



# **Chestnut Talented and Gifted School Plan**

## SEZP 2017-18 School Planning Process

### Chestnut Talented and Gifted School Priorities



#### Priority 1: Intentional Practices for Improving Instruction (Turnaround Practice #2)

We will raise our academic rigor through backwards planning from high quality and challenging Learning Activities and assessments that empower students to take ownership of their learning in every lesson. This will be accomplished through the following actions:

- Teachers will plan for and Conference with students weekly, as a critical strategy for individual student growth and differentiation
- Lesson Plans will provide rigorous Learning Activities and opportunities for students to engage in productive struggle
- Classroom observations and Learning Walks will monitor and improve the degree to which students are positioned to own their learning in daily lessons
- Teachers will create the conditions in lessons where students are empowered to discuss, debate and challenge each other's thinking about the content.
- Teachers will conduct peer observations to evaluate and analyze the quantity and quality of student talk in their lessons, and will give feedback to each other toward improvement
- Teachers will participate in Learning Walks with Instructional Coaches and Administration focused on observing and strengthening instructional priorities

#### Rationale:

1. This year teachers have successfully worked backwards from high quality unit assessments and are effectively *Checking for Understanding* during lessons. We have strengthened our assessments and continue to strengthen the planning and execution of lessons. School-wide students are more engaged and can articulate the learning objective and the purpose of what they are being taught. Teachers have worked hard to improve their practice and students understand what is expected of them. However, in most cases the lessons are fully carried by the teacher and the students are passive participants.
2. Our learning walks Unannounced Observations, and low SGP reveal that students are often passive participants in the learning process and yet their good behavior and academic motivation make them poised for taking more ownership of their learning.
3. Data from Learning Walks, Unannounced Observations, and our low SGP all show a continued need for individualized student support. We do this currently through after school help and interventions. We have yet to fully embrace and implement Conferencing as an individualized student growth strategy school-wide.

#### Priority 2: Leadership, Shared Responsibility, and Professional Collaboration (Turnaround Practice #1)

Giving teachers ownership of their professional learning is establishing a culture of Distributive Leadership in TAG. It has created a unified investment in improving our teaching practice and raising student achievement for all students. We have seen more rapid and successful implementation of instructional priorities as a result of empowering teachers to plan and lead their professional learning. We will continue to empower teachers to be central in the planning and facilitation of professional development.

- Teachers will continue to participate in peer observations and provide peer feedback
- Coaching will continue to be anchored in student data (MAP, PARCC, Interim assessments, student work)

- Instructional Leaders and Administrators will provide coaching cycles (for all teachers) through formal and informal observations
- There will be strategic teacher facilitation of PLCs; where we continually model best instructional practices
- Teachers will be central in the planning and facilitation of professional development

#### **Rationale:**

Research has shown (*The Mirage*, TNTP) that in order for teacher professional development to be effective, teachers must be empowered to be central in the planning and facilitation of their professional learning. As *The Mirage* report reveals, “much of this work (teacher professional development) involves creating the conditions that foster growth not finding quick-fix professional development solutions.” With much Administrative coaching and feedback, our teachers are learning with and from each other. Our professional learning is peer lead and aligned to our priorities. We will continue to strengthen this practice.

#### **Priority 3: Student Specific Supports and Instruction to all Students (Turnaround Practice #3)**

We will Increase Reading stamina and comprehension for all TAG students.

- We will monitor this through quarterly assessments in Accelerated Reader
- We will increase the amount of reading students are assigned in all core classes
- All core classes will monitor both the amount and the grade level of the texts they provide students
- We will partner with parents and families to message and ensure that students read their independent reading book of choice (school provided) for at least 45 minutes per night.

#### **Rationale:**

While we celebrate our improvements in core instruction, students are not reading enough in school and outside of school to increase reading stamina and comprehension needed for college readiness. TAG students are reading more than they did in previous years, but we still have a great need to increase how much, and how well our students are reading.

**1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies.**

**\*\*Note: Please leave this item blank for now. SEA and SEZP will continue to discuss this provision and finalize default language later this winter, during the budget process.\*\***

**2. School curriculum issues.**

Chestnut TAG will use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. 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 have an opportunity to provide feedback.

**3. Professional development activities applicable to the school as a body.** This does not include individualized professional development or coaching of teachers.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week's notice will be given to teachers before any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- 5 days of professional development and/or staff planning days before the school year begins;
- 90 minutes of hour of PD after the school, every other Tuesday during the year
- Two ½ PD days on and after the last day of school (for students) but before the end of the term of employment
- 1 hour a week of after school help for all teachers
- 3 district mandated teacher development days (Nov 7th, Jan 12th & March 9th)

**4. School calendar.**

Please see the attached 2016-17 school year calendar for staff. Any change to the school year calendar is subject to SEZP approval. If possible, at least one month's notice will be given to teachers before any change to the school calendar. In the event of a change during the year, accommodations may be made for individuals with critical scheduling conflicts on a case-by-case basis. The school calendar will include:

- Total number of school days and hours for students. Required total hours for students are a minimum of 1330 per year.
- Total number of days and hours for educators, including school days and professional development and planning days. Teachers are required to work a minimum of 1500 hours per year.
- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

**5. Schedule for staff and students, provided that teachers will continue to receive duty-free lunch and regular preparatory time**

Teachers at each school will receive a duty-free lunch and regular preparatory time.

The standard workday for educators will be 7 hours and 45 minutes. For the majority of educators, required hours will be approximately 7:35am–3:20pm. Teachers are expected to arrive in time to greet and supervise students in the gymnasium at 7:35 a.m. Teachers are also expected to remain in the building until 3:30 to supervise the completion of dismissal.

Teachers will have approximately 45 minutes per day. These hours will allocated as evenly across the school week as possible. This time can be to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

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

In addition to traditional responsibilities and those duties listed above, all staff at Chestnut TAG 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:

- Participation in 1 Open House/Carnival of Learning Event in the fall (Dates TBD)
- Participation in 1 additional Carnivals of Learning during the school year; (Dates to be chosen with input from staff.)
- Participation at least 2 of 3 family engagement events during the school year; (Dates TBD)
- Weekly phone calls/emails (3-5 minimally) to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards (dates TBD);
- Weekly entry of grades in Powerschool/Powerteacher (minimally 3 grades per week)
- Assigning and checking homework (core classes) Mondays through Thursdays;
- Attending student-related meetings, parent conferences, etc. as needed during the school day
- Working regularly with school administrators to improve one's instructional practices;
- Planning for and facilitating professional development for peers (minimally 4x per year)
- Lead an Advisory group daily
- One hour of after school academic help (Monday, Wed or Thurs)

**6. TAG will hold one school-wide student-led family conferences.** This will be a two hour event after school hours. (Date TBD).

#### **7. Work before and/or after the regular school year.**

Returning teachers are expected to report to work on August 21, 2017. The final work day for teachers is June 20, 2018 (Pending snow days). These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

#### **8. Notices and announcements.**

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

#### **9. School health and safety issues.**

Working with SEZP and SPS, 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 and visitors to the school will be required to check in upon entry.

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.

#### **10. Staff dress code.**

Staff at Chestnut TAG are asked to dress professionally for a school setting.

#### **11. Rotation of duties.**

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of Chestnut TAG. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

- Coverage of Advisory periods, not exceeding 25 minutes per day;
- Coverage of break periods, or block periods, not exceeding 60 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school

Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected.

#### **12. Class size.**

Chestnut TAG commits to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development.

#### **13. Bulletin boards.**

Teachers may be asked to support the development and maintenance of bulletin boards in hallways. The Springfield Education Association 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.

#### **14. Parent-teacher home visit project, if applicable.**

Chestnut TAG can participate in home visits throughout the school year. Teachers will be compensated for home visits if they occur outside the regularly scheduled working hours for teachers (i.e. per the teacher contracted hourly rate)

#### **15. Family-teacher communication.**

(see #5)

#### **16. Class coverage.**

During a typical Monday-Friday week, all staff members may be required to cover classes as needed, except during teacher's' duty-free lunch. To the extent possible, class coverage will be assigned equitably and on a rotated basis, including:

- Coverage of Advisory periods, not exceeding 25 minutes per day;
- Substitute coverage of classes of others who are absent from school. (This is a rare occurrence as we will exhaust all support staff before having a teacher cover classes.)

#### **17. Practicum teacher assignment practices, if applicable.**

Teachers may be requested to supervise a student teacher during the school year. Teachers may express preference to the principal in requesting or declining a student teacher placement.



**Springfield Public Schools  
2017-2018 Calendar  
Chestnut Talented and Gifted  
355 Plainfield St, Springfield, MA 01107**



**Student Hours: 7:40-3:20**

**Teacher Hours 7:35-3:30**

Aug. 21-24 - Teacher PD Days  
Aug. 25 - Convocation  
Aug. 28 - First Day of School

August 2017				
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. 16: Early Release at 1:30PM

Feb. 19: Schools Closed – Presidents Day

Feb. 20 – 23 - Schools closed for Mid-Winter Vacation

February 2018				
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		

Sept. 4: Schools Closed - Labor Day

September 2017				
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

March 9: Schools Closed – Teacher Professional Day

March 30: Schools Closed – Good Friday

March 2018				
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

October 9: Schools Closed - Observance of Columbus Day

October 2017				
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. 16 – Schools Closed – Observance of Patriot's Day

Apr. 17 – 20 - Schools Closed for Spring Vacation.

April 2018				
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				

Nov. 7: Schools Closed – Teacher Professional Day (Election Day)

Nov. 10: Schools Closed – Observance of Veterans Day

Nov. 22 - 24: Schools Closed for Thanksgiving vacation

November 2017				
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 28: Schools Closed – Observance of Memorial Day

May 2018				
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	

Dec. 22 – Early Release- Last school day before the holiday vacation

Dec. 25 – Jan. 1 Schools Closed Holiday Vacation

December 2017				
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

June 20 – Early Release for Students (Staff Regular Day)- \*Tentative End of school year.

June 2018				
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

Jan. 1: Schools Closed – New Years (observed)

Jan. 12 -Schools closed –Teacher Professional Day

Jan. 15: Schools closed – Observance of Dr. Martin Luther King, Jr.'s Birthday

January 2018				
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) 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 for Teachers and Staff
- No School for Students; Teacher PD Day
- District Early Release 11:35AM
- Chestnut Friday Release 1:00PM
- Extended PD Day for Teachers: 7:35-5:00



**Springfield Public Schools  
2017-2018 Calendar  
Chestnut Talented and Gifted  
355 Plainfield St, Springfield, MA 01107**



**Student Hours: 7:40-3:20**

**Teacher Hours 7:35-3:30**

Aug. 28 - First Day of School

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Sept 1: Early Release Day 1:30PM  
Sept. 4: Schools Closed - Labor Day

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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Oct 6: Early Release Day 1:30PM  
October 9: Schools Closed - Observance of Columbus Day

October 2017				
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 13: Early Release Day 1: 30PM  
Apr. 16 – Schools Closed – Observance of Patriot's Day  
Apr. 17 – 20 - Schools Closed for Spring Vacation.

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\*Calendar includes five (5) 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 for Teachers and Staff
- No School for Students; Teacher PD Day
- District Early Release (7:30-11:30)
- Chestnut Friday Release (7:30-1:00)





**Practice 1**

**Leadership, Shared Responsibility, and Professional Collaboration:** The school has established a community of practice through leadership and shared responsibility.

**Statement of alignment to priorities:** Below are the action steps needed to ensure that our Teacher Leadership Team is efficient, focused on our school-wide priorities, supportive of new teachers, and that the decisions and work of the TLT are transparent to staff and influenced by the input of the greater body of teachers.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
TLT engages staff in understanding the SOP and Priorities	TLT members	8-21-17	Ongoing	TLT members will engage all teachers in SOP docs
Calendar all Teacher and Para PD days through outlook	Clerk	8-21-17	8-21-17	
Add TLT members in the fall	Colleen/Rich	9-15-17	10-1-17	Announce candidate interest by 9-15-17
Set norms for the group	All	9-15-17		Ongoing review/reflection of norms
Establish Roles within the TLT	TLT members	10-1-17	10-15-17	Discuss within the group and decide
Planned monthly TLT meetings focused on school-wide priorities	Kathy & Rich	9-5-17	Ongoing	
Publish notes from TLT in One Drive shared folder	1 TLT member (TBD)	9-15-17	Ongoing	Discuss within the group and decide
Naming Teacher leader roles school-wide	Colleen	8-25-17	Ongoing	Announcements and clarity of roles explained in August PD
Weekly newsletter to staff	Colleen, Julia, Kathy & Janae	8-25-17	Ongoing	In a template, Guidance and Instructional Coach will send doc for Principal input and finalizing
Training for new teachers	Kathy & Rich	7-1-17	Ongoing	Individualized PD will begin in the summer by Union Rep (& TLT member) and Instructional Coach in July and will be ongoing
PLC Facilitation Agenda	Kathy, Julia and All			Instructional Coach & AP will plan and delegate facilitation. Instructional Coach will co-create agendas – all teachers will facilitate
Teachers new to TAG mentor	TBD	8-21-17	Ongoing	New teachers will be matched with a current

				TAG teacher for contact and general support
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**Practice 2**

**Intentional Practices for Improving Instruction:** The school employs intentional practices for improving teacher-specific and student-responsive instruction.

**Statement of alignment to priorities:** The following action steps ensure that we plan backwards from school-wide priorities; making them clear to teachers, providing professional learning and exemplars to move teachers toward mastering the priorities.

**Action Plan**

Task	Owner	Start By	Complete By	Notes
Analyzing data to drive instructional decisions through formalized student data meetings (MCAS, MAP and STAR results, Survey Results)	Rich (Math) Jen (ELA) Janae (family survey)	8-24-17	Ongoing	Math Coordinator, Humanities Coordinator and Guidance Counselor
Build/provide teachers with Professional Practice Goals	Kathy, Julia, Colleen	10-1-17		Instructional Coach and Admin
Professional Practice Goals Reflection Quarterly Formally	Lead by Kathy & Rich	10-1-17	6-1-18	Math Coordinator & Instructional Coach will lead
PLCs (55 minutes) have daily themes that are fixed throughout the year	Kathy & Julia	8-30-17	Ongoing	Instructional Coach & AP will plan – with facilitation by all teachers
Scheduled Peer Observations (1 per quarter)	Kathy and All teachers	9-13-17	Ongoing	Teachers will conduct 1 peer observation quarterly as part of their professional practice goals
Teacher visits to exemplary teachers in other schools	Colleen & Rebecca	September	Ongoing	Schools TBA – with assistance from Chief Support Partner (ANET)
Scheduled learning walks (which will include teachers)	Julia, Colleen, Rebecca	September	Ongoing	Bi-monthly learning walks – that include CSP where possible
Looking at Student Work (LASW)	Julia, Kathy	September	Ongoing	LASW protocols in PLCs – coordinated and planned by AP and Instructional Coach – facilitated by a range of teachers
Time for planning for Interventions/Enrichment	Math & ELA teams	September	Ongoing	This will happen in PLCs - teacher participation

**Practice 3**

**Providing Student-Specific Instruction and Supports to All Students:** The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

**Statement of alignment to priorities:** The following action steps ensure that we are challenging and supporting all students in TAG and that teachers have the time and support to track and support student learning for all.

Action Plan				
Task	Owner	Start By	Complete By	Notes
Teachers to attend the Standards Institute	Colleen	4-1-17	5-25-17	
Map out when AR/STAR testing will happen for students	Leveille	7-1-17	8-1-17	Humanities Coordinator
MAP & STARR Quarterly testing	ELA & Math teachers	September	Quarterly	(Will happen in ELA and Math classes)
Interventions: ELA - <i>Accelerated Reader, Scope and Write to Learn</i> – MATH Khan Academy	ELA teachers	September	June	Daily
ELA/Math Teacher PD on interventions	Rich, Jenn	8-21-17	Ongoing	Math and Humanities Coordinator (or designees)
Admin observe interventions	Admin and CSP	September	June	Monthly
Scheduled learning walks (which will include teachers)	Julia, Colleen, Rebecca	September	June	Bi-monthly learning walks – that include CSP where possible (mostly will use IPGs)
Partnership: <i>Reader to Reader</i> (enrichment)	Jen L	September	June	Humanities Coordinator – ELA teacher
Math Interventions by grade – small group (10-12)	Rich, Janae, AP	August	June	Math Coordinator and Counselor will work together to schedule
Science Enrichment	Science teacher (TBD)	August	June	Elective Course - With science team input and planning
Math Academies	Julia & Rich	February vacation	February vacation	Math Coordinator and AP will own and plan for (ID students) With math team input and planning
Paraprofessional – IEP diagnoses, best practices, actively supporting students/teachers in all lessons	TBD	August	District PD days	Work with the zone to coordinate efforts for Para PD

#### Practice 4

**A Safe, Respectful, and Collegial Climate for Teachers and Students:** The school establishes and maintains an orderly and respectful learning environment for students and a collegial, collaborative, and professional culture for teachers.

**Statement of alignment to priorities:** The following are the action steps and structures needed to provide a safe and academically challenging learning environment for teachers and students, school-wide.

#### Action Plan

Task	Owner	Start By	Complete By	Notes
Advisory Expectation & Rubric	Janae and Julia	August	June	Assistant Principal & Guidance - With teacher input and planning
Advisory daily student checklist	Created by Janae (Colleen oversees)	August	Ongoing	Principal & Guidance will co-create. Teachers will execute daily with students - With teacher input and planning
Student-led Conferences	Janae and Julia to create	August	Ongoing	Assistant Principal & Guidance create – teachers execute - With teacher input and planning
Student feedback survey	Julia and Janae	TBD	TBD	Assistant Principal & Guidance create - Advisory teachers implement
Conferencing in Advisory	Oversight by Julia and Janae	August	Ongoing	(Advisory teachers conferencing with students) - With teacher input and planning
After school programs	Julia	August	Ongoing	Teachers will offer one after school activity for students
Staff Culture and team building outings (x 4)	Kevin & Lily			Scheduled outside activities for staff
PBIS (Aquabux)	Teacher of Innovation	August	Ongoing	Implementation daily by teachers in all classes – Professional Practice Goal for core teachers
Teacher Mentors for new-to-TAG teachers	Mentors selected	August	Ongoing	TBD

### *Additional Practice 5*

**Meaningful Family and Community Engagement:** The school employs intentional practices to engage families in their child's education, solicits ideas from families to improve the school and builds positive connections with the surrounding community.

**Statement of alignment to priorities:** The following are actions steps we will take to ensure that we are communicating with and engaging our students' families in authentic and extensive ways.

#### **Action Plan**

Task	Owner	Start By	Complete By	Notes
Review of parent survey data	Janae & Julia	August	June	Assistant Principal & Guidance
Carnivals of Learning (2 x)	Leveille (ELA), all for other content areas, led by Assistant Principal	9-15-17	June	With teacher input and planning
Parent Nights in community (2 x)	Principal	TBD	June	With teacher input and planning
Home visit program	Elizabeth, Rich, Kathy & Janae	September	June	Teachers trained will report out to and share with all teachers
Weekly PLC time to contact families	Teachers	August	June	Teacher (strategic) contact to parents
Student-led Community meetings	Janae	October	June	Guidance and all teachers
Leverage Community Partnership Support	Colleen & Julia	Ongoing	Ongoing	Gear Up, STEAM, AmeriCorp, ANET, New Classrooms
TAG Webpage	Colleen & Lily			Principal and Teacher of Innovation – with teacher input
Student produced school newspaper	Leveille	9-15-17	6-15-18	Send home to parents – have on website
TAG Promotional Video (Published)	O'Connor	6-1-17	Ongoing	Website, sps website, Magnet advertisement
Leverage the Remind App	O'Connor	9-15-17	Ongoing	Message to parents on website and in dialers home to families