

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.

**SEZP**



**Springfield  
Empowerment Zone  
Partnership**

# **Forest Park**

**2023-24**

**School Plan**



**Springfield Public Schools  
2023-2024 Student Calendar  
Forest Park Middle School  
46 Oakland Street, Springfield, MA 01108**



**Student Hours** 7:25 AM - 3:05 PM

**Teacher Hours** 7:20 AM - 3:10 PM ; 7:30 AM - 4:15 PM (on specific extended Tuesdays)

August 2023					
MON	TUE	WED	THU	FRI	
	1	2	3	4	
Aug 23: Welcome back BBQ (Rain Date = Aug 24)	7	8	9	10	11
Aug 28: School Begins	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

February 2024					
MON	TUE	WED	THU	FRI	
			1	2	
Feb 19: Schools Closed - Presidents Day	5	6	7	8	9
Feb 20 - 23: Schools Closed - Mid-Winter Vacation	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	

September 2023					
MON	TUE	WED	THU	FRI	
				1	
Sep 4: Schools Closed - Labor Day	4	5	6	7	8
Sep 12: Schools Closed - Teacher PD Day	11	12	13	14	15
Sep 27: Family Event - Open House	18	19	20	21	22
	25	26	27	28	29

March 2024					
MON	TUE	WED	THU	FRI	
				1	
Mar 5: Schools Closed - Teacher PD Day	4	5	6	7	8
Mar 19: Family Event	11	12	13	14	15
Mar 29: School Closed - Good Friday	18	19	20	21	22
	25	26	27	28	29

October 2023					
MON	TUE	WED	THU	FRI	
	2	3	4	5	6
Oct 9: Schools Closed - Indigenous People's Day	9	10	11	12	13
Oct 26: Family Event	16	17	18	19	20
	23	24	25	26	27
	30	31			

April 2024					
MON	TUE	WED	THU	FRI	
	1	2	3	4	5
Apr 15: Schools Closed - Patriots Day	8	9	10	11	12
Apr 16 -19: Schools Closed - Spring Vacation	15	16	17	18	19
	22	23	24	25	26
	29	30			

November 2023					
MON	TUE	WED	THU	FRI	
		1	2	3	
Nov 7: Schools Closed - Teacher PD Day	6	7	8	9	10
Nov 10: Schools Closed - Veterans Day	13	14	15	16	17
Nov 22 - 24: Schools Closed - Thanksgiving Vacation	20	21	22	23	24
	27	28	29	30	

May 2024					
MON	TUE	WED	THU	FRI	
		1	2	3	
May 27: Schools Closed - Memorial Day	6	7	8	9	10
May 29: Family Event	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

December 2023					
MON	TUE	WED	THU	FRI	
				1	
Dec 12: Family Event	4	5	6	7	8
Dec 22: Early Release at 11:35am - Last day before holiday vacation	11	12	13	14	15
Dec 25 - 29: Schools Closed - Holiday Vacation"	18	19	20	21	22
	25	26	27	28	29

June 2024					
MON	TUE	WED	THU	FRI	
Jun 19: Schools Closed - Juneteenth Day	3	4	5	6	7
Jun 20*: End of School Year - Early Release for Students & Staff	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

January 2024					
MON	TUE	WED	THU	FRI	
Jan 1: Schools Closed - New Year's Day Observed	1	2	3	4	5
Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day	8	9	10	11	12
Jan 25: Family Event	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  
 Early Dismissal - 11:35 a.m.  
 Regular Day / Family Event



**Springfield Public Schools  
2023-2024 Staff Calendar  
Forest Park Middle School  
46 Oakland Street, Springfield, MA 01108**



**Student Hours** 7:25 AM - 3:05 PM

**Teacher Hours** 7:20 AM - 3:10 PM; 7:30 AM - 4:15 PM (on specific extended Tuesdays)

Aug 21-25: Teacher PD

Aug 23: Special Hours 12-7pm  
Welcome Back BBQ

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
21	22	23	24	25
28	29	30	31	

Feb 6: Extended Day

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 5: Extended Day

Sep 12: Schools Closed -  
Teacher PD Day

Sep 27: Family Event - Open House

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 19: Family Event

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 3: Extended Day

Oct 9: Schools Closed -  
Indigenous People's Day

Oct 26: Family Event

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 2: Extended Day

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

Nov 10: Schools Closed -  
Veterans Day

Nov 14: Extended 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 7: Extended Day

May 27: Schools Closed -  
Memorial Day

May 29: Family Event

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 5: Extended Day

Dec 12: Family Event

Dec 22: Early Release for Students  
& Staff - 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

June 4: Extended Day

Jun 19: Schools Closed -  
Juneteenth Day

Jun 20\*: End of School Year -  
Early Release for Students &  
Staff

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 9: Extended Day

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

Jan 25: Family Event

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
- Staff Early Release at 11:40am
- Special Staff PD Hours (see detail)
- Regular Day + PD until 4:15pm
- Full Day PD from 8am-3pm
- Regular Day / Family Event

**Educator Working Conditions: Forest Park M.S.****1. Staff work year calendar and calculating total educator time**

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

**Part 1: School year hours**

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

			Grades 6-8		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:20 AM	3:10 PM	7:50
2.	Early Release for Students and Staff	Staff Early Release	7:20 AM	11:40 AM	4:20
3.	No School for Students / Full Day Staff PD - Special Hours	Special Staff PD Hours	12:00 PM	7:00 PM	7:00
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
5.	Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD	7:20 PM	4:15 PM	8:55
6.	Regular Day for Staff and Students / Family Event	Regular Day / Family Event	7:20 AM	3:10 PM	7:50

**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 21<sup>st</sup>, 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 21<sup>st</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
n/a	n/a	0
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/21/23</b>		0 hrs

**B. Other Events on or After August 21<sup>st</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
-------------------	-----------	-----------------------------

Open House	9/27/23 5-7pm	2
Family Night #1	Various Options	2
Family Night #2	Various options	2
Extra help	Weekly 30 min.	19
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/21/23</b>		25 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
<b>Gr. 6-8 Staff Hours</b>	0	1470	25	1494	188

**2. Staff workday**

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

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

- Phone calls to families about the academic, behavioral and social-emotional progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Attending student-related meetings; and
- Serving as a mentor and primary person to Advisory students;
- Participate in department, grade level, PLC and professional development opportunities.

**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 on a schedule to be determined during August PD.

**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 will work after school each week to provide after school help not exceeding 30 minutes per week. These hours are already accounted for in the calendar and 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.

#### **Schools working to improve curricular offerings please describe here:**

Amplify ELA - Utilizing both online and print options - students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Rated "Meets Expectations" by EdReports for 6-8 grade.
--

### **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, and beachwear 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.

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

- TLT members presented Phase 4 data to the faculty at the December staff meeting and brought feedback from those conversations to Phase 1 planning.
- TLT members met with the educators they represented, shared SQR and mid-year data and brought their thoughts and ideas to TLT meetings to refine the draft of the Phase 1 templates (educator working conditions, calendar, and priorities)

**Priority 1**

**Selected Level: 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:** Schoolwide MCAS 2022 data for both Math (480) and ELA (478) score in the partially meeting expectations range. While MAP data indicates we are making growth, as a school we are not consistently pushing students to meet grade level standards. The results of our school quality review indicate that while we have made progress on maximizing instructional time (2g) and educator collaboration (2k), we are not currently seeing changes in instructional practices across the school.

**Working Theory:** We have adopted aligned curricula; however, educators are still doing the heavy lifting, and there were only a handful of classrooms where student ownership and a choice were visible. If we ensure our instructional vision clearly articulates student ownership and critical thinking in all classrooms, then our student achievement will improve in math and ELA.

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

- What is our school wide vision for student ownership and engagement?
- Which staff members are currently exhibiting this vision in their classroom?
- What support do teachers need to create classrooms where students take ownership and engage in cognitive work?
- How can we support / grow teacher mindsets about how students learn best and align it with the school instructional vision?
- How do teachers work together in PLCs to support each other to plan for instruction?



## 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:** Safe, trusting, and inclusive school culture (Indicator 4b) was identified as an area of focus in the 2021 school quality review (SQR) and site visit. In this year's SQR it reported that it was evident the school community has made progress, however it remains an area of focus. Data from the Family and Teacher INSIGHT survey in addition to SQR, highlights that school culture issues are impacting their experiences while at school.

**Working Theory:** We believe that if the school focuses on creating a safe, trusting, and inclusive school culture (4b) for students and staff, then we will improve relationships, have a more positive learning environment, improve partnerships with families and student attendance will improve. Staff along with families and students will work together as a community to create an inclusive culture that can be felt and seen upon entering the building.

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

- Do we have a clear school-wide vision for what a safe, trusting, and inclusive looks, sounds, feels like?
- What specifically has improved this school year? (We should keep doing)
- What areas still need to be addressed? (We need to start doing)
- How can we bring staff together more consistently to build relationships and promote support for each other?
- How do we make our vision for culture visible?

**Priority Levers Goals: Forest Park**

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

**Working Theory of Change:** *We have adopted aligned curricula; however, educators are still doing the heavy lifting, and there were only a handful of classrooms where student ownership and a choice were visible. If we ensure our instructional vision clearly articulates student ownership and critical thinking in all classrooms, then our student achievement will improve in math and ELA.*

**Progress made thus far (synthesis from faculty):**

- Metacognitive strategies piloted in Grade 6 through work by Equitable Pathways to Leadership participants and grade 6 math teachers.
- Academic Conversations in the classroom have improved with implementation of schoolwide best practices (No Opt Out, Stretch It, language for academic discussions). However, there is more work to be done.
- More time was provided in the Master Schedule for staff planning and collaboration.
- Adjustments to curricula have been positive. All content areas are standards aligned and changes that were made have shown they are teacher friendly and engaging for students.

**Where we run into obstacles (synthesis from faculty):**

- Lack of a clear, school-wide understanding of what student ownership is and looks like in the classroom.
- Classroom management sometimes gets in the way of allowing for student ownership to happen.
- Not all teachers have had experience and / or exposure to best practices for facilitating classroom discussions including Socratic seminars and classroom presentations.
- Staff and students' relation to growth mindset.

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

1. **What are the effective teacher moves to create a classroom environment and lesson plans that are conducive to student engagement and ownership?**
  - Improve our instructional vision and plan ways that educators can collaborate to meet this goal.
  - Have an instructional vision statement that is the basis of all that we believe and are working towards as a school.
2. **How are we as a school following up on professional development sessions?**
  - How are teachers supported to implement learning following PD sessions (visit each other's classrooms, follow up with planning, feedback/tips to implement)?
  - Build the capacity of all teachers and support all to continue to grow.

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

- Schoolwide understanding, expectations and protocols to support student ownership.
- All educators plan out and practice delivery of classroom routines and procedures.
- Additional training and work as grade and department level teams to understand and implement best practices to foster critical thinking and student ownership. (This will kick off during August PD and be ongoing work throughout the year.)

**Priority 2:** Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

**Working Theory of Change:** *We believe that if the school focuses on creating a safe, trusting, and inclusive school culture (4b) for students and staff, then we will improve relationships, have a more positive learning environment, improve partnerships with families and student attendance will improve. Staff along with families and students will work together as a community to create an inclusive culture that can be felt and seen upon entering the building.*

**Progress made thus far (synthesis from faculty):**

- Staff and student culture data has shown improvement throughout the year in the areas of *feeling comfortable around others* and *being accepted for who they are*.
- Ability to offer in person family nights has gone well and the variety of topics has shown an increase in students attending multiple events.
- There was strong parent communication with families and conferences as needed that have had beneficial outcomes both academic and behavioral.
- Community meetings and monthly student awards were successful, which we'd like to continue to do more frequently.

**Where we run into obstacles (synthesis from faculty):**

- Not all students feel they have authentic relationships with adults. Look at advisory expectations and provide more after school enrichment opportunities.
- Focused effort and adjustments made have been positive and staff feel the school is moving in the right direction. A challenge is a majority of issues that arise begin outside of school, in the neighborhood, or through social media and carry into the building.

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

1. **Create a common understanding of what a positive and supportive relationship looks like between staff and students.**
  - Provide professional development to develop understanding and share strategies to promote positive relationships.
  - Visit classrooms with a lens for relationships in the classroom, provide staff with feedback and support where needed.
2. **Improve student-to-student relationships and interactions.**
  - Focus on character building and interpersonal-relationship skills.
  - Set clear expectations on what is expected, model what that looks like and praise the positive.
3. **Increase Family Partnerships**
  - Shift family nights to be more focused as student showcases in addition to information for families.
  - Offering a variety of times for parents to engage with staff via conferences, phone calls, etc so that it meets their needs and availability.
  - Include families in celebrations - Honor Roll, Attendance, Academic Growth, etc.

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

- Share schoolwide vision of Advisory purpose and plan for implementing new practices.
- Develop a common understanding of the importance of positive school culture.
  - How to implement practices to support positive relationships: student to student, student to staff, and school to family. (This will kick off during August PD and be ongoing work throughout the year.)
- Explore Restorative Justice and Collaborative Conflict Resolution.
  - Explain the why?
  - What does it look like in our school?
  - What are the benefits for students (and staff)?