

This SY' 23-24 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.



Discovery High School

**2023-24
School Plan**



**Springfield Public Schools
2023-2024 Student Calendar
Discovery Early College High School
355 Plainfield Street, Springfield MA 01104**



Student Hours	7:30 AM - 2:45 PM; *see calendar for special student early release days
Teacher Hours	7:30 AM - 3:40 PM (M-Th.) ; 7:30 AM - 2:45 PM (Fri)

Aug 28: School Begins

August 2023				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Feb 19: Schools Closed - Presidents Day

Feb 20 - 23: Schools Closed - Mid-Winter Vacation

February 2024				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

Sep 4: Schools Closed - Labor Day

Sep 12: Schools Closed - Teacher PD Day

September 2023				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Mar 5: Schools Closed for Students & Staff

Mar 29: Schools Closed - Good Friday

March 2024				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Oct 6: Early Release at 1:00pm

Oct 9: Schools Closed - Indigenous People's Day

October 2023				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Apr 15: Schools Closed - Patriots Day

Apr 16 -19: Schools Closed - Spring Vacation

April 2024				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Nov 7: Schools Closed - Teacher PD Day (Election Day)

Nov 10: Schools Closed - Veterans Day

Nov 22-24: Schools Closed - Thanksgiving Vacation

November 2023				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 24: Early Release at 1:00pm

May 27: Schools Closed - Memorial Day

May 2024				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Dec 22: Early Release at 11:35am - Last day before holiday vacation

Dec 25 - 29: Schools Closed - Holiday Vacation

December 2023				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Jun 19: School Closed - Juneteenth Day

Jun 21*: End of School Year - Early Release for Students at 11:35am

June 2024				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Jan 1: Schools Closed - New Year's Day Observed

Jan 12: Early Release at 1:00pm

Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2024				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

School Closed
 Student Early Release
 Special Student Early Release



**Springfield Public Schools
2023-2024 Staff Calendar
Discovery Early College High School
355 Plainfield Street, Springfield MA 01104**



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14	15	16	17	18	
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Aug 21-25: Teacher PD
Aug 25: Convocation
Aug 28: School Begins

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MON	TUE	WED	THU	FRI	
			1	2	
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Jan 12: Early Release at 1:10pm
Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Staff Early Release at 11:45am
- Staff Early Release at 2:45pm
- Full Day PD from 8:30am-3:30pm
- Staff Early Release at 1:10pm

Educator Working Conditions: Discovery High School**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 9-12		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:30 AM	3:40 PM	8:10
2.	Early Release for Students and Staff	Staff Early Release	7:30 AM	11:45 AM	4:15
3.	Chestnut Early Release	Special Staff Early Release	7:30 AM	1:10 PM	5:40
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:30 PM	7:00
5.	Regular Day for Students / Early Release for Staff	Staff Early Release	7:30 AM	2:45 PM	7:15

Part II: Additional educator hours

Teachers may be required to participate in professional development activities, or student-related activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends.

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 23-24 is August 21st, please be sure to use the correct table to record (and transfer) events from your calendar tool into this document.

A. Summer Events Prior to August 21st

Event Description	Date/Time	# of Staff Hours in gr. 9-12
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/21/23		0 hrs

B. Other Events on or After August 21st

Event Description	Date/Time	# of Staff Hours in gr. 9-12
Back to School BBQ	TBD	2
Learning Showcase Event	TBD	3
Family Engagement Events	TBD	6
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		11 hrs

Part III: Total educator hours

The total educator hours are a combination of “school year hours” and planned “additional events” that require educators’ presence that fall outside of the typical workday.

The calendar tool automatically calculates these numbers based on your day types so no additional calculations are needed. If you have a strictly a 6-8 or a 9-12, feel free to leave the row that does not apply blank. Schools with educators in grades 6-12 should use both rows as time requirements may differ. Either way, this information is coming directly from your school’s calendar tool.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 9-12 Staff Hours	0	1475	11	1486	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 and messages to families about the academic progress of students through DeanList;
- 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 (examples are below but a school can customize):

- 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 to students. These hours are already built into the staff’s regular work day and are accounted for in the total educator hours.

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.

School Priority Levers Form: Discovery High School

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

- Data from SQR, Parent survey, MAP data was shared with all staff
- Survey was created to get staff opinions on areas of growth
- TLT met often to discuss priorities and action steps

Priority 1

Selected Lever: Level 2

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

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

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

Data: Based off MAP Fall to Winter data and SQR Indicator 2 (2f beginning) and developing in the other indicators and the accrual of college.

Working Theory: The results of our quality school review indicate that we are at a beginning level of 2f, data-driven instruction. (Data-Driven Instruction-Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real-time to further student learning.) If teachers and advisors are implementing monitoring practices in both instructional classes and college advisory, we will improve in meeting the needs of all students. Based on recommended action steps and internal teacher feedback, we will utilize professional development time to train teachers and advisors to consistently engage in academic monitoring laps and structure practices around the use of resulting data to determine what supports are needed.

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

- How do we develop a consistent system of academic monitoring that can be communicated to all contents?
- How does academic monitoring connect to the vision for high-quality, equitable instruction in the context of early college learning?
- What cycles of professional development should be implemented to make sure teachers and advisors reach a level of consistent and meaningful monitoring practices?
- What systematic feedback can we give teachers and advisors in relation to aggressive monitoring and the resulting shifts they make?
- What effective practices can department PLCs use to analyze monitoring data and make adjustments to practices?

Priority 2

Selected Lever: Lever 4

Text of Lever: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff

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

Data: Based off current chronic absenteeism of 33% and SQR indicators 4f, 4g, and 4h (all developing), lack of consistent parent communications and families feeling disconnected from school decision making, as per the Family Interest Survey, we need to develop and implement programming to involve families at all aspects of career and college pathway planning, decision making, and growth. In particular, 4g. School leaders and teachers design structures and processes that encourage families and community members to engage as partners in raising student achievement

Working Theory: If we intentionally engage our families in school decision making about college and career pathways and school improvement processes, chronic absenteeism and high school and college credit accumulation will improve.

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

- How can we involve parents more in high level decision making (hiring teachers, budget allocations, curriculum planning)? How can we effectively partner with families in making high level decisions (hiring teachers, budget allocations, curriculum planning)?
- How do we create culturally competent and antiracist family partnerships?
- How do we ensure best practices in two-way communication with families? What do families/caregivers want in terms of communicating student progress?
- How do we track the effectiveness of our efforts in parent engagement events and initiatives to create lasting partnerships?

Priority Levers Goals: Discovery High School

Priority 1: Coherent Actions for Improving Assurances for Educational Equity.

Working Theory of Change: *The results of our quality school review indicate that we are at a beginning level of 2f, data-driven instruction. (Data-Driven Instruction-Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real-time to further student learning.) If teachers and advisors are implementing monitoring practices in both instructional classes and college advisory, we will improve in meeting the needs of all students. Based on recommended action steps and internal teacher feedback, we will utilize professional development time to train teachers and advisors to consistently engage in academic monitoring laps and structure practices around the use of resulting data to determine what supports are needed.*

Progress made thus far (synthesis from faculty):

- Structured coaching cycles with observation feedback specifically for monitoring practices.
- PD on effective monitoring practices, both formally and informally.
- Platforms such as Formative.com site, to provide students assessments that data can be tracked and give students feedback in real time.
- Schoolwide monitoring documents provided for all contents with guided instructional for implementation.

Where we run into obstacles (synthesis from faculty):

- Knowing what to aggressively monitor for based on the lesson objective and standards, which can look different in traditional courses and in technology based classes and electives.
- Grading system that correlates to our competency based system to give students feedback specific to their needs.

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

1. **Having a grading system that is functional and useful for staff, students, and families.**
2. **Ensuring the accuracy and reliability of the collected data for effective decision-making.**
3. **Interpreting and analyzing the collected data individually and as a PLC, to discover trends and patterns in student understanding and work.**
4. **Continued encouragement for educators to embrace data-driven instruction and monitoring.**
5. **Technology resources and infrastructure to assure smooth execution of data collection, analysis, and reporting processes.**

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

- Using the grading system with fidelity to make informed decisions based on data.
- Continued PD in explicit teaching structures and monitoring practices.
- Understanding the standards of the anticipated content for the first few weeks, specifically to develop plans for data driven instruction and monitoring students.
- Implementing and consistency in College Advisory monitoring of student progress toward earning credits.

Priority 2: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff.

Working Theory of Change: *If we intentionally engage our families in school decision making about college and career pathways and school improvement processes, chronic absenteeism and high school and college credit accumulation will improve.*

Progress made thus far (synthesis from faculty):

- Town hall meetings with families where families were provided information on MAP scores, new grading policy, college partnerships and attendance. We have built continued town halls into our school schedules for the coming year. Families were able to provide feedback and requested a parent board.
- RTI attendance meetings that provided opportunities to share concrete data with families.
- Trauma informed PDs for staff.

Where we run into obstacles (synthesis from faculty):

- Engaging with families at times where we can maximize family attendance at events.
- Families feeling disconnected from schools and reengaging families who have disengaged because of systematic oppression.
- Knowing and using the best forms of communication with families.

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

1. **Engaging with students and partners in family engagement as a way to bridge families to the school community.**
2. **Innovative school models for family engagement (school visits).**
3. **Create a sustainable family board that is involved with high level school decisions making with a group of teachers who agree to pilot DHS family engagement plan.**

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

- Gather a team of teachers willing to join the pilot program.
- Innovative family Engagement PD.