

This SY' 24-25 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.



Chestnut Middle School

Talented & Gifted

2024-25

School Plan

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	3:05 PM	7:40
2.	Early Release for Students and Staff	Staff Early Release	7:25 AM	11:15 AM	3:50
3.	Chestnut Early Release	Special Staff Early Release	7:25 AM	1:15 PM	5:50
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30
5.	Extended Day	Regular Day + PD	7:25 AM	4:05 PM	8:40
6.	Double Extended Day	Regular Day + PD until 5:30pm	7:25 AM	5:25 PM	10:00

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 24-25 is August 19th, 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 19th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/19/24		0 hrs

B. Other Events on or After August 19th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Family Advisory Night	10/3/2024	4
Back to School BBQ	8/22/2024	5
Learning Showcase Event	April 2025	6
After School Hours	ongoing throughout year	22
Family Engagement Events (2)	Nov. 2024 & March 2025	8
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24		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	45.00	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:

- 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;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;
- 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:

- 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 50 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.

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.

12. TLT elections for the next school year

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 09/10/2024.



Springfield Public Schools
2024-2025 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 - 3:05 PM (M - Fri) * see calendar for extended Tuesday's

<p>Aug 26: School Begins</p> <table border="1"> <thead> <tr><th colspan="5">August 2024</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	August 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	30	<p>Feb 17: Schools Closed - Presidents Day</p> <p>Feb 18 - 21: Schools Closed - Mid-Winter Vacation</p> <table border="1"> <thead> <tr><th colspan="5">February 2025</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </tbody> </table>	February 2025					MON	TUE	WED	THU	FRI						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28
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Aug 19 - 23: Teacher PD
Aug 23: Convocation
Aug 26: School Begins

August 2024				
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Feb 17: Schools Closed - Presidents Day
Feb 18 - 21: Schools Closed - Mid-Winter Vacation

February 2025				
MON	TUE	WED	THU	FRI
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24	25	26	27	28

Sep 2: Schools Closed - Labor Day
Sep 3: Schools Closed - Teacher PD Day

September 2024				
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March 2025

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17	18	19	20	21
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Oct 11: Student Early Release at 1:00pm / Staff Early Release at 1:15pm
Oct 14: Schools Closed - Indigenous People's Day

October 2024				
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	

Apr 18: Schools Closed - Good Friday
Apr 21: Schools Closed - Patriots Day
Apr 22-25: Schools Closed - Spring Vacation

April 2025				
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		

Nov 5: Schools Closed - Teacher PD Day (Election Day)
Nov 11: Schools Closed - Veterans Day
Nov 27 - 29: Schools Closed - Thanksgiving Vacation

November 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

May 23: Student Early Release at 1:00pm / Staff Early Release at 1:15pm
May 26: Schools Closed - Memorial Day

May 2025				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Dec 20: Early Release for Students at 11:05am / Staff Early Release at 11:15am
Dec 23 - 31: Schools Closed - Holiday Vacation

December 2024				
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			

Jun 19: Schools Closed - Juneteenth Day
Jun 23*: End of School Year - Early Release for Students at 11:05am / Staff Early Release at 11:15am

June 2025				
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				

Jan 1: Schools Closed - New Year's Day Observed
Jan 6: Schools Closed for Students & Staff
Jan 17: Student Early Release at 1:00pm / Staff Early Release at 1:15pm
Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2025				
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

*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 11:15am
- Regular Day + PD until 4:05pm
- Full Day PD from 8:00am-3:00pm
- Staff Early Release at 1:15pm
- Regular Day + PD until 5:30pm

School Priority Levers Form: Chestnut TAG**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: 1/10, 1/23, and 2/7
- During TLT and ILT meeting we discussed how to bring in Pre-AP classes to accelerated student learning
- 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: Lever 1**

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

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

- **MAP Growth Percentile at Middle and MCAS data:**
 - Our growth percentile in ELA at the mid year is 44.2 on winter MAP and our growth percentile in math was 68.9 on winter MAP.
 - Our percent of students who were proficient in ELA is 50 and in Math is 32. Our SGP in ELA is 52.3 and in math is 42.4.
- [SQR Data](#)
 - Area of Focus #1: Instructional Vision (1b)
- Teacher survey data:
 - "Using Aggressive monitoring as a tool to focus on one or two really important things students should know has helped me know what students are not understanding curriculum period to period instead of analyzing what they do and don't know later."
 - "Patience in each teacher's individual pedagogy by our administration has allowed me to continue to develop the proper academic structure to create the best classroom learning environment in Springfield, MA. Our PLC and observational feedback from our administration allows us to focus on our aggressive monitoring, which allows us to focus on exactly how to support our students' individual academic needs."

Working Theory: We believe that these low percentages of progress in MCAS are related to the fidelity of planning with the curriculum implementation of accelerated 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 standard 1b we still have room to continue to cement the school's instructional vision and to make instructional expectations more clear for teachers, students, and families. Some classrooms still struggle with scaffolding 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: intentional monitoring, high level questioning and student discourse, however, even though the reviewers felt we met these during their visit, learning walks have indicated that it is still an area of concern. 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 intentionally monitoring in the classroom. We will work to name specific student and teacher actions.

In addition, 82% of teachers respond that the expectations for effective teaching are clearly defined at my school, while last

year 95% of teachers felt this way. 73% of teachers believe that Coaching and feedback at my school include demonstrations (either live or in video) of what effective teaching of rigorous content looks like.

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?
- Does our instructional vision play out in all classrooms 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?
- What role does the ILT play in coaching and feedback cycles and how do we best use our coaches to meet that goal?

Priority 2

Selected Lever: Lever 2

Text of Lever: 2.f. Data-Driven Instruction

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) and [MCAS Explorer](#)
 - Our overall RIT Change Score was 1.0 from winter to fall and our goal was 2.5 in ELA
 - Our overall RIT Change Score was 6.9 from winter to fall for Mathematics
 - MCAS ELA data revealed that SGP for grade 7 went down 4 points from 47 to 43. Although writing improved overall it was significantly lower in grade 7 in terms of the three major categories of language, reading, and writing
- [SQR Data](#)
 - Areas of Focus #2: Data Driven Instruction (2f)
- **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 not involved in those”
 - “Let us know when a child isn't doing too well in assignments.”
- **Teacher survey data:**
 - “We need to continue accelerating our curriculum above grade level if we expect for our kids to show growth. We also should stick with a curriculum for at least three years before we decide to make changes. We seem to react quickly to yearly performance ups and downs. Mastering the curriculum takes time for teachers and students. Constant changes are bad in my opinion.”
 - “Patience in each teacher's individual pedagogy by our administration has allowed me to continue to develop the proper academic structure to create the best classroom learning environment in Springfield, MA. Our PLC and observational feedback from our administration allows us to focus on our aggressive monitoring, which allows us to focus on exactly how to support our students' individual academic needs.”

Working Theory: In our most recent SQR visit our second area of focus was in 2f: Data Driven Instruction. In our report reviewers noted “The teacher was walking around listening to some students' discussion, not taking any notes, and he missed some students' confusion. Without a clear understanding of what the teacher is looking for in terms of students' understanding of the math concept- or their lack of- he was not able to adjust in the moment of this teaching, missing opportunities to support all students in his class.” The recommendations from the reviewers were to, “Help teachers plan strategically for Intentional monitoring, help teachers plan for anticipated misconceptions and acceleration moments, and to continue to support teachers as they hone their skills as intentional monitors in the classroom.”

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?
- What strategies are needed to help teachers plan for and implement intentional monitoring for all classes? How do teachers use this live data to adjust their practice at the moment?
- Have we normed grading policies so that any stake holder can have the knowledge to accurately see how students are performing in class on a grade point term?

Priority 3

Selected Level: Level 4

Text of Level: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff. Families as Partners (4g)

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 1524 communications logged to families for the whole year, this year 888 communications logged to families at the mid year point

- **Parent Survey Data**

- "Maybe creating a monthly newsletter, lead by students"
- "Extracurriculars are a very important part of school and growing up. Teaches social skills and team work. With such a lack of extracurriculars, kids only work together when they are horse playing or being disruptive at school. You should provide more outlets."
- "Provide social groups that would encourage a student achieve their hopes and dreams regardless of their disability, race, or diverse background"
- "Listen to the opinion of the students, of what they would like to educate themselves on in the school and that is not yet offered, in such a way that the school can integrate some programs."
- "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**

- “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.”
- “Celebrations are fun and certainly important, but if we're just doing them to look good and check off a box, we need to be thinking more about the systemic change we could be doing as a school to model how we can revolutionize education across the whole country.”
- “My school can become more diverse, equitable, and/or inclusive by providing a structured meeting place/time for a DEI committee of students and staff to plan cultural celebrations/events centered around learning.”

Working Theory: Our parent, teacher survey and SQR data reveal that our work with 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 and worked through examples of best RCD practices during GLT. Next year, we do not want to lose our focus on RCD so will continue 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.

Our goal for next year in this area is around families as partners. While we have increased our communication with our families as stated in our SQR, “Communication between families and school leaders and teaching staff is frequent, substantive and two-way. Families feel comfortable reaching out to school staff whenever they need something, and all students and families interviewed during the SQR panels reported feeling supported and cared for, providing specific examples.” We need to improve on how we are including families in our instructional aspects and help families connect to the academic success of their students. We need to be more proactive around things such as their child’s progress in class. Lastly we need to use the community as a resource and bring more programs in for our students to support their SEL.

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

- How do we continue to deepen RCD practices across the entire school so it is not forgotten about?
- How are we connecting with families in a two way communication model around instructional practices? How are we supporting staff with this through professional learning cycles?
- What will student-led family conferences look like 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 RCD practices with Social emotional Learning while continuing to do this work through the lens of anti-racisit policies and practices?
- Who will we partner with to ensure that we are working towards promoting students' voices within all aspects of the day and promoting more SEL for students during the day?
- How do we get more families involved with our PTO and utilize them throughout our school day as volunteers and resources for our students?

Priority Levers Goals: Chestnut TAG**Priority 1:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities

Working Theory of Change: We believe that the low percentages of progress in MCAS are related to the fidelity of planning with the curriculum implementation of accelerated lessons during core instruction. Instruction does not currently reflect our desire to increase student ownership of learning across all classrooms. The results of our quality school review indicate that while we are making effective progress in standard 1b (instructional vision) we still have room to continue to cement the school's instructional vision and to make instructional expectations more clear for teachers, students, and families. Some classrooms still struggle over scaffolding 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, but planning and instruction is not leading to students grappling with challenging content and tasks, even though we know students are capable. Three instructional practices were identified in the report: intentional monitoring, high level questioning and student discourse, however, even though the reviewers felt we met these during their visit, learning walks have indicated that it is still an area of concern. 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 intentionally monitoring in the classroom. We will work to name specific student and teacher actions.

In addition, 82% of teachers respond that the expectations for effective teaching are clearly defined at my school, while last year 95% of teachers felt this way. 73% of teachers believe that Coaching and feedback at my school include demonstrations (either live or in video) of what effective teaching of rigorous content looks like.

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 to accelerate our core classes for all subjects. 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 also need to shift our focus from each content separately to teaching literacy in all content areas and bring us all together cohesively.

We have begun the process of providing more training to our coaches through our professional learning partners, EPL Program, 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 intentional monitoring are happening daily.

Where we run into obstacles (synthesis from faculty):

- Just because we list all of the things that would ideally be happening, doesn't mean educators would have any idea how to do those things. For example, teachers don't yet know how to make the lessons in their curriculum more engaging or culturally responsive, and literacy focused even though we know we want them to be
- Logistics are an obstacle, for example switching priorities mid- year, schedule changes, testing dates.
- Educators' definition of literacy in the classroom and how that plays out in ALL content areas.
- Teacher buy-in with use of lesson plan template and continuing to refine intentional 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 are still in the infant stage of providing students content above their grade level

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.**
 - a. Coaches develop and implement well-planned professional learning for teachers on intentional monitoring, lesson planning, and the student achievement partners frameworks.
 - b. 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 engage in unit level planning with curriculum during summer incorporating intentional monitoring with useful ways to adapt curriculum for struggling and high performing students.**
 - a. Develop our feedback systems for teacher development and make sure they align to best practices in the Framework for Equitable Schools.
3. **We need to modify our instructional vision and our vision statement.**
 - a. We need to know what a unifying instructional vision statement looks like, and how do they have an effect on practice?
 - b. How do the things we care about (acceleration, engagement, curriculum, culturally responsive practices, literacy driven, and SEL) relate to each other and reinforce each other so we can knit them together into what goes in our vision?
 - c. How do we prioritize or figure out what vision language will be the most high leverage for the most teachers?
4. **We need to understand and align how literacy (mainly reading and writing) play out in our curriculums and strategies used for students to internalize grade-level and above grade-level content.**

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

- What will the coaches feedback cycle look like for teachers and explain that during August PD to teachers.
- Begin work with content teachers on the Essential and Equitable instructional practice framework through student achievement partners, which we are using for our high-quality instruction and literacy focus in all content areas. This included the rubrics and the Frameworks tracked on milemarker.
- Sharing progress monitoring data expectations for BOY, MOY, EOY and preparing for beginning of year data collection for this goal area; See below:

Outcome Measure	BOY	MOY	EOY
Mile Marker	80% of teachers are receiving 1 on each mile marker day up to Day 60	90% of teachers are receiving 1 on each mile marker day up to Reset Day 40	100% of teachers are receiving 1 on each mile marker day up to Reset Day 100
Extended Day Exit Tickets	80% of teachers responded on extended day exit ticket immediate use of learning	90% of teachers responded on extended day exit ticket immediate use of learning	100% of teachers responded on extended day exit ticket immediate use of learning

Priority 2: 2.f. Data-Driven Instruction

Working Theory of Change: In our most recent SQR visit our second area of focus was in 2f: Data Driven Instruction. In our report reviewers noted “The teacher was walking around listening to some students' discussion, not taking any notes, and he missed some students' confusion. Without a clear understanding of what the teacher is looking for in terms of students' understanding of the math concept- or their lack of- he was not able to adjust in the moment of this teaching, missing opportunities to support all students in his class.” The recommendations from the reviewers were to, “Help teachers plan strategically for Intentional monitoring, help teachers plan for anticipated misconceptions and acceleration moments, and to continue to support teachers as they hone their skills as intentional monitors in the classroom.”

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 through the lens of literacy. 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):

- We began to have a student group meet daily with counselors that use the PEAR curriculum combined with check ins for students and meeting with content teachers to work on filling the gaps.
- Diving into the literacy frameworks with ILT and how we are going to cohesively use the framework from achievement partners.
- Began creating a schedule for next year during the FLEX block that teaches units of instruction to students that come at the end of the year and units that MAP has flagged as needing attention.
- Coaches pushing into each classroom and providing live supports for teachers including targeted feedback aligned to instructional vision using the rubrics from student achievement partners
- PLC that is focused on the FLEX period and what teachers should be teaching
- We have partnered with Sondeo (music), YWCA (7th and 8th graders), UMASS Steam (6th graders) during our FLEX block
- Continued to utilize an aggressive monitoring approach
- Utilize standard 20/80 grading policy which perpetuates a grading of learning/work completion mindset in students

Where we run into obstacles (synthesis from faculty):

- Teachers having the FLEX block be a space for “getting extra work done” instead of focusing on what the students needed
- Using an aggressive monitoring approach that utilize an approach targeted for students below grade level
- Current grading policy is not consistent across grade levels and content AND is not developed with the grading for learning/feedback and revision approach

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

1. **Creating classes during the FLEX block that teach units of instruction to students that come at the end of the year and units that MAP has flagged as needing attention.**
2. **Continuing to increase the number of community partners/opportunities for students during the school day and after school for real world acceleration opportunities (ie. NHS, math competitions, debate, etc).**
3. **Creation of an intentional monitoring tool with laps that provides data needed to push students above grade level.**

4. **Creation of grading policy with a learning approach to be implemented at the outset of next year.**
5. **Clear teacher supervision and monitoring cycles of pd, coaching, feedback, and monitoring of data for upcoming PD aligned to:**
 - a. student achievement partners framework
 - b. disciplinary literacy approach across content areas
 - c. intentional monitoring

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

- Get buy in and understanding behind newly revised grading policy and provide content teams time to develop systems and structures that support implementation
- Get buy in and understanding behind newly revised Flex Block and provide grade level teams time to develop systems and structures that support implementation
- Coaches lead content teams around revised teacher supervision and monitoring coaching cycle inclusive of:
 - student achievement partners framework
 - disciplinary literacy approach across content areas
 - intentional monitoring
- Sharing progress monitoring data expectations for BOY, MOY, EOY and preparing for beginning of year data collection for this goal area; See below (areas with question marks are due to a need to review data to set metrics):

Outcome Measure	BOY	MOY	EOY
Intentional Monitoring Tracker	85% of teachers are utilizing intentional monitoring and bringing it weekly to PLC meetings	85% of teachers are utilizing intentional monitoring to advance student thinking (Day 40)	95% of teachers are utilizing intentional monitoring to advance student thinking through instructional focus (Day 60)
Grades	90% of teachers adopted grading policy	???% decrease in failure rate of students	???% decrease in failure rate of students
MAP Growth Targets	85% of s meeting growth targets on MAP	85% of s meeting growth targets on MAP	85% of s meeting growth targets on MAP

Priority 3: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff. Families as Partners (4g)

Working Theory of Change: Our parent, teacher survey and SQR data reveal that our work with 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 and worked through examples of best RCD practices during GLT. Next year, we do not want to lose our focus on RCD so will continue 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.

Our goal for next year in this area is around families as partners. While we have increased our communication with our families as stated in our SQR, “Communication between families and school leaders and teaching staff is frequent, substantive and two-way. Families feel comfortable reaching out to school staff whenever they need something, and all students and families interviewed during the SQR panels reported feeling supported and cared for, providing specific examples.” We need to improve on how we are including families in our instructional aspects and help families connect to the academic success of their students. We need to be more proactive around things such as their child’s progress in class. Lastly we need to use the community as a resource and bring more programs in for our students to support their SEL.

Progress made thus far (synthesis from faculty):

- All staff members received a refresher professional development 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.
- Began implementing advisory and student led conferences as a community again and involved families in the process of this.
- Family engagement coordinator developed systems and structures for improved family communication.
- Collaboration with SEZP Family Empowerment Council to increase our partnerships with families and strengthen our Family Empowerment Team so that they are engaged in all aspects of their child in school.
- 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):

- We need to be more proactive with communication to families around things such as their whole child’s educational progress with more regular frequency
- We need to use the community as a resource and bring more programs in for our students to support their SEL with support from Dave Tilton
- We need to improve on how we are including families in our instructional aspects and help families connect to the academic success of their students
- Educators not fully executing on the role of an advisor
- 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.**
 - a. Deepen RCD practices across the entire school
 - b. Connecting with families in a two way communication model

- c. Deepen the role of the advisor
- 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%).**
 - a. Relate restorative practices with social-emotional learning while continuing to do this work through the lens of anti-racist policies and practices
 - b. Connecting with families in a two way communication model
 - c. Support staff with this through professional learning cycles
- 3. **Continue to work with our Diversity, Equity & Inclusion (DEI) committee in elevating student voice.**
 - a. Increasing partners that ensure that we are working towards promoting students' voices within all aspects of the day
 - b. Relate restorative practices with social-emotional learning while continuing to do this work through the lens of anti-racist policies and practices
- 4. **Collaboration with SEZP Family Empowerment Council to increase our partnerships with families so that they are engaged in all aspects of their child in school.**

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.
 - Inviting the Family Empowerment Council to come in and speak with our faculty around the work they will be doing 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).
- Sharing progress monitoring data expectations for BOY, MOY, EOY and preparing for beginning of year data collection for this goal area; See below (areas with question marks are due to a need to review data to set metrics):

Outcome Measure	BOY	MOY	EOY
Deans List in Class RCD	?? in class RCD versus guidance RCD	?? in class RCD versus guidance RCD	?? in class RCD versus guidance RCD
Student Survey (Student Voice)	% of students respond favorably that their voice is implemented throughout school day (student survey)	% of students respond favorably that their voice is implemented throughout school day (student survey)	% of students respond favorably that their voice is implemented throughout school day (student survey)
Family Survey (Family Voice)	80% of families complete district family survey	% of families respond favorably that their voice is implemented throughout school day (family survey)	% of families respond favorably that their voice is implemented throughout school day (family survey)
Deans List Family Communication	100% of families signed up on Deans List	??? communication to parents through Deans List	??? communication to parents through Deans List

Phase II - Summer Learning Plan: Chestnut TAG

SEZP's Summer Learning Design Principles:

1. Focuses on equity and develop expectations for a culturally responsive climate
2. Engages students and family/caregivers' voice in summer learning design elements
3. Focuses on students' social emotional and academic needs
4. Encourages attendance through creative program design
5. Elevates relationships and enrichment
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Provides high schools with the opportunity to offer foundational courses for credit
8. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
9. As TLTs are reviewing data for school planning, connect future goal setting to summer learning for students and engages the school community to consider appropriate programming

As a starting point, please look through [this linked document](#) for Summer Academy logistics and operational timelines to help guide you in completing your schools' summer learning plan template below.

Summer 2024 Learning Plan for: Chestnut TAG	
INITIAL SUMMER PLANNING	
Design Team Members	<ul style="list-style-type: none"> ● Andrea Metzger ● Tonika Feliciano ● Rosa Santiago ● Andrew Vanasse ● Kyle Campbell
Summer Plan Vision	Identify students who would benefit from a 4 week STEM and sports camp which integrates mathematical and technical concepts to strengthen students conceptual understanding while also addressing SEL understanding.
Summer Plan Logistics	<ol style="list-style-type: none"> 1. Dates of Summer Academy: 7/8 - 7/25 2. Type of Program: Summer Camp 3. Days per week: Monday - Thursday 4. Student Start Time: 9 am 5. Student End Time: 2 pm 6. Lunch Time: 12-12:30 pm 7. Estimated # of Students: 40 8. Total # of Classrooms Needed: 5 9. Shared Facility Needs: Gym , Cafeteria, Auditorium 10. IT Programs/Apps Needed: PowerSchool and Clever 11. Coordinator(s) Name(s): Kyle Campbell
Targeted Student Population and Total Projected Enrollment	<ul style="list-style-type: none"> ● 40 students identified through MAP scores who are not meeting their RTI scores or who did not grow. ● Students struggling with Social and Emotional needs after interventions have been put into place.
Proposed Summer Partnerships (Student or teacher facing)	<ol style="list-style-type: none"> 1. Name: New North Citizens Inc. Role: Senior Director of Youth Services Joesiah Gonzalez Student facing 2. Name: Springfield Ballers Organization Role: Student Facing Lorena Recca and James Gee

Family Communication and Recruitment Planning Action Steps	<ul style="list-style-type: none"> ● Creation of flyer for parents and students translated into spanish by the Family Engagement Coordinator ● Use of social media platforms to promote the camp ● Deanslist posting ● Individual phone calls families ● Bussing Logistics 								
After Recruitment Steps									
Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	<p>Students will have a structured experience for the summer where they interact with their peers, they will be asked to do unfamiliar tasks, and have new experiences. Summer courses will provide a way for students to truly build their social emotional skills.</p>								
Family and Student Communication Action Steps - once students have accepted	<ul style="list-style-type: none"> ● Permission to attend is signed by parents ● Students will be assigned a schedule based on specified needs areas. 								
Staffing Plan	<table border="1" data-bbox="451 751 1516 905"> <thead> <tr> <th data-bbox="451 751 987 793">Staff Name</th> <th data-bbox="987 751 1516 793">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 793 987 831">Kyle Campbell</td> <td data-bbox="987 793 1516 831">Coordinator</td> </tr> <tr> <td data-bbox="451 831 987 869">Staff from Ballers Organization</td> <td data-bbox="987 831 1516 869">Running the classes</td> </tr> <tr> <td data-bbox="451 869 987 905">Staff from New North Organization</td> <td data-bbox="987 869 1516 905">Running the classes</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	Kyle Campbell	Coordinator	Staff from Ballers Organization	Running the classes	Staff from New North Organization	Running the classes
Staff Name	Subject Area (i.e. Math Teacher)								
Kyle Campbell	Coordinator								
Staff from Ballers Organization	Running the classes								
Staff from New North Organization	Running the classes								
Final Program Schedule	<p>9-9:15: Breakfast 9:17-11:45 Run By Ballers and New North 11:47- 12:27: Lunch 12:29-1:07: Production 1:09- 1:57: Run by Ballers and New North 1:57-2:00: Dismissal</p> <p>**New North will be held at Gerena and have their own registration link for their program**</p>								
Name and contact information for questions over the summer	<ol style="list-style-type: none"> 1. Primary Contact Name: Kyle Campbell campbellk@springfieldpublicschools.com Primary Contact Phone: 413-210-9097 2. Backup Contact Name Rosa Santiago Backup Contact Email: santiagor@springfieldpublicschools.com Backup Contact Phone: 413-531-6803 								

Strategic Action Plan: Chestnut TAG

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

Goals for Priority 1:

1. We need to provide more professional development for staff.
 - a. Coaches develop and implement well-planned professional learning for teachers on intentional monitoring, lesson planning, and the student achievement partners frameworks.
 - b. 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 engage in unit level planning with curriculum during summer incorporating intentional monitoring with useful ways to adapt curriculum for struggling and high performing students.
 - a. Develop our feedback systems for teacher development and make sure they align to best practices in the Framework for Equitable Schools.
3. We need to modify our instructional vision and our vision statement.
 - a. We need to know what a unifying instructional vision statement looks like, and how do they have an effect on practice?
 - b. How do the things we care about (acceleration, engagement, curriculum, culturally responsive practices, literacy driven, and SEL) relate to each other and reinforce each other so we can knit them together into what goes in our vision?
 - c. How do we prioritize or figure out what vision language will be the most high leverage for the most teachers?
4. We need to understand and align how literacy (mainly reading and writing) play out in our curriculums and strategies used for students to internalize grade-level and above grade-level content.

To accomplish the goals above and make improvements in this priority area, our August PD will include:

1. **August PD sessions (what will educators learn in August professional learning time?):**
 - Workshop on new vision, instructional vision, frameworks around literacy, intentional monitoring and lesson planning with literacy goals.
 - What to look for around feedback and what feedback cycles will look like around the instructional vision and literacy (mile marker document) (Walkthrough tools from equitable schools.)
 - Strategies to use with students to lift their cognitive load in all classes
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Student Achievement Partners
 - EPL Program
 - CORE-Literacy
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Ongoing training with EPL program round cognitive lift strategies within the classroom, intentional monitoring, feedback systems
 - Ongoing training and walkthroughs with CORE-Literacy
 - Weekly meetings to go over feedback and learn strategies to help students with doing the thinking and speaking in all classes with the ILT and admin team.
 - Feedback cycles with teachers and coaches around instructional vision and professional goals

To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?

Task	Owner
Create a one-page document outlining instructional vision and priorities	ADMIN/coaches/TLT/Family board
Schedule walkthroughs with coaches for all classrooms	Admin/coaches
Create feedback cycles with coaches	Admin/Coaches
Schedule ILT Meetings	Admin
Update teacher coaching mile marker for the year	Admin
Update TAG mile marker feedback document	Admin

Priority 2: 2.f. Data-Driven Instruction

Goals for Priority 2:

1. Creating classes during the FLEX block that teach units of instruction to students that come at the end of the year and units that MAP has flagged as needing attention.
2. Continuing to increase the number of community partners/opportunities for students during the school day and after school for real world acceleration opportunities (ie. NHS, math competitions, debate, etc).
3. Creation of an intentional monitoring tool with laps that provides data needed to push students above grade level.
4. Creation of grading policy with a learning approach to be implemented at the outset of next year.
5. Clear teacher supervision and monitoring cycles of pd, coaching, feedback, and monitoring of data for upcoming PD aligned to:
 - a. student achievement partners framework
 - b. disciplinary literacy approach across content areas
 - c. intentional monitoring

To accomplish the goals above and make improvements in this priority area, our August PD will include:

1. **August PD sessions (what will educators learn in August professional learning time?):**
 - Workshop protocol for reviewing the new grading policy
 - Work with the ILT to ensure lesson maps and intentional monitoring sheets are created by content area and there is a plan on how teachers will implement these in their classrooms and adjust their practice as needed.
 - Review with teachers what feedback cycles will look like for students and for teachers.
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - EPL Coaching
 - Student Achievement Partners
 - Unbound ED
 - NJHS
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Work with the guidance team to continue to collect data of student performance to better group students by instructional areas and needs
 - Meet with ILT to discuss walkthrough data and what feedback will teachers receive from those

walkthroughs.

- Review with ILT and Guidance team the data from MCAS, MAP and grading data
- Work with the EPL coach to ensure that we are meeting our targets around priority 2.

To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?

Task	Owner
Calendar out ILT meetings bi-weekly	Admin
Calendar out walkthroughs with coaches weekly	Admin
Work on getting more community based organizations to come in and work with our students to accelerate their learning	Rosa Santiago
Calendar out time to work with EPL coach around targets goals	Admin/ILT
Review and analyze MAP data after each testing round (3x per year)	Admin/Guidance/Coaches

Priority 3: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff. Families as Partners (4g)

Goals for Priority 3:

1. Strengthening morning advisory and role of the advisor.
 - a. Deepen RCD practices across the entire school
 - b. Connecting with families in a two way communication model
 - c. Deepen the role of the advisor
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%).
 - a. Relate restorative practices with social-emotional learning while continuing to do this work through the lens of anti-racist policies and practices
 - b. Connecting with families in a two way communication model
 - c. Support staff with this through professional learning cycles
3. Continue to work with our Diversity, Equity & Inclusion (DEI) committee in elevating student voice.
 - a. Increasing partners that ensure that we are working towards promoting students' voices within all aspects of the day
 - b. Relate restorative practices with social-emotional learning while continuing to do this work through the lens of anti-racist policies and practices
4. Collaboration with SEZP Family Empowerment Council to increase our partnerships with families so that they are engaged in all aspects of their child in school.

To accomplish the goals above and make improvements in this priority area, our August PD will include:

1. August PD sessions (what will educators learn in August professional learning time?):

- What advisory looks like and what the expectations are for teachers and students. Reading in Advisory
- Who the members are for DEI and what they will be doing for the first few weeks of school
- Reviewing Responsibility Centered Discipline with role playing scenarios
- Go over the Mile Tracker document that was created to help with the culture of the advisory

setting/classroom expectations for the beginning of the year.

- Review what our Family Partnership is all about and what our Board does.
- Talk about a student leadership team with expectations

2. List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):

- SEZP Family Partnership (COEBE)
- Dean's List
- RCD
- EPL
- PEAR

3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):

- Planning extended days and PD days where we include sessions on Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff. Families as Partners (4g)
- Hold weekly Grade Level Team meetings with an agenda
- Attend DEI meetings monthly with the team to ensure that the student voice is being represented and that the team is communicating with the staff.
- Unpack data we gather from the dean's list weekly with the guidance team to find trends with student behaviors and to ensure proper communication with staff, family and leadership.

To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?

Task	Owner
Calendar out weekly meetings with guidance team	Admin
Calendar out meetings with COEBE Team and Parent board	Admin/Rosa
Calendar out all Grade Level team meetings	Guidance
Schedule and calendar RCD/Advisory walkthroughs with guidance team	Guidance/Admin
Implement strategies learned from the data feedback meetings for teachers. Guidance can do this during their Grade Level team meetings	Guidance/Admin
Schedule family led student conferences have documents ready to go and review with teachers.	Guidance
Create agendas for DEI, GLT, Guidance meetings	Admin
Create agendas for Extended days	Admin
Review the Mile Tracker Data for individual teachers and school	Admin/Guidance
Create a Student Leadership Team with expectations and clear vision for students	Admin/Guidance?Family Board/ILT/TLT