

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**

Emergence Academy

**2023-24
School Plan**



**Springfield Public Schools
2023-2024 Student Calendar
Emergence Academy
415 State Street, Springfield, MA 01105**



Student Hours 7:25 AM - 3:45 PM (Monday - Thursday); 7:25 AM - 1:05 PM (Friday) *see calendar for additional special early release days at 1:05pm

Teacher Hours 7:15 AM - 3:45 PM (Monday - Thursday *see calendar for special Thursday staff early releases); 7:15 AM - 3:15 PM (Friday)

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 1: Early Release at 1:05pm
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 - Teacher PD Day
Mar 14: Early Release at 1:05pm
Mar 28: Early Release at 1:05pm
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 9: Schools Closed - Indigenous People's Day
Oct 26: Early Release at 1:05pm

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 11: Early Release at 1:05pm
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 9: Early Release at 1:05pm
Nov 10: Schools Closed - Veterans Day
Nov 21: Early Release at 1:05pm
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 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 - 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

Jun 6: Early Release at 1:05pm
Jun 19: Schools Closed - Juneteenth Day
Jun 20*: End of School Year - Early Release at 11:05am for Students & Staff

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 15: Schools Closed - Dr. Martin Luther King, Jr. Day
Jan 18: Early Release at 1:05pm

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
- District/Student Early Release 11:05AM
- Early Release 1:05PM
- Friday / Report Card Early Dismissal



**Springfield Public Schools
2023-2024 Staff Calendar
Emergence Academy
415 State Street, Springfield, MA 01105**



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Aug 14-25: 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
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- School Closed
- District/Student Early Release at 11:05am
- Full Day PD from 9:00am-3:00pm
- Student Early Release + PD until 3:15pm
- Summer PD from 9:00am-2:00pm
- Friday Early Dismissal + PD until 3:15pm

Educator Working Conditions: Emergence Academy**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			Grades 9-12		
Day Type	Staff Category	Start time	End time	Hrs: Min	Start time	End time	Hrs: Min	
1. Regular Day for Students and Staff	Regular Day	7:15 AM	3:45 PM	8:30	7:15 AM	3:45 PM	8:30	
2. Early Release for Students and Staff	Staff Early Release	7:15 AM	11:05 AM	3:50	7:15 AM	11:05 AM	3:50	
3. No School for Students / Full Day Staff PD	Full Day PD	9:00 AM	3:00 PM	6:00	9:00 AM	3:00 PM	6:00	
4. Half Day Students/Afternoon Staff PD	Student Half Day Afternoon PD	7:15 AM	3:15 PM	8:00	7:15 AM	3:15 PM	8:00	
5. Friday and Report Card Conference Early Dismissal	Friday 1:30pm Dismissal	7:15 AM	3:15 PM	8:00	7:15 AM	3:15 PM	8:00	
6. Summer PD #1 (pre-Aug 22)	Summer PD	9:00 AM	2:00 PM	5:00	9:00 AM	2:00 PM	5:00	

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	# of Staff Hours in gr. 9-12
None.			
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/21/23		0 hrs	0 hrs

B. Other Events on or After August 21st

Event Description	Date/Time	# of Staff Hours in gr. 6-8	# of Staff Hours in gr. 9-12
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Backpack Lunch & HS Night	Dates TBD	2	2
Quarterly Family Night	Dates TBD	8	8
Back to School Night	Dates TBD	3	3
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		11 hrs	11 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	25	1553	13	1591	194
Gr. 9-12 Staff Hours	25	1553	13	1591	194

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:

- Phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Checking homework on a daily basis;
- Reflecting daily on exit ticket data to make remediation plans;
- Attending student-related meetings;
- Serving as a mentor to a small cohort of students;
- Teaching small group interventions, including Phonics, LLI, Language Lab, or Math;
- Participate in staff recruitment and hiring processes.

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:

- Running homeroom activities, including morning homeroom and afternoon homework time (Focus);
- 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 not exceeding N/A minutes per week.

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.

Schools working to improve curricular offerings please describe here:

We are working to partner with Worcester State University to offer more early college opportunities for students. We are exploring research regarding how multilingual language learners learn how to use language better to adjust our reading intervention programming.

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 at Emergence Academy are asked to dress professionally for a school setting, Monday-Thursday. This includes

a polo shirt, button-up, or sweater, with no jeans, shorts, flip flops or other excessively casual clothing. On Fridays staff can participate in Community Pride Shirt day by wearing a college or school shirt, social justice shirt, or any other inspirational shirt and jeans or Emergence sweatpants. When dress down days are awarded to students as an incentive, staff can also dress down in school-appropriate, casual clothing.

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, text or in-person meetings throughout the school year. Teachers are not required to respond to families on the weekend.

School Priority Levers Form: Emergence Academy

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

- All staff completed a review of the SQR, identifying strengths, areas for growth, and reflecting on key priorities
- TLT reviewed staff feedback in drafting key priorities

Priority 1

Selected Lever: Level 1

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

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

Data:

- Per our School Quality Review, we need to work on solidifying our instructional vision so that we are clear about the instructional philosophy that drives our approach to instruction and outcomes for all students.
- As we are growing our high school programming we need a clear vision for how we will help students acquire content knowledge and language acquisition so that we are effectively preparing students for graduating with a high school diploma so they are prepared for college or other post-graduation opportunities.

Working Theory: We believe that if we have a clear, concise, and actionable vision for what we believe constitutes strong instruction and support for multilingual learners and SLIFE students, we will be able to develop and execute stronger lessons, improve our intervention programming, and improve student outcomes. With a strong instructional vision we will support teachers to consistently plan and execute strong lessons that are aligned to both standards-based objectives and language objectives and include the key components that we believe are crucial to accelerating learning for our multilingual learners.

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

- According to research, what factors contribute to second language acquisition? What instructional strategies best support these contributing factors?
- How do we focus on both content objectives and language objectives effectively in a single lesson? How do we align our work to the Common Core Standards while building language fluency?
- Are there some classes that should be more focused on language acquisition and others on content objectives?
- What does the science / research say about how ELL's best learn English / content?
- What do we believe as a school is the best way for a student to learn English? How do we get them where we want them to go?
- What are the specific teacher mindsets, moves, and practices that bring the school's instructional vision to life?
Related to aforementioned: what are the high-leverage instructional practices that align to the school's beliefs about how students learn best?
- Are there opportunities for teachers to build on specific academic content knowledge so they are best prepared to deliver content lessons?
- What are the (most) common instructional practice gaps among teachers?
- What are other schools prioritizing re: curriculum and instructional priorities that effectively teach newcomers?
- What does the ideal Emergence classroom look and sound like?
- How do we get people to buy into and live out the Emergence instructional vision with fidelity?
- What is the best grading system that supports our instructional vision? Standards-based grading?
- Which framework do we want to use to determine language objectives?

Priority 2

Selected Level: Level 2

Text of Level: Coherent Actions for Improving Assurances for Educational Equity

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

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

Data:

- Per our School Quality Review and Instructional Walkthroughs, we are not consistently providing students with multiple entry points to tasks, thus not effectively supporting strong outcomes for all students.
- There are subgroups of students who are not currently making MAP growth - only 53.5% of students met their ELA MAP Growth Target when comparing the Fall 2022 to Winter 2023 Map and only 75.4% of students met their Math Growth Target over the same time period.

Working Theory: If we spend time refining what our vision for targeted lesson planning is for educators at Emergence and we identify the structures and supports needed to improve targeted planning, we aim to improve outcomes for all students by executing stronger lessons that provide multiple entry points from all students and are continuously responsive to student data. We believe that we need to start with a strong class plan in order to be able to execute a strong lesson. We also recognize that lesson planning can be a daunting task, and as such we want to identify the key levers that we believe MUST be included in all strong lessons as a means of narrowing the focus of teachers to plan the most impactful lessons possible.

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

- What are the key components of a lesson that best support language and content acquisition for multilingual learners? Discourse? Language Scaffolds? Vocabulary Development?
- What are the highest leverage planning supports and systems that we can put in place to help teachers maximize their planning time? What data points do we want teachers looking at to plan efficiently and respond to student data daily? Weekly? Monthly? Quarterly?
- Would prioritizing English language acquisition boost MAP scores? Or would prioritizing content objectives?
- Do all teachers currently know how to scaffold effectively? What PD's can/should teachers take to push scaffolding?
- How do we best prepare instructional leaders to support educators to develop strong lesson planning capacity? How do we leverage the genius that we currently have on our team to develop consistent lesson planning systems?
- How consistently are we implementing data in lessons and do teachers have adequate training in "multiple-entry points"?
- Do our PLCs and professional learning sessions help teachers gain skills in a number of differing common instructional practices?
- Does feedback to teachers align to these practices?
- How do teachers work together in PLCs to support each other to plan for instruction?

Priority Levers Goals: Emergence Academy

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

Working Theory of Change: *We believe that if we have a clear, concise, and actionable vision for what we believe constitutes strong instruction and support for multilingual learners and SLIFE students, we will be able to develop and execute stronger lessons, improve our intervention programming, and improve student outcomes. With a strong instructional vision we will support teachers to consistently plan and execute strong lessons that are aligned to both standards-based objectives and language objectives and include the key components that we believe are crucial to accelerating learning for our multilingual learners.*

Progress made thus far (synthesis from faculty):

- We have started to test/live out components of the proposed instructional vision components - SEL Foundation, Heterogeneous Groupings, Accelerated Content + Language Acquisition Goals, Planning Supports for All Students, & Effective Data Collection and Feedback Systems.
- We have begun planning and practicing using differentiated accommodations across core content classes with versions 1,2, and 3 classwork and exit tickets and are moving towards doing similar accommodations for homework.
- Mainstreaming a clear cut process that is ingrained in day to day flow for school to run smoothly because we have identified specific interventions students need to go to to be successful in core content classes.
- Allocated times for students as well as teachers to be able to discuss what is working and not working.

Where we run into obstacles (synthesis from faculty):

- Soliciting input from a wider part of the school community.
- Switching from language level groupings to grade level groupings.
- Making grade level content accessible with accommodations for current lack of literacy/numeracy foundations.
- Teachability/mindset of educators.

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

1. **Get more feedback from staff on Instructional Vision - re-email for listening sessions & create a padlet/survey for written feedback if this format is more conducive for some folks. Utilizing this feedback to inform the potential roadblocks for living out the instructional vision with fidelity next year.**
2. **Teachability & Effort Mindset Training for August PD.**

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

- Teachability & Effort Mindset Training (in other words: How teachers' beliefs influence student motivation and effective effort).
- Accommodating for lack of literacy/numeracy foundations in grade level content classes using common core entry points.
- Behavior strategies for engagement and managing challenging behavior, particularly when work feels difficult for students.
- Build further capacity for *reflection* – Teaching is decision-making. The most successful teachers reflect deeply on what they do and its impact on students, and they adjust what they are doing (“the match”) if it didn’t work the first time around.
- Skills for prioritizing time so that multiple versions of classwork, assessments, etc. can be created for all lessons allowing all students an appropriate entry point.

Priority 2: Coherent Actions for Improving Assurances for Educational Equity.

Working Theory of Change: *If we spend time refining what our vision for targeted lesson planning is for educators at Emergence and we identify the structures and supports needed to improve targeted planning, we aim to improve outcomes for all students by executing stronger lessons that provide multiple entry points from all students and are continuously responsive to student data. We believe that we need to start with a strong class plan in order to be able to execute a strong lesson. We also recognize that lesson planning can be a daunting task, and as such we want to identify the key levers that we believe MUST be included in all strong lessons as a means of narrowing the focus of teachers to plan the most impactful lessons possible.*

Progress made thus far (synthesis from faculty):

- In exit ticket review time led by teachers, professional development sessions led by instructional leaders, and professional learning communities, we are working to norm on and practice whole-group scaffolds vs. individual student scaffolds.
- Coaches are starting to work with teachers on reviewing and looking at version 1 and version 2 of class materials to provide support.
- Hosted language acquisition PD from the UMass Translation Center (thank you SEZP!) to help build a strong foundational knowledge regarding how language is acquired and ways to think about different strategies to support students to build form-meaning connections for a new language.

Where we run into obstacles (synthesis from faculty):

- Helping to develop strong staff understanding of best scaffolds to use to make content and language accessible for all students.
- Ensuring that staff feel like they have enough time to create multiple entry points, review student work daily to determine effectiveness of given entry points for each student, and know how to solicit support to re-prioritize if they feel like they don't have enough time.

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

1. **Ensure we have a clear vision for the reason behind & approach to multiple entry points within our instructional vision.**
2. **Build our knowledge of content acquisition and language acquisition through external PD providers so that we understand how to best scaffold for students.**
3. **Help teachers learn how to prioritize and manage their schedules so that this takes high priority.**
4. **Develop a clear PD plan for Exit Ticket Review and Friday PD to ensure continuity of multiple-entry point planning throughout the year.**
5. **Identify a strategy for utilizing data to determine which students need which entry points.**

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

- Understanding of language acquisition and content acquisition relationship
- Teachability & Effort Mindset Training (in other words: How teachers' beliefs influence student motivation and effective effort).
- Develop shared understanding of the need for multiple entry points and the best practices for developing different entry points.
- Support teachers in developing systems for data collection and reflection to influence their decision-making regarding