

This SY' 23-24 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.

SEZP



**Springfield
Empowerment Zone
Partnership**

Chestnut Middle School

Talented & Gifted

2023-24

School Plan



**Springfield Public Schools
2023-2024 Student Calendar
Chestnut TAG
355 Plainfield Street, Springfield MA 01104**



Student Hours	7:30 AM - 2:45 PM; *see calendar for special student early release days
Teacher Hours	7:25 AM - 3:00 PM (M - Fri) * see calendar for extended Tuesday's

Aug 28: School Begins

August 2023				
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	

Feb 19: Schools Closed - Presidents Day

Feb 20 - 23: Schools Closed - Mid-Winter Vacation

February 2024				
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	

Sep 4: Schools Closed - Labor Day

Sep 12: Schools Closed - Teacher PD Day

September 2023				
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

Mar 5: Schools Closed for Students & Staff

Mar 29: Schools Closed - Good Friday

March 2024				
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

Oct 6: Early Release at 1:00pm

Oct 9: Schools Closed - Indigenous People's Day

October 2023				
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			

Apr 15: Schools Closed - Patriots Day

Apr 16 -19: Schools Closed - Spring Vacation

April 2024				
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			

Nov 7: Schools Closed - Teacher PD Day (Election Day)

Nov 10: Schools Closed - Veterans Day

Nov 22 - 24: Schools Closed - Thanksgiving Vacation

November 2023				
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	

May 24: Early Release at 1:00pm

May 27: Schools Closed - Memorial Day

May 2024				
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

Dec 22: Early Release at 11:05am

Dec 25 - 29: Schools Closed - Holiday Vacation

December 2023				
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

Jun 19: Schools Closed - Juneteenth Day

Jun 20*: End of School Year - Early Release for Students at 11:05am

June 2024				
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

Jan 1: Schools Closed - New Year's Day Observed

Jan 12: Early Release at 1:00pm

Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2024				
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	31		

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Student Early Release
- Special Student Early Release



**Springfield Public Schools
2023-2024 Staff Calendar
Chestnut TAG
355 Plainfield Street, Springfield MA 01104**



Student Hours	7:30 AM - 2:45 PM; *see calendar for special student early release days
Teacher Hours	7:25 AM - 3:00 PM (M - Fri) * see calendar for extended Tuesday's

Aug 21 - 25: Teacher PD
Aug 25: Convocation
Aug 28: School Begins

August 2023				
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	

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Mar 29: Schools Closed - Good Friday

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Oct 6: Student Early Release at 1:00pm / Staff Early Release at 1:10pm
Oct 9: Schools Closed - Indigenous People's Day

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16	17	18	19	20
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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Dec 22: Early Release for Students at 11:05am / Early Release for Staff at 11:10am - Last day before holiday vacation
Dec 25 - 29: Schools Closed - Holiday Vacation

December 2023				
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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Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day

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22	23	24	25	26
29	30	31		

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Staff Early Release at 11:10am
- Regular Day + PD until 4:00pm
- Full Day PD from 8:00am-3:30pm
- Staff Early Release at 1:10pm
- Regular Day + PD until 5:30pm

Educator Working Conditions: Chestnut TAG**1. Staff work year calendar and calculating total educator time**

The calendar tool is built to give schools flexibility on the types of days (known as ‘day types’) that their school will follow during the following school year. The calendar tool correctly determines the total hours and salary based on calculations aligned to our Collective Bargaining Agreement (CBA). Student and staff calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

Part 1: School year hours

These hours reflect “**school year hours**” which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

			Grades 6-8		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:25 AM	3:00 PM	7:35
2.	Early Release for Students and Staff	Staff Early Release	7:25 AM	11:10 AM	3:45
3.	Chestnut Early Release	Special Staff Early Release at 1:10pm	7:25 AM	1:10 PM	5:45
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:30 PM	7:30
5.	Extended Day	Regular Day + PD	7:25 AM	4:00 PM	8:35
6.	Double Extended Day	Regular Day + PD	7:25 AM	5:30 PM	10:05

Part II: Additional educator hours

Teachers may be required to participate in professional development activities, or student-related activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends.

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 23-24 is August 21st, please be sure to use the correct table to record (and transfer) events from your calendar tool into this document.

A. Summer Events Prior to August 21st

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/21/23		0 hrs

B. Other Events on or After August 21st

Event Description	Date/Time	# of Staff Hours in
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		gr. 6-8
Family Advisory Night	10/5/2023	4
Back to School BBQ	8/24/2023	5
After School Hours	Ongoing throughout the year	22
Learning Showcase Event	April 2023	6
Family Engagement Events (2)	TBD	8
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		45 hrs

Part III: Total educator hours

The total educator hours are a combination of “school year hours” and planned “additional events” that require educators’ presence that fall outside of the typical workday.

The calendar tool automatically calculates these numbers based on your day types so no additional calculations are needed. If you have a strictly a 6-8 or a 9-12, feel free to leave the row that does not apply blank. Schools with educators in grades 6-12 should use both rows as time requirements may differ. Either way, this information is coming directly from your school’s calendar tool.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	0	1430	45	1475	187

2. Staff workday

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.

In addition to traditional responsibilities in a typical workday, all staff 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:

- Push out messages to families about academic progress of students through phone calls and Deans List;
- Using Advisory classes to give families messages about school-wide messages and academic progress of students;
- Preparation of individual student weekly progress, progress reports, and report cards in advisory;
- Working to implement the school wide instructional priorities with school administrators and colleagues to improve one’s instructional practices;
- Entering grades into PowerSchool in a timely manner and ensuring that at least 2 -3 summative assessments and 10-15 formative assessments are given in a quarter;
- Attending student-related meetings including parent meetings and grade level team meetings;
- Serving as a mentor to a small cohort of students in advisory as the students primary person.

3. Additional staff duties

A. During the Workday

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that

the Principal and the TLT have determined are necessary to fulfill the school's mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students;
- Substitute coverage of classes and duties of others who are absent from school;
- Development and maintenance of hallway bulletin boards

If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed preparation periods or during collaboration time, they shall be compensated at \$35 per/occurrence.

B. After School Support for Students

Teachers will work after school each week to provide after school help to students. These hours are already built into the calendar and are accounted for in the total educator working hours.

4. Professional learning

Teachers are required to participate in professional development activities throughout the school year, including before and after the school day for students, and immediately before or immediately after the school year starts and ends as outlined in section 1 above from the calendar tool. Most professional learning activities should be connected to TLT identified priority levers and the capacity and skill building needed to help the school reach their improvement goals.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal.

5. School curriculum issues

The school's curriculum will be aligned with the Massachusetts State Curriculum Frameworks and receive a high rating for quality and rigor as defined by [Edreports](#). In instances where highly rated curriculum is not available, 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 will have an opportunity to provide feedback.

6. Notices and announcements

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

7. School health and safety issues

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. Visitors to the school will be required to check in upon entry and all members of the school community are expected to monitor visitors without badges and immediately report these instances to the main office or security desk.

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.

8. Staff dress code

Staff are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans,

revealing clothing, beach wear, and flip flops is not permitted

9. Class size

Efforts are made to ensure a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development and/or to support a school's specific model (e.g., co-teaching, dual language, etc.).

10. Bulletin boards

The Springfield Education Association (SEA) 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.

11. Family-teacher communication

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. 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. Teachers are not required to respond to families outside of the work week.

Ways in which the faculty was engaged in Phase 1 of School Planning:

- TLT members presented mid-year data to the faculty at the February staff meeting
- We met with the TLT throughout the phase one of planning: 1/12, 1/31, and 2/9
- During PLC and GLT, we discussed student led conferences and family communication in terms of how to strengthen them for next year
- During ILT, we discussed priority lever one and the connection to our current work and progression in to next year which was then brought by the teacher leads for each department to their PLC
- Our leadership team (including our school counselors) reviewed the feedback and drafts together to get to the final document

Priority 1

Selected Lever: Level 1

Text of Lever: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities

What is our most concerning data, and what are some emerging theories of what needs to improve to drive better results?

Data:

- **MAP Growth Percentile at Middle:**
 - Our growth percentile in ELA at the mid year is 49 on winter MAP and our growth percentile in math was 53.8 on winter MAP.
- [SQR Data](#)
 - Area of Focus #1: Instructional Vision (1b)
- Teacher survey data:
 - “The aggressive monitoring and lesson map documents have helped me organize my lessons based on what is expected. The mapping ensures my lessons are focused on the standard and keeps me focused on what supports my students need each day”
 - “More time for feedback and modeling of feedback for improvement to instruction (or just more knowledge on instructional approaches to key standards) would be beneficial”

Working Theory: We believe that these low percentages of progress are related to the fidelity of implementation of grade level lessons during core instruction across all classrooms alongside the instructional practices utilized that support student ownership. The results of our quality school review indicate that while we are making effective progress in standards 2g and 2h, we are not currently seeing changes in instructional practices across all content areas. Some classrooms still struggle with standard-aligned lessons or scaffolding grade level rigorous tasks to meet the needs of all students in core instruction. (2e and 2f) The SQR report identified that teachers and students articulated a need for students to carry the cognitive load. Three instructional practices were identified in the report: aggressive monitoring, high level questioning and student discourse, however, the reviewers stated that these were not yet realized in the classrooms, nor could students describe what this looked like. This is why we are changing the instructional vision with teachers. We will engage in a process of revising our instructional vision that allows teachers students to use high level questioning and student discourse in the classroom while teachers are aggressive monitoring in the classroom. We will work to name specific student and teacher actions.

In addition, while 75% of teachers respond that the professional system has helped improve their instructional practices on the Insight survey, only 43% of teachers believe that professional learning is well-planned and facilitated. We need to further investigate how teachers receive feedback on lesson delivery in core instruction and the quality of coaching.

What questions or information will be needed to refine your theory of action and set goals in this priority area?

- What are our feedback systems for teacher development and do they align to best practices in the Framework for Equitable Schools?
- Do we have a clear instructional vision and do our PLCs and professional learning sessions help teachers gain skills in common instructional practices?
- Does feedback to teachers align to these practices?
- Are teachers using the built-in supports from our selected curricula?
- How will teachers continue to work together in PLCs to support each other to plan for instruction?

Priority 2

Selected Lever: Level 3

Text of Lever: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

What is our most concerning data, and what are some emerging theories of what needs to improve to drive better results?

Data:

- [MAP RIT Score Analysis](#) (fall to winter)
 - Our overall RIT Change Score was 2.2 from winter to fall and our goal was 2.5 in ELA
 - Our overall RIT Change Score was 5.4 from winter to fall for Mathematics
 - MCAS data revealed writing was significantly lower in all three grade levels in terms of the three major categories of language, reading, and writing ([See data analytics here](#))
- [SQR Data](#)
 - Areas of Focus #2: Outcomes for All (2a)
- **Parent survey data:**
 - Review of the data found several comments such as this one “I was expecting a challenging environment and saw a variety of clubs or extracurricular activities and it is disappointing. My son was participating in state/national competitions and now he is now involved in those”
- **Teacher survey data:**
 - “More after school fun activities for kids, foreign language classes, computer classes”

Working Theory: In our most SQR visit our second area of focus was in 2a: outcomes for all. In our report reviewers noted “All students who were observed were engaged in grade-level work. Grade-level materials and standards were evident in all classes observed for SQR classroom visits. Yet, at a school like TAG, teachers must look beyond grade-level expectations and materials: Students are not always pushed to do their best if they already meet standards.” One recommendation from the reviewers was to “Use curricula as a guide to be unpacked and then used to structure lessons. Ensure that curricula are sufficiently unpacked and lessons structured so that all students receive opportunities for deeper thought and more robust conversations. Help teachers understand their students better, so that they are able to meet their individual and collective needs as gifted students who are motivated to learn and work hard.”

In addition, parent and teacher surveys revealed the following. Multiple parents shared comments such as “I was expecting a challenging environment and seeing a variety of clubs or extracurricular activities and it is disappointing. My son was participating in state/national competitions and now he is now involved in those”. Several teachers also noted comments like “More after school fun activities for kids, foreign language classes, computer classes”. This demonstrates to us an identified need from families and teachers.

The review of our MAP RIT data in ELA and Math and our MCAS data from last year identify a need to focus upon writing across content areas and review the process for planning we are utilizing to ensure we are including acceleration in the process.

We plan to address this need for acceleration in three ways: in the classroom, in flex block, and outside the classroom. First, we will continue our study of the standards and vertical alignment to support acceleration for students within the classroom.

Teachers will deepen their understanding of the standards for the grade level above their core class. The overall goal is to ensure that acceleration is occurring within the classroom. Second, we will work to ensure our flex block period is differentiated and includes opportunities for engagement in real world learning activities. Finally, we will plan for additional outside of the classroom opportunities for our youth.

What questions or information will be needed to refine your theory of action and set goals in this priority area?

- What is the best use of our flex period to support our needs around both intervention and acceleration? What is the best dosage and for whom based upon our data?
- What strategies would best support acceleration within our core classes? How does this connect to our larger instructional vision? What do our teachers need to know about the standards at the grade levels above what they currently teach to support this acceleration? What expectations are being held in class daily to support student ownership and agency of meeting grade level expectations and beyond?
- What does coaching support and instructional feedback need to look like to support teachers in making the shift to these instructional practices? How does this connect back to the work of the PLC (ie. feedback in SQR focused around how the math department pushed and probed with the instructional moves teachers made in concert to their planning?)
- How can we think outside the classroom where we have NHS, math competitions students participate in, debate, college courses, etc?

Priority 3

Selected Level: Level 4

Text of Lever: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff

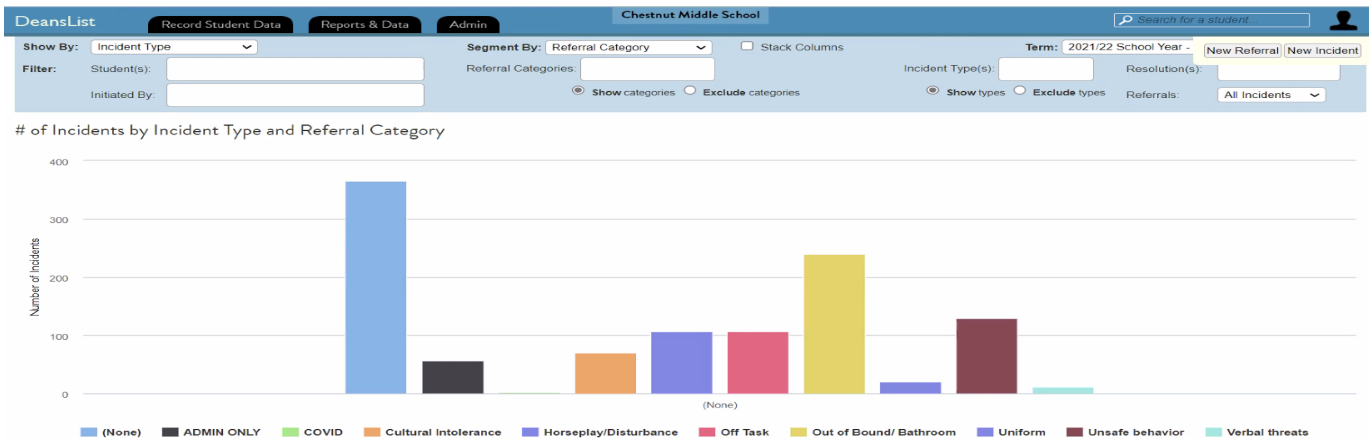
What is our most concerning data, and what are some emerging theories of what needs to improve to drive better results?

Data:

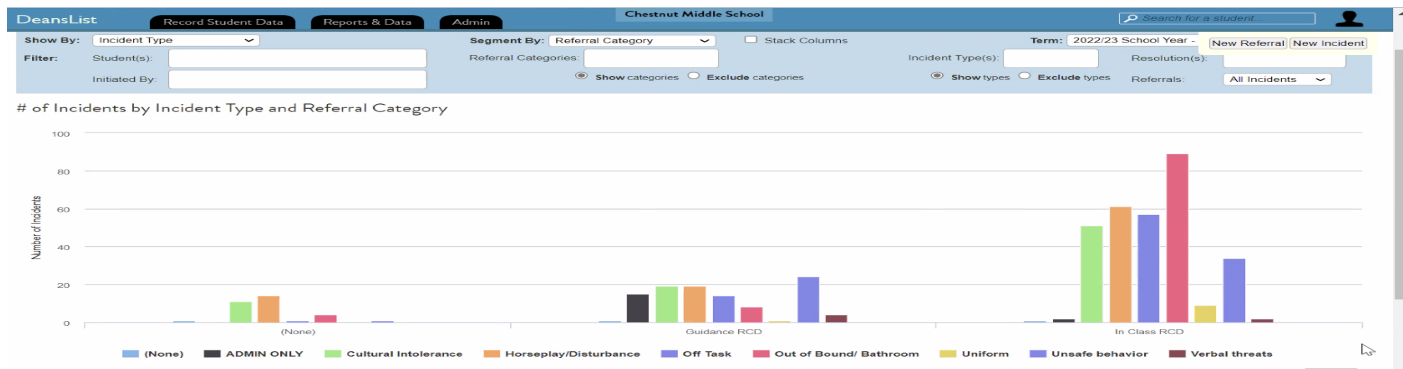
• **Deans List Data**

- Last year the total counts of incidents was 1107 and this year we have had 443
- Last year 613 communications logged to families for the whole year, this year 557 communications logged to families at the mid year point
- There has been an increase in incidents being followed up on in the classroom. Here are two screen shots from Deans List. Last year we did not capture where the follow up occurred, however, the items captured in this figure were all followed up by admin

■ **2021-2022 Deans List:**



2022-2023 Deans List:



● Parent Survey Data

- “Increased communication from teachers to parents”; “We need more communication with parents and staff”; “They need more parent, student, teacher, and school leader meetings”
- “Parent nights or workshops we can run for parents so they understand RCD, how curriculum is taught, and how to navigate online platforms so they can better help their child and understand the culture and values of our school”

● Teacher survey data

- “having professional development on RCD has helped me have productive conversations with students regarding behavior and I am glad to know all staff received the same PD and practice is used school wide for consistency”
- “We focus on the current narrative and on what the experts say are our problems. There is not enough perspective coming from the disenfranchised families and community.”

Working Theory: Our parent and teacher survey data reveal that our initial work towards RCD is beginning to have an impact. Further, review of our DeansList data demonstrates growth from last school year to this school year. This year we have revised our student values, worked as a staff to train with RCD consultants, and worked through examples of best RCD practices during GLT. Next year, we want to deepen our work together to continue to strengthen our communication and closing of the loop following incidents, student and family ownership and voice in the process, and the use of Give “Em Five conversations between teachers and students as a long term approach in the student’s SEL development. We have also added an advisory period for the advisor to serve as the primary point of support for students and families. Our goal here is to shift fully towards a model of teachers serving as SEL support and advisors through the use of RCD and advisory.

A second goal in this area is around increased family engagement. While we have increased our communication in DeansList because it is a one way communication platform, it does not support a two way form of communication to develop a partnership with families in a more authentic way. We need to improve how we are communicating with families and how we are being proactive around things such as their child’s progress in class. We also restarted our tradition of student-led conferences this year and want to revise our calendar to allow for ½ days to support individualized conference time that is best for our families and students.

What questions or information will be needed to refine your theory of action and set goals in this priority area?

- How do we deepen RCD practices across the entire school?
- How are we connecting with families in a two way communication model? How are we supporting staff with this through professional learning cycles?
- What will student-led family conferences look like when we have ½ day to better accommodate our families?
- How will we deepen the role of the advisor? How will we support this through professional learning cycles?
- How will we relate restorative practices with Social emotional Learning while continuing to do this work through the lens of anti-racist policies and practices?
- Who will we partner with to ensure that we are working towards promoting students' voices within all aspects of the day?

Priority Levers Goals: Chestnut TAG

Priority 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities.

Working Theory of Change: *We believe that these low percentages of progress are related to the fidelity of implementation of grade level lessons during core instruction across all classrooms alongside the instructional practices utilized that support student ownership. The results of our quality school review indicate that while we are making effective progress in standards 2g and 2h, we are not currently seeing changes in instructional practices across all content areas. Some classrooms still struggle with standard-aligned lessons or scaffolding grade level rigorous tasks to meet the needs of all students in core instruction. (2e and 2f) The school quality review (SQR) report identified that teachers and students articulated a need for students to carry the cognitive load. Three instructional practices were identified in the report: aggressive monitoring, high level questioning and student discourse, however, the reviewers stated that these were not yet realized in the classrooms, nor could students describe what this looked like. This is why we are changing the instructional vision with teachers. We will engage in a process of revising our instructional vision that allows teachers students to use high level questioning and student discourse in the classroom while teachers are aggressive monitoring in the classroom. We will work to name specific student and teacher actions.*

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Progress made thus far (synthesis from faculty):

We revised our instructional vision and reviewed that with our Teacher Leadership Team (TLT) and teachers during an extended day in March. We connected this vision with the feedback and data from our School Quality Review (SQR) and the data from NWEA MAP scores with our Instructional Leadership Team (ILT) as well.

We have decided that our target students were not those in red but those students who fell in the yellow and green areas because this was our majority of our students. This data informed us that our lesson plans needed to be more rigorous in ways that pushed students above grade level standards. We needed to continue to plan for student discourse in ways that had students lifting the cognitive load daily in class.

We have begun the process of providing more training to our coaches through our professional learning partners, UnboundEd and MILA, who can then use what they have learned in professional learning communities (PLCs) with teachers. We continue to hold our weekly PLC's with teachers to ensure that lesson planning and aggressive monitoring are happening daily.

We have identified content leads for Math, Social studies and ELA and have been working to build a team to coordinate instructional strategies across contents.

Where we run into obstacles (synthesis from faculty):

- Teacher buy-in with use of lesson plan template and continuing to refine aggressive monitoring daily and how to use that to provide ways to help struggling students and those who need to be pushed.
- Time for teachers to meet with students regarding their data, time for teachers to plan what the interventions will look like and how they will address the standards that are needed and how to run small groups, time for students to understand their data and what it means.
- We have not trained our coaches yet in a productive feedback cycle to use with teachers.
- We do not have a Science coach.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):

1. **We need to provide more professional development for staff.**
 - Coaches develop and implement well-planned professional learning for teachers on aggressive monitoring and lesson planning.
 - Have a clear instructional vision and do our professional learning communities (PLCs) and professional learning sessions to help teachers gain skills in common instructional practices.
2. **All educators develop a strong knowledge of their curriculum to ensure that the lessons are high rigor for students.**
 - Have staff attend UnboundEd's summer institute in Springfield to help gain a better understanding of their content.
 - Continue to support staff in attending any SEZP-led (or organized) seminars and training for teachers.
3. **All educators engage in unit level planning with curriculum during summer incorporating aggressive monitoring with useful ways to adapt curriculum for struggling and high performing students.**
 - Develop our feedback systems for teacher development and make sure they align to best practices in the Framework for Equitable Schools.

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):

- Coaches model what they have learned from their PD's through UnboundEd, MILA and Standards Institute to teachers during August PD.
- What will the coaches feedback cycle look like for teachers and explain that during August PD to teachers.

Priority 2: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.

Working Theory of Change: *In our most recent school quality review (SQR) visit our second area of focus was in 2a: outcomes for all. In our report reviewers noted “All students who were observed were engaged in grade-level work. Grade-level materials and standards were evident in all classes observed for SQR classroom visits. Yet, at a school like TAG, teachers must look beyond grade-level expectations and materials: Students are not always pushed to do their best if they already meet standards.” One recommendation from the reviewers was to “Use curricula as a guide to be unpacked and then used to structure lessons. Ensure that curricula are sufficiently unpacked and lessons structured so that all students receive opportunities for deeper thought and more robust conversations. Help teachers understand their students better, so that they are able to meet their individual and collective needs as gifted students who are motivated to learn and work hard.”*

In addition, parent and teacher surveys revealed the following. Multiple parents shared comments such as “I was expecting a challenging environment and seeing a variety of clubs or extracurricular activities and it is disappointing. My son was participating in state/national competitions and now he is now involved in those”. Several teachers also noted comments like “More after school fun activities for kids, foreign language classes, computer classes”. This demonstrates to us an identified need from families and teachers.

The review of our MAP RIT data in ELA and Math and our MCAS data from last year identify a need to focus upon writing across content areas and review the process for planning we are utilizing to ensure we are including acceleration in the process.

We plan to address this need for acceleration in three ways: in the classroom, in flex block, and outside the classroom. First, we will continue our study of the standards and vertical alignment to support acceleration for students within the classroom. Teachers will deepen their understanding of the standards for the grade level above their core class. The overall goal is to ensure that acceleration is occurring within the classroom. Second, we will work to ensure our flex block period is differentiated and includes opportunities for engagement in real world learning activities. Finally, we will plan for additional outside of the classroom opportunities for our youth.

Progress made thus far (synthesis from faculty):

- 8th grade ELA and social studies teachers piloted an accelerated use of flex period targeted upon the highest area of need identified in MCAS data and MAP - writing across content areas.
- Math team analyzed MCAS data, MAP data, and Desmos data to determine targeted focus for flex period aligned to identified student needs within both prerequisite skills and on-grade level standards.
- Development of data file to progress monitor student growth within flex period.

Where we run into obstacles (synthesis from faculty):

- Finding community partners that align with our need for acceleration outside the classroom.
- Finding best progress monitoring tools for students who are on grade level or above.
- Creating a coaching cycle that works to support acceleration.
- Time within schedule to provide ample time for coaches to observe and provide feedback to educators within the day while also supporting acceleration in flex periods including progress monitoring.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):

1. **Development of a strong RTI cycle for flex period focused upon acceleration with clear progress monitoring cycles that provide necessary data.**
 - What is the best use of our flex period to support our needs around both intervention and acceleration?
 - What is the best dosage and for whom based upon our data?
 - What strategies would best support acceleration within our core classes?
 - How does this connect to our larger instructional vision?
 - What do our teachers need to know about the standards at the grade levels above what they currently teach to support this acceleration?

- What expectations are being held in class daily to support student ownership and agency of meeting grade level expectations and beyond?
- 2. **Development of effective weekly schedules for each coach to teach, provide observation and feedback to teachers within their department, and support students in acceleration during Flex period.**
 - What does coaching support and instructional feedback need to look like to support teachers in making the shift to these instructional practices?
 - How does this connect back to the work of the PLC (ie. feedback in SQR focused around how the math department pushed and probed with the instructional moves teachers made in concert to their planning?)
- 3. **Development of opportunities for all TAG students to participate in acceleration programming with community partners during the day and/or after school.**
 - How can we think outside the classroom where we have NHS, math competitions students participate in, debate, college courses, etc?

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):

- Sessions focused around the purpose of Flex period, resources to be utilized, planning, and process of progress monitoring.

Priority 3: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

Working Theory of Change: *Our parent and teacher survey data reveal that our initial work towards Responsibility Centered Discipline (RCD) is beginning to have an impact. Further, review of our DeansList data demonstrates growth from last school year to this school year. This year we have revised our student values, worked as a staff to train with RCD consultants, and worked through examples of best RCD practices during GLT (Grade Level Meetings). Next year, we want to deepen our work together to continue to strengthen our communication and closing of the loop following incidents, student and family ownership and voice in the process, and the use of Give “Em Five conversations between teachers and students as a long term approach in the student’s social-emotional learning (SEL) development. We have also added an advisory period for the advisor to serve as the primary point of support for students and families. Our goal here is to shift fully towards a model of teachers serving as SEL support and advisors through the use of RCD and advisory.*

A second goal in this area is around increased family engagement. While we have increased our communication in DeansList because it is a one way communication platform, it does not support a two way form of communication to develop a partnership with families in a more authentic way. We need to improve how we are communicating with families and how we are being proactive around things such as their child’s progress in class. We also restarted our tradition of student-led conferences this year and want to revise our calendar to allow for ½ days to support individualized conference time that is best for our families and students.

Progress made thus far (synthesis from faculty):

- All staff members received professional development with certified Responsibility Centered Discipline (RCD) trainers at the outset of the school year to deepen their practice of RCD.
- Revised DeansList options to better capture student exits and track where exits were being completed in the classroom versus outside the classroom with the goal of increasing in classroom.
- Improved timeline of guidance team closing the loop with teachers around incidents within DeansList
- Began implementing advisory and student led conferences as a community again.
- Family engagement coordinator developed systems and structures for improved family communication.
- Student voice has been prioritized and staff are beginning to find ways to amplify this voice during the school day (For example - morning messages run by students, counselors held student focus groups to provide feedback and development of advisory materials, students led community meetings, students supported the DEI committee run awareness month campaigns including our low incidence students.

Where we run into obstacles (synthesis from faculty):

- Educators not fully executing on the role of an advisor.
- Support for educators with advisory has been mostly technical and there is a need to support the adaptive change in the role of advisor.
- Deanslist does not allow for two way communication - we are in need of developing more robust systems to support this type of communication.
- Student led conferences require more time for parent conferences which require us to do a change in program for next year to support this process.
- Use of RCD strategies is not effective for 1% of students and we need to find additional tier 3 supports for these students to find success.
- Time to ensure that we are always capturing opportunities to elevate student voice and ensuring we are hearing from all identities of TAG students.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):

1. **Strengthening morning advisory and role of the advisor.**
 - How do we deepen RCD practices across the entire school?
 - How are we connecting with families in a two way communication model?
 - How are we supporting staff with this through professional learning cycles?
 - How will we deepen the role of the advisor? How will we support this through professional learning cycles?
2. **Strengthen grade level teams and Dean's List data to ensure two way communication with families,**

engage in restorative practices with social-emotional learning (SEL) while continuing to do this work through the lens of anti-racist policies and practices, and best practices to support students of concern (particularly the 1%).

- How will we relate restorative practices with social-emotional learning while continuing to do this work through the lens of anti-racist policies and practices?
 - How are we connecting with families in a two way communication model?
 - How are we supporting staff with this through professional learning cycles?
3. **Continue to work with our Diversity, Equity & Inclusion (DEI) committee in elevating student voice.**
- Who will we partner with to ensure that we are working towards promoting students' voices within all aspects of the day?
 - How will we relate restorative practices with social-emotional learning while continuing to do this work through the lens of anti-racist policies and practices?
4. **Hold two student-led family conferences.**
- What will student-led family conferences look like when we have ½ day to better accommodate our families?

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):

- Advisory: Engage faculty in deeper understanding of the adaptive role of an advisor as advocate for each child in advisory and role in building student to student and student to teacher relationships in advisory and across grade levels.
- Two way family communication: Best practices in elevating family voices and engaging in a two way community with families.
- Student Voice: Best practices in elevating student voices and ensuring we are hearing from all identities of TAG students (particularly our low incidence students).