

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.



# **Van Sickle Academy**

**2023-24  
School Plan**



**Springfield Public Schools  
2023-2024 Student Calendar  
Van Sickle Academy  
1170 Carew Street, Springfield, MA 01104**



<b>Student Hours</b>	<b>7:25 AM - 3:05 PM</b>
<b>Teacher Hours</b>	<b>7:15 AM - 3:10 PM (M - Fri) *see calendar for specific extended M, Tu., W &amp; Th.</b>

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 - Teacher PD Day

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 3: Open House (4-6pm)

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 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 11:35am

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 at 11:35am 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

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



**Springfield Public Schools  
2023-2024 Staff Calendar  
Van Sickle Academy  
1170 Carew Street, Springfield, MA 01104**



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<b>Teacher Hours</b>	<b>7:15 AM - 3:10 PM (M - Fri) *see calendar for specific extended M, Tu., W &amp; Th.</b>

Aug 21 - 25: Teacher PD

Aug 24: Staff PD - Special Staff Hours

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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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 11:45am
- Regular Day + PD until 3:45pm
- Full Day PD from 8:00am-3:00pm
- Regular Day + Thursday Extra Help until 3:45pm
- Regular Day + Wednesday Extra Help until 3:45pm
- Regular Day + Parent Conferences until 3:45pm

## Educator Working Conditions: Van Sickle 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		
Day Type	Staff Category	Start time	End time	Hrs:Min	
1. Regular Day for Students and Staff	Regular Day	7:15 AM	3:10 PM	7:55	
2. Early Release for Students and Staff	Staff Early Release	7:15 AM	11:45 AM	4:30	
3. Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD	7:15 AM	3:45 PM	8:30	
4. No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00	
5. Regular Day for Students/ Extended Afternoon Staff - Parent Conferences	Regular Day + PD	7:15 AM	3:45 PM	8:30	
6. Regular Day for Students/Extended Afternoon Staff - Extra Help	Regular Day + PD	7:15 AM	3:45 PM	8:30	

#### 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 21<sup>st</sup>, 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 21<sup>st</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
None	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS <b>BEFORE</b> 8/21/23		0 hrs

#### **B. Other Events on or After August 21<sup>st</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
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Family Event #1 Open House	10/3/2023 (4:00-6:00 pm)	2
TOTAL ADDITIONAL HOURS <b>ON OR AFTER 8/21/23</b>		2 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	1498	2	1500	188

## **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:

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Phone calls to families about the academic/behavior progress of students (hours are already built into the calendar for specific Tuesday’s of each month;</li> <li>• Preparation of individual student weekly reports, progress reports, and report cards;</li> <li>• Working regularly with school administrators and colleagues to improve one’s instructional practices;</li> <li>• Checking homework on a daily basis;</li> <li>• Attending student-related meetings including, but not limited to IEPs and/or 504s;</li> <li>• Serving as a mentor to a small cohort of students;</li> <li>• Participate in staff recruitment and hiring processes.</li> </ul> |
|--|

## **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):

- All educators will be required to complete weekly lesson plans using the VSA Lesson Planning Template. Lesson plans must be completed - and submitted digitally - to administration each Monday morning by 7:15 am. If Monday is a holiday then lesson plans will be due - digitally - to administration on Tuesday morning by 7:15 am.
- On specifically designated Monday (please see exact dates below), after the regular school day ends for students, core academic teachers (ELA, Math, Science, Social Studies, LLD, Special Education Inclusion) **will be required to attend** guided planning for 45 minutes, from 3:05-3:50 pm, and will be compensated at the contractual hourly

rate of \$22.50/hour. **Please note:** Life Skills teachers, Interventionists and Specialists (Art & PE) will not be required to participate in guided planning and therefore will not be required to stay after school on Mondays.

- The following Mondays are when specified staff will be required to stay after:
  - September 11, 18, 25
  - October 2, 16, 23, 30
  - November 13, 27
  - December 4, 11
  - January 22, 29
  - February 5, 26
  - March 4, 11, 18, 25
- 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;
- Staff will video record themselves teaching a one-block period a minimum of 3 times between September 1, 2023 and March 29, 2024 to be used exclusively for training and coaching. Not to be used for evaluation.

**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 offer extra help/makeup sessions - to support students - one day after school from 3:05 pm - 3:45 pm for 25 weeks as designated in the calendar and beginning the week of September 20th. The day of the week that educators will be required to stay after is dependent on the subject taught - **Wednesday** = ELA, Social Studies, ESL, LLD and Special Education Inclusion Teachers and **Thursday** = Math, Science, Art, PE, Life Skills. These extra help hours are accounted for in the total educator hours on the calendar.

#### **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, guided planning 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 implemented a SEL curriculum - Character Strong - social & emotional learning curricula and professional learning services that positively impact lives by providing support to students beyond just academic support. Additionally, mid-year in SY 2022-23, we implemented the Savvas myPerspectives ELA curriculum. We will be expanding our use of the new curriculum in SY 2023-24.

## **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 during the school day and during professional development. Excessively casual clothing such as ripped jeans, revealing clothing, leggings (unless covered by other garments), tank tops, beach wear, pajamas, slippers and flip flops are 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.

**School Priority Levers Form: Van Sickle Academy****Ways in which the faculty was engaged in Phase 1 of School Planning:**

- The TLT presented working conditions to the staff and brought back suggestions from each of the departments on ways to improve working conditions.
- TLT were given copies of the SQR and asked to review the document prior to attending the TLT training on January 31st in order to better understand school data and benchmarks that we will need to meet on our roadmap.

**Priority 1****Selected Lever: Level 2**

**Text of Lever: Equity and Improvement:** Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- 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:** We are using data from our SQR, specifically with areas of focus around *2e: Standards Aligned Instruction*. During SQR observations, it was noted that teachers reduced the rigor of the lesson by “making modifications when teachers saw fit”. Teachers are still doing a majority of the lift and leading/coaching students to the answer and not allowing productive struggle. It was also noted that a majority of observed classes stuck to a procedural teacher centered method of teaching in which the teacher led the lesson and a majority of the dialogue and students produced the work. Teachers who included discourse in their lesson need to tie the activity to a text and rigorous task, and not just host a discussion.

Winter 2023 MAP Data Key Takeaways:

- The Gap between Bilingual and Non-Bilingual students and Exceptional Learners and Non-Exceptional Learners has decreased in ELA from the Fall to the Winter.
- The Gap between Bilingual and Non-Bilingual students and Exceptional Learners and Non-Exceptional Learners has increased or stayed the same in Math from Fall to Winter.
- 6th Grade ELA was the only subsection that was not in the 50th percentile for growth nor did they meet the target of at least 50% of students meeting growth targets.

**Working Theory:** We believe that the increase in the gap in math and the low growth rates in ELA, specifically in our Bilingual and Exceptional Learners, are related to the modifications that teachers are making within the classrooms. This year’s SQR cited that teachers, in practice and in interview, make modifications to the curriculum so that it fits the students instead of bringing the student up to the standard level. The SQR also cited the concern that some teachers are over scaffolding the content and taking the rigor out of the lesson. This directly impacts our Bilingual and Exceptional learners as they are being led to the answer instead of being coached through productive struggle. If we provide guided coaching and professional learning to build teachers skills that are reflected in a well-written instructional vision, then and professional learning to build teachers skills that are reflected in a well-written instructional vision, then, tasks will retain grade-level rigor that is aligned to the standard and curricular resources.

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

- How can we improve our planning process (ie guided planning) to help teachers feel comfortable with allowing students to achieve success through productive struggle?



- In what ways can our professional development and professional learning communities allow teachers to not only gain new skills but also implement them through practice and feedback?
- How can we implement a system of peer observation to allow teachers to learn from one another to improve their practice?
- Does our feedback to teachers align with improving teachers' release of struggle?
- What professional development can we provide teachers with strategies to better help our Bilingual and Exceptional Learners without over scaffolding?
- How can we utilize our Data Meetings to focus on our Exceptional learners and Bilingual Learners?

## Priority 2

### Selected Lever: Level 2

**Text of Lever: Equity and Improvement:** Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- 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:** We are using data from our SQR, specifically with areas of focus around *2b: Student Ownership* and *2f: Data Driven Instruction - Focus of Discourse*. The School Quality Review report cited progress being made in the areas of Student Ownership and Data Driven Instruction, however “most students were unable to display ownership without ample support from their teachers”. In feedback sessions, the reviewer highlighted concerns that teachers were over using discourse and asking students to discuss lower level topics and not challenging their thinking. Students were allowed to provide simple responses and the teacher led the discussion instead of having students build off of one another.

The SQR report outlines a few problem areas in the roll out of our discourse initiative. We believe that all teachers have made strides in including discourse throughout their lessons, and we have seen a notable improvement in discourse through walkthroughs. We need to do a better job at planning when to utilize discourse to benefit our lesson and what criteria needs to be met to hold an effective discussion within key content areas. Teachers attempted to include discourse while performing lower order thinking activities, which took away from the rigor of the lesson and led to pacing issues. We need to backwards plan effective discourse so that teachers understand the product that they should be looking for and should attend to higher order thinking. Discourse needs to be tied to rigorous texts or activities that ask students to think critically and deeply into the assigned content so as to meet the grade appropriate standard.

**Working Theory:** If we provide educators with additional professional learning on student discourse and support teachers in planning how to integrate student discourse into the most rigorous tasks of the lesson, then students will have more opportunities to engage in critical thinking and construct knowledge required to meet grade level standards.

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

- How do we utilize our schedule to facilitate a peer observation model that focuses on peer growth in a safe and supportive environment?
- What professional development is needed to help teachers get to the next level of discourse?
- How can we utilize common planning time to ensure teachers are utilizing best practice discourse tools across all content areas?
- Can we align our feedback in planning and walkthroughs to help Educators utilize discourse at the highest level?

**Priority Levers Goals: Van Sickle Academy****Priority 1:** Coherent Actions for Improving Assurances for Educational Equity.

**Working Theory of Change:** *We believe that the increase in the gap in math and the low growth rates in ELA, specifically in our Bilingual and Exceptional Learners, are related to the modifications that teachers are making within the classrooms. This year's SQR cited that teachers, in practice and in interview, make modifications to the curriculum so that it fits the students instead of bringing the student up to the standard level. The SQR also cited the concern that some teachers are over scaffolding the content and taking the rigor out of the lesson. This directly impacts our Bilingual and Exceptional learners as they are being led to the answer instead of being coached through productive struggle. If we provide guided coaching and professional learning to build teachers skills that are reflected in a well-written instructional vision, then and professional learning to build teachers skills that are reflected in a well-written instructional vision, then, tasks will retain grade-level rigor that is aligned to the standard and curricular resources.*

**Progress made thus far (synthesis from faculty):**

Van Sickle Academy has adopted Illustrative Math (Math), StemScopes (Science), and myPerspectives (ELA) over the past three years to ensure that our students are exposed to the most rigorous and highly rated curriculum. Educators have worked tirelessly to implement the curriculum using strong instructional strategies, such as checking for understanding, positive praise, strong relationships, monitoring aggressively, and other *Teach Like a Champion* Strategies. In reviewing our MAP data, specifically focusing on the gaps between our exceptional learners/non-exceptional learners and our emergent bilingual learners/non-emergent bilingual learners, there is concern over providing adequate access to the material for all students. This concern was highlighted by teachers in their responses during the School Quality Review (SQR) stating that they alter and modify curriculum to meet students needs. There needs to be time built into the schedule for teachers of the same content area to meet and collaborate on their lessons in order to ensure that we are implementing curriculum with fidelity and holding students to the highest level of the standards.

**Where we run into obstacles (synthesis from faculty):**

- Teachers have modified the activities and assessments of their curriculum in a way that accommodates students but also does not meet the assigned grade level standard. This ensures that students then do not meet the full level of the grade level standard.
- We need to shift our mindset from “these kids can’t do this” to “what can I do differently to get students to meet and exceed the goal”.
- We need to revise our instructional vision to incorporate addressing the gaps in learning and access for all students.

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

1. **We need to provide professional development that is differentiated for staff to ensure that all staff know how to respond to the data in their classes and provide the appropriate scaffold or reteach to close the gap.**
  - We need to assess the need for professional development of teachers based on want and need.
  - We need to all understand how to read data and ensure that we are implementing appropriate treatments based on student needs.
  - We need to implement a standards based backwards design PD to ensure staff know how to craft a standards aligned assessment with appropriate lessons that scaffold the task for students.
  - Provide opportunities for staff to observe peers to see what effective practices look like within the classroom.
2. **We need to implement guided planning with a focus on backwards design that ensures educators are implementing curriculum with fidelity and to the highest level of the standards.**
  - How do we engage all educators to ensure that all students are receiving equitable access to

- curriculum and holding students to high standards?
- How do we ensure that all staff implement curriculum with fidelity and do not alter the curriculum to meet the students instead of instilling skills based learning to bring the students to the curriculum?
  - We need to ensure that all educators are receiving coaching around the standards and lesson planning to ensure they are implemented with fidelity.
  - We need to craft a walkthrough schedule that provides educators with feedback related to the implementation of their lessons.

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

- How to properly scaffold a rigorous task without over scaffolding and or changing the task.
- A renewed focus on backwards planning so that we effectively plan lessons that help students meet the desired expectations.
- We need to learn what the guided planning model will look like and what will be accomplished each week.
- We need to learn how educators will receive feedback from administration based on guided planning and walkthroughs.

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

**Working Theory of Change:** *If we provide educators with additional professional learning on student discourse and support teachers in planning how to integrate student discourse into the most rigorous tasks of the lesson, then students will have more opportunities to engage in critical thinking and construct knowledge required to meet grade level standards.*

**Progress made thus far (synthesis from faculty):**

Last school year, we took on the task of implementing discourse within the classrooms. We had some professional development from the beginning of the school year related to students demonstrating ownership of their learning and some models of what discourse could look like in our classroom. During walkthroughs, educators were consistently attempting to implement varying practices of discourse within the lesson. Educators continued to do a majority of the talking within the classroom, but some progress was made to encourage students to take risks and provide full answers within the classroom. Teachers utilized methods such as Right is Right and Stretch It to help facilitate their checking for understanding.

**Where we run into obstacles (synthesis from faculty):**

- Discourse does not need to be used in every aspect of the lesson. As seen in our SQR feedback, staff are attempting to incorporate discourse too much and slowing the pace of their lesson.
- We started in August with PD around discourse, but further PD was needed to ensure that all educators understood how to properly implement discourse within their classroom.
- If monitoring aggressively is occurring within the classroom and educators can see students are not struggling on specific topics then a whole class discussion does not need to take place. The focus of discourse should be to talk through the gaps and understand where we are going wrong and how to fix it.
- Teachers are doing a majority of the talking within the classroom and need to release the control over to the students with a purpose.

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

1. **We need to plan and execute professional development for August and throughout the year that allows staff to practice and plan for discourse within the classroom.**
  - We need to build a tool box of discourse tools that staff can choose from and model how to effectively use the style of discourse.
  - We need to offer peer models of classrooms who implement discourse successfully within their rooms.
  - We need to craft a rubric around “what discourse looks like in a highly engaged classroom” so that staff understand our expectations.
  - Create sentence/prompt starters for teachers to implement when utilizing checking for understanding.
  - Provide professional development that helps staff develop students skills in the area of advocacy to own their learning and their difficulties.
2. **We need to utilize guided planning sessions, data meetings and walkthroughs to ensure that discourse is happening effectively within lessons.**
  - We need to ensure that during guided planning and data meetings, we have meaningful conversation about how we effectively use discourse with rigorous tasks that are standards aligned.
  - A feedback and walkthrough schedule needs to be created and implemented so that teachers are receiving feedback around their use of discourse.

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

- How to craft tasks focused on discussion while integrating rigorous source material.
- How to differentiate discourse so that all students’ voices have a place in the activity and demonstrate ownership of the learning.