing)
Instructional Team Effectiveness (2e)	1.0 (Developing)	1.0 (Developing)
Effective Assessment (2j)	1.0 (Developing)	1.0 (Developing)

Key Objectives

- Establish a system for teachers to provide input on professional development needs.
- Establish and continue to keep systems of open communications and feedback for educators
- Establish and continue to keep routines of weekly walkthroughs
- Establish and continue to update documents to provide evidence and updates on teacher’s progress and coaching

Evaluation Plan

Insight Teacher Survey Data	Impact 2018-2019	2019-2020 Goal	USA Top Schools
My school assesses whether the PD has	48%	70%	80%

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helped teachers improve their instruction			
PD opportunities at my school are well planned and facilitated	43%	70%	86%

SQR Scores	Goals 2019
1-Instructional Leadership	2.5
2-Intentional Practices	2.5
3-Student-Specific Supports	2
4-Climate and Culture for Students	2.5

MCAS	Math	Reading
Proficient/Advanced	50	50
SGP	50	50

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>
Feedback to Inform Practices			
Teacher-Input what PD they need (2d)-not 100% aligned to the road map priorities- but seeing the bigger picture of teachers feeling about school and where it can grow, can help shape how we deliver PD and launch our initiatives for the 2019 school year	During PLCs staff will fill out a survey-returning staff to assess the school- and what they want for next year -Specific to classroom management and discipline systems -Curriculum materials -Communication from leadership -Coaching frequency -Vision for next year This is only for returning teachers	-Baseline and look at this data with SQR and teacher survey to create themes to improve	6/7
Student-Input(2i)	Interventions-What can be improved and what can stay the same for next year Deans/leadership team member can do all these	-Sampling from 6-8 grade students -Sub-groups are all met, high achieves, frequent flyers, etc	6/14

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Vision/Planning			
Vision for ELA and Math Interventions (1a) (1d)(1e)(3a)(3c)(4c)	DM/JAT/COC/KG Create vision documents- and checklist for Intervention classes Each item in the checklist/rubric-should have teacher and student actions Resources- LLI training, Freckle Adapted by ELA/math teams	Finish the documents *Documents for evaluations ELA *Documents for evaluations Math *Posters for all classrooms and hallways *Create exemplars	Vision-6/1 Posters-8/1 During summer PD
Vision for CORE classes (1a) (1d)(1e)(3a)(3c)(4c)	DM/JAT/COC/KG Create vision documents- and checklist for Intervention classes Each item in the checklist/rubric-should have teacher and student actions Resources-EL, Choices (SS elective) Adapted by ELA/math teams	Finish the documents *Documents for evaluations ELA *Documents for evaluations Math *Posters for all classrooms and hallways *Create exemplars	Vision-6/1 Posters-8/1 During summer PD
Creation of systems to track growth and how to share out with the community (2a)	ILT create a way to track information Parental engagement specialist-Create a template for monthly parent communication DM/JAT-Create a format for SWAY that allow staff to see progress	Finish the documents *Communication methods for progress to all stakeholders *Trackers for progress of students	7/20
Creation of systems to track growth and how to share out with the community (2a)	Creating a document and a series of parent nights to talk about the intervention programs for ELA and Math	*Having an event that 85% of families attend around math and ela interventions *Template to have families to complete to allow them to ask questions about their child's progress	2nd week of school
Creation of systems for coaching/eval.	Instructional Leadership Team-AP and Coaches to create a chart that will evaluate: 6. Teacher moves 7. IPG Core Actions 8. Action Items 9. Evidence of action items 10. Rating of coaches influence of practice	*Trackers for progress of teachers *Flow Chart for Staff and responsibilities *Format for initial coaching meeting *Formative goal form for all staff	Sketch 6/1 8/1
Reviewing the tracker- Operations manager This would be the job of the operations manager to take this data and create a weekly summary to show during the leadership team meeting	-Taking this information and creating a weekly template- -Teachers with a lot of growth Coaches and their #s of reds, greens, and yellows -Teacher who are not making growth	-Template for the weekly leadership team meeting -Action plan conversations for DM to have with teachers on a weekly	By 8/1

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		basis-based on data-positive or giving feedback	
Create 1st year teacher orientation and planning plan (2d)	Instructional Leadership Team-AP and Coaches to create an orientation planning plan	*Create a curriculum map for 1st year teaching *Goals for 1st year training *Surveys for 1st year teachers to give feedback	8/1
Create a PLC Road Map for all PLCs (2c)(2d)(2f)(2k(4e)	JAT/AP- ELA DM/AP/Coaches- Math Submit to DM- to review	*Questionnaire for staff to take 1st week *Map for PLCs 1st quarter *Surveys-To be given weekly to assess effectiveness of PLCs	8/1
Coaching Cycles-Use the Jounce model(potentially) to create 4 pathways of coaching for teachers: A: Teacher moves and lessons plans B: One of each category is trending towards proficient C: Strong classroom management, lesson plans need help D: Strong in both, but can be exemplary A/B teachers have coaching and observations for 1-3 hours C-45 minutes in observations and curriculum planning D-45 minutes curriculum planning meetings	DM/AP/JAT	*Create 4 different plans for teachers *Create one pager for staff	8/1
Create a PLC Road Maps (2c)(2d)(2f)(2k(4e)	JAT/AP- ELA DM/AP/Coaches- Math Submit to DM- to review protocol and PLC and not the be the one to check release for teacher leaders and protocol and follow- do the work and read the text and write the essay- predict for scaffolding - DEVELOP	*Questionnaire for staff to take 1st week *Map for PLCs 1st quarter *Surveys-To be given weekly to assess effectiveness of PLCs *Protocols for PLCs	8/1
Systems and Routines			
Unit Plan- Creation, Feedback, and revision cycle for subjects that do NOT have curriculum provided Unit Plan-Analysis- This is for subjects that have curriculum. This is an activity to ensure teachers have read and understood the curriculum. There is a space to ask questions and time to practice a lesson with their peers. (2a)(2b)(2g)(2h)(2i)(2l)(2m)	Leadership team members will give detailed feedback on the document and having a coaching meeting to debrief with teacher on their unit plan for subjects that do not have curriculum. Teachers will have time to create during extended day and PLCs	-Aligned standards and objectives -Rigorous tasks embedded into lessons -Formative and summative assessments are going to be updated -Rigor-core aligned curriculum -Exemplar curriculum	Once a quarter

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		-Annotation and related, appropriate supports and scaffolds	
Lesson Plan Feedback- This is specific to the planning portion. If a teacher is not executing a lesson well, then the scaffold would be giving them the lesson plan template where you need to script out their lesson. In addition, before the lesson plan feedback, they would need to meet with an instructional leader to plan during their PLC as an additional scaffold (2a)(2b)(2g)(2h)(2l)*2m)	Leadership team will give feedback weekly and teacher will implement feedback and revise lessons Monday during PLCs in a different color Feedback will focus on the two instructional planning priorities for the quarter. Most likely for quarter 1 it would be: 1.Objectives-alignment to standard, being bite size and able to be assessed in 1 day, and then rigor 2. Activities lesson is aligned to the objective. For lesson plans for curriculum provided: 1. What questions are you going to ask? 2. What are the misconceptions you can predict? 3. Checks for understandings 4. Exit Tickets or mastery check	-Changes will be updated in a different color -Aligned standards and objectives -Rigorous tasks embedded into lessons -Differentiation listed on lesson plan -Exemplar lesson plan templates	Weekly
Walkthroughs (2e)(4b)	Leadership team and teachers to walk through classrooms on a routine basis to assess progress being made by staff and students	*Rubric for ELA/Math teachers *Checklist-80% checked off for every classroom	Weekly
PLCS (2f)(2h)(2i)(2j)(2k)(2p)	Teachers give feedback to what should go into the PLCs.	*Map for PLCs 1st quarter *Surveys-To be given weekly to assess effectiveness of PLCs	Daily
Accountability			
Professional Development-Led by JAT for DM and then DM to leadership team (depending on time and how DM wants this to work) This is where JAT will describe a suggested process for coaching meetings: Agenda Check In Glows Grows-1-3 places and hone down to 1 place to grow	-JAT leads or gets consultant to do a 3 day training.	*Agendas for teacher's each person is responsible for *Notes on each person's rubric *Reflection from coaches on their places for growth and what they learned	

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<p>Practice Action Steps- Where to see the improvement and who is responsible for observing again or</p> <p>Then we will do videos and practice using a video and giving actionable feedback. This PD may take all day as a practice session. Suggested resources is JOUNCE- training in Philadelphia (3 days)</p>			
<p><i>Progress Tracker/Google Forms</i> Google Form- This is a great tool to submit all the coaching data and to track growth over time. Each quarter- there are two teacher moves we are looking for- with clear descriptors and focus practicing during the summer PD and two instructional moves (Core Actions/Rubric) The coaching form for the 1st quarter is the same. Action items will then be added.</p> <p>Then there is a coaching meeting form- This is what was discussed and names an action step to look for for the next week.</p> <p>The operations person is responsible for putting the two trackers together each week to get an accurate shot of each teacher's progress.</p> <p>Then there is a tab to mark coaches precision for meeting and observing</p> <p>(1b)(1d)(2a)</p>	<p>JAT/AP-Create a document that records staff progress-Use Driven by Data and Jounce to create a model for progress</p>	<p>-Tracker is updated -Staff goes on improvement plans if not making progress for 1 month -Template for staff feedback-emails</p>	<p>8/1 create document Updated weekly via leadership team meeting</p>
<p>Formative and Summative Documentation</p>	<p>DM/AP/JAT create all staff formative and summatives Teachers complete pieces of evidence and reflection for the documents</p>	<p>-100% of SEEDs is completed on time -100% of teachers who are needs improvement is on an improvement plan -Suggest teachers to apply to advanced teacher role</p>	<p>January June 1</p>