SEZP // Springfield Empowerment Zone Partnership

Impact Prep

2023-24

School Plan

Springfield Public Schools
2023-2024 Student Calendar
Impact Prep
355 Plainfield Street, Springfield MA 01104

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Student Hours	7:25 AM - 3:05 PM; *see calendar for special student early release days
Teacher Hours	7:25 AM - 3:20 PM (M-Fri) ; 7:25 AM - 4:20 PM (on special extended Tuesdays)

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	

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

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			

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	

Dec 22: Early Release 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

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		

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	

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

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			

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

Jun 19: Schools Closed - Juneteenth Day

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

*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

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Springfield Public Schools
2023-2024 Staff Calendar
Impact Prep
355 Plainfield Street, Springfield MA 01104

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:25 AM - 3:05 PM; *see calendar for special student early release days
Teacher Hours	7:25 AM - 3:20 PM (M-Fri) ; 7:25 AM - 4:20 PM (on special extended Tuesdays)

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
21	22	23	24	25
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				1
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Oct 6: Student Early Release at 1:00pm / Staff Early Release at 1:10pm

Oct 9: Schools Closed - Indigenous People's Day

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Nov 10: Schools Closed – Veterans Day

Nov 22 - 24: Schools Closed - Thanksgiving Vacation

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6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Dec 22: Early Release for Students at 11:05am / Early Release for Staff at 11:15am - 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

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

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22	23	24	25	26
29	30			

May 24: Student Early Release at 1:00pm / Staff Early Release at 1:10pm

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May 2024

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Jun 19: Schools Closed - Juneteenth Day

Jun 20*: End of School Year - Early Release for Students at 11:05am / Early Release for Staff at 11:15am

June 2024

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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

*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 11:15am
- Regular Day + PD until 5:00pm
- Full Day PD from 8:30am-3:30pm
- Staff Eary Release at 1:00pm

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Educator Working Conditions: Impact Prep

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	7:25 AM	3:20 PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:25 AM	11:05 AM	3:40
3.	Chestnut Early Release	Special Staff Early Release	7:25 AM	1:00 PM	5:35
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30
5.	Extended Day	Regular Day + PD until 4:45pm	7:25 AM	4:20 PM	8:55

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
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. 6-8

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After School Extra Help Hours M, W & Th.	TBD	9
Back to School BBQ	TBD	2
Learning Showcase Event	TBD	2
Family Engagement Events	TBD	4
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		17 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	1468	17	1485	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 to families about the academic 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;
- 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 <u>$35 per/occurrence.</u>

B. <u>After School Support for Students</u>

Teachers will work on either Monday, Wednesday or Thursday after school each week to provide after school help to students. This time has already been built into the calendars and is 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: Impact Prep

Ways in which the faculty was engaged in Phase 1 of School Planning:
- TLT members helped to develop the draft of the Phase 1 templates (educator working conditions, priorities, calendar)
- 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: 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: Our Net promoter score which measures the likelihood of a caregiver to recommend Impact Prep to other families continues to be negative and has not improved since last year. Currently only 8% of Impact families responded that they were extremely likely to recommend Impact to other families, which is down significantly from 18% in the prior year. Our Net Promoter score indicates that we have not yet engaged a significant portion of our families/caregivers in meaningful positive interactions. Additionally, our SQR results noted that we were still in the "Developing" stage on indicators *4G: Families as Partners* and *4h: Responsiveness to Families and Caregivers*. Because we have yet to develop strong 2-way support with our families, they are not familiar with the level of rigor their students are experiencing every day. This is supported by the low 2.9 score for Rigor in the classroom from the Family Survey. The results from the family survey are at odds with the mid-year MAP data and suggest that we have not promoted our successes and curriculum decisions enough to our parents.

Working Theory: If Impact Prep improves communication and partnerships with families/caregivers then families will be more informed of the school's initiatives, better understand their childs' academic progress and contribute to student and overall school success.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- How effectively have we communicated our instructional vision to families?
- How do we include families in our celebration of MAP data gains?
- How do we more effectively engage families in the Goal Setting and RTI process for their students
- What do families/caregivers have for suggestions to improve communication and partnerships between home and school?

Priority 2

Selected Lever: Lever 3

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

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

Data: Our chronic absence rate is currently 37.3% with a total of 78 students who are chronically absent. Within that number there are 19 students who are severely chronically absent. Our current attendance rate is 89.4% which is an improvement over last year's rate of 86.5 percent but still below our target attendance rate for the year which was 93 percent.

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Working Theory: If we can work with families and students to identify the root causes of chronic absenteeism then we can prescribe a treatment that is tailored to the student and improve the chances of those treatments being effective.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- How do we convince our students and families of the negative impact of missing even one day of school?
- What are the root causes for our students who are chronically absent?
- What, if any, are the overlaps between the work we need to do on chronic attendance and our Lever 4 work from priority 1 above?

Priority 3

Selected Lever: 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity
- 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: As of the mid-year, our MAP data is trending ahead of last year in both Reading and Math. However, our Math growth (4.3 points) is not yet trending high enough to close our students' learning gaps by the time they finish 8th grade. Additionally, only 48% of our students met their growth targets for the mid-year assessment. This indicates that a minority of higher growth achievers is masking low or non-existent growth from the other 52% of the school. Our current approach to planning and explicit teaching is paying dividends in Reading growth based on our mid-year MAP data which is showing significant gains for our 6th and 7th graders and has put our 6th graders on track to close their learning gaps by the time they finish 8th grade. Our current math team is composed entirely of teachers in their first or second year of teaching. In order to accelerate our Math growth we need to focus additional efforts and planning and execution of our math curriculum by building educator capacity.

Working Theory: If we can accelerate our educator development both in content knowledge and in the planning and execution of both core and intervention lessons, we can accelerate the growth of our students to a level that will ensure they are at grade level by the time they leave 8th grade.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What lessons can we learn from our ELA PLCs? Are those lessons transferable to math?
- Can we sustain the same level of growth we have seen for the mid-year?
- How strong is the correlation between our chronic absenteeism data and failure to meet MAP growth targets?

Priority Levers Goals: <u>Impact Prep</u>

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Priority 1: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.
Working Theory of Change: *If Impact Prep improves communication and partnerships with families/caregivers then families will be more informed of the school's initiatives, better understand their childs' academic progress and contribute to student and overall school success.*
Progress made thus far (synthesis from faculty): ● New family events like the family game night and movie night have been well attended and well received. ● Being able to have the back to school barbecue for the first time post COVID gave us an opportunity to engage with our families and inform them of the school's progress and initiatives for the upcoming year. ● 6th Grade summer orientation was also attended by approximately half of our incoming students and families. The new DeansList program has provided an easy way for teachers to communicate with individual families as well as all the families of the students they teach.
Where we run into obstacles (synthesis from faculty): ● We were only able to run Grade Level Team (GLT) meetings during extended days in the first half of the year. In the second half of the year we were able to run them 2 out of every 3 weeks but it still didn't feel like enough. ● Even with DeansList educators had trouble carving out time for consistent communication with families. ● Most of our families are not from the immediate Plainfield street area and sometimes have trouble finding transportation to attend family events and meetings at the school.
Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT): 1. **We need to hire and train a full-time family engagement coordinator.** 2. **We need to host events outside of the school at locations within a short walk of our families like local community centers and parks.** 3. **We need to take advantage of the new 2 way communication features in DeansList and carve out dedicated times for teachers to communicate with families during school hours.**
What we would like to learn and accomplish in August PD (faculty input, TLT thinking): ● PD around the communications tools in our DeansList program. ● PD around the weekly student progress reporting feature in DeansList and time in grade level teams to tailor to the information we want our families to receive. ● Time in Grade Level Teams to design a monthly newsletter for families. ● Create a calendar of events inside and outside of the school that we can share with our families.

Priority 2: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.
Working Theory of Change: *If we can work with families and students to identify the root causes of chronic absenteeism then we can prescribe a treatment that is tailored to the student and improve the chances of those treatments being effective.*

Progress made thus far (synthesis from faculty):
- Teachers are noticing that students who were chronically absent in the beginning of the year have been attending regularly since the attendance RTI team ramped up their efforts in February.
- Teachers also reported that several students who tended to be disruptive when they attended sporadically have settled in after attending regularly for an extended period of time.

Where we run into obstacles (synthesis from faculty):
- Students and family's understanding of the true impact of missing 10% or more of the school year.
- Students and families who have medical and mental health factors contributing to their absences.
- Transportation for students who live just close enough to the school to be denied bussing.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Identify all available resources available to families to address housing/food/clothing insecurities.**
2. **We need to partner with community organizations who are already engaged with and assisting our families.**
3. **Host quarterly family activities on school grounds.**
4. **Establish, support and maintain a Parent Council with caregivers representative of all grades.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- We would like to learn what our families want for activities.
- Review and practice "student of concern" protocols with grade level teams.

Priority 3: Coherent Actions for Improving Assurances for Educational Equity.

Working Theory of Change: *If we can accelerate our educator development both in content knowledge and in the planning and execution of both core and intervention lessons, we can accelerate the growth of our students to a level that will ensure they are at grade level by the time they leave 8th grade.*

Progress made thus far (synthesis from faculty):
- Educators have used professional learning communities (PLCs) to strengthen Tier 1 planning and every core subject has a planning protocol that has been refined over the course of the year.
- The Science and ELA teams have been working on improving their teaching pedagogy through live coaching by our building instructional coach and our Jounce consultants.
- Curriculum has remained consistent in all core classes and there will be on changes next year allowing teachers to build on this year's planning.
- Aggressive monitoring has at least been introduced in all core classes and is happening consistently in some classes.

Where we run into obstacles (synthesis from faculty):
- We have 1 building coach at the moment. Administration supports the other contents in instructional planning/development.
- We have an inexperienced staff who need a lot of support at this stage in their careers.
- Many of our Staff are in graduate school in addition to working full time and raising families.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **We need to improve Tier 2 and Tier 3 scheduling, planning and execution in Math and ELA.**
2. **We need to build the capacity of our PLCs and identify emerging content leader(s) for Math and ELA.**
3. **Educators need feedback check-ins between all core teachers and their SEEDs evaluator at least monthly.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Additional training and support of how to support all students (emerging bilinguals, exceptional learners) to learn how to provide individualized support to diverse learners.
- Training for all teachers on Swivl video use in order to create more opportunities for teachers to observe themselves and their colleagues as well as to enhance coaching.
- Professional development and schoolwide consistency around MAP assessment goal setting.