

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.



Duggan Academy

2023-24
School Plan



**Springfield Public Schools
2023-2024 Student Calendar
Duggan Academy
1015 Wilbraham Rd., Springfield, MA 01109**



Student Hours Middle School: 7:25 AM - 2:55 PM / High School 7:25 AM - 2:20 PM * see calendar for special early release days

Teacher Hours Middle & High School: 7:20 AM - 3:08 PM (Mon-Fri); *Special Tuesday (extended day) 7:20 AM - 4:30 PM

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 16: Early Release at 1:10pm

Feb 19: Schools Closed - Presidents Day

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

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

Sep 4: Schools Closed - Labor Day

Sep 12: Schools Closed - Teacher PD Day

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

Mar 5: Schools Closed - Teacher PD Day

Mar 15: Half Day - Student Dismissal at 11:05am

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 1:10pm

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			

April 12th: Early Release 1:10pm

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 21: Early Release at 1:10pm

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 1:10pm

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: Half Day - Student Dismissal at 11:05am

Dec 25 - 29: Schools Closed - Holiday Vacation

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

Jun 19: Schools Closed - Juneteenth Day

Jun 20*: End of School Year - Half Day - Student Dismissal at 11:05am

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 10-12: *Midterms - Student Dismissal at 1:10pm

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.

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- Student Early Release at 11:05am
- Student Early Release at 1:10pm



**Springfield Public Schools
2023-2024 Staff Calendar
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Teacher Hours Middle & High School: 7:20 AM - 3:08 PM (Mon-Fri); *Special Tuesday (extended day) 7:20 AM - 4:30 PM

Aug 14-16: New Staff Orientation
Aug 21-25: Teacher PD
Aug 25: Convocation
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
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Feb 20 - 23: Schools Closed - Mid-Winter Vacation

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- School Closed
- Early Release at 11:15am
- Early Release at 1:10pm
- Tuesday Extended Day until 4:30pm
- Student Early Release + PD until 3:08pm
- Full Day PD from 8:30am-3:00pm

Educator Working Conditions: Duggan Academy**1. Staff work year calendar and calculating total educator time**

The calendar tool is built to give schools flexibility on the types of days (known as ‘day types’) that their school will follow during the following school year. The calendar tool correctly determines the total hours and salary based on calculations aligned to our Collective Bargaining Agreement (CBA). Student and staff calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

Part 1: School year hours

These hours reflect “**school year hours**” which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

Important Note: Newly hired Duggan staff will be required to attend “new staff orientation” on August 14th, 15th & 16th from 9:00am - 3:00pm and will be paid at an hourly rate of \$36.61/hour for a total of 18 hours.

	Day Type	Staff Category	Grades 6-8 Staff			Grades 9-12 Staff		
			Start time	End time	Hrs: Min	Start time	End time	Hrs: Min
1.	Regular Day for Students and Staff	Regular Day	7:20 AM	3:08PM	7:48	7:20 AM	3:08 PM	7:48
2.	Early Release for Students and Staff	Early Release at 11:15am	7:20 AM	11:15 AM	3:55	7:20 AM	11:15 AM	3:55
3.	Early Release (Duggan)	Early Release at 1:10pm	7:20 AM	1:10 PM	5:50	7:20 AM	1:10 PM	5:50
4.	Early Release / Afternoon PD	Student Early Release + PD until 3:08pm	7:20 AM	3:08 PM	7:48	7:20 AM	3:08 PM	7:48
5.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30	8:30 AM	3:00 PM	6:30
6.	Tuesday Extended Day	Tuesday Extended Day until 4:30pm	7:20 AM	4:30 PM	9:10	7:20 AM	4:30 PM	9:10

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. 6-8	# of Staff Hours in gr. 9-12
N/A	N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/21/23		0 hrs	0 hrs

B. Other Events *on or After* August 21st

Event Description	Date/Time	# of Staff Hours in gr. 6-8	# of Staff Hours in gr. 9-12
Open House	Fall 2023 (date tbd)	2	2
Graduation	June	2	2
Conferences	tbd	2	2
Lunch for an early release during testing	tbd	1	1
After School support	tbd	11	11
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		18 hrs	18 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	1457	18	1475	189
Gr. 9-12 Staff Hours	0	1457	18	1475	189

2. Staff workday

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.

In addition to traditional responsibilities in a typical workday, all staff may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- | |
|---|
| <ul style="list-style-type: none"> • Phone calls to families about the academic progress of students; • Preparation of individual student weekly reports, progress reports, and report cards; • Working regularly with colleagues to improve one’s instructional practices to meet student needs; • Attending student-related meetings. |
|---|

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):

- Coverage will not exceed 1 block per day; unless they have multiple preps that day
- Substitute coverage of classes of others who are absent from school. (When possible, GLT or common planning time should not be used when teachers are asked to cover class. Preference would be to hire substitute teachers)
- Special education staff that may need time support for progress reports may request release time or crew coverage to support timely and detailed progress reports
- Lunch during early release days when testing is done will be from 1:00-1:30 (3days)

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. Afterschool Support for Students

Teachers may work after school each week to provide after school help up to 12 hours per year in the middle school (high school is built into the schedule) - and these hours for middle school are already built into the calendar and accounted for in total educator hours. If teachers decide to provide after school tutoring beyond the 12 hours, it would need prior approval by the buildings Executive Principal, Michael Calvanese, and educators will be paid at the contractual hourly rate. Clubs and afterschool support are encouraged.

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 development and alignment

Duggan Academy 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.

When asked to provide lesson plans to coaches, colleague teams, or administration the expectation is that you will receive feedback in verbal or written form otherwise they will not need to be provided.

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. **Administration and counselors will attempt to notify teachers of new students (when possible) and changes to testing schedule in advance.**

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. Duggan will include a Safety and Security page in the staff handbook to show the protocols and procedures used at the school.

8. Staff dress code

Staff at Duggan Academy are asked to dress professionally for a school setting.

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.). Recommend the interventions stay as small as possible to remain effective; with concentration on ELL and special education cohorts in core and intervention.

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 contact with families about the academic, behavioral, and social progress of students. This includes family inquiries via email, Unified Classrooms, Class Dojo, phone, or in-person meetings throughout the school year. In August Teacher Teams will come together to determine systems of communication; also teachers will keep the gradebook updated so that families stay properly informed (see handbook).

School Priority Levers Form: Duggan Academy

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
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to refine the draft of the Phase 1 templates (educator working conditions, priorities, calendar)

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:

- Internal learning walks with third parties showed that Duggan excelled at target 1 and made some progress for targets 2 but more work with those targets need to be done to build upon this year's work.
 - **Target 1:** *I can demonstrate culturally relevant mindsets and practices that foster meaningful relationships with students.*
 - **Target 2:** *I can identify ways to make instructional decisions and text choices that create meaningful learning experiences that are culturally relevant and drive learning of the standards/skills.*
- The SQR report identified some of the similar needs that also extend to student ownership of work and teacher checking for understanding as shown below in their narrative:
- The 2022-2023 school quality review indicated that “Duggan Academy teachers are trying to provide opportunities for students to own their thinking as they use tools like graphic organizers to give students parameters and check for understanding. However, there was little to no opportunity observed for holding students accountable to apply some level of mastery over content knowledge when crafting their analyses nor for students to discuss and debate answers with one another.” There has been an improvement in student ownership since the last review in core classrooms. In many classrooms visited, learners were engaged in the assigned task and were provided with multiple ways to engage in the assignment, demonstrating ownership over their learning. There was also a recommendation to establish a process for grade- or subject-level teams to review daily tasks. In the previous year’s SQR report it was reported in the teacher team meeting observed, teachers discussed the differences between seventh- and eighth-grade rubrics as they vetted an assignment, reviewed samples of student work, and then planned the upcoming unit; student work was driving this decision-making. However, students do not yet have ownership over the content or process they use to progress from one level to the next in particular units of study or standards.
- Not all instruction is informed by aggressive monitoring of classroom practices and student learning. While expectations for teachers to check for understanding formally and informally are clearly outlined, there is variation in how teachers tailor instruction in real time to further student learning.

Working Theory: If John J. Duggan Academy has a cohesive instructional vision that ensures that all instructional staff effectively implement a high-quality, standards-aligned, and strategy-based curriculum grounded that builds student stamina, mastery of content-specific skills and criticality, then student achievement for students will increase across all grade levels and subjects.

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

- What is Duggan’s current Instructional Vision and is it written in a way that aligns to your data and what you hope to see across all classrooms?
- What teacher work is required to set students up to “own the learning” themselves and what sorts of activities work well to convey ownership of learning to students?
- How can teachers use peer-to-peer discourse to advance all students’ understanding?
- When unpacking standards, what background knowledge do students require in order to engage with the full rigor of the lesson and how will teachers impart this to all students?
- What CFUs can be applied during a lesson and how will teachers then modify instruction?
- Regarding CFUs, will teachers check for a right answer or a demonstration of process?

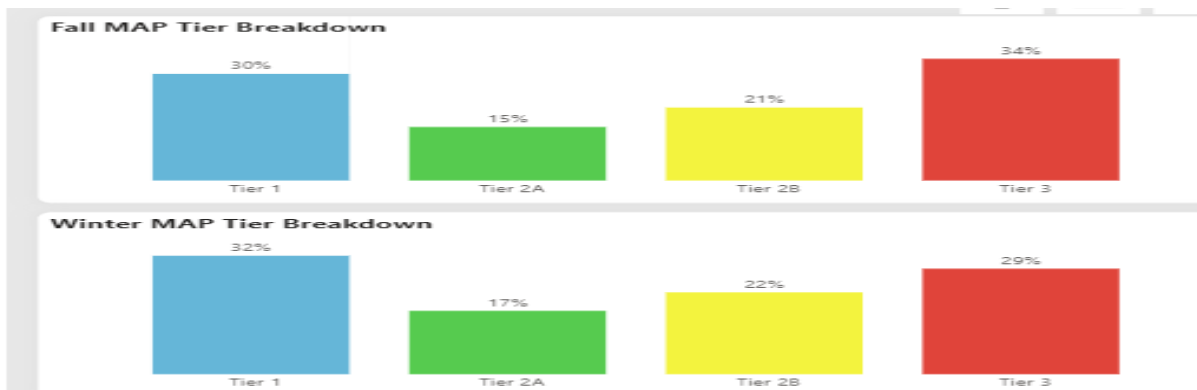
Priority 2

Selected Level: Level 3

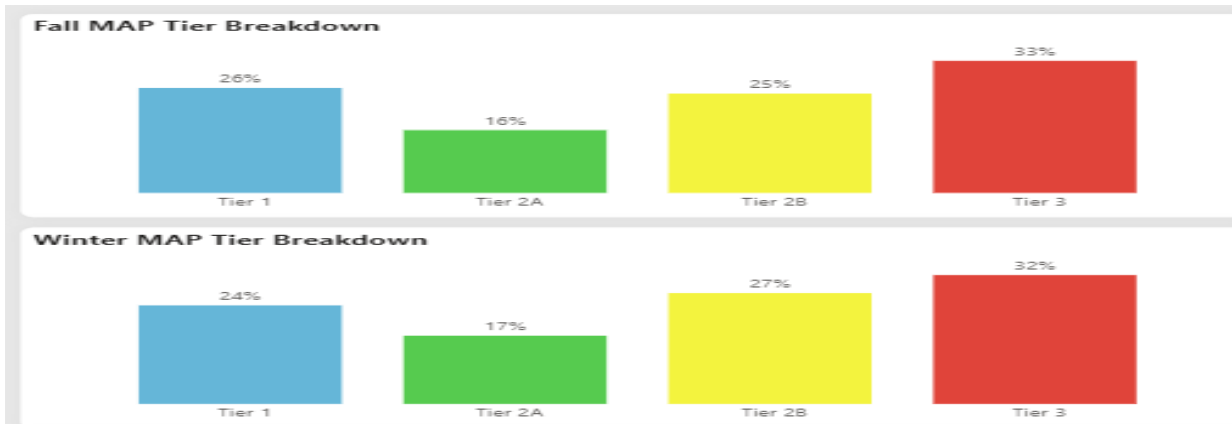
Text of Level: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

Data: 6-12 ELA



6-12 Math



- Science MCAS Target
- 8th Grade - 42% not meeting the target
- High School (9th grade focus) -52% not meeting target

Based on the data above , our student outcomes indicate that our school needs to increase the quality of student-specific, targeted

support and instruction for exceptional learners and emerging bilinguals.

Working Theory: If John J. Duggan Academy increases the quality of student-specific, targeted support and instruction for exceptional learners and emerging bilinguals, then outcomes for all students will improve and fewer students will need multiple interventions to meet standard.

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

- How do we address attendance for our students that are academically behind grade level?
- How do we add more support to our High School Science and Special Education classes?
- What additional programs can be offered on Saturday and vacation time to target our students that are 2 plus grade levels behind in Math, ELA and/or Science?
- How do we give additional targeted SEL support so students have the ability to access the content and intervention on a consistent basis?

Priority Levers Goals: Duggan Academy

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

Working Theory of Change: *If John J. Duggan Academy has a cohesive instructional vision that ensures that all instructional staff effectively implement a high-quality, standards-aligned, and strategy-based curriculum grounded that builds student stamina, mastery of content-specific skills and criticality, then student achievement for students will increase across all grade levels and subjects.*

Progress made thus far (synthesis from faculty):

- Expand use of Culturally Responsive Instruction Observation Protocol (CRIOP).
- Emphasize alignment between MAP accelerator/Math teacher and Amplify/ELA teacher.
 - Tie MAP Accelerator/Amplify performance to some type of class incentive.
- More deeper dives into using the data (MAP, Amplify) on how to USE the data ([MAP WINTER 2023 STUDENT TRACKER.xlsx \(sharepoint.com\)](#)).
- Where to capture data from assessments.
 - Data binders from priorities did not happen.
 - Teams document where HS students put their data in and shared with teachers.
- Use Instructional tech block to pull some students for more tutoring – Just words and math tutoring.
 - How will those kids get the Amplify/Khan Academy time?

Where we run into obstacles (synthesis from faculty):

- Reset system for repeat students can have some limited effects- some students need more supports.
- Student absenteeism.
- Time management for staff members.
- Crew should focus on celebrations and relationships, not academic focus with student conferences.
- More effective meeting time in high school.
- Common writing strategies across high school contents - cross curriculum planning.
- More effective stat team in high school with staff buy.
- High school instructional vision and focus to get all staff to buy in.

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

1. **Increase student ownership of academic tasks.**
 - Revise instructional vision.
 - Create a school wide expectation for instructional vetting for equity.
 - Strengthen the structure and system for educators to feedback and learning walks.
 - Expand educator collaboration of best practices.

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

- Grade level team and whole school revision of instructional focus.
- Data review from spring 2023 and make curriculum adjustments where appropriate.
- School data review and refocus team to the 2024 school goals and educator learning walk focus on the new goals.

Priority 2: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.

Working Theory of Change: *If John J. Duggan Academy increases the quality of student-specific, targeted support and instruction for exceptional learners and emerging bilinguals, then outcomes for all students will improve and fewer students will need multiple interventions to meet standard.*

Progress made thus far (synthesis from faculty):

- Interventions are strong in grades 6th and 7th grade.
- Leveled Literacy Intervention (LLI) has helped with reading comprehension but not phonics.
- Online programs have some positive effects but teacher run is preferred.
- Training for Wilson and Just Words for staff has been helpful.
- Data on MAP is showing student growth.

Where we run into obstacles (synthesis from faculty):

- More time for high school intervention.
- Student behavior and absenteeism get in the way with student learning.

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

1. **Professional development for Wilson for additional staffing.**
2. **Professional development for Amplify and Khan Academy.**
3. **Target professional development using student data - content specific.**

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

- Review map and MCAS data and ensure proper grouping and student needs prior to 1st day.
- Using Amplify and MAP data in ELA classes.
- Math teachers work with Math Tutors to review data and develop action plans.