

SEZP 2022-23 School Improvement Planning A Model for Continuous Improvement - Overview



Introduction

All SEZP schools participate in an intentional, annual cycle of planning, implementation, and reflection for continuous improvement. This comprehensive planning model is the primary vehicle through which individual schools exercise the autonomies they have been given under the SEZP empowerment model. It is also a required element of SEA-SEZP's collective bargaining agreement (Article 23) as well as MA state regulations for schools in need of Comprehensive and Focused/Targeted Support.¹

The hallmark of the SEZP continuous improvement model is that all decisions are grounded in data from our performance management framework - *SEZP's Framework for Equitable Student Outcomes*. A school's principal, TLT, and faculty play essential roles in continuously analyzing the school's progress toward closing gaps in school performance data, all to reflect on the school's practices and make decisions and plans that will lead to improvement. Our annual cycle of **planning** is divided into 4 phases, pictured and outlined below:



¹ <https://www.doe.mass.edu/turnaround/level4/guidance.html>

Completing Planning Documents and Submission Instructions

Principals will receive a link to a school planning folder with all documents including editable worksheets and forms and are responsible for uploading all documents by the deadlines below. Unless otherwise indicated, TLTs - including the building Principal - are responsible for collaborating to complete documents in each phase of school planning. It is an expectation that Principals and TLTs are **sharing** important information with the entire school community.

Planning Documents Submission Deadlines

Phase I Documents

- 1. [Priority Levers Form](#): DRAFT due on May 6th by 4pm ; FINAL due on May 27th by 4pm**

Beginning in December, TLTs should reflect on the current year progress, by evaluating data on the mid-year *Roadmap for Equitable Student Outcomes*, which would include, but not be limited to, the School Quality Review (SQR) report, Insight Educator survey data, Family Survey data, attendance, disciplinary and any other data of importance collected at the school level. Analyzing progress in outcomes and mining data should drive the identification and selection of 2 priority levers from [SEZP's Framework for Equitable Schools](#). This short document will name broad priority levers that will be utilized by the TLT over the spring and will be broad areas for improvement goals for the upcoming school year.
- 2. [Educator Working Conditions](#): DRAFT due on May 6th by 4pm ; FINAL due on May 27th by 4pm**

All SEZP schools are given flexibility to differentiate their school programs—including school calendar, hours, duties, and professional learning experiences. The Educator Working Conditions document, in particular, enables each school to create an academic environment and school culture aligned with the school's overarching improvement strategy, and to inform current and prospective teachers of their employment expectations for the following school year. As outlined in the SEA-SEZP collective bargaining agreement, **Educator Working Conditions require a vote by the TLT and drive the development of the staff and student calendars.**
- 3. [Student & Staff Calendars](#): DRAFT due on May 6th by 4pm ; FINAL due on May 27th by 4pm**

The student and staff calendars include school start and end times, days off for students, and professional learning days. The calendars are an extension of the Educator Working Conditions and provide a visual representation of many scheduling pieces crucial to teachers, students, and families. Calendars are created in an online tool that calculates total student and staff days/ hours, subsequent salary, 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 Improvement Plan and shared with the district to schedule transportation for each school. Schools use the calendar tool in the school planning folder to complete this requirement.
- 4. [Optional Services Decisions- SPS Optional Services: \(Principals Complete\)](#) Final selections, March 1, 2022**

Principals are required to make optional service decisions regarding purchases from SPS. Selections should be made directly in MyBudgetFile. Throughout the school planning process, Principals are expected to maintain a balanced budget.
- 5. [Optional Services Decisions - SEZP Support \(Principals Complete\)](#) Final selections, April 8, 2022**

Principals are required to make optional service decisions regarding the types and level of support schools will be seeking from the SEZP Support Team. The updated menu will be linked in late January each year.

6. **Launch Summer School Planning** (Principals begin with highlighted purple sections with input from staff and based on data)

In order to have the time needed for the procurement process for partnering with outside providers, recruit staff, plan for school use needs for SPS, and provide information for families to support the choices they want to make for their children, schools should begin to outline major elements of the summer school. Schools can use the summer school template to outline their thoughts and ideas.

Phase II Documents

1. **Priority Lever Goals Form**: **DRAFT due on May 20th by 4pm ; FINAL due on May 27th by 4pm**

In phase I of school improvement planning, TLTs identified 2 broad areas of school improvement that were derived from the TLT's reflection and analysis of mid-year data from the Roadmap for Equitable Student Outcomes and connection to the Framework for Equitable Schools. Now, in Phase II of School Improvement Planning, these levers are refined into measurable goals, as principals will use these goals to develop a strategic action plan over the summer.

2. **TLT Transition Form**: **DRAFT due on May 20th by 4pm ; FINAL due on May 27th by 4pm**

Each year, TLTs are required to submit a TLT transition form to capture who will remain in their second year of their term and which membership will be needed in the fall to adhere to TLT guidelines. This will also be an opportunity for a school to consider their TLT membership given the goals and emphasis needed in relationship to the school improvement priority goals.

3. **Summer Plan: (Principals Complete)** **DRAFT due on May 20th by 4pm ; FINAL due on May 27th by 4pm**

SEZP has learned in a post-pandemic environment that the time allotted in our already extended school day is simply not enough: SEZP students necessitate engaging, hands-on out-of-school time, in order to reinforce the learning acceleration. The research tells us that out-of-school time programs provide students with rich educational opportunities that generate significant, long-term academic benefits such as increased attendance and graduation rates and stronger academic achievement while also promoting students' social emotional development and the summer offers a perfect time to provide much needed, hands-on learning experiences. To that end, Principals are required to submit a plan for summer learning.

Phase III Documents

1. **Strategic Action Plan: (Principals Complete)** **Final plans due August 5th, 2022 by 4pm**

Utilizing the goals form created by TLTs in the spring, Principals are required to build out the strategies needed to achieve goals outlined in focused improvement areas. Throughout the spring and into the summer, Principals are encouraged to work with partners, the SEZP Support Team, and each other throughout the to submit a plan to SEZP Leadership in early August. Approved plans and the previous year's final Roadmap for Equitable Student Outcomes should be shared with newly elected TLTs in September.

2. **Expected annual updates to Faculty Handbook (Principals Complete)** **Final prepared by the first day of August PD**

Clear communication is essential for any high functioning school. A minimum expectation for what should go into a Faculty Handbook is linked above. It is our belief that there is far more information that would be needed for new and returning educators and SEZP will compile samples and support schools to develop a Handbook if one does not currently exist.

Phase IV Documents

1. Mid-year Performance Targets: Due Friday, October 28th, 2022 at 4pm

Newly elected TLTs should review the Strategic Action Plan developed by the Principal over the summer as well as the end of the year Roadmap for Equitable Student Outcomes. TLTs should develop mid-year performance targets that will be reviewed in January 2024 as the continuous improvement cycle begins again. TLTs will submit this form to SEZP Leadership for review and will be shared with the SEZP Board of Directors during the fall SEZP Board of Directors’ meeting.

2. TLT Selection and Faculty Engagement Form: Due Friday, October 28th, 2022 at 4pm

The SEZP-SEA contact 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.

Timeline at a Glance

The timeline for this year’s process is as follows. Please note that principals and Teacher Leadership Teams should begin meeting with each other and/or with the faculty to kick off school planning as soon as possible.

Draft Dates	Deliverable/Task
Jan	Mid-year data review and Mid-year Roadmap for Equitable Student Outcomes released
Mid-Feb	Launch school budgets (largely dependent on when Governor releases budget)
May	Final (w/revisions) Phase I Planning Documents Due (e.g., Priority Levers Form, Educator Working Conditions, & Calendars, etc.)
April 8	(Principal completes) SEZP Optional Service Selections due to SEZP
April	TLTs meeting to set goals related to Phase 1, school leaders developing summer plans
May 6	Draft Phase I Planning Documents Due (e.g., Priority Levers Form, Educator Working Conditions, & Calendars, etc.)
May 20	Draft Phase II Planning Documents Due (e.g., Priority Levers Goals Form, TLT Transition Form/plan, Summer Learning Plan)
May 27	Phase I & II documents due to SEZP (Educator Working Conditions, Calendars, Priority Lever Goals Form, TLT Transition Form, Summer Plan)
June 7	SEZP Board reviews and approves SY’ 23-24 school plans; SEZP posts Board-approved plans on website
July 1	Phase III & IV officially begin (Principal completes Phase III)
Aug	TLTs convene to discuss TLT elections and hold elections in September
Aug 5	Final Phase III documents (e.g., Strategic Action Plan and Faculty Handbook) due to SEZP
Oct 28	Final Phase IV documents due to SEZP (Mid-Year Performance Targets, TLT Form)
Sept-Oct (by 10/28)	Newly elected TLTs review Strategic Action Plans, final Roadmap data from previous year and set improvement targets for the mid-year
Oct-Dec	Monitoring plan implementation and reviewing leading indicator data

School Planning Support

TLT's will have access to a "school support team" to help TLTs unpack data, discuss goals, or learn more about a school's area of focus. This will be further explained during TLT training to explain the new school planning process and Phase 1 and 2 documents. Training will be dependent upon the ratification of the new contract but expect training to take place in April.

Principals and TLTs will receive templates and supporting materials in a Google Drive folder

Christina Harbour from the SEZP Team will update you as new templates are made available in Drive, and will support you with any questions about how to access and fill out the forms, due dates, and approvals.

School Planning Operations Support (Educator Working Conditions, School Calendar, Budget & Staffing Plan)

Principals will receive school planning support during bi-weekly check-ins with Drew Robinson, Christina Harbour and Nicole Christoforo that will allow time to discuss school planning related topics to ensure documents are finalized appropriately and on time. TLT members can reach out to Empowerment Coaches (Emma Sanchez and Dygo Tosa) and Colleen Curran for support on school planning elements.

School Planning Teaching & Learning Support - Family Engagement (Data analysis, Priority Lever or Goals Forms)

Principals should seek support from Colleen Curran and Kelley Gangi regarding school planning components which are more focused on teaching and learning improvement strategies. Collaboration with Kisha Morgan and Exceptional Learner Directors to ensure proper planning for exceptional learners is also encouraged. TLT members should reach out to Empowerment Coaches for school planning support. SEZP's Family Empowerment Council, under the leadership of Tyeshia Weir and DeOtis Williams are available to support TLTs seeking to work on family partnership strategies.

January SEZP Roadmap for Equitable Student Outcomes StepBack Meetings for Principals

School leaders/TLTs should prepare for a training on how to read the mid-year Roadmap report and TLTs may request further support from the SEZP Team or TLT Empowerment Coaches for further support.

School Planning and the Collective Bargaining Agreement

(the following is based on tentative agreements as of 9-1-2021)

Part III, Article 22 and 23 in the SEA-SEZP Collective Bargaining Agreement outlines the model, structures and role of Teacher Leadership Teams. *"The Springfield School Committee has created the Empowerment Zone in order 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 a shared decision-making process, key stakeholders of the school - including a Teacher Leadership Team, faculty and the administration of the school - will work to continuously improve equitable outcomes for students."*

"All schools will have a Teacher Leadership Team (TLT) as the vehicle for shared decision-making at the school level. Through a shared decision-making process, the TLT will work diligently with the school administration on the design and implementation of an annual continuous improvement plan. To that end, each school will implement a process to engage teachers in the development of a school's continuous improvement 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."

The phases of SEZP annual process have been designed to ensure proper engagement by TLTs and provide guidance for principals for communicating elements of the annual plan. Additionally, assurances have been built in (Phase II and Phase IV) to ensure TLTs have access to data and a defined process for reflection (mid-year), goal setting, and setting school performance targets.