



**Springfield Public Schools
2019-2020 Student Calendar
Van Sickle Academy
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:25 AM - 2:55 PM

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

Aug 19 - 23: Teacher PD
Aug 23: Convocation
Aug 26: School Begins

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 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 Professional 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 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 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 Professional Day (Election Day)
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 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 - 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

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 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
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1	2	3	4	5
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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: Van Sickle 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: \$2,000

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.

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

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

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

- Up to 5 days of professional development and/or staff planning days before the school year begins;
- Up to 3 days of professional development and planning days during the school year;
- Up to 10 hours of PD after the school day ends for students during the year ("extended day")
- Up to 10 hours of Parent Conferences after the school day ends for students during the year ("extended day- parent conferences")

4. School calendar.

Please see the attached 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.

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- 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 15 minutes. For the majority of educators, required hours will be approximately 7:15 AM – 3:30 PM Monday through Thursday and 7:15 AM - 2:55 PM on Friday.

*Teachers will have approximately 35 minutes of planning time 3 times 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, data meetings, collaboration activities and/or PLC meetings 2 days per week during the school day and 3 times per week from 2:55 PM - 3:30 PM, unless otherwise directed by the principal. On the first and third Tuesday of each month with the exception of October 1, 2019, January 7, 2020 and April 7, 2020 (for a maximum of twenty work weeks during the school year), all teachers shall remain one hour and five minutes beyond the end of the instructional day as the “extended day”. In the event that the first or third Tuesday occurs during a vacation week, the day will be made-up the following week.

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

- Participation in 3 family events during the school year
- Phone calls to families about the academic progress of students
- Preparation of individual student weekly reports, progress reports, and report cards
- Participating in staff recruitment and selection processes
- Working regularly with school administrators to improve one’s instructional practices
- Checking homework on a daily basis
- Attending student-related meetings
- Serving as a mentor to a small cohort of students
- Teachers may be required to teach multiple grade levels
- Extra Help/Make-up work for students weekly on Thursday from 2:55 - 3:55 PM*

*Teachers will be required to provide extra help to students every Thursday beginning on Thursday, September 12, 2019 and ending on Thursday, June 4, 2020 with the exception of the following Thursdays in which teachers will not be required to stay after for extra help - 12/19/19, 1/2/20, 2/13/20, 4/9/20, 4/16/20, 5/7/20, 5/14/20 .

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6. Class coverage and substitutes.

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

- Coverage of homeroom periods, not exceeding 30 minutes per day;
- Substitute coverage of classes of others who are absent from school. (When possible, PLC or common planning time should not be used when teachers are asked to cover class.)

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

Van Sickle Academy will hold 9 parent-teacher conferences 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 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 Van Sickle Academy are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, flip flops, and hats (excluding religious obligations) is not permitted.

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

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

Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected.

13. Class size.

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

14. Bulletin boards.

Teachers may be asked to support in the development and maintenance of bulletin boards in hallways. The Springfield Education Association will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

15. Family-teacher communication.

Teachers may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year.

**The SEZP 2019-20 Roadmap Improvement Plan:
Van Sickle Academy**



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

Educators across the school will implement rigorous daily lessons that focus on interacting with students to assess their understanding and application of skills, while providing in the moment redirection of misconceptions to ensure that all students leave each class mastering the assigned standard for the day. Educators should employ best practices to improve student understanding, such as checking for understanding, monitoring aggressively, modeling, teacher-student conferences, and student goal setting. Educators and Administrators will meet weekly to review data from formative assessments and plan effective reset and reteach strategies.

Rationale:

As indicated in the 2018-2019 School Quality Review, “During classroom visits most teachers circulated while students were working, but none systematically collected data as they did so or made recognizable real-time adjustments to instruction in response to student misunderstanding”. Additionally, the SQR cited evidence that Educators lacked an understanding of the “Checking for Understanding” cycle which includes monitoring aggressively and proper reteach strategies. In reviewing our current MAP data in comparison with the previous year’s data, it is clear that our Educators need to look beyond the overall numbers and need to break down the data to standards and substandards within weekly data meetings to help them reteach areas of concern and show growth. It is important that all teachers are monitoring their data on a daily basis so that they can address an increase in their growth on a more consistent basis. This observation is concerning as it is in these moments that growth can be achieved, and misconceptions for whole group and individuals can be corrected and tracked. Specific professional development will be created and administered for Educators and weekly data meetings will occur with the administrative team to review data surrounding this priority.

Key Objectives

- Establish best practices in the classroom for student mastery of curriculum
- Establish protocols for data analysis and its impact on instructional planning
- Support weekly common planning opportunities (PLCs and content meetings) to ensure teachers receive necessary time to analyze learning walk feedback, student work performance, and develop instruction that reflects trends, student performance and/or challenges

Evaluation Plan

- Learning Walks feedback shows progress in implementation of Professional Development
- MAP student growth
- MCAS student growth

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</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>

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	<i>partnership, etc.)?</i>		
<p>Professional Development: Checking for Understanding A three step approach in which teachers pose a series of questions and tasks that engage students in analysis and evaluation. Teachers will respond to students by further providing clarifying questions and or prompt students to challenge each other's thinking. Based on student response the teacher would then correct any misconceptions or misunderstandings and provide a brief reteach or adjustment to practice. This strategy is directly linked to Core Action 3 from the Instructional Practice Guides.</p>	Administrators, Teachers	Learning Walks utilizing Instructional Practice Guides (IPG)	<p>Initial: August 22, 2019</p> <p>Ongoing: Monthly Learning walks Weekly PLC meetings</p>
<p>Professional Development: Monitoring Aggressively: A RELAY/ Get Better Faster strategy that partners with checking for understanding which has teachers actively circulating the classroom taking pre-planned laps, charting data from student work, and putting pen to paper giving students in the moment feedback and correction.</p>	Administrators, Teachers	<p>Initial: Completed professional development</p> <p>Ongoing: Learning walk observation and feedback</p> <p>Ongoing: Weekly data meetings around formative assessments</p>	<p>Initial: August 22, 2019</p> <p>Ongoing: Monthly Learning walks Weekly PLC meetings</p>
<p>Professional Development: I Do/We Do/You Do Modeling: Teachers will perform a model that helps students understand how to think, solve, and or execute a task. Students will then be given an opportunity to model their understanding for the class before being released to complete the independent/partner/group work in which the teacher will monitor their progress and provide praise and or clarification.</p>	Administrators, Teachers	<p>Initial: Completed professional development</p> <p>Ongoing: Learning walk observation and feedback</p> <p>Ongoing: Weekly data meetings around formative assessments</p>	<p>Initial: August 22, 2019</p> <p>Ongoing: Monthly Learning walks Weekly PLC meetings</p>
<p>Professional Development: Lesson Plans: Administration will provide a Professional development on how to craft an effective and rigorous lesson utilizing the VSA lesson Plan template. Teachers will be required to turn in lesson plans on a weekly</p>	Administrators, Teachers, TLT, Departments	<p>Initial: Completed professional development</p> <p>Ongoing: Learning walk observation and feedback</p>	<p>Initial: August 22, 2019</p> <p>Ongoing: Monthly Learning</p>

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<p>basis to their administrator for review and share their lessons during vertical department meetings for feedback. Lesson expectations will be reviewed and managed through both TLT and Administration walkthroughs to ensure planning and delivery.</p>		<p>Ongoing: Weekly data meetings around formative assessments</p> <p>Ongoing: Every Monday, teachers will meet by department to review weekly lesson plans and provide peer to peer feedback</p>	<p>walks Weekly PLC meetings</p>
<p>Professional Development: Analyzing Formative Assessment and Crafting Effective Reteach Strategies</p>	<p>Administrators, Teachers</p>	<p>Initial: Completed professional development</p> <p>Ongoing: Learning walk observation and feedback</p> <p>Ongoing: Weekly data meetings around formative assessments</p>	<p>Initial: Professional Development August 22, 2019</p> <p>Ongoing:</p> <p>Monthly Learning walks Weekly PLC meetings Weekly Data Meetings</p>
<p>Professional Development: Data Meetings/Protocols</p>	<p>Administrators, Teachers</p>	<p>Initial: Completed professional development</p> <p>Ongoing: Learning walk observation and feedback</p> <p>Ongoing: Weekly data meetings around formative assessments</p>	<p>Initial: August 22, 2019</p> <p>Ongoing:</p> <p>Monthly Learning walks Weekly PLC meetings</p>
<p>Professional Development: Best Practices: This Professional Development will allow teachers to share best practices with their peers that have been highlighted from Administration and TLT walkthroughs as well as Weekly Data Meetings.</p>	<p>TLT, Administrators, Teachers</p>	<p>Initial: Completed professional development</p> <p>Ongoing: Learning walk observation and feedback</p> <p>Ongoing: Weekly data meetings around formative assessments</p>	<p>Initial: November 5, 2019</p> <p>Ongoing:</p> <p>Monthly Learning walks TLT Learning Walks Weekly PLC meetings</p>
<p>PLC Data Meetings: Data Analysis (MCAS, MAP) Administration will meet with grade level teams to review incoming and</p>	<p>Administrators, teachers</p>	<p>Initial: Completed professional development</p>	<p>Initial: August 22, 2019</p>

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on-going data points to make informed decisions in regards to standards of focus and planned interventions. Daily practice and intervention tiers will be adjusted by reviewing these data points.		Ongoing: Learning walk observation and feedback Ongoing: Weekly data meetings around formative assessments	Ongoing: Weekly PLC meetings Weekly Data Meetings
Develop Model classrooms	Administrators, Teachers Model classroom teachers will be determined by demonstration of proficiency around best practices (content rich, classroom management, rigor, and August PD topics)	Initial Model classrooms established in fall PLC/TLT learning walks looking for trends and/or challenges Use model classrooms as coaching tool Additional model classrooms based on Learning Walks	Initial: September 27, 2019 PLC/TLT learning walks quarterly Coaching tool as needed Revisit quarterly
Develop Learning Walk Schedule	Administrators	Learning Walk Schedule completed and shared with TLT	September 6, 2019
Professional Practice Goals derived from IPG, one from Core Action #2 or Core Action #3	Teachers	tracking school wide IPG tracker	September 27, 2019
Student Practice Goal - teachers will choose from specific domain from MAP data to move growth from Fall to Winter (Soc Studies/Science ELA)	Teachers	MAP Fall/Winter move students within a particular band.	September 27, 2019
PLC schedule: Our weekly Professional Learning Community will continue to develop teachers and provide resources for them to master our school wide best practices that were presented during August Professional Development. They will also continue their work with Family Engagement, Fostering Resilience in Trauma Centered Classes, and diving into data. As we get further into the school year, PLCs will also incorporate input from the TLT and Administrative walkthroughs.	Administrators and teachers	PLC scheduled and shared with staff	September 12, 2019
Develop School wide benchmarks for Q1, Q2, Q3, Q4 and timeline to access progress	Administrators, TLT	Mid module, end of module assessments from ENY Writing rubric	September 30, 2019

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		MAP data i-Ready ELA, Math	
Data Meeting - Administration will be taking on weekly data meetings with teachers to provide thoughtful and calculated reviews of weekly data(formative and summative assessments) to inform further practice and reteaching within the classroom.	Administrators/Teachers		June 19, 2020

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

Based on feedback from our SQR, Administration and Educators will collaboratively develop rigorous monthly student intervention benchmarks that indicate how and a timeline for when students will move between Math/ELA intervention tiers. Student movement will be determined based on progress towards their individual learning goals, MCAS scores, MAP scores, academic grades, i-Ready and one-on-one meetings.

Rationale:

Results of our 2018-2019 School Quality Review suggest that intervention is “clearly prioritized” and “having entering and exiting criteria for each tier” along with “fine tuning to more precisely meet the needs of students such that they can demonstrate progress on a set of identified skills.” The SQR confirmed that Educators are relying on relative rather than absolute skill level which does not allow for tailoring of supports to create a more effective intervention and slows student growth. Utilizing more accurate scores and data would allow for more targeted growth, and within each tier small group instruction can occur for specific standards and strategies. Individually tailored scaffold supports can be put in place for students that specifically target their needs to assist student growth. In conjunction with the SQR feedback, and based on teacher responses in data meetings, Educators are able to identify that students are growing and making progress but are unable to cite specific areas and or standards of growth. Developing these monthly benchmarks will help to promote Educators actively unpacking student data to narrow down specific standards and substandards that need to be addressed to further influence student growth.

Key Objectives

- Develop rigorous monthly student benchmark assessments for analysis regarding student movement/success
- Use growth monitoring assessments for analysis regarding student movement/success
- Teacher analysis of benchmarks and assessment to narrow down instructional needs

Evaluation Plan

- Student growth demonstrated in benchmark assessments
- Student growth in MAP scores
- Increase in MCAS/ACCESS student growth

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>
Leveled Literacy Intervention: Fountas and Pinnell delivers a short term intervention that offers daily reading strategies for small group instruction.	Administrators/Teachers	Bottom 20% should show 3 level letter growths	June 19, 2020
Math Intervention: The i-Ready program provides teachers and students with quarterly data points from	Administrators/Teachers	Re-evaluate student placement per diagnostic assessment every 5	September 9, 2019 - June 19, 2020

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<p>diagnostic assessments that allow teachers to pinpoint standards of growth and or areas that further instruction is needed. This will also serve as an intervention program for students in need of math remediation along with other programs such as Khan Academy and Big Ideas.</p>		<p>weeks using the iReady Growth Monitoring Assessment tool</p>	
<p>ELA Intervention: The i-Ready program provides teachers and students with quarterly data points from diagnostic assessments that allow teachers to pinpoint standards of growth and or areas that further instruction is needed. Teachers will also utilize CommonLit and Newsela to provide grade level articles with text based questions to strengthen students skills in using and analyzing evidence from the text to support their claims. Teachers can utilize these tools to supplement their current curriculum as it offers ample cross curricular articles.</p>	<p>Administrators/Teachers</p>	<p>Re-evaluate student placement per diagnostic assessment every 5 weeks using the iReady Growth Monitoring Assessment tool</p> <p>Student's writing for the Common Lit and Newsela will be evaluated utilizing the VSA Writing to Text Rubric and reviewed monthly in our data meetings.</p>	<p>September 9, 2019 - June 19, 2020</p>
<p>Team Data Meeting: Once a quarter, administration will provide teams with an article and writing prompt for students to take in intervention. The results will be reviewed during a team data meeting that will analyze student response and common misconceptions to formulate a reteach plan that addresses areas of improvement.</p>	<p>Administration and Teachers</p>	<p>Identification of absolute skill level using monthly Growth monitoring assessments and grade level benchmark assessments from CommonLit and newsela</p> <p>Intervention planning to narrow down specific standards and substandards that need to be addressed to further influence student growth</p>	<p>Ongoing: September 2019 - June 2020</p>