



**Rise at Van Sickle Academy  
School Operational Plan  
2016 - 2017**



**Principal: Anna Breen**

**School Address: 1170 Carew St. Springfield, MA 01104**

## EXECUTIVE SUMMARY

### A. Focused School-Wide Priorities

1. The school-wide instructional focus will be reading and math growth. We will use a variety of data resources to determine students' abilities and adjust our instruction accordingly. Students will have both grade level and individualized instruction in math and reading, and all teachers will support the efforts to improve reading and math.
2. The second school-wide priority is the establishment of a consistent, safe, and warm school culture. We will establish common routines and expectations that will be executed with faithfulness in all Rise classrooms. We will use a paycheck system and common hierarchy of consequences that will be faithfully executed by all teachers.

### B. Rationale for Selecting these Priorities

Growth is a necessary goal based on the Level 4 status of the school and district and the goals of the Springfield Empowerment Zone. Our school mission is to develop students' knowledge and skills so they can graduate college, achieve their goals, and become leaders in their community. Assuming low rates of proficiency and high numbers of students entering sixth grade behind grade level, it is imperative that students make more than one year's growth per year to be on track for college readiness by the end of 8<sup>th</sup> grade.

### C. Key Strategies to Improve in These Areas

1. Instructional
  - Data-drive instruction
  - Professional development
  - Teacher coaching
  - Guided reading
  - DEAR (independent choice reading)
  - Literacy across content areas
  - Math remediation
2. Cultural
  - Common classroom routines and expectations
  - Common hierarchy of consequences
  - Paychecks
  - Advisory
  - Parent contact
  - Professional development
  - Discipline support
  - Culture walk through rubric

#### **D. Goals and Benchmarks**

For both mathematics and English Language Arts:

<b>2015-16</b>	SGP does not significantly improve	SGP improves halfway or more to 50 (e.g., goes from 30 to 40+)	SGP is above 50
<b>2016-17</b>	SGP does not significantly improve	SGP improves halfway or more to 50 (e.g., goes from 40 to 45+)	SGP is above 50

The schoolwide goals for the year will be:

- SGP of 50 for ELA and math (SEZP goal)
- At least 60% of students make typical growth on MAP tests in reading and math
- By fourth quarter, teachers score an average of 80% on culture walk-through rubric (rubric attached at end of plan)

The following benchmarks will help us measure progress toward our growth goals:

- January F&P test – We will expect to see that 80% of students have grown at least two levels to be on track for our reading growth goals.
- ANet interims – These are formative assessments, so we will not use them as a measure of growth or achievement, but we will use them to gauge student mastery and retention of key grade level standards and will respond accordingly with re-teaching and remediation.

# IMPLEMENTING THE ESSENTIAL ELEMENTS OF A HIGH QUALITY SCHOOL

## Rigorous Standards Aligned Instruction

Our curriculum will be driven by the Massachusetts Curriculum Frameworks, which incorporate the Common Core State Standards, mastery of which puts students on track for college and career readiness.

All teachers must use the following:

- Long term plan – lay out the scope and sequence of units and ensure that all standards are taught within the year's time frame
- Unit plan – breaks the standards into daily Aims, lists texts or activities for each lesson, specifies a final assessment question for each day that is aligned to the appropriate level of rigor dictated by the standard
- Weekly plan – includes Aim, language objective, final assessment/task aligned to the standard, exemplar, and key vocabulary

Additional considerations:

- Lessons will be culturally relevant.
- Lessons will incorporate Structured English Immersion (SEI) practices, including explicit and intentional vocabulary instruction, and language objectives.
- Lessons will be accommodated to meet the needs of students with disabilities and students far below grade level, while still exposing all students to rigorous, CCSS-aligned lessons.
- Teachers will teach good character and habits alongside of content, including habits of successful students like organization and strong work ethic.

### ELA

Rise will use the EngageNY curriculum for ELA, which is aligned to the Common Core State Standards. Both 6<sup>th</sup> grade ELA teachers will share lesson plans and other materials and will follow the same scope and sequence based on EngageNY, adjusting as needed to meet the needs of the students.

### Math

Rise will use the EngageNY curriculum for math, which is aligned to the Common Core State Standards. Both 6<sup>th</sup> grade math teachers will share lesson plans and other materials and will follow the same scope and sequence based on EngageNY, adjusting as needed to meet the needs of the students.

### Humanities

Social studies and writing content will be taught in the hour-long humanities class each day. The purposes of the humanities curriculum will be to closely read social studies content-based nonfiction and historical fiction texts, with an emphasis on social justice, and to develop grammar and writing skills in accordance with the Common Core State Standards for writing. Humanities teachers will have an hour of meeting time each week with their grade level reading teachers to ensure horizontal alignment between reading and humanities classes. Humanities teachers will create a series of Document Based Question (DBQ) assessments that progress in difficulty from 6<sup>th</sup> to 8<sup>th</sup> grade and prepare students to take AP courses in high school. We will seek humanities curriculum resources from existing high-performing middle schools.

### Science

Science lessons will be based on the Massachusetts Curriculum Frameworks; we will create a 6<sup>th</sup>-8<sup>th</sup> grade scope and sequence to ensure that the standards are taught over the three years in a logical order. Science lessons

will incorporate close reading to deliver the science content. Lessons will also include authentic science experiences, including hands-on experiments where students practice the scientific method and use measurement tools and units; using math skills in an authentic context; writing about science; and science discussion. We will create our own science interims aligned to our scope and sequence and the rigor of the science MCAS to ensure student mastery and retention of the content. We will seek science curriculum resources from existing high-performing middle schools.

#### Meeting the Needs of Diverse Learners

At Rise Academy, we believe that all students will learn and will benefit from rigorous instruction, though some may require extra support. Many aspects of our approach are designed to meet the needs of students who will enter middle school below grade level, maybe significantly below. As an administrative team, we will teach and reinforce these practices through professional development and teacher coaching. These practices include:

- Reading program that includes daily guided reading at students' instructional level and independent choice reading (whether below, on, or above grade level)
- Math remediation blocks daily for students to work at their own level and master content at their own pace (whether below, on, or above grade level)
- Structured English Immersion methods, including explicit vocabulary instruction in all content areas
- Individualized support from advisors
- Variety of strategies to involve parents in student learning and progress
- Paycheck system to reward students for good habits and keep parents informed about their effort and behavior
- Teaching students explicitly how to organize themselves and other habits of successful learners

#### Special Education

For students with disabilities, our goal will be to provide necessary accommodations so they can access the content. We will use an inclusion model, so that whenever possible students with disabilities are learning alongside their peers in the regular classroom. Special education teachers will assist teachers in providing appropriate accommodations so students can access the content without lowering the rigor of the work. Special education teachers will provide in-class and outside support as required by students' IEPs.

#### English as a Second Language

Based on ACCESS test results, students will be appropriately grouped in homerooms to ensure that they receive the hours of ESL support via co-teaching and pull-out instruction appropriate to their level, as required by the state. We will provide PD on Structured English Immersion methods to ensure that ELL students can master the conversational and academic language in their content classes.

#### Response to Intervention (RTI)

For students who are not identified as special education or ESL, but are struggling to make progress with regular classroom supports, we will implement a Response to Intervention (RTI) program as follows.

- Grade level teams will identify students of concern and implement the first tier of interventions and monitor student progress.
- For students that continue to struggle, the Student Support Team (SST) will implement and track progressive interventions, keeping parents informed of interventions and progress.
- Students that continue to not make progress after interventions may be referred for evaluation.

## Effective Use of Data

We will use the following assessments to collect data:

- *MAP* – We will administer MAP in the early fall and spring, and we will use MAP to set growth goals. Our goal will be 60% or more of students making typical growth in ELA and math.
- *ANet* – We will administer ANet assessments and use them to assess student mastery/retention of content in ELA and math. Each assessment week will be followed by a Data Week, in which the teachers and Principal will look at data reports to create reteaching and remediation plans. Each Data Week will be followed by a Reteaching Week.
- *Fountas & Pinnell (F&P)*: We will train all of our teachers to administer the F&P assessment to determine students' reading levels. We will administer this test 1-3 times per year (fall for new students, winter for all students who are below grade level, and spring for everyone). Students will be grouped for independent reading and guided reading according to their F&P results.
- *Internally developed interim assessments*: We will develop and administer our own interim assessments in science and humanities. These content teachers will also use data from interims for reteaching and remediation.
- *ACCESS*: Students will be grouped by homeroom based on ACCESS results, to allow for appropriate coteaching and ESL support.

Additionally, teachers will use exit tickets or some other assessment at the end of each lesson to collect data on student mastery. Teachers will also use classroom assessments for data purposes.

## **Targeted Intervention & Acceleration**

### Reading

Students will be assessed at the beginning of the year using the F&P assessment. All students will have a 45- minute guided reading block where they are grouped according to instructional level. Groups will change halfway through the year, after the second F&P assessment. All students will also have a 45- minute DEAR block where they read independent choice books at their independent level.

### Math

Students will have a 30-minute math remediation block every day. During this time math teachers will have the ability to pull small groups of students and remediate on standards not yet mastered. Those groups will change after each unit assessment. Other students will work on Khan Academy, either practicing standards not yet mastered or working on extension standards.

## **Teacher Collaboration & Professional Development**

Teachers will have planning time built into their daily schedules. Teachers that teach the same subject area (e.g. both 6<sup>th</sup> grade ELA teachers) will have common planning time. Additionally, when the students go home early, there will be one hour each for:

- Professional development (working on school-wide instructional and cultural initiatives)
- Content team meetings
- Grade level meetings (including RTI)

In addition to the weekly hour of professional development, and the three PD days built into the school schedule, there will be three weeks of PD during the summer. Priorities for this time will include:

- Staff teambuilding and establishing staff norms
- Race, class, and culture/relevant instruction
- School management and routines/culture
- Long term and lesson planning
- Structured English Immersion practices, including vocabulary development and language objectives
- Administering the F&P assessment and using F&P data
- Accommodations for students with LEP and disabilities

The final week will include student orientation in the mornings.



## Clear and Positive School Culture

We will establish clear expectations for students throughout the day, and therefore, will strive to have systems that support a strong and safe school culture. A few examples include lines for passing throughout the building, a pass system for the bathroom, nurse, etc., a clear dress code, and assigned seating throughout the day. Students will be expected to interact respectfully, including using respectful language; supporting, not laughing at, struggling students in class; and not play fighting or putting hands on each other. Students and teachers will be expected to interact respectfully, including respectful language and tone of voice; looking at the speaker during class, and having respectful follow-up conversations at the appropriate time and place when issues occur. School expectations will be laid out in the Student Handbook, and will be taught to teachers during the summer PD weeks. We will use the following systems to ensure school-wide alignment on student expectations and culture:

- Use grade level meetings to align on culture expectations and reset systems as a team that are not strong
- Use of morning huddle and weekly PD as needed to adjust systems or re-align on student culture
- Specific coaching on management and culture through observations
- Culture Walk Throughs by the Principal, in which we will assess each teacher's classroom on a culture rubric at least once a quarter and provide specific feedback about management and classroom culture
- Response to Intervention (RTI) for students struggling with behavior, where students earning consequences at a high rate will be given progressive interventions to encourage them to meet the high expectations for behavior

We will ensure that our culture is warm, joyful, and responsive as well as being strict and consistent. We will build school-wide events into the calendar that allow for us to come together as grade levels and as a whole school to have fun, celebrate our successes, and reward good choices. We will provide teachers with PD on responsiveness and relationship-building with students; advisory will be the biggest but not exclusive opportunity to build close relationships with students that support their growth and development. Finally, we will strive to learn about our students' home lives and cultures from home visits, surveys, and advisory, and we will use that knowledge to provide relevant instruction and to celebrate our students' home cultures throughout the year.

Discipline will be used both as a means of enforcing our rules for the safety of all in the building, and as a teaching tool to reinforce good decision-making and positive character. We will employ a consistent hierarchy of consequences across all classes and spaces within the school. Most small issues will be handled with warnings and paycheck comments. The paychecks will be a weekly report to parents that summarizes the students' work and behavior for the week. Students will also have the opportunity to earn paycheck dollars for good choices that can be used for various rewards.

*Lunch Detention.* When behavior progresses past a paycheck comment, students will earn lunch detention, which means that they will not participate in lunch and recess with the rest of the class.

*Referral to Office.* When a student needs to be removed from class, they will spend time in the office completing a reflection form before returning to class.

*Loss of Privileges.* When behavior continues to escalate after detention, or for more serious incidences of disrespect or defiance, the Principal may assign students to Loss of Privileges (LOP). In this case students would not be able to participate in recess, enrichment, or other fun activities throughout the day.

*In House Suspension.* In School Suspension (ISS) will be reserved for very serious disciplinary infractions or for students who are seriously disruptive. ISS will be staffed by a member of the administrative team and will be a place for quiet reflection on behavior. Because ISS results in a loss of instructional time, the goal will always be to use ISS as an opportunity to get students back on track and return them to learning as soon as possible.

*Short Term Suspension.* Short Term Suspension (STS) will be assigned by the Principal in accordance with the Code of Conduct. STS will occur only following a disciplinary hearing in accordance with the state discipline laws.

*Long Term Suspensions.* Long term suspensions (LTS) will be issued in accordance with the Code of Conduct and state discipline laws, and only following a disciplinary hearing in accordance with the state discipline laws.

## **Balanced Educational Experience**

Enrichment will be offered for one hour twice per week. We will offer enrichment courses in 6-week cycles. These will be taught by teachers and other staff members, and will be an opportunity to work in cultural relevance. Each cycle will have a goal of either a final performance or final project. The program will be overseen by the program coordinator. Students will have a choice of which activity they participate in.

## WORKING CONDITIONS

*Staff Dress Code* – Staff will be expected to dress professionally four days per week. This includes a shirt and tie for men and the equivalent for women, with no sneakers, jeans, or shorts. One day per week we will have a College Shirt day where teachers can wear a college or school shirt, jeans, and sneakers, and students as well.

*Cell phone policy* – Students and families must have a way to reach teachers outside of school hours in addition to email, in case of needing help with homework or other issues. Each teacher can set up a policy of cell phone calls, texts, or a dedicated social media account.

*Parent Contacts* – Each teacher will be expected to make at least five parent contacts per week, with a mix of positive and negative contacts.

*Discretionary Funds* – Teachers will have the ability to order instructional supplies and materials with approval of the Principal. Additionally, each teacher will have a certain allocation of Teacher's Choice money that can be spent on any materials or rewards within the teacher's discretion.

*Parent Events* – Teachers will be expected to participate in one parent event per month outside of the normal school hours (though these hours will be included in the 1850 working hours). This will include parent/teacher conferences and other events. Teachers will have input into scheduling of parent events.

*Notices and Announcements* – Important announcements will be communicated at morning huddle each morning and teachers will be expected to be present. Additionally, email will be used for communication and announcements, and all staff will be expected to read and respond to email regularly.

*Rotation of duties* – All teachers will assist with arrival, dismissal, hallway transitions, enrichment, and student lunch. Teachers will have a half-hour lunch free of duties as well as additional planning time scheduled during the school day. Teachers will be assigned coverage blocks as part of their regular teaching schedule. During an assigned coverage block, teachers will be expected to be in the building and on call. If no coverage is needed, the teacher can use this block to do planning or other work. In case of excessive absences, teachers may be asked to cover classes outside of their regularly scheduled coverage blocks.

*Classroom decorations and bulletin boards* – All teachers will be expected to maintain their classrooms in a clean, orderly, and welcoming way. All teachers will post recent student work and/or achievement data as well as an updated word wall. Teachers will be expected to post common wall decorations including, but not limited to, the school values.

**Critical Needs** - In school year 2016-17, Rise will no longer be offering the Critical Needs stipend that has been offered in the past.

## POLICIES

### HANDBOOK

- ☐ **We will adopt the SEZP Handbook with modifications**

### SEZP Handbook Modifications:

We will adopt the SEZP Handbook with modifications. We will adopt the following policies with no changes:

- Anti-bullying policy
- Anti-harassment policy
- Code of Conduct
- SEEDS Teacher Evaluation system

Additionally our handbook will include:

- *Attendance policy* – general guidelines for appropriate absences, consequences for unexcused absences and tardies
- *Dress code* – specific details about what students may and may not wear to school
- *Snacks, beverages, and gum* – only water may be consumed in class, and gum is never allowed in the building
- *Consequences* – information about paychecks, detention, referrals, and loss of privileges (for lower level infractions)
- *Cheating and plagiarism* – definition and consequences
- *Electronic devices* – students will be expected to leave these at home or turn them in to the office in the morning.
- *Complaint procedure* – parents with concerns will be encouraged to go to the staff member directly, then the Principal if need be. The procedure for complaints beyond the Principal will be detailed.

## TEACHER EVALUATION

**We will adopt the MA State Default Evaluation**

## Overview of Redesigned School Calendar + Schedule

### *Sample Student Schedule:*

	UVM	Benedictine	Class C	Class D
7:30-8:00	Advisory			
8:00-9:00	Math - Mujagic	Math	Science	Humanities
9:00-10:00			Humanities	Science
10:00-11:00	Humanities	Science	Reading	Reading
11:00-11:30	Lunch	Lunch	Lunch	Lunch
11:30-12:00	Recess	Recess	Recess	Recess
12:00-12:45	Guided Reading/DEAR	Guided Reading/DEAR	Guided Reading/DEAR	Guided Reading/DEAR
12:45-1:45	Science	Humanities	Math-Mujagic	Math
1:45-2:45	Reading	Reading		
2:45-3:30	Guided Reading/DEAR	Guided Reading/DEAR	Guided Reading/DEAR	Guided Reading/DEAR
3:30-4:30	Enrichment	Enrichment	Enrichment	Enrichment

*Note: Enrichment will occur on Mondays and Wednesdays. On Tuesdays, Thursdays, and Fridays, students will leave at 3:30 to allow time for content team meetings, grade level meetings, and professional development.*

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Class: \_\_\_\_\_ Observer: \_\_\_\_\_

Rise Culture Walk Through  
Yes/No (1 pt. each)

- |  |     |    |
|--|-----|----|
| • Aim/Agenda on board                      | Yes | No |
| • Clean floors                             | Yes | No |
| • Un-obstructed aisles                     | Yes | No |
| • Front of Classroom Un-cluttered?         | Yes | No |
| • Appropriate signage on walls             | Yes | No |
| • Student Achievement/Work Posted          | Yes | No |
| • 100% Dress Code (outerwear, jewelry)     | Yes | No |
| • Students have meaningful task to work on | Yes | No |

**Can the students tell you what they're learning?**

0 of 3

1 of 3

2 of 3

3 of 3

**100% Behavior Expectations Followed or Appropriate Redirection Occurs (effective)**

More than 6 kids off 4-6 No 1-3 No 100%

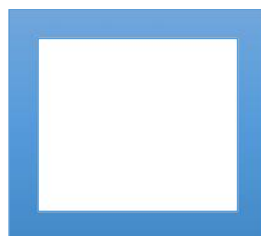
**100% Participation Expectations Followed**

More than 6 kids off 4-6 No 1-3 No 100%

**Behavior Narration**

No narration observed Negative>positive Negative=positive Positive>negative

**TOTAL POINTS:**



## APPENDICES

- **SOP Part 1 (Working Hours)**