

GUIDANCE FOR SEZP TEACHER LEADERSHIP TEAMS

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Introduction

The SEZP-SEA Partnership Team deeply believes that cultivating and sustaining a high-functioning Teacher Leadership Team (TLT) is an essential component of transforming a school for both the children who learn there and the adults who work there. Given that, being part of a TLT is both a great opportunity and a significant responsibility for all involved. Creating a transformative TLT requires a shared commitment to collaboration and an investment of time and energy from both school leaders and teachers.

Empowering teachers to have an authentic voice in shaping the vision, priorities, and working conditions for their school is a key ingredient in creating more nimble and responsive schools that can prepare students for a rapidly changing world. At their core, TLTs are a vehicle for teacher voice, school-wide collaboration, and shared decision-making. However, each TLT will need to engage in thoughtful planning within the group and deliberate communication with the school community in order to operate effectively within their school's unique context.

Every school in the Springfield Empowerment Zone is in a different place on its journey to creating a high-functioning TLT. Some leaders and educators are thriving in an environment centered on distributed leadership and shared decision-making. Some schools are still working to build trust and establish the psychological safety that is a precondition to building a high-functioning team. Others are still puzzling out how to most effectively solicit input on important topics and find ways to efficiently communicate decisions to all staff.

This document is designed to serve as a blueprint for building and sustaining a high functioning TLT and is divided into three sections:

- I. What are Teacher Leadership Teams?
- II. What is School Planning?
- III. How do effective TLTs operate?

Section 1: What are Teacher Leadership Teams (TLTs)?

This section defines TLTs and explains their purpose. It also outlines who serves on the TLT and whose interests they represent, as well as the primary responsibilities of the TLT.

Definition & Purpose: What are TLTs and why do they exist?

The CBA states that “All schools shall have a Teacher Leadership Team (TLT) as the vehicle for shared decision-making at the school level.” Teacher Leadership Teams are school-based teams that were created to ensure that teachers play a substantive role in decision-making on issues that are critical to the well-being of teachers and to the continuous improvement of their school.

In traditional districts, important decisions about how to run schools have historically been made by central office or the school principal and school leaders and teachers were expected to implement them. As stated in the CBA, the SEZP was designed with a different vision in mind: “*The Springfield School Committee has created the Empowerment Zone to empower school communities to make decisions at the school level in return for accountability for results. To maximize the likelihood of success, each school must be permitted to implement programs that meet the needs of its students and community.*” Through the Teacher Leadership Team, teachers and principals have both the autonomy and the responsibility to make many important decisions about the school through the creation of their annual [School Operational Plan](#), which is comprised of the school’s annual priorities, educator working conditions, and student and staff calendars. The TLT is responsible for understanding qualitative and quantitative data about their school’s performance and reflecting on that evidence to create a plan grounded in data. The School Operational Plan is an essential driver of the school improvement process and plays a critical role in each school’s efforts to improve outcomes for students.

Outcomes & Scope of Work: What are TLTs responsible for each year?

According to the CBA, TLTs are responsible for the “*development and approval of policies set forth in the annual operational plan, or subsequent revisions to this plan.*” A school’s operational plan is typically comprised of the school’s annual priorities, a student and staff calendar, and a set of educator working conditions that includes the following:

1. Allocation of discretionary funds made available by the principal, including in areas such as:
 - Wraparound services for students and families
 - After-school programs
 - School supplies
2. School curriculum issues
3. Professional development activities applicable to the school as a body
4. School calendar
5. Schedule for staff and students, provided that all teachers will continue to receive duty-free lunch and regular student free preparatory time
6. Class coverage and substitutes
7. Schedule of school-wide parent/teacher meetings
8. Work before and/or after the regular school year
9. Notices and announcements
10. School health and safety issues
11. Staff dress code
12. Rotation of duties
13. Class size
14. Bulletin boards

15. Other items as designated by the SEZP provided there is no material conflict with other provisions of this document
16. Family-teacher communication

TLT members are also responsible for soliciting input from their peers to inform the School Operational Plan. School Operational Plans for current and past school years can be found [here](#).

A more detailed overview of expectations for Educator Working Conditions can be found in Section 2: What is School Planning?

Composition: Who serves on the TLT?

There are three options for TLT team member composition, according to the SEZP-SEA contract: two “default” TLT models and a TLT “with modifications” from the default models.¹ All TLTs are comprised of teachers² selected by their peers and typically include:

- a teacher representing each grade level (Default Model #1) OR each content area (Default Model #2),
- a specialist not represented by a grade level (Default Model #1) or a content area (Default Model #2) team,
- an SEA building representative (only in the case that none of individuals elected to represent the grade level, content area, or specialist teams is an SEA building representative), and
- a teacher designated by the principal.

Schools that elect to have a TLT “with modifications” from the default models, will include at least three SEA bargaining members selected by their peers.

TLT members are elected for two-year terms in order to ensure that there is continuity in the group’s work year over year.

Roles & Responsibilities: What is expected of individual TLT members?

While the details of a TLT member’s responsibilities may vary somewhat from school to school, all TLT members are responsible for the following:

- Serving for a two-year term
- Attending regular TLT meetings at least monthly, but as frequently as once a week
- Following through on next steps and to-dos between meetings
- Reflect on and understand the quantitative and qualitative data about your school from the end-of-year and mid-year from SEZPs Roadmap for Student Success (See Appendix A – Roadmap for Student Success)
- Making time to learn about your team’s questions and concerns related to the school operational plan and related topics and representing those interests at TLT meetings
- Working collaboratively with the principal and TLT members representing other school teams
- Communicating decisions and rationale for decisions to your team
- Developing the annual School Operational Plan

¹ For a detailed overview of the three options for TLT composition, see Appendix 4: TLT Selection Guidance and Form

² Teacher is defined here as a member of the SEA Bargaining Unit

Representation: Whose interests do TLT members represent?

Each TLT member is expected to understand and advocate for the interests of the group they represent (e.g., 7th grade team) during TLT meetings, listen to the perspectives represented by their fellow TLT members at meetings, and also to work collaboratively with their fellow team members to make decisions in the best interests of the students and the school, taking into consideration practical operational and financial constraints.

While each TLT member should do what they can to accommodate the needs and interests of the group they represent, making decisions will often require compromise. Whenever possible, the TLT should make decisions by consensus, or mutual agreement, which means making decisions that everyone on the team can live with, even if it means a represented subgroup may not get 100% of what they want.

TLT members are expected to facilitate regular two-way communication between the group they represent (e.g., 7th grade team) and the TLT as a whole. In practice, this will mean TLT members regularly communicate with their colleagues about what topics are upcoming on the TLT agenda, solicit feedback from their colleagues on those topics, share those interests/perspectives at TLT meetings, and then report back to their colleagues on any decisions and outcomes, as well as the factors that led to the final decision. In the event that a TLT member ends up supporting a decision that is in conflict with the preferences of the group he or she represents, the TLT member should share the factors that influenced the team’s final decision.

TLT Timeline: What are the key milestones and deadlines that influence the work of TLTs?

Month	Activity
Aug-Early Sept*	TLT Selection
Sept	TLT kickoff meetings and trainings TLTs review a fully populated Roadmap for Student Success which will be fully populated with previous year’s MCAS and other state accountability data (chronic absenteeism, ACCESS, % meeting improvement targets – high school level: drop out rate and advanced course work)
Late-Sept	TLTs share their objectives and annual timeline with school faculty (Team Charter)
Early Dec	TLTs review and reflect on the current year’s School Operational Plan, along with all available student and staff data and results ³
Dec	School Planning launches
Dec/Early-Jan	TLT members share relevant data and results and solicit feedback from staff on previous year’s plan
Mid-Jan-Mid-Feb	TLTs review and analyze interim data from the mid-year Roadmap for Student Success and SQR full report. They use the information to develop School Operational Plans and share draft plans with staff
Early-Feb	TLTs submit School Operational Plans to SEZP

³ Data sources include: Assessment Data (e.g., MAP, MCAS), Survey Results (e.g., Insight, Family Engagement, MESH, Collaboration), School Quality Reviews, etc.

Early-Mar	TLTs receive feedback on plans, make any needed revisions, update staff on changes, and re-submit to SEZP
Mid-Mar	SEZP posts School Operational Plans (prior to transfer window)
May	TLTs review data on their team's performance and complete self-assessment process
June	SEZP board votes to approve School Operational Plans TLTs establish transition timeline for following year

Section 2: What is School Planning?

This section describes the school planning process and timeline, previews the annual planning components and outlines the role of the TLT and broader staff/faculty in developing components of the plan.

School Planning Overview

School Planning is the annual process through which schools develop a comprehensive improvement plan for the following school year. A school's principal, TLT, and faculty play essential roles in analyzing the school's progress in order to drive and inform different elements of the school planning process, which is divided into two phases, outlined below:

Phase I: Launches in December and closes with the launch of the district transfer window in mid-March. It includes the development of school priorities, educator working conditions and student and staff calendars. This part of the process is driven jointly by the TLT and principal and is informed by analysis of interim data from the Roadmap for Student Success, School Quality Reviews, and feedback from school faculty.

Phase II: Launches in late February and includes the development of the budget and staffing plan, selection of district services, and the development of a Roadmap Improvement Plan (previously called a "Strategic Action Plan") that outlines action steps and changes in resource use necessary to improve in priority areas. While these components are deeply informed by the priorities set in Phase I of planning, the principal is owner of this portion of the planning process, and there is no required TLT vote. However, in the interest of transparency and collaboration, we do recommend that the principal share a summary of their proposed plans with the TLT and faculty prior to submission to inform their final decisions.

School Planning Timeline (tentative)

DRAFT Dates	Deliverable/Task
Mid-Dec	Phase I planning documents released, including guidance and templates for: <ol style="list-style-type: none"> 1. School Priorities 2. Educator Working Conditions 3. Student and Staff Calendar
Early-Jan	Phase II planning documents released, including guidance and templates for:

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	<ol style="list-style-type: none"> 1. Optional district services menu 2. Budget and Staffing Plan 3. Roadmap Improvement Plan
Late-Jan	SEZP Roadmap for Student Success Step Back meetings for school leaders
Early-Feb	School leaders report out to SEZP Board on current year progress Phase I DRAFT documents due (Priorities, Educator Working Conditions, Student and Staff Calendars)
Mid-Feb	SEZP deadline to provide feedback to principals and TLTs on Phase I documents
Late-Feb	SPS optional service selections due
Early-Mar	Final Phase I documents due
Mid-Mar	Phase I documents posted on website as “final draft pending Board approval,” prior to the SPS transfer window
Late-Mar	Initial budgets and staffing plans due (principals only)
Mid-Apr	DRAFT Roadmap Improvement Plan due
Early-May	Final Roadmap Improvement Plan due
June	Final draft budgets due in online tool (principals only) SEZP Board reviews and approves school operational plans

Phase I School Planning Components

School Priorities

Evidence-based school priorities drive decision-making throughout the school planning process and inform everything from educator working conditions to student and staff calendars to resource allocation. School priorities are outlined in a one or two-page document using a template provided by SEZP and are informed by a holistic set of data sources regarding the school’s performance. (See Appendix B – School Priorities: Guidance & Template).

Educator Working Conditions

Student & Staff Calendars

The student and staff calendars include school start and end times, days off for students, and professional development days. The calendars are an extension of the Educator Working Conditions and provide a visual representation of many key points of information important to teachers. Calendars are created in an online tool that calculates total student and staff days and hours, ELT stipend, and produces printable versions of the calendar. The student and staff calendars generated in the tool are ultimately posted online as part of the School Operational Plan and shared with the district to schedule transportation for each school. See Appendix E – Student & Staff Calendar: Guidance & Tool.

Phase I Document Development & Approval: Process & People

According to Article 22 of the CBA, the school operational plan (comprised of the Priorities, Educator Working Conditions, and Student & Staff Calendars), “shall be agreed upon by a majority of the Teacher Leadership Team and also by the building principal after allowing for feedback from the Developed collaboratively in Massachusetts by the Springfield Empowerment Zone Partnership and the Springfield Education Association. Updated: December 6, 2019

faculty. The goal is to reach important decisions impacting the school by mutual agreement. However, if an agreement cannot be reached at the school level, the SEZP shall make the final decision when approving the final school operational plan or subsequent revisions.” Below are three examples of how this could play out in practice.

Scenario 1: After reviewing their school's data and getting feedback from their grade-level teams, the TLT members and principal develop the priorities and working conditions for the coming year. Two of the six TLT members share that their grade level teams have an issue with one of the items in the proposed educator working conditions. The TLT is committed to coming to agreement via mutual consent, so they decide to schedule an extra meeting before the plan submission deadline to deliberate more deeply on the issue. They come up with a compromise solution, which the TLT members then share with their grade level teams. At the next meeting, the TLT members and principal review the plan and make a final decision on whether or not to approve the plan. Four TLT members and the principal are enthusiastic in their approval of the plan; two TLT members share that while they are not 100% satisfied with the changes to the working conditions, that they can live with the compromise because they believe it's in the best interests of the school overall. **Outcome: The School Operational Plan is approved via mutual consent. The TLT can submit SEZP leadership for posting online.**

Scenario 2: Six members of a seven member TLT have voted to approve the School Operational Plan. However, the principal and one TLT member are not on board and have voted against the plan because they are uncomfortable with some of the language in the Educator Working Conditions. Because the principal is unwilling to vote in favor of the plan, the team goes back to the drawing board to try and come up with a workable solution. The TLT is able to change the language in a way that the principal and a majority of the TLT can live with, but one TLT member still opposes. The TLT and principal vote again and six TLT members and the principal approve, with one TLT member opposing. **Outcome: The School Operational Plan is approved. The TLT can submit to SEZP leadership for posting online.**

Scenario 3: The principal and three members of a seven member TLT have voted to approve the School Operational Plan, but four TLT members (a majority) have voted against approving the plan, citing opposition from the grade level teams they represent. Because the plan is not approved by a majority of TLT members, the TLT begins working to find a compromise agreement, but they are not able to make any progress before the final submission deadline. **Outcome: The School Operational Plan is not approved internally. The plan is shared with SEZP leadership along with a description of the area of disagreement and SEZP leadership makes a final decision on how to proceed.**

Additionally, “Each school will implement a process to engage teachers in the development of the school's operational plan. Engagement of teachers must be substantive and allow for opportunities for leadership to both share information and receive feedback from teachers in the building to ensure staff support and buy-in.”

With those requirements in mind, we recommend the process below for development and approval of the school operational plan:

1. **TLT & Principal Reflection (Dec):** TLT members and the principal review, reflect on, and discuss what's working and what's not with the current year's Phase I documents (i.e., School Operational Plan) to begin identifying areas where changes will likely be needed.

2. **Faculty Reflection & Input (Dec - Jan):** TLT members and the principal provide opportunities for school faculty to review and reflect on current year Phase I documents, along with relevant school data, and provide feedback on what's working, what's not, and suggestions for improvement. This process should begin as early as December.
3. **Data Review & Plan Development (January):** Principal and TLT members review input from faculty on prior year's operational plan, analyze the interim data in the mid-year Roadmap for Student Success, which includes a compilation of assessment data, survey results, and other key data points, and take a deeper look at the SQR report, Insight and Collaboration Teacher Surveys, MAP data, and family survey. TLTs then develop the school priorities, educator working conditions, and student and staff calendars based on their analysis of both quantitative and qualitative findings.
4. **Faculty Feedback (Late-Jan):** TLT members and the principal share the final drafts of the school priorities, educator working conditions, and student and staff calendar with the faculty for review and explain the evidence-based rationale for any changes being made. The TLT provides opportunities for faculty to process and provide meaningful feedback before documents are finalized and submitted
5. **TLT & Principal Agreement (Early-Feb):** Principal and a majority of the TLT must agree on all elements of these three documents, or the decision goes to SEZP Board. Ideally, the TLT and principal will approve the documents via mutual consent (i.e., everyone can live with the plan) and then submit to SEZP leadership for review and feedback.
6. **SEZP Feedback (Mid-Feb):** SEZP leadership will review final draft documents to ensure that all proposed changes are operationally feasible (e.g., can be accommodated by district transportation), are in alignment with the CBA, and are consistent throughout submitted documents. SEZP leadership will then follow up with any flags or clarifying questions.
7. **Plan Revisions (Early-Mar):** If the SEZP provides feedback after draft documents are finalized that requires a change (e.g., a change in school start time cannot be accommodated by SPS transportation dept.), the Principal and majority of TLT must make revisions and re-vote and faculty must be updated on the changes and have an opportunity to provide feedback.
8. **SEZP Approval (Mid-Mar):** SEZP leadership approves the school priorities, educator working conditions, and student and staff calendar and posts them to the SEZP website prior to the transfer window.⁴
9. **SEZP Board Approval (June):** At the end of the school year, the SEZP Board will review school operational plans and make final approval decisions.

Note on changes to the operational plan throughout the year: According to the SEA-SEZP CBA, *"Principals may submit a request to the SEZP to alter their operational plans following submission of their operational plans or during a school year after engaging their Teacher Leadership Team and*

⁴ Note that if any further changes to Phase I documents are necessary after posting in mid-March (i.e. due to an oversight), Principals must notify SEZP and we will discuss how/if the change can be made with the SEA Leadership prior to responding to the principal.

faculty in the decision-making process. The SEZP will have sole and final authority in approving any school year modifications to school operational plans. The SEZP will notify SEA of any changes.”

Phase II School Planning Components

Budget & Staffing Plan

Principals are required to produce a balanced budget and staffing plan in an online budget tool. Principals will record salary and non-salary budget items, including SPS and third-party services, and develop a balanced budget for the next school year. Principals are responsible for submitting optional district service selections and a balanced budget & staffing plan to SEZP. Principals must ensure the budget and staffing plan aligns with the school priorities and working conditions. *There is no TLT or faculty vote on the budget or staffing plan (including no votes on stipends).* However, Principals must communicate decisions about structural stipends (Critical Needs, Department Chair, and extra ELT) to all faculty prior to the transfer window.

Roadmap Improvement Plan

The Roadmap Improvement Plan (formerly “Strategic Action Plan”) is the central vehicle for schools in the SEZP to understand and respond to the needs of their students. Grounded in the evidence of SEZP’s Roadmap for Student Success, the Roadmap Improvement Plan ensures that the systems and processes in a school are always tied back to outcomes. As a tool of continuous improvement, the Roadmap Improvement Plan is necessarily a *living* document that a school must revisit over the course of a year, particularly as evidence of student outcomes becomes available. For example, we fully expect that schools will amend or alter their plan at the following points in the year:

1. October: After the release of the 2018-19 Roadmap for Student Success, which will include summative state accountability data
2. January: After the release of the mid-year benchmark data captured in the Mid-Year Roadmap, SQR and most of the “Beacons of Progress” (MAP results, INSIGHT scores, etc.)
3. March-April: After the release of ACCESS results, and any other survey data (i.e., Collaboration Survey)
4. Summer: After the release of MCAS results

While the principal is responsible for distributing leadership over the tasks in the Roadmap Improvement Plan and is the compiler and synthesizer of the final product, the TLT and faculty and other relevant teams should participate in outlining tasks in their areas of expertise. The principal should ensure that the full faculty has an opportunity to review the Roadmap Improvement Plan before it is submitted, however, there is no required TLT or faculty vote on the Roadmap Improvement Plan. See Appendix F – Roadmap Improvement Plan: Guidance & Template.

Section 3: How do effective TLTs operate?

This section provides guidance and best practices for operating an effective TLT and also includes easy to understand recommendations and tips on how to run an effective TLT. When possible, we have included links to helpful resources, protocols, and customized templates.

TLT Selection: How and when are TLT members selected?

TLT members shall be selected by their peers at elections that will be held annually between August and November⁵ at a full faculty meeting. The election will be run jointly by the building principal and SEA building rep(s) and/or Executive Board members at the school (See Appendix G - SEA-SEZP TLT Selection and Faculty Engagement Form for a detailed overview). In the interest of providing continuity year over year within the TLT, all TLT members will be elected to two-year terms, with about half of TLTs up for re-election each year. The intent is for a mix of about half new and half returning TLT members each year. There are no term limits for TLT members and members may run for re-election should they wish to continue serving on the TLT.

Preconditions for TLT Success: How do you lay the groundwork for an effective TLT?

Individuals elected to the TLT hold an important leadership role and are responsible for collectively making decisions that affect all teachers at their school. Sometimes, making those decisions will be challenging given competing interests and operational constraints. For the group to be effective, it is essential that TLT members take the time to establish trust with one another and create a safe space for problem solving, respectful disagreement, and deliberation from day one.

We recommend that each TLT dedicate their first 1-2 meetings to laying the foundation for a year of successful work together. Specifically, TLTs should aim to do the following at their first 1-2 meetings:

- Get to know each other and build relationships.
 - An Exercise for Understanding Preferences in Group Work. [Compass Points Protocol](#).
- Set operating norms (before, during, after meetings).
 - [Protocol for Creating Norms and Ground Rules](#)
 - [Protocol for Creating Norms](#)
 - Appendix H – SEA’s List of Possible Norms
- Create meeting schedule and timeline for the year, keeping in mind important school and Zone milestones (e.g., School Quality Reviews, team meetings, staff surveys, school planning deadlines, etc.)
- Create a Team Charter.
 - [Guidance on how to create a Team Charter](#)
 - Appendix I – Teacher Leadership Team Charter Example
- Develop a staff communications plan that includes multiple methods for two-way communication regarding regular meetings and important decision-making during the school planning process.

TLT meetings: What are the ingredients to running an effective TLT meeting?

Regular Meetings, Scheduled in Advance

The TLT is required to meet “*at least monthly with the principal.*” However, our most effective TLTs meet weekly. We recommend that during the school planning process (December - March), when TLTs are reviewing data and developing School Operational Plans, that TLTs meet every other week or even weekly. This will ensure the team has sufficient time to plan, solicit feedback from the school community, and to make informed decisions by mutual agreement.

⁵ We recommend that these elections take place in August or early September if at all possible.

Group Norms & Ground Rules

Creating agreed upon norms and ground rules for the group is an important early step for your team. You may want to review your norms at the start of each meeting to remind everyone of how you've agreed to operate or at least including norms on your printed agenda. Sample protocol for setting norms can be accessed below:

- [Protocol for Creating Norms and Ground Rules](#)
- [Protocol for Creating Norms](#)
- Appendix H – SEA's List of Possible Norms

Agreed Upon Process for Decision Making

According to Article 22 of the CBA, "*The goal is to reach important decisions impacting the school by mutual agreement.*" However, each TLT should set aside time to agree on a process for both making decisions (e.g., voting in the event a consensus cannot be reached) and documenting decisions made by the team.

Clear Internal Team Roles and Responsibilities

Identifying and assigning roles and responsibilities is an important early step in the development of an effective team. Roles can be assigned for the full year or rotate from meeting to meeting, but it is essential that everyone on the TLT is clear on who is responsible for what. Some useful roles you may want to consider, include:

- Meeting facilitator/chair (responsible for facilitating the meeting and keeping team engaged)
- Time-keeper (responsible for keeping the meeting on schedule, sometimes can be managed by the facilitator, but often helpful to have this live with another person)
- Note-taker (responsible for capturing decisions, next steps, and capturing any key points/considerations leading to decisions AND for distributing notes to the TLT in a timely fashion -- i.e., within 48 hours of meeting)
- Agenda developer (responsible for "owning" creation of the agenda. Everyone should have an opportunity to provide input to the agenda, but ultimately one person needs to put the final version together and distribute to the group)
- Transition lead (ideally a returning TLT member; responsible for making sure that the TLT election takes place in a timely fashion and ensures a smooth transition for new TLT members)

Meeting Agendas with Clear Objectives

Creating a consistent format for your meeting agenda can make the agenda development process more efficient. At a minimum, the agenda should clearly identify what the desired outcomes/objectives are for the meeting and devote sufficient time to each of those items. It may also be helpful to identify whether an item on the agenda demands a decision at the meeting, or if it's just an item for discussion. We also recommend allotting a few minutes at the end of your agenda to set agenda items for the next meeting. For a template agenda, see Appendix J – Agenda Template.

Consistent Format for Capturing Notes

Creating a consistent format for capturing notes can be very helpful in keeping your meetings transparent and making it easy both for TLT members and the broader school community to stay up to speed on the team's work. Notes should always clearly capture:

- Decisions made by the group
- Next steps with owners

- Important takeaways or discussion points without public attribution⁶ (especially if the information was critical in informing the group's decision on an important topic)
- Proposed topics for the next meeting
- For a template, see Appendix K – Notes Template

Consistent Process & Timeline for Communicating with School Community

One of the most essential roles of the TLT is to keep the school faculty informed and included in the TLT's decision-making process. The CBA states that, "*SEA leadership/staff and teachers in the school are welcome to attend meetings of the Teacher Leadership Team,*" and we encourage you to ensure that faculty are aware of your meeting schedule and welcomed to attend. However, it is unlikely that the majority of teachers will regularly attend TLT meetings. Given that, it is the responsibility of the TLT to develop strategies to ensure that the faculty feel that the work of the TLT is transparent and that faculty feel informed about the work of the TLT. Communicating effectively with all staff will require multiple communication strategies. A few brainstormed ideas are included below:

- Email TLT meeting agendas and summarized notes to all faculty
- Post summarized notes in an area regularly visited by faculty
- Post TLT meetings on the internal school calendar; if using Outlook, link to the agenda/notes in the calendar appointment
- Provide a brief verbal summary of TLT decisions at regular all faculty meetings
- Provide a brief verbal summary of TLT decisions at other team meetings (e.g., grade level meetings, content team meetings, etc.)
- Save meeting agendas and notes to a shared folder that all staff can access
- Establish regular time at team meetings (e.g., grade level meetings, content team meetings, etc.) for TLT members to gather feedback from their teammates on topics related to TLT work
- Establish TLT "office hours" so staff members are able to ask questions and provide feedback on the work of the TLTs

TLT Transitions: How do you ensure that new TLTs are set up for success and can hit the ground running at the start of the school year?

TLT members should set aside their last 1-2 meetings to discuss and prepare for the transition to a new TLT in the coming year. Because the composition of the TLT is likely to change with some new TLT members coming on, the dynamics of the group will inevitably change as well. We recommend that the TLT take the following steps at the end of the school year to prepare for the transition:

- Identify who on the TLT has a term that is ending and determine whether or not those individuals plan to run for re-election.
- Notify any teams/groups of staff who have a TLT representative whose term is ending. Share information about serving on the TLT and determine if any team members are interested in potentially running to serve on the TLT in the coming year.

⁶ When a group is responsible for making important and sometimes difficult decisions, it is critical that a safe space be established where people can openly and respectfully debate differing ideas and perspectives. For this reason, we highly recommend that relevant content be shared, but without attribution.

- Work with the principal to set a tentative timeline for TLT elections in the coming school year. Assign a returning TLT member as the transition lead to ensure elections and kickoff TLT meetings happen in a timely fashion in the coming year.
- Organize all TLT materials and documents in a shared folder and ensure things are clearly labeled, so new TLT members are able to access relevant historical information about the TLT's work when they are elected.
- Block time for an internal reflection on the TLT's performance. Be sure to discuss and document the following:
 - What worked well about the TLT this year?
 - What was challenging about the TLT this year?
 - What changes do we hope to make in the coming year?

Continuous Improvement for TLTs: How do TLTs assess their performance and become more effective over time?

There are a number of ways in which a TLT can assess its performance and measure its success over time. We recommend that at the very least, TLTs administer an annual self-assessment using a performance rubric provided by the SEA and SEZP. See Appendix L – TLT Self-Assessment Rubric. Additionally, we recommend that the TLT annually set objectives for the year, develop measures to assess whether or not it has achieved those objectives, and set aside time at the midpoint and end of the year to reflect on progress towards meeting its objectives.

Looking Ahead...

This guidance document is by no means comprehensive and we expect that it will evolve and change over time. We hope to learn more from TLTs in the coming years about what works, what challenges still persist, and what practices should be shared. However, this is our initial attempt at providing resources and recommendations that we hope will make the critical and exciting work of the TLTs a bit easier each year.

Please feel free to reach out to us at any time at partnership@springfieldempowerment.org with feedback and recommendations on how to make this document more useful to you and your team in the future.

Appendix A – Roadmap for Student Success

Summary of Results by Roadmap Category		Pts Earned	Weight
On the Right Path:	Observable Practices of High-Performing Schools	64%	20%
Beacons of Progress:	Measurable Indicators of School Health & Growth	52%	30%
True North:	Summative Student Achievement (DESE)	55%	50%
Total Roadmap Score		56%	100%

	2018 value	2017 value	Goal	Goal Progress	Rating vs. SEZP Schools	Improvement vs. Prior Year
1. On the Right Path						
I: Instructional Leadership, Shared Responsibility, & Collaboration (max 3)	1.3	N/A	2.5		Middle	N/A
II: Intentional Practices for Improving Instruction (max 3)	1.2	N/A	2.5		Middle	N/A
III: Student-Specific Supports and Instruction to All Students (max 3)	2.3	N/A	2.5	Approaching	Top	N/A
IV: Climate and Culture for Students, Families, and the Community (max 3)	1.6	N/A	2.5		Middle	N/A
2. Beacons of Progress						
NWEA MAP Assessment - % students meeting growth targets in ELA	52%	N/A	70%		Middle	N/A
NWEA MAP Assessment - % students meeting growth targets in math	54%	N/A	70%		Middle	N/A
Student chronic absenteeism - % students absent 10%+ days of the year	19.7%	24.8%	12%		Top	Positive
Out-of-school suspension rate per 500 students per day	1.03	1.38	0.5		Middle	Positive
Family Net Promoter Score: "How likely are you to recommend this school?"	40	8	70		Top	Positive
Teacher Attendance Rate	96.1%	96.5%	98%	Approaching	Low	Negative
Educator Retention - % of educators retained from June - September 2018	80%	N/A	80%	Met	Low	N/A
TNTP Insight Survey - Index Score (max 10)	8.6	8.5	9	Approaching	Middle	Positive
Rutgers School Collaboration Survey (max 18)	17	N/A	16	Met	Top	N/A
3. True North						
DESE - Accountability Percentile	8	N/A	20		Top	N/A
DESE - % Meeting Improvement Targets	92%	N/A	75%	Met	Top	N/A
MCAS Average Scaled Score - English Language Arts MS	484.3	478.4	492.5	Approaching	Top	Positive
MCAS Average Scaled Score - Mathematics MS	480.3	475.8	492.5		Middle	Positive
MCAS Mean CPI - Science	N/A	N/A	N/A		N/A	N/A
MCAS Mean SGP - English Language Arts	55	39.7	60	Approaching	Top	Positive
MCAS Mean SGP - Mathematics	43.9	30.6	60		Middle	Positive
ACCESS Progress made by students on ACCESS	32%	9%	45%		Top	Positive
Student chronic absenteeism - % students absent 10%+ days of the year	22.4%	28.7%	12%		Middle	Positive

SEZP 2020-21 School Planning Process
School Priorities: Guidance



Introduction

A focused set of school priorities should drive each of the decisions you make as part of the school planning process, including developing your school calendar, establishing a school’s master schedule, setting educator working conditions, and identifying the highest-leverage instructional partners and supports for your school. Your priorities can also play an important role in engaging families, recruiting new staff, and ensuring the entire school team maintains focus throughout the year. **The final draft of your school priorities will be a public document that will be posted online as part of your overall school plan.**

Directions for Completing School Priorities

Please provide a brief **description and rationale for the two to three top priorities you intend to work on next school year (SY’20-21), using the template on the next page.** Priorities should be specific, school-wide, and connected to student needs based on performance data. The provided template includes two examples that indicate the suggested length and depth of priorities, which can serve as a model for completing this task.

When setting your priorities, you will want to consider using the [On the Right Path: Best Practice Guide for High Quality Schools](#). These practices are based on research about what has worked to rapidly increase academic and non-academic student outcomes in turnaround schools. For reference, the four turnaround practices are:

- Turnaround Practice 1: Instructional Leadership, Shared Responsibility and Professional Collaboration
- Turnaround Practice 2: Intentional Practices for Improving Instruction
- Turnaround Practice 3: Student-Specific Supports & Instruction to All Students
- Turnaround Practice 4: Climate & Culture for Students, Families and the Community

Helpful Tips for Setting Priorities

Principals and TLTs may want to consider the following steps in developing priorities for next year. This is intended as a helpful resource only; school teams do not have to use this approach and can run the priority-setting process however they see fit.

1. Review the *On the Right Path: Best Practice Guide for High Quality Schools*. This document can be useful for sparking ideas, shaping priorities, and developing action steps later in the planning process.
2. Review a comprehensive set of current data about your school. This should include the data reports from the School Quality Review (SQR), last year’s state assessment data, MAP and ANet data, stakeholder survey data (student, teacher, community), this year’s TSV report, discipline and attendance data, progress on the current school plan, and other relevant indicators or “*Beacons of Progress*” found in your *Roadmap for Student Success* and input from the school community.
3. Develop a few key findings from the data. Pose critical questions including, “What are the persistent student achievement issues at your school?” and “Based on the data, what are school-wide issues that should and can be addressed next year?” If possible, share these findings with the faculty at large and solicit their feedback on these critical questions as well.
4. Brainstorm a list of potential areas of focus. It may be helpful to classify brainstormed focus areas as short-term vs. longer-term. A priority should be a complex issue that is high leverage for impacting student achievement and warrants focused time, energy and resources. You may also want to map your priority back to the *On the Right Path: Best Practice Guide for High Quality Schools*.
5. Once the team has agreed on two to three key priorities for improvement, write up the priority in a short statement and provide the rationale using data to support your decision, using the provided template. Share these draft priorities with the school faculty for feedback and incorporate into the final priorities as appropriate.

Deadlines & Review

Deadline	Action
Feb. 7, 5pm	Principal & TLT submit <i>School Priorities</i> to SEZP via Google Drive following approval by principal and a majority of the TLT w/ input from faculty
Feb. 18	SEZP provides feedback on submitted <i>School Priorities</i>
Mar. 2	Principal & TLT submit revised <i>School Priorities</i> to SEZP via Google Drive after approval by principal and a majority of the TLT w/ input from faculty
Mid-March	SEZP will post <i>School Priorities</i> on the website as “final draft pending Board approval” prior to the SPS transfer window; <i>Phase I documents</i> will also be shared with the SEA and SEZP Board.

[Please note the priorities listed below are provided as examples only. Delete these and fill in your own.]

Exemplar from Forest Park Middle School

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

We will improve our students' proficiency in literacy skills across all content areas through the consistent use of formative assessments to drive lesson instruction. To accomplish this the school will develop a protocol for looking at student work, analyzing data trends, and creating lessons to address unfinished learning and/or gaps in understanding. The school calendar will be designed so educators spend time each week collaborating on lesson plans, investigating data, and using student work to push and develop student learning. As a result, students will consistently be challenged with appropriate tasks aligned to grade-level standards and asked to demonstrate understanding both orally and in writing. Progress will be measured by MAP growth, ANet, iReady, MCAS, and other standards-aligned assessments.

Rationale:

Results of our School Quality Review (SQR) indicate that while we are established in the areas of Maximizing Time, Effective Planning, Opportunities for Collaboration, Rigorous Tasks, and Effective Assessment, we have room to grow from the developing stage in the areas of Aligned Curriculum & Planning and Targets for Planning and Analyzing Assessments / Student Work. As cited in our SQR report, there are examples of effective assessment practices at Forest Park and the goal is to put systems and protocols in place to disseminate the effective practices across all grades and subjects. The addition of weekly data meetings will allow teachers the time needed to analyze student work products and plan next steps for instruction to better meet student needs.

MCAS data indicates that many students have difficulty clearly explaining their thinking in writing across content areas. Written response data in English Language Arts (ELA) is below the state average by 13 percentage points in grade 6, and 23 percentage points in grade 8. Grade 7 data was not available compared to the state as the sample size of students testing on paper last year was too small.

In math, our students' ability to write a response to a question to explain their thinking was below the state average by 18 percentage points in grade 6 and 22 percentage points in grade 8, grade 7 was not compared to the state due to a small sample of comparison on the paper test.

Although students are below the state average, there is evidence that students are making progress as shown by the 47% of our students who showed growth in literacy skills and 50% of students who showed growth in math on MAP between fall and winter of 2018. By prioritizing literacy, we believe that more students will meet growth targets in both state and interim assessments.

The SEZP 2019-20 School Priorities: Exemplar: Chestnut TAG



Priority 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:

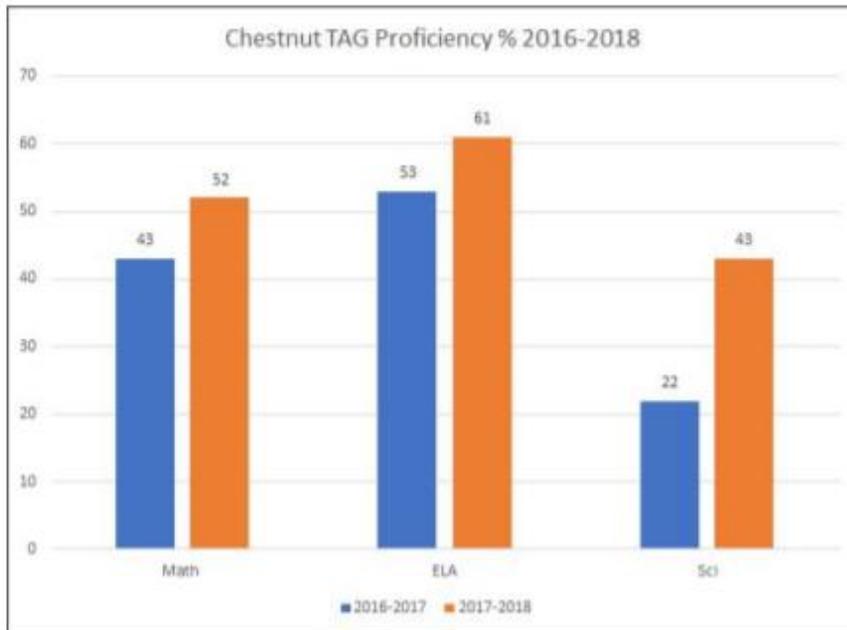
- providing rigorous daily lessons where students engage in productive struggle, explore ideas, grapple with content, construct knowledge, discuss, debate, etc.
- writing and executing differentiated measurable learning tasks for accelerating all learners (including our highest achievers, our ELLs, students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

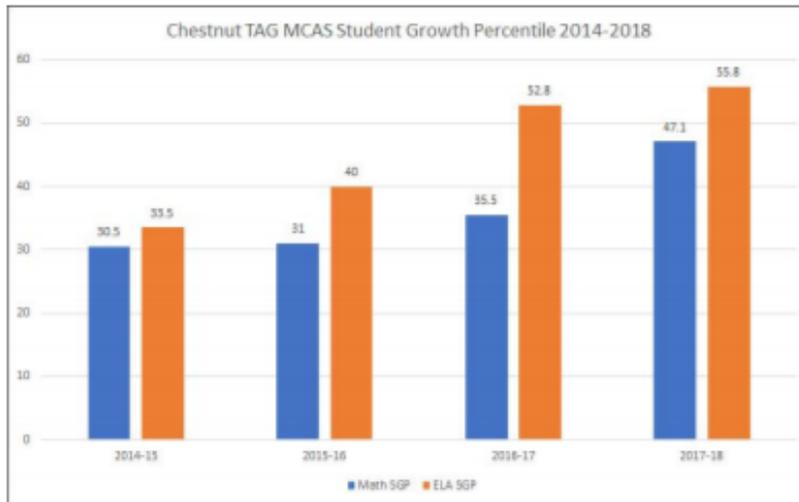
Improving:

- 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.





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.



SEZP 2020-21 School Planning Process

Educator Working Conditions (School Operational Plan): Guidance

Introduction

According to the SEA-SEZP Agreement, each school must produce and publicly post Educator Working Conditions (EWC) as part of the annual School Operational Plan. Since all schools are given flexibility to differentiate their school programs—including school schedule, hours, duties, and professional development—the EWC document enables each school to inform current and prospective teachers of their employment expectations for the following school year.

SEZP expects that principals and TLTs will solicit input from faculty, review data, and work together to define teacher working conditions that create an academic environment and school culture aligned with their school’s priorities.

Directions for Completing Educator Working Conditions

SEA and SEZP have collaborated to produce default language and an Educator Working Conditions template (following page) based on the fifteen required elements outlined in Article 22 of the [SEA-SEZP contract](#). All EWC documents must meet the specifications outlined in Article 22 and reference the fifteen required elements. Schools may customize the default language in the template as appropriate for their community.

To develop the EWC document, principals, TLTs, and school faculty should first review their school’s current EWC document. Principals and TLTs should solicit feedback from staff on what’s working, what’s not, and invite suggestions for improvement with the current year’s working conditions. Current and prior year EWC documents can be accessed online at <http://www.springfieldempowerment.org/school-plans.html>. **Important note:** Section 5 now includes a specific breakdown of weekly planning time which will be spent 1) in personal preparation time and 2) in group planning time (e.g. PLC, grade-level meetings, etc.). It is suggested that personal, teacher-directed preparatory time is at least 5 periods per week.

Each building’s EWC must be approved by the principal and a majority of the TLT. All educators in the school must have an opportunity to review and provide meaningful feedback on the EWC before they are submitted to the SEZP leadership.

If SEZP provides feedback on your submitted EWC document that requires a change, the principal and majority of TLT must re-vote on the changes and ensure that faculty are informed on the changes. **Your final EWC document will be a public document posted on the SEZP website as part of your School Operational Plan .**

Deadlines & Review

Deadline	Action
Feb. 7, 5pm	Principal & TLT submit EWC to SEZP via Google Drive following approval by principal and a majority of the TLT w/ input from faculty
Feb. 18	SEZP provides feedback on submitted EWC
Mar. 2	Principal & TLT submit revised EWC to SEZP via Google Drive after approval by principal and a majority of the TLT w/ input from faculty
Mid-Mar.	SEZP will post EWC on the website as “final draft pending Board approval” prior to the SPS transfer window

* Phase I documents will also be shared with the SEA and SEZP Board.

[Please note that the language below is default language agreed upon by SEZP leadership and the SEA. Principals and TLTs may customize this language as desired but at minimum should fill in the sections in red]

1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies. Discretionary funds are those remaining after a school budgets for district services, partner fees, staff salaries and stipends.

For the 2020-21 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$7,000
- Field trips: \$3,000
- PD/Conferences: \$15,000

Any transfer or use of additional funds received over the course of the school year will be determined by the principal. If additional funds become available - for example, in late fall after any “true-ups” - TLTs should discuss the possibility to increase discretionary funds in the current fiscal year.

2. School curriculum issues.

[School name] 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 X days of professional development and/or staff planning days before the school year begins;
- Up to X days of professional development and planning days during the school year;
- Up to X hours of PD after the school day ends for students during the year (“extended day”)
- Up to X days after the last day of school for students, but before the end of the term of employment.

4. School calendar.

Please see the attached 2020-21 school year calendar for staff [attach final calendar template]. 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 **X hours and X minutes**. For the majority of educators, required hours will be approximately **Xam–Xpm**.

Teachers will have approximately the equivalent of **X** self-directed preparatory periods per week. These hours will be allocated as evenly across the school week as possible. This self-directed time can be used to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

Additionally, all staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, expected to be held on **X days at X times**, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at **[School name]** 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:

[List expected educational and administrative activities for staff – you may select from examples below or create your own]

- Participation in **X** 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

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 **X** minutes per day;
- Substitute coverage of classes of others who are absent from school. (When possible, PLC or common planning time should not be used when teachers are asked to cover class. Preference would be to hire substitute teachers)

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

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

Returning teachers are expected to report to work on **August X, 2020**. The final work day for teachers is **June X, 2021**. These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

9. Notices and announcements.

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

10. School health and safety issues.

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

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

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

11. Staff dress code.

Staff at [School name] 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 [School name]. 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 X minutes per day
- Coverage of lunch periods, break periods, or block periods, not exceeding X minutes per day
- Substitute coverage of classes and duties of others who are absent from school
- Coverage of afterschool activities, not exceeding X 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.

[School name] 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.

Appendix D – Educator Working Conditions: Guidance on Discretionary Funds and Curriculum Issues

The SEA/SEZP Collective Bargaining Agreement (CBA) specifies that all schools shall include among their educator working conditions the: ***Allocation of discretionary funds made available by the principal, including in areas such as: Wraparound services for students and families; After-school programs; School supplies.***

This section should identify how much of the school's budget the principal will allocate toward a variety of areas prioritized by the TLT (examples are included above). We recommend that you keep the allocation details relatively high-level (e.g., school supplies rather than pencils, or Professional Development, rather than a specific provider). This will give the TLT flexibility to make adjustments based on changing needs throughout the year (versus being locked in with a specific provider/product). Also, it is essential that the principal ensure that what is being allocated in this section is truly "discretionary" and reasonable given required expenses such as salary and benefits costs, utilities, etc.

The SEA/SEZP CBA also specifies that all schools shall include ***"School curriculum issues"*** among their working conditions.

Ensuring that **all of our students, including students with disabilities** have access to high quality, rigorous, standards-aligned is one of the most important shifts that we can make. It is an issue of equity for our historically marginalized students.

All SEZP schools are required to teach, grade level appropriate, MA Curriculum Framework aligned curriculum that meets rigor criteria. TLTs engage in confirmation of policies that frame overall "curriculum issues" (e.g., processes for notifying staff of curriculum changes, how support for curriculum will be provided), not selection of curriculum or content.

Determining curriculum issues are very school specific and could include a process for updating curriculum once a new framework has been released, such as the NGSS standards for science and technology in 2016. In this instance, a TLT may want to discuss the process for vetting new curriculum options and deciding who might be involved in reviewing materials or determine if other schools adopted and why a particular selection was made.

Another example could include understanding the professional learning needs to ensure teachers have the instructional skills they need to teach rigorous curriculum. An example here could be that the TLT decides to gather walk through data to understand how lessons are being executed with fidelity and what teachers need to appropriately scaffold instruction when students are not performing at the grade level.



SEZP 2020-21 School Planning Process
Student and Staff Calendar: Guidance

Introduction

The Student and Staff Calendars are informed by a school’s annual priorities created in alignment with the Educator Working Conditions (EWC) and include important information such as school start and end times, days off for students, and professional development days for staff. The draft calendars are developed by principals and TLTs in an online tool and then converted by SEZP staff into public PDF Student and Staff Calendars that are posted online. The information provided in the Student and Staff Calendars is also shared with the SPS transportation department in order to schedule transportation for each school.

Calendar Tool Description

To support school teams as they develop Student and Staff Calendars, SEZP has created a dynamic calendar tool in Google Sheets to enable principals and TLTs to create a calendar that meets contractual and state requirements. As you adjust your start and end dates, start and end times, and days off for students and staff, the tool easily calculates your school’s total student and staff hours and days. The calendar tool also produces draft versions of both the Student and Staff Calendars for easy review prior to submission. **Note: The district dates provided in the tool are tentative pending final approval of the 2020-21 SPS calendar by the Springfield School Committee.**

Directions for Completing Student and Staff Calendars

To begin this process, principals, TLTs, and school faculty should review their school’s current year Student and Staff Calendars. Principals and TLTs should solicit feedback from staff on what’s working, what’s not, and suggestions for improvement with the current Student and Staff Calendar. As you work to develop your calendars, please keep the following in mind:

1. Based on the current SEZP-SEA collective bargaining agreement, students must be in school for at least 1330 hours (1250 for HS) and 180 days; and teachers must be in school for at least 1500 hours, but not exceed 1850 hours.
2. Teachers working at a school with an extended schedule beyond the base SEZP school year shall receive stipends in the following amounts based on hours worked: 1541-1640: \$1,750; 1641-1740: \$2,625; 1741-1850: \$3,500
3. Mandatory staff events that occur outside of the regular school day will count towards your total staff hours
4. The Student and Staff Calendars must align with the EWC document. In particular, planning teams should review the following sections of the EWC document to ensure that all expectations are in alignment with the school calendar:
 - Item #3: Professional development activities applicable to the school as a body
 - Item #4: School calendar
 - Item #5: Schedule for staff and students
 - Item #7: Schedule of school-wide parent/teacher meetings
 - Item #8: Work before and/or after the regular school year
 - Item #12: Rotation of duties
 - Item #15: Family-teacher communication

Deadlines & Review

Deadline	Action
Feb. 7, 5pm	Principal & TLT submit <i>Calendar Tool</i> to SEZP via Google Drive following approval by principal and a majority of the TLT w/ input from faculty
Feb. 18	SEZP provides feedback on submitted <i>Calendar Tool</i>
Mar. 2	Principal & TLT submit revised <i>Calendar Tool</i> to SEZP via Google Drive after approval by principal and a majority of the TLT. Faculty must have an opportunity to review changes prior to final submission
Mar. 13	SEZP will post <i>Calendar Tool</i> on the website as “final draft pending Board approval” prior to the SPS transfer window; <i>Phase I documents will also be shared with the SEA and SEZP Board.</i>

Calendar Tool Tab 1: Day Types & Hours Summary Tab

DAY TYPES & DAY/HOUR SUMMARY TAB: This Tab captures the various day types and start/end times for students and staff. It also automatically calculates total student and staff days, hours, and staff ELT stipends.

INSTRUCTIONS

1. Review and update student and staff "Day Types"
2. Enter start and end times for each type of student day
3. Enter start and times for each type of staff day
4. Complete Tab 2: Calendar Form
5. Complete Tab 3: Other Staff Events
6. Day and hour counts and staff stipend amount will auto-populate after you complete the "Calendar Form" and "Other Staff Events" Tabs
7. Review Day Counts, Hour Counts, and Staff Stipend Amounts to ensure they meet minimum requirements

Day Type	Student Category	Staff Category	Start / End Times						Day Counts	
			6-8 Students			6-8 Staff			6-8 Students	6-8 Staff
			Start Time	End Time	Hrs:Min	Start Time	End Time	Hrs:Min	Day Count	Day Count
School Closed for Students and Staff	School Closed	School Closed	None	None	n/a	None	None	n/a	n/a	n/a
Regular Day for Students and Staff	Regular Day	Regular Day	7:25 AM	2:55 PM	7:30	7:15 AM	3:30 PM	8:15	178	178
Early Release for Students and Staff	Student Early Release	Staff Early Release	7:25 AM	11:35 AM	4:10	7:15 AM	11:45 AM	4:30	2	2
Early Release for Students / Afternoon PD	Student Early Release	Student Early Release + PD	none	none	n/a	none	none	n/a	n/a	n/a
Friday Early Release for Staff	Regular Day	Special Staff Early Release	7:25 AM	2:55 PM	7:30	7:15 AM	2:55 PM	7:40	0	0
Regular Day for Students / Extended Afternoon Staff PD	Regular Day	Regular Day + PD	7:25 AM	2:55 PM	7:30	7:15 AM	4:25 PM	9:10	0	0
No School for Students / Full Day Staff PD	School Closed	Full Day PD	None	None	n/a	8:00 AM	3:00 PM	7:00	n/a	8
Day Type 8			None	None	n/a	None	None	n/a	n/a	n/a
Day Type 9			None	None	n/a	None	None	n/a	n/a	n/a
Day Type 10			None	None	n/a	None	None	n/a	n/a	n/a
Day Type 11			None	None	n/a	None	None	n/a	n/a	n/a
Day Type 12			None	None	n/a	None	None	n/a	n/a	n/a
Day Type 13			None	None	n/a	None	None	n/a	n/a	n/a
Day Type 14			None	None	n/a	None	None	n/a	n/a	n/a
Day Type 15			None	None	n/a	None	None	n/a	n/a	n/a
Total Days									180	188

Hours	Reg Hrs	Extra Hrs	Total Hrs	SEZP Min	Day Count
6-8 Staff Hours	1534	0	1534	1500	188
9-12 Staff Hours	0	0	0	1500	0
6-8 Student Hours	1343	n/a	1343	1330	180
9-12 Student Hours	0	n/a	0	1330	0

6-8 Staff ELT Stipend	\$0
9-12 Staff ELT Stipend	\$0

	Hours	Stipend
Teachers working at a school with an extended schedule beyond the base SEZP school year shall receive stipends in the following amounts based on hours worked	1541-1640	1750
	1641-1740	\$2,625
	1741-1850	\$3,500

Calendar Tool Tab 2: Calendar Form

CALENDAR FORM: The form in this Tab is pre-populated to reflect the district's tentative 2019-20 school calendar. It does NOT take into account the (5) extra inclement weather days that will be built into your final public-facing calendar.

INSTRUCTIONS: Using the drop-down options, update this form to reflect your school calendar from August 1 - June 30.

Date	Day	6-8 Day type
8/1/2019	Thursday	School Closed for Students and Staff
8/2/2019	Friday	School Closed for Students and Staff
8/5/2019	Monday	School Closed for Students and Staff
8/6/2019	Tuesday	School Closed for Students and Staff
8/7/2019	Wednesday	School Closed for Students and Staff
8/8/2019	Thursday	School Closed for Students and Staff
8/9/2019	Friday	School Closed for Students and Staff
8/12/2019	Monday	School Closed for Students and Staff
8/13/2019	Tuesday	School Closed for Students and Staff
8/14/2019	Wednesday	School Closed for Students and Staff
8/15/2019	Thursday	School Closed for Students and Staff
8/16/2019	Friday	School Closed for Students and Staff
8/19/2019	Monday	No School for Students / Full Day Staff PD
8/20/2019	Tuesday	No School for Students / Full Day Staff PD
8/21/2019	Wednesday	No School for Students / Full Day Staff PD
8/22/2019	Thursday	No School for Students / Full Day Staff PD
8/23/2019	Friday	No School for Students / Full Day Staff PD
8/26/2019	Monday	Regular Day for Students and Staff
8/27/2019	Tuesday	Regular Day for Students and Staff
8/28/2019	Wednesday	Regular Day for Students and Staff
8/29/2019	Thursday	Regular Day for Students and Staff
8/30/2019	Friday	Regular Day for Students and Staff
9/2/2019	Monday	School Closed for Students and Staff
9/3/2019	Tuesday	Regular Day for Students and Staff
9/4/2019	Wednesday	Regular Day for Students and Staff
9/5/2019	Thursday	Regular Day for Students and Staff
9/6/2019	Friday	Regular Day for Students and Staff
9/9/2019	Monday	Regular Day for Students and Staff
9/10/2019	Tuesday	Regular Day for Students and Staff
9/11/2019	Wednesday	Regular Day for Students and Staff
9/12/2019	Thursday	Regular Day for Students and Staff
9/13/2019	Friday	Regular Day for Students and Staff
9/16/2019	Monday	Regular Day for Students and Staff
9/17/2019	Tuesday	Regular Day for Students and Staff
9/18/2019	Wednesday	Regular Day for Students and Staff
9/19/2019	Thursday	Regular Day for Students and Staff
9/20/2019	Friday	Regular Day for Students and Staff
9/23/2019	Monday	Regular Day for Students and Staff
9/24/2019	Tuesday	Regular Day for Students and Staff
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10/11/2019	Friday	Regular Day for Students and Staff
10/14/2019	Monday	School Closed for Students and Staff
10/15/2019	Tuesday	Regular Day for Students and Staff
10/16/2019	Wednesday	Regular Day for Students and Staff
10/17/2019	Thursday	Regular Day for Students and Staff
10/18/2019	Friday	Regular Day for Students and Staff
10/21/2019	Monday	Regular Day for Students and Staff
10/22/2019	Tuesday	Regular Day for Students and Staff
10/23/2019	Wednesday	Regular Day for Students and Staff
10/24/2019	Thursday	Regular Day for Students and Staff

Calendar Tool Tab 3: Other Staff Events

OTHER STAFF EVENTS: This Tab reflects all required work hours for teachers outside of the regular work day. Staff hours for required events count towards total work hours for the year and will be included when calculating your teachers' ELT stipend.

INSTRUCTIONS:

- 1) Enter mandatory events for all staff that occur outside of the regular school day.
- 2) If different teachers attend the same event on different days only list the event once.
- 3) If different staff types require different mandatory events, please contact akishel@springfieldempowerment.org

Event Description	Date	# of Staff Hours 6-8
Event 1		
Event 2		
Event 3		
Event 4		
Event 5		
Event 6		
Event 7		
Event 8		
Event 9		
Event 10		
Event 11		
Event 12		
Event 13		
Event 14		
Event 15		
Event 16		
Event 17		
Event 18		
Event 19		
Event 20		
TOTAL ADDITIONAL STAFF HOURS		0

Calendar Tool Tab 4: Student Calendar Visual

DRAFT CALENDAR VISUAL: This calendar is the baseline for your final public student and staff calendar.

INSTRUCTIONS: Complete the following to ensure accuracy:

- 1) Review & Update School Name & Address
- 2) Review & Update Student Hours (e.g., 7:30AM - 3:20PM (Mon, Wed, Thurs, Fri); 7:30AM - 2:10PM (Tuesday))
- 3) Review & Update Teacher Hours (e.g., 7:25AM - 3:20PM (Monday-Friday))
- 4) Review & Update to ensure all days off and early release dates and times are reflected with descriptive text and a color code

Note: Your final public student and staff calendars will reflect an additional five days for inclement weather

Springfield Public Schools 2019-2020 Student Calendar School Address																																																																							
Student Hours	Enter hours here																																																																						
Teacher Hours	Enter hours here																																																																						
<p>Aug 26: School Begins</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">August 2019</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	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	<p>Feb. 17: Schools Closed - Presidents Day</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">February 2020</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </tbody> </table> <p>Feb. 18 - 21: Schools Closed - Mid-Winter Vacation</p>	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					
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<p>Sept 2: Schools Closed - Labor Day</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">September 2019</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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					<p>March 13: Schools Closed - Teacher Professional Day</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">March 2020</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	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			
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<p>Oct 14: Schools Closed - Columbus Day</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">October 2019</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	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		<p>April 20: Schools Closed - Patriots Day</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">April 2020</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table> <p>April 21 - 24: Schools Closed - Spring Vacation</p>	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	
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<p>Nov. 5: Schools Closed - Teacher Professional Day (Election Day)</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">November 2019</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table> <p>Nov. 11: Schools Closed - Veterans Day</p> <p>Nov. 27 - 29: Schools Closed - Thanksgiving Vacation</p>	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	<p>May 25: Schools Closed - Memorial Day</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">May 2020</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table>	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
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<p>Dec. 20: Early Release - Last day before holiday vacation</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">December 2019</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Dec. 23 - Dec. 31: Schools Closed - Holiday Vacation</p>	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				<p>Jun 11: End of School Year - Early Release for Students</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">June 2020</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td></tr> </tbody> </table>	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			
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<p>Jan. 1: Schools Closed - New Years Day</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th colspan="5">January 2020</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table> <p>Jan. 10: Schools Closed - Teacher Professional Day</p> <p>Jan. 20: Schools Closed - Dr. Martin Luther King, Jr. Day</p>	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	<p>*Calendar does not include 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.</p> <ul style="list-style-type: none"> School Closed Student Early Release Special Student Early Release 																																			
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Calendar Tool Tab 5: Staff Calendar Visual

DRAFT CALENDAR VISUAL: This calendar is the baseline for your final public student and staff calendar.

INSTRUCTIONS: Complete the following to ensure accuracy:

- 1) Review & Update School Address
- 2) Review & Update Student Hours (e.g., 7:30AM - 3:20PM (Mon, Wed, Thurs, Fri); 7:30AM - 2:10PM (Tuesday))
- 3) Review & Update Teacher Hours (e.g., 7:25AM - 3:20PM (Monday-Friday))
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 Springfield Public Schools 2019-2020 Student Calendar School Address																																																																							
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The SEZP 2020-21 Roadmap Improvement Plan: Phase II Guidance Document (including Template, Exemplar & Toolkit)



Introduction

The Roadmap Improvement Plan is the central vehicle for schools in the SEZP to understand and respond to the needs of their students. Grounded in the evidence of SEZP’s Roadmap for Student Success, the Roadmap Improvement Plan ensures that the systems and processes in a school are always tied back to outcomes. As a tool of continuous improvement, the Roadmap Improvement Plan is a *living* document that a school must revisit over the course of a year, particularly as evidence of student outcomes becomes available. For example, we fully expect that schools will amend or alter their plan after the release of 1) the final 2019-20 Roadmap for Student Success, including summative state accountability data, 2) mid-year benchmark data captured in the Mid-Year Roadmap (SQR, MAP results, INSIGHT scores, etc.), and 3) late spring benchmark data (ACCESS, Collaborative Survey, etc.).

Directions for Completing the Roadmap Improvement Plan

1. Start by revisiting the priorities your school set in the Phase I of school planning and begin to identify more specific areas for improvement and change. Each area for improvement and change must be evidenced by data in the 2018-19 Roadmap for Student Success and/or the January 2020 Mid-Year Roadmap.
2. The Principal and TLT should review the School Quality Review (SQR) Summary Report, updated Roadmap, Tableau dashboards and other data identifying areas of strength as well as areas to grow and improve. Principals and TLTs should engage all school members in this process.
3. Principals and their administrative leadership team should complete a template section for each identified priority area. Principals should share overarching plans with the school community to ensure that everyone has the “big picture” view of the work ahead since much of this work begins in late spring and summer.
4. Principals and TLTs should use the template to track progress throughout the year (“Stage III”) and continue either to add action steps as needed, or to delete action steps that are no longer relevant. This document will also be used as an input for reporting progress to SEZP leadership, the SEZP Board, and other key stakeholders.

Deadlines & Review

Initial Roadmap Improvement Plans are due to SEZP via Google Drive by April 17th at 5pm. Final draft Roadmap Improvement Plans are due to SEZP via Google Drive by May 4th at 5pm. There is no required TLT or faculty vote on the Roadmap Improvement Plan, however, principals should ensure that the full faculty has an opportunity to review before the Roadmap Improvement Plan is submitted. Once submitted, the Roadmap Improvement Plan will be reviewed by SEZP leadership. When necessary edits have been incorporated, the Roadmap Improvement Plan will be forwarded to the SEZP Board for review and approval at our June Board meeting.

The SEZP 2020-21 Roadmap Improvement Plan:
School Name Here



Priority Area 1 (with Supporting Roadmap Evidence)

- Insert the first priority area from Phase I planning.
- Briefly summarize the evidence from either the January 2020 Mid-Year Roadmap for Student Success (including SQR) or the 2018-19 Roadmap for Student Success that explains why this an area of improvement for your school.

Key Objectives

- What are 2 or 3 big actions/changes that you will need to implement to achieve success in the priority area?

Evaluation Plan

- How will you know you are successful once you accomplish the key objectives?
- What specific data from SEZP’s Roadmap for Student Success will you use to measure success?

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>

Priority Area 2 (with Supporting Roadmap Evidence)

- Insert the second priority area from Phase I planning.
- Briefly summarize the evidence from either the January 2020 Mid-Year Roadmap for Student Success (including SQR) or the 2018-19 Roadmap for Student Success that explains why this an area of improvement for your school.

Key Objectives

- What are 2 or 3 big actions/changes that you will need to implement to achieve success in the priority area?

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PLEASE DELETE THIS TABLE IF YOU ONLY HAVE 2 PRIORITY AREAS

Priority Area 3 (with Supporting Roadmap Evidence)

- Insert the third priority area from Phase I planning.
- Briefly summarize the evidence from either the January 2020 Mid-Year Roadmap for Student Success (including SQR) or the 2018-19 Roadmap for Student Success that explains why this an area of improvement for your school.

Key Objectives

- What are 2 or 3 big actions/changes that you will need to implement to achieve success in the priority area?

Evaluation Plan

- How will you know you are successful once you accomplish the key objectives?
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Action Plan

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**The SEZP 2019-20 Roadmap Improvement Plan:
Exemplar #1: 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 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
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	DM, JAT, and COC	Schedule Document Schedule is done and	6/1

interventions (3a)(3c) (4c)		inputted in Powerschool	
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 specialist-Create a template for monthly parent communication DM/JAT-Create a format for SWAY that allows staff to see progress	Finish the documents *Communication methods for progress to all stakeholders *Trackers for progress of students	7/20
Creation of systems for coaching/eval.	Instructional Leadership Team-AP and Coaches to create a chart that will evaluate: 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 state that they are satisfied with the co-teach model	Before 8/22 and during PLCs
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
Progress Tracker- 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
JOY! 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
Data Days -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	DM and ILT-Create and maintain systems	*10 minute standing	-Daily

(3b)(4b)(2e)	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	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%	-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 conferencing 2 times a quarter to have students reflect on their progress	-Tracker completed with conferencing notes -Students note that they feel their know their progress-survey data	1-2 times a quarter
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: 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	*Weekly survey shows that staff feels up to	Daily

	intervention progress	date	
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

The SEZP 2019-20 Roadmap Improvement Plan: Exemplar #2: Rise Academy



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

We will increase the rigor of our instruction in order to promote student growth and mastery of standards. To accomplish this, the school will develop a shared understanding of rigor using Webb's Depth of Knowledge. We will use the existing structures of professional development, feedback and coaching, content teams, and Instructional Leadership Team to develop this shared understanding of rigor, to analyze the rigor of the content standards, and to ensure that rigor of classroom tasks aligns to the rigor of the standards.

Rationale:

The major area of critical feedback in our School Quality Review was that we need to improve rigor. Students are behaving and working hard in class, so we need to expect more of them in terms of higher order thinking and collaboration. We've spent time in our founding years building our capacity for coaching, content team work, and instructional leadership. Now we can apply those systems to asking more of our students in classes.

MAP data also indicates that students in the top quartile are not making as much growth as the rest of the cohorts, and we believe that increasing the rigor of our instruction will support all student growth but especially those in the top quartile.

Key Objectives

- We will complete a professional development series on Depth of Knowledge to come to a shared understanding of rigor.
- We will develop and implement an instructional walkthrough protocol to assess rigor of tasks and execution using Depth of Knowledge as our lens.
- We will use the existing structure of content team meetings to develop a shared understanding of rigor in each content area.

Evaluation Plan

- We will develop a rubric for instructional walkthroughs and use this to measure progress on rigor.
- We will use MAP data, specifically growth for top quartile students, to measure progress on rigor. We will expect to see 50% of top quartile students meet/exceed growth targets on the winter MAP test.
- We will expect to see an improvement in our SQR ratings and feedback in the area of rigor.

Action Plan

Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Plan and execute summer professional development series on Depth of Knowledge	Principal and AP Extra week of summer PD in working conditions	Collect PD feedback from teachers; adjust as necessary or continue PD series into school year	8/23
Set expectations for teachers to consider Depth of Knowledge in weekly planning	Principal and AP Use but improve existing structure of weekly rigor map posted to shared drive	Look at rigor maps during coaching meetings and observations	8/23 to roll out new expectations; ongoing throughout the school year for implementation
Develop instructional walkthrough protocol and rubric	Instructional Leadership Team (ILT) Use existing meeting time and existing tools from <i>Get Better Faster</i> to develop the rubric	Scores on the rubric should improve as a result of PD and content team work	9/3 to develop rubric and protocol; ongoing throughout the school year for implementation
Content team follow-up on DOK and rigor	ILT Use existing content teams and meeting times built in to working conditions	Scores on the rubric should improve as a result of PD and content team work	10/1 to develop content team structures; ongoing throughout the school year for implementation

The SEZP 2020-21 Roadmap Action Plan: Toolkit

There are a few key documents that will be very helpful when identifying the right steps for improvement. First, your most recent School Quality Review has actionable steps for each of the turnaround practices. Recommendations in the School Quality Review provide action steps as well as the specific standards your school should consider next as new/revised systems and structures need to be built.

Other key documents to support your thinking have been uploaded in a [shared drive](#):

1. What systems and structures are in high performing schools?

SEZP On the Right Path Best Practice Guide for High Performing Schools

2. What stands as evidence of our best practice guide?

Turnaround Practice #1 Look Fors: Instructional Leadership, Shared Responsibility, and Professional Collaboration

Turnaround Practice #2 Look Fors: Intentional Practices for Improving Instruction

Turnaround Practice #3 Look Fors: Student-Specific Supports and Instruction to All Students

Turnaround Practice #4 Look Fors: Climate and Culture for Students, Families, and the Community

3. How do our standards of practice connect and become more sophisticated as practices evolve?

Standards of Practice Concept Map

4. How does a school put these practices in place? What decisions have to be made? Where to begin?

Kuss Case Study

Multi-Tiered Intervention System Checklist (MTIS)

5. Making the most of teacher time for developing practice?

Time for Teachers report

6. Best Practice Guide for Using Time Effectively

Time Well Spent report

TLT Selection and Faculty Engagement Form – Fall 2018

Purpose of this Form:

Article 22 of the SEZP-SEA contract requires that SEZP schools establish a TLT as the vehicle for shared decision-making at each school. This form serves as the official record of each school's TLT composition and selection process for review and approval by SEZP, as required by the contract. There are three sections to this form: Part I, where we outline new provisions that apply to all TLTs and ask about the **team member composition** of your TLT; Part II, where we ask about your **election process** for your TLT; and Part III, where we ask about your plan for **engaging educators** in the development, implementation and revision of the school operational plan. (Note: Sections to complete are in red.)

Part I: TLT Provisions & Team Member Composition

There are three options for TLT team member composition, according to the SEZP-SEA contract: two "default" TLT models and a TLT "with modifications" from the default models. **Please read the descriptions below of the possible TLT models (Options 1, 2 and 3), including provisions that apply to all TLTs and fill in the chart that corresponds with the model your school has selected.**

Provisions that apply to all TLTs, including default and modified structures (excerpted from Article 22):

- New members of the Teacher Leadership Team shall be elected annually between August and November of each school year at a full faculty meeting. The date of the election shall be publicized to all faculty at least two weeks in advance of the election
- Beginning in the fall of 2018 and after a school / program has been in place for three full years, some portion of the TLT will be elected for two-year terms at the next annual election. The remaining portion of the TLT will be elected for two-year terms the following year. The intent is to have approximately 50% of the TLT elected each year. *Recommended process for determining first 2-year terms: before electing members, place positions (e.g. 6th grade rep, 7th grade rep) in a hat and draw for those that will be elected for 2 years.*
- The election will be run jointly by the building principal and SEA building reps and/or Executive Board members at the school

TLT Composition Options:

Option 1: Default TLT Model #1:

Default TLT model #1 must have the following members: one (1) representative from each grade level selected by the respective grade level team in a secret-ballot election (e.g. 1 for 6th grade, 1 for 7th grade, 1 for 8th grade); one (1) representative elected by the specialists not included on a grade level team at the school in a secret-ballot election (specialists include all SEA bargaining unit members who do not belong to a grade level team, such as special education teachers, physical education teachers, guidance counselors, etc.); an SEA building rep if and only if no current building rep is elected from a grade level team or specialist team; and an additional representative from the SEA bargaining unit designated by the principal. The building rep, if necessary, would be chosen by a vote of the faculty after the original TLT election is completed.

Option 2: Default TLT Model #2:

Default TLT model #2 must have the following members: one (1) representative elected by educators teaching in a core content area department in a secret-ballot election; one (1) representative elected by the specialists not included in a core content area department in a secret-ballot election (specialists include all SEA bargaining unit members who do not belong to a grade level team, such as special education teachers, physical education teachers, guidance

counselors, etc.); an SEA building rep if and only if no building rep is elected from a content area team or specialist team; and an additional representative from the SEA bargaining unit designated by the principal. The building rep, if necessary, would be chosen by a vote of the faculty after the original TLT election is completed.

Option 3: TLT with Modifications from the Default Models:

From the SEZP-SEA CBA: “So long as the Teacher Leadership Team contains at least three SEA bargaining members selected by their peers and who are SEA bargaining unit members, any modification to the team structure, meeting schedule, participants, or any other aspect of the team is acceptable but must be approved by SEZP after consultation with the SEA.

“In new schools or schools that are transitioning due to school model or configuration changes, the SEZP – in consultation with the SEA – will develop a plan for the development or transition of the TLT until the school has reached all grade levels or has fully transitioned. The SEZP will have sole and final authority in determining any transitioning TLT structures.”

Please check the option you have selected and specify your membership below:

- Option 1 (Default Model #1)
- Option 2 (Default Model #2)
- Option 3 (Modifications from Default Models) *(Please note: Select this option only if you have approval to use a TLT with modifications from the default or are part of a new or transitioning school. You must already have secured approval from the SEZP to choose this option, by submitting the “Proposal for TLT with Modifications” Form.)*

TLT member first and last name and email address	TLT Member Position (E.g., 7 th grade math)	How selected? (E.g. 6 th grade rep, math team rep, specialist rep, principal appointee, etc.)	Term
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year <input type="checkbox"/> 2 year
			<input type="checkbox"/> 1 year

Part II: TLT Selection Process

As noted above (Part I) TLT elections shall be held annually between August and November at a full faculty meeting, and the election will be run jointly by the building principal and SEA building rep(s) and/or Executive Board members at the school.

The SEA has produced guidance for TLT elections that follow the SPS-SEA SCDM team guidelines; however, schools may decide to use their own, different selection process. Whatever process used must ensure fairness and transparency to the faculty and include a vote of each team that will be selecting a representative for the TLT.

Please read the descriptions of each TLT selection model below (Options A and B). **If you are using the SCDM model, under Option A, please write the date of your elections and ensure the principal and all building reps in the school sign off below. If you are using an alternative TLT election process, under Option B, please describe the process, specify the date of the elections, and then have the principal and all building reps sign off below.** By signing off on an alternative model, the principal and building reps are signifying that they agreed to an election format and timing different from the SCDM process.

Option A: SCDM Election Process for TLT

Description of SCDM election process:

- SEA Rep(s) run the election (Note: In SEZP, the Principal must co-run the election as well)
- Only SEA members should be present
- Only members of the bargaining unit employed at the school are eligible to vote. Itinerant teachers and ETLs are considered central office employees assigned to a school and therefore not eligible to be candidates or vote
- Teachers can self-nominate
- Candidates must address the Faculty orally and/or in writing (e.g. email) as to why they wish to be elected. SEA recommends that all candidates address the full faculty. Elections will then happen in the appropriate teams
- A candidate is elected when he/she has received a majority of the votes cast plus 1 (50% plus 1 vote) by teachers present and voting. If no one receives 50% +1 of the votes cast in the initial vote, the two educators on the team who received the highest number of votes, shall have their names on a subsequent ballot
- The election takes place in one meeting and the results shall be provided to the full faculty by the end of the meeting

If you followed the SCDM election process, please indicate this below.

Validation & Signatures for SCDM Process for TLT Elections:

Please write the date of your TLT Elections: _____

Principal Printed Name

Signature

Union Building Rep(s) Printed Name

Signature

Option B: Alternative Election Process for TLT

If your school uses a different process or timing for elections, please describe that process here and ensure the principal and all school building reps sign off below.

Validation & Signatures for Alternative Process for TLT Elections:

Please write the date of your TLT Elections: _____

Principal Printed Name

Signature

Union Building Rep(s) Printed Name

Signature

Part III: Faculty Engagement Process

As noted in Article 22, “The Teacher Leadership Team shall participate in the development and approval of policies set forth in the annual operational plan, or subsequent revisions to this plan.” It is important for TLTs to determine “how the principal and TLT will engage educators in the development, implementation and revision of the annual school operational plan.” Please answer the following questions to address how the principal and TLT will engage educators:

Question: How will the TLT (including the building principal) engage the full faculty in the development, implementation and revision of the annual school operational plan? For example, this may include procedures for communication before and after TLT meetings and cycles of communication leading up to development of the annual school operational plan.

****Please submit this form to
charbour@springfielddempowerment.org****

Appendix H – SEA’s List of Possible Norms

OUR OWN ACTIONS

- We will balance advocacy with inquiry and be as interested in the other perspective as our own.
- We will listen for the quiet voice, and reach out to those who don’t speak quickly in groups.
- We will monitor our personal air time...the group is large and our time is short.
- We will use “I” language.
- We will try to see other’s perspective and to listen without judgement.
- We will listen, listen, and listen.
- We will pause and gather data before engaging and judging... be open minded.
- We will take enough time, gather enough data before deciding, and then follow through.
- We will encourage full participation.
- We will be invested in the work of the group.
- We will be invested in the work of the school
- We will be fully present.

CONFLICT

- We will ask and raise tough questions.
- We recognize that conflict is an asset.
- In the absence of conflict, the team is not effective.
- We expect disagreements with our colleagues: the dissonance is part of making sense of this complicated endeavor called education. Treat our differences as a potential resource.
- We will disagree agreeably. Learning to be honest, direct, sensitive, and non- defensive is probably the hardest collaborative skill to master. It is worth the effort, however, because when we collaborate, we increase our chances of creating solutions to our problems that are far more powerful than the ones we come up with on our own. None of us is as smart as all of us.
- We will encourage the asking and raising of tough questions.
- We will be willing to engage in conflict and stay engaged to resolution.
- We will check for understanding and agreement.

TRUST:

- Building trust in the group is a job for all of us
- We will share our feelings in service of getting to a better place.
- We will lean into discomfort.
- We will express vulnerability, and respect the openness of others
- We will take responsibility for identifying what is troubling us and for sharing it with the appropriate person.
- We will treat the candor of others as a gift: honor confidentiality.
- We will take risks, make some mistakes, and then let go.

Appendix I – Teacher Leadership Team Charter Example

Background: <i>Why was this team created?</i>
<p>The CBA states that <i>“All schools shall have a Teacher Leadership Team (TLT) as the vehicle for shared decision-making at the school level.”</i> Teacher Leadership Teams are school-based teams that were created to ensure that teachers play a substantive role in decision-making on issues that are critical to the well-being of teachers and to the continuous improvement of their school.</p> <p><i>“The Springfield School Committee has created the Empowerment Zone to empower school communities to make decisions at the school level in return for accountability for results. To maximize the likelihood of success, each school must be permitted to implement programs that meet the needs of its students and community.”</i> Through the Teacher Leadership Team, teachers and principals have both the autonomy and the responsibility to make many important decisions about the school through the creation of their annual School Operational Plan.</p>
Purpose: <i>What’s the team responsible for accomplishing?</i>
<p>According to the CBA, TLTs are responsible for the <i>“development and approval of policies set forth in the annual operational plan, or subsequent revisions to this plan.”</i> A school’s operational plan is typically comprised of the school’s annual priorities, a student and staff calendar, and a set of educator working conditions.</p> <p>TLT members are also responsible for soliciting input from their peers to inform the School Operational Plan. School Operational Plans for current and past school years can be found here.</p>
Schedule: <i>When and where will this team meet and over what duration of time?</i>
<p>Team will meet weekly on Tuesdays from 2:00-3:30pm in the main office conference room from November through April. From April through June, team will meet bi-weekly on the 2nd and 4th Tuesdays. Any faculty member may attend and observe a TLT meeting.</p>
Team Members: <i>Who serves on this team?</i>
<p>Amanda Spruce - 6th Grade Rep Bryan Elm - 7th Grade Rep Conrad Maple - 8th Grade Rep Darius Pine - Specialist Rep Emma Oak - Principal Appointee Frank Locust - SEA Rep Grace Hawthorne - Principal</p>
Team Roles: <i>What roles have you identified for your team and who will fill them?</i>
<p>Agenda Developer - Conrad Maple Facilitator - Emma Oak Notetaker - Darius Pine</p>

<p>Time-keeper - Rotates by meeting Other?</p>
<p>Deliverables: <i>What output and or process is this group responsible for producing?</i></p>
<ul style="list-style-type: none"> ● School Operational Plan, including: <ul style="list-style-type: none"> ○ School priorities informed by data ○ Educator working conditions ○ Student and staff calendar ● Meeting agendas and minutes, posted and emailed to staff weekly ● Process for soliciting input from staff on current year’s plan and proposed plan for following year
<p>Desired End Result: <i>If this group is successful what will the final outcome of its work be?</i></p>
<ol style="list-style-type: none"> 1. Staff is on board with school operational plan; when surveyed at the end of the school year, staff report that 1) they received regular communication from the TLT about the TLT’s work; 2) they had a chance to provide input to the planning process; 3) they felt the work of the TLT was transparent and fair, regardless of whether or not they agreed with 100% of what was in the final operational plan 2. Our team will submit all deliverables in a timely fashion. 3. All work submitted by our team will meet a high professional standard that we are proud to have displayed publicly online
<p>Decision-making process: <i>How will this group make and record decisions?</i></p>
<p>Our TLT will make decisions by consensus (e.g., everyone gives a thumbs up if they agree or a thumbs sideways if they can live with it); in the event that consensus cannot be reached, even after multiple rounds of compromise, then team will take a majority vote. In the event that there is no majority, the TLT will engage SEZP leadership for a final decision.</p>
<p>Communications Plan: <i>How and when will this group communicate with and solicit input from the broader school community?</i></p>
<ul style="list-style-type: none"> ● Agenda and minutes will be shared weekly in three ways: 1) posted to teacher’s lounge bulletin board, 2) emailed to all staff as part of principal’s regular faculty update email; 3) stored in shared folder that all staff can access ● Key decisions, actions, and other highlights will be shared during monthly faculty meetings and TLT reps will share with their teams during other regular meetings ● Draft planning documents will be shared with faculty and faculty will provided with at least one week to provide feedback via a survey
<p>Supporting Resources: <i>Identify other teams, work-streams, or resources that could be helpful or complementary to this team’s work.</i></p>
<p>Link to our team’s norms Link to instructional leadership team schedule Link to school planning folders</p>

Timeline: *What is the high level timeline of what this group will accomplish when?*

October

- TLT elections

November

- TLT kickoff meetings to create norms, team roadmap, and communications plan
- Begin reviewing last year's school plan and available data

December

- Continue reviewing last year's school plan and available student and staff data and begin identifying needed changes.
- Share previous year's school operational plan along with relevant school data with faculty and solicit feedback via a survey on what's working, what's not, and suggestions for improvement.

January

- Compile and review input from faculty survey on previous year's plan and current data
- Begin developing school priorities, educator working conditions, and student and staff calendars based on input from faculty on prior year's operational plan, the results of the school quality reviews, assessment data, survey results, and other key data points.

February

- Complete drafts of school priorities, educator working conditions, and student and staff calendars
- Present final drafts of the plan with the faculty at a faculty meeting and email copies for review
- Provide opportunities for faculty to provide meaningful feedback via survey before documents are finalized and submitted
- Integrate feedback from faculty into final drafts of priorities, working conditions, and calendars
- Agree on all elements of these three documents and then submit to SEZP leadership for review.

March

- Review feedback and concerns presented by the SEZP leadership and make any needed changes
- Share revised plans with faculty for final feedback
- TLT re-votes on final changes and re-submits to SEZP leadership to be approved and posted

April/May

- TLT provides feedback/input on strategic action plan developed by the principal
- Hold a project retrospective/postmortem to reflect on what worked well and areas for improvement for the TLT moving forward -- soliciting input from the faculty, if possible

May/June

- Conduct TLT self-assessment on performance and prepare for TLT transition

Appendix J – Agenda Template

Template for TLT Meeting Agendas

Meeting:

Date & Time:

Location:

Materials. *Link to any relevant materials that should be reviewed to prepare for discussions or decisions that are on the agenda.*

- ...
- ...

Objectives. *Clearly identify what needs to be accomplished by the end of the meeting.*

1. ...
2. ...
3. ...

Agenda. *Allot sufficient time for each topic of discussion or decision point. Identify whether agenda items demand a decision at the meeting or merely discussion. Set aside a few minutes at the end of your agenda to set agenda items for the next meeting and capture next steps.*

- I. Review norms
- II. Recap previous meeting:
 - a. Recap decisions
 - b. Check in on progress on action-items/next steps
- III. Topic 1: Discussion of X
- IV. Topic 2: Decision about Y
- V. Next Steps
 - a. Action-items from meeting
 - b. Topics for next agenda
 - c. Key points/decisions to communicate to faculty

****Note:** *Agendas should be shared widely in advance of every meeting. Possible strategies include:*

- *Emailing agenda to all staff*
- *Posting agenda in a public space at the school*
- *Saving agendas in a shared drive that all staff can access*
- *Announcing upcoming agenda topics in all staff or team meetings*

Template for TLT Meeting Notes

Meeting:

Date & Time:

Location:

Attendees:

Decisions. *Notes should capture all decisions agreed to by the group*

1. ...
2. ...
3. ...

Action Items. *All next steps or action items should be captured with an owner listed*

- ...
- ...
- ...

Key discussion points. *Important takeaways or discussion points should be captured (without attribution to the speaker). It's especially important to include any points that informed the group's decision on an important topic.*

- ...
- ...
- ...

Proposed agenda topics for next meeting. *If the group discusses proposed topics for the next meeting, those topics should be captured here to aid creation of the next agenda.*

- ...
- ...
- ...

Date, time, and location of next meeting:

***Notes should be shared widely following every meeting using multiple methods of communication. Possible methods of sharing notes include, but are not limited to:*

- *Emailing notes to all staff*
- *Posting notes in a public space at the school*
- *Saving notes in a shared drive that all staff can access*
- *Summarizing notes in all staff or team meetings*

Appendix L – TLT Self-Assessment Rubric

A Collaboration Rubric for School Level Instructional Leadership Team (or other leadership team) Meetings

School: _____ Team: _____ Date: _____ Place a check the comment in each row that best describes your experience on the team

Domain	4	3	2	1
Ownership	___ I feel that I contribute to the design and implementation of the work. I recognize that collaborative ownership is developed and sustained.	___ A feeling of ownership of decisions is inconsistent. Some of the time, I see my own ideas represented in discussions and in decisions, but not consistently.	___ Most of the time, I feel that I don't have a voice and go along out of a sense of what is best for the students.	___ I feel that decisions are the province of administrators or a small cadre of their "trusted" allies. I do not feel connected to changes being made.
	___ While disagreement about final actions and decisions can persist, I feel represented and respected. Therefore, I implement new interventions and initiatives with fidelity.	___ While disagreement about final actions and decisions can persist, I sometimes feel represented and respected. Therefore, I usually implement new interventions and initiatives with fidelity.	___ I feel a lack of control over new interventions and initiatives. Therefore, I sometimes do not implement new interventions and initiatives with fidelity.	___ I feel that I have no control over new interventions and initiatives. Therefore, I do not implement them with fidelity.
Decision-making	___ Many stakeholders actively research, plan and deliberate prior to major decisions. "Win/Win."	___ Some stakeholders sometimes actively research, plan and deliberate prior to major decisions. "Sometimes I win, sometimes I lose."	___ Few stakeholders sometimes actively research, plan, and deliberate prior to major decisions. "Sometimes I win, sometimes you lose."	___ Those who are "in charge" make the decisions. "I win, you lose."
	___ Stakeholders' decisions are arrived at mutually. Trusting relationships allow stakeholders to work through disagreements and difficult challenges.	___ Stakeholders' decisions are sometimes arrived at mutually and sometimes not; trusting relationships usually allow the stakeholders to work through disagreements and difficult challenges.	___ Stakeholders' decisions are carved out separately. Lack of trust and respect make it difficult to work through disagreements and challenges	___ Stakeholders' decisions are carved out separately and adhered to rigidly.

Adapted from work of the Center for Education Policy, University of Massachusetts, Amherst and the Springfield Collaboration for Change (A collaboration consisting of Springfield Education Association, Springfield Public Schools, the Davis Foundation, United Way of Pioneer Valley and the Regional Employment Board of Hampden County, funded by the NEA Foundation)

A Collaboration Rubric for School Level Instructional Leadership Team (or other leadership team) Meetings

Domain	4	3	2	1
Responsibility	___ Teachers and administrators see their roles as complex and interdependent and share leadership responsibilities.	___ Teachers and administrators are likely to see their roles as complex and interdependent and may take on new leadership responsibilities.	___ Some teachers are interested in playing a role in reform; some managers have an openness to include teachers in leadership.	___ Rigid roles prevail; teachers focus on self-protection; administrators deny teachers a role in educational issues.
	___ All stakeholders share credit for success, and take responsibility for their role in missteps.	___ Stakeholders sometimes take responsibility and sometimes cast blame.	___ Each stakeholder focuses on the other's responsibilities and blame.	___ Stakeholders consistently blame others and point to factors outside of their control.
	___ Stakeholders routinely examine their roles with an eye toward improvement.	___ Stakeholders sometimes routinely examine their roles with an eye toward improvement.	___ Stakeholders rarely examine their roles with an eye toward improvement	___ The stakeholders are <u>unwilling to</u> take part in critical analysis of their role.
Voice	___ All stakeholders feel safe to speak up and engage in constructive critical feedback, to argue over substance, and to innovate.	___ Some stakeholders feel safe to speak up and engage in constructive critical feedback, to argue over substance, and to innovate. Those involved may feel mildly cautious.	___ Speaking up can be risky. People often feel they need to exercise caution about expressing their point of view.	___ It is unsafe to speak up.
	___ Making mistakes and learning from mistakes is understood as part of leadership	___ Making mistakes and learning from mistakes is sometimes understood as part of leadership.	___ To innovate or to fail in a venture is to expose oneself. Many people fear making mistakes and hesitate to express themselves	___ There is an unwillingness to take a risk.

A Collaboration Rubric for School Level Instructional Leadership Team (or other leadership team) Meetings

Domain	4	3	2	1
Action / Implementation	__ Curriculum, instructional programming and PD are developed with high levels of teacher input and are aligned with student and adult learning needs.	__ Input from teachers is considered when designing curriculum, instructional programming, and PD.	__ Little input from teachers is considered when designing curriculum, instructional programming, and PD.	__ Input from teachers is not considered when designing curriculum, instructional programming, and PD.
	__ Follow through on action items is reliable and comprehensive.	__ Follow through on action items is usually reliable and comprehensive.	__ Follow through on action items is sometimes reliable and comprehensive.	__ Follow through on action items is very uneven and easily disrupted by conflict or dysfunction.
	__ There are many opportunities for participation in the creation of policies and protocols.	__ There are some opportunities for participation in the creation of policies and protocols.	__ There is little opportunity for participation in the creation of policies and protocols.	__ Policies and protocols are decided by those in authority only.
Shared Values and Community Understanding	__ Stakeholders understand and consider each other's needs.	__ Stakeholders often understand and consider each other's needs.	__ There is little appreciation of differing needs of stakeholders.	__ Individuals in the group only see their own needs.
	__ There is a strong sense of belonging to a community	__ There is some sense of belonging to a community	__ There is a sense of "us" and "them" within a community.	__ There is no sense of belonging to a community.
	__ Conflicts are discussed candidly. Parties admit mistakes and move on.	__ Conflicts are occasionally discussed out in the open.	__ Conflicts often simmer below the surface.	__ Conflicts are frequently or always avoided. An openly hostile culture is in place
	__ Teachers and administrators share clear, well-framed interests and common commitments.	__ Teachers and administrators sometimes articulate shared interests and common commitments.	__ Teachers and administrators have some shared interests and common commitments, but an adversarial structure is evident.	__ Teachers and administrators do not work together.