SEZP // Springfield Empowerment Zone Partnership

Rise Academy

2023-24

School Plan

Springfield Public Schools
2023-2024 Student Calendar
Rise Academy
1170 Carew Street, Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:20 AM - 3:05 PM *see calendar for additional early release days on 11/6, 2/8 & 4/11
Teacher Hours	7:15 AM - 3:15 PM (M, Tu., Fri); 7:15 AM - 4:15 PM (W, Th.)

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 7: Open House

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
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25	26	27	28	29

Oct 9: Schools Closed - Indigenous People's Day

October 2023
MON	TUE	WED	THU	FRI
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Nov 6: Student Early Release at 1:35pm

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

Nov 10: Schools Closed – Veterans Day

Nov 22 - 24: Schools Closed - Thanksgiving Vacation

November 2023
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Dec 22: Student Early Release at 11:05am

Dec 25 - 29: Schools Closed - Holiday Vacation

December 2023
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Jan 1: Schools Closed - New Year's Day Observed

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

January 2024
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Feb 8: Student Early Release at 1:35pm

Feb 19: Schools Closed - Presidents Day

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

February 2024
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Mar 5: Schools Closed – Teacher PD Day

Mar 29: Schools Closed - Good Friday

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Apr 11: Student Early Release at 1:35pm

Apr 15: Schools Closed - Patriots Day

Apr 16 -19: Schools Closed - Spring Vacation

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May 27: Schools Closed - Memorial Day

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Jun 19: Schools Closed - Juneteenth Day

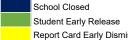Jun 20*: End of School Year - Early Release for Students & Staff at 11:05am

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*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
- Report Card Early Dismissal at 1:35pm

FINAL - APPROVED BY THE SEZP BOARD

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Rise Academy
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SEZP // Springfield Empowerment Zone Partnership

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Aug 14-25: Teacher PD

Aug 25: Convocation

Aug 28: School Begins

August 2023

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

Jun 21: Schools Closed - Teacher PD Day

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- School Closed
- Staff Early Release at 11:15am
- Regular Day + PD until 4:15pm
- Full Day PD from 9:00am-4:00pm
- Report Card Conferences 2-6pm

FINAL - APPROVED BY THE SEZP BOARD

Educator Working Conditions: Rise 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.

	Day Type	Staff Category	Grades 6-8		
			Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	3:15 PM	8:00
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:15 AM	4:00
3.	Regular Day + meeting	Regular Day + PD	7:15 AM	4:15 PM	9:00
4.	No School for Students / Full Day Staff PD	Full Day PD	9:00 AM	4:00 PM	7:00
5.	Summer PD #1 (pre-Aug 22)	Summer PD	9:00 AM	4:00 PM	7:00
6.	Report Card Early Dismissal	Special Staff Early Release	7:15 AM	1:45 PM	6:30

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
Open House	9/7 (5:00 - 7:00 pm)	2
Other family nights (2 per staff)	TBD 2 x 2 hours	4
Report card conferences	11/6, 2/8, 4/11 (2:00-6:00 pm)	12
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		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	35	1542	18	1595	193

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:

- Staffing intervention blocks, including reading intervention, guided math, or enrichment (to be included in the regular school day, and not replacing guaranteed lunch and prep time);
- Co-leading social-emotional lessons and/or grade level Team Time;
- Participation in Open House (9/8) and other family events during the school year (no more than 18 additional hours);
- Phone calls, texts, or emails to families about the academic, behavioral, and social progress of students;
- Preparation of student paychecks, progress reports, and report cards;
- Assigning and checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as an advisor to a small cohort of students.

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 of arrival, dismissal, homeroom, snack, and Focus periods; and
- Substitute coverage of classes and duties of others who are absent from school.

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

Teachers will work after school each week to provide after school help not exceeding (N/A) minutes per week.

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 at Rise Prep Academy are asked to dress professionally for a school setting, Monday-Thursday. This includes a button-down shirt for men and the equivalent for women, with no ripped jeans, shorts, flip flops or other excessively casual clothing. On Fridays staff can participate in College Shirt day or Social Justice Friday by wearing a college shirt, Rise shirt, or social justice shirt and jeans. When dress down days are awarded to staff or students as an incentive, staff can also dress down in school-appropriate, casual clothing.

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 conducted a written survey of the faculty
- TLT members conversed with faculty at grade level and content meetings
- All faculty was invited to TLT meetings and notes were publicly shared

Priority 1

Selected Lever: 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:
- Inconsistent growth results in reading scores fall to winter, with 6th grade only at 36.4% meeting growth targets
- Insight survey: lowest score was in the domain of academic rigor (4.0)
- Focus area from the SQR stating that reviewers saw "evidence that Rise student work products and discussions inconsistently demonstrate student ownership of cognitive lift and thinking across classrooms."

Working Theory: If Rise Academy creates a vision for academic excellence and student ownership across all classrooms, and implements that vision through professional development, content team meetings, observation feedback, coaching, and improvements to the Tier 1 ELA intervention curriculum, then instruction will be more rigorous and effective and student outcomes will improve.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- In the areas of success for reading growth, what practices are leading to success? (curriculum planning, co-teaching, new teacher mentoring)
- How can we replicate those best practices?
- What is our vision for academic quality, in a sentence?
- Within that vision, how can we respond to students' opting out or producing low quality work in a way that is consistent with our beliefs and promotes academic excellence?
- What will teachers need to know and be able to do to live up to a newly constructed instructional vision?

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:
- 87.8% daily attendance rate
- Persistent feedback from staff that our discipline system is not working as intended, and that we have yet to consistently adopt restorative practices

Working Theory: If Rise Academy develops a vision for a restorative culture that includes systems to support restoration vs. punishment, and follows our systems with fidelity and consistency, then our school climate will improve and students will increase their engagement in school as demonstrated by improved attendance and reduced disciplinary infractions.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- How can we reconfigure our existing culture team to better support attendance and restorative practices while continuing to offer Tier 2 and Tier 3 social-emotional and behavioral support?
- How do we develop the skills of students, teachers, and the support team to enable restorative conversations as part of what we do?
- How can we improve positive incentives including Joy Friday, school store - and empower teachers to implement their own incentives? (wordsmith this)
- How can we revise our approach to discipline to maintain structure while allowing for restorative approaches designed to build positive relationships, repair harm, and promote accountability within the school community?
- What will teachers need for support to adopt a restorative mindset?
- How can we develop systems to promote a culture of care in order to improve student engagement and academic outcomes?

Priority Levers Goals: <u>Rise Academy</u>

Priority 1: Coherent Actions for Improving Assurances for Educational Equity.
Working Theory of Change: *If Rise Academy creates a vision for academic excellence and student ownership across all classrooms, and implements that vision through professional development, content team meetings, observation feedback, coaching, and improvements to the Tier 1 ELA intervention curriculum, then instruction will be more rigorous and effective and student outcomes will improve.*

Progress made thus far (synthesis from faculty):
- We have previously done productive content team work on understanding the progression of the standards, and all teachers are in the habit of looking at the standards and doing weekly planning to align tasks to the standards.
- We have a good framework in place for instructional walkthroughs that focus on rigor and classroom culture, and using the results of walkthroughs to drive coaching and professional development.
- We created additional time for reading intervention in the schedule, and we identified Tier 2 and 3 students from the start of the year. We saw strong growth for students in Tier 2 and Tier 3 reading intervention for the second year in a row.

Where we run into obstacles (synthesis from faculty):
- With the standards work that we've done, many teachers have been hired since we did that work. We also have to continue to look at student outputs in reference to the standards, not just teacher inputs.
- We struggled to keep consistent with instructional walkthroughs as the year got busy, and our instructional leaders were pulled in too many directions.
- We did not see as strong growth in reading on the MAP test for our Tier 1 students, but we did see variation across grade levels. Tier 1 ELA intervention needs to consistently focus on close reading of text in order to develop students' reading skills.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **All math, ELA, humanities/history, and ESOL/special ed specialists will deeply know the standards and the skills needed to master each grade level.**
2. **Keep Assistant Principals as instructional leaders and maintain better consistency with instructional walkthroughs, coaching, and professional development.**
3. **Take the best practices learned from Tier 1 ELA intervention and apply them across all grade levels.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- In-depth standards work with math and ELA, including understanding the shifts in the common core state standards for math and looking at the shifts year to year in the reading and writing standards.
- Introduce previous rigor work to new teachers during our new teacher sessions, and roll out the instructional walkthrough protocol so we can start right away.

Priority 2: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.
Working Theory of Change: *If Rise Academy develops a vision for a restorative culture that includes systems to support restoration vs. punishment, and follows our systems with fidelity and consistency, then our school climate will improve and students will increase their engagement in school as demonstrated by improved attendance and reduced disciplinary infractions.*

Progress made thus far (synthesis from faculty):
- We made substantial progress improving our school culture this year through naming and monitoring expectations across classrooms.
- We added a school counselor and 2 behavior interventionists, which allowed us to do a better job of meeting students' social-emotional needs. As a result of those changes, the school environment is much safer and we have substantially reduced fights and other unsafe situations at school.
- We have significantly increased parent events and parent engagement this school year, and we have seen parent satisfaction increase substantially.

Where we run into obstacles (synthesis from faculty):
- There are still improvements to be made with systems that promote safety and learning.
- We are still using a punitive paradigm for handling student behavior, and we treat all misbehavior the same regardless of harm to the community or to relationships.
- We have improved staff mindsets toward restorative practices but have not yet introduced any systems that support restorative practices.
- We can do a better job of keeping parents informed about students' academic progress.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Implement a restorative paradigm and systems to support restorative practices, which includes creating different tiers of behavior based on the level of harm to the community, and true opportunities to restore harm.**
2. **Continue our progress with parent engagement while also re-committing to our report card conference system that better informs parents about academic progress.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Continue to teach and practice our systems and management with new and returning teachers.
- Teach the staff how to build relationships with students and how to have restorative conversations with students and families, as well as how to run circles in classes.

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■ Student Early Release

FINAL - APPROVED BY THE SEZP BOARD

Springfield Public Schools
2023-2024 Staff Calendar
Rise Preparatory Academy H.S.
1170 Carew Street, Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:20 AM - 2:20 PM
Teacher Hours	7:15 AM - 2:30 PM (Mon, Fri) ; 7:15 AM - 3:30 PM (Tues,Thurs); 7:15 AM - 4:30 PM (Wed)

Aug 14-25: 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
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 7: Open House (5:00 - 7:00 pm)

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 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 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 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 for Students at 11:05am & Early Release for Staff at 11:30am

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 - Early Release for Students at 11:05am & Early Release for Staff at 11:30am

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 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
- Staff Early Release at 11:30am
- Regular Day + PD until 3:30pm
- Full Day PD from 9:00am-4:00pm
- Regular Day + Whole Staff PD until 4:30pm

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Educator Working Conditions: Rise Prep H.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.

	Day Type	Staff Category	Grades 9-12		
			Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	2:30 PM	7:15
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:30 AM	4:15
3.	Regular Day + Flex Time/Meeting	Regular Day + PD	7:15 AM	3:30 PM	8:15
4.	No School for Students / Full Day Staff PD	Full Day PD	9:00 AM	4:00 PM	7:00
5.	Regular Day + PD	Regular Day + Whole Staff PD	7:15 AM	4:30 PM	9:15
6.	Summer PD #1 (pre-Aug 22)	Summer PD	9:00 AM	4:00 PM	7:00

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

Open House	9/7 5:00-7:00 pm	2
Other parent events TBD	TBD, 8 x 2 hours	16
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		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. 9-12 Staff Hours	35	1507	18	1560	193

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:

   - Participation in Open House (9/7) and other family events during the school year (no more than 18 additional hours)
   - Phone calls, texts, or emails to families about the academic progress and behavior of students;
   - Inputting student attendance each class period, maintaining accurate grades every two weeks, and inputting points in Dean's List;
   - Running a student club or office hours 1 hour per week;
   - Serving as an advisor to a small group of students.

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 of advisory periods, study halls, clubs, arrival and dismissal
   - Substitute coverage of classes and duties of others who are absent from school
   - Hallway duty
   - Supporting another teacher's class, with no outside prep time expected *Rise Prep will ensure that teacher

schedules are equitable in terms of number of periods for teaching or other duties.

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 on Tuesdays & Wednesdays to provide after school help for students not exceeding 60 minutes per week. These additional hours have already been built into the school calendar and are accounted for in the total educator hours for the school year.

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:

- Improving the quality of reading intervention in 9th grade based on data from 2022-23
- Improving quality of core curriculum, especially in ELA

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 at Rise Prep Academy are asked to dress professionally for a school setting, Monday-Thursday. This includes a button-down shirt for men and the equivalent for women, with no ripped jeans, shorts, flip flops or other excessively

casual clothing. On Fridays staff can participate in College Shirt day or Social Justice Friday by wearing a college shirt, Rise shirt, or social justice shirt and jeans. When dress down days are awarded to staff or students as an incentive, staff can also dress down in school-appropriate, casual clothing.

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: <u>Rise Prep H.S.</u>

Ways in which the faculty was engaged in Phase 1 of School Planning:
- Teachers were surveyed informally and formally by TLT reps
- All staff was welcomed to TLT meetings and the notes were publicly shared

Priority 1

Selected Lever: Lever 1

Text of Lever: Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions

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

Data: The School Quality Review called out vision as our first area of focus, including that we as a school haven't articulated our beliefs about college for our students. Teachers identify a persistent lack of student engagement, which we believe is responsible for our 63.4% chronic absentee rate. Additionally, the Empowerment Zone's research suggests that there are substantial barriers to a 4-year college degree for Springfield graduates. Other Zone schools have seen that early college access is motivating for students and may impact our attendance.

Working Theory: If we adopt SEZP's wall-to-wall early college model beginning with next year's incoming class, then all students have access to post-secondary education that will substantially improve their economic opportunities.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What is our succinct school vision that encompasses the early college plan?
- What programs or policies need to be better supported in line with that vision, and what needs to be let go?
- How can we design the schedule and staffing plan to best support the early college plan?
- What do teachers need to know and be able to do to live up to the school's instructional vision?
- How will we involve and communicate with students and families as Rise HS transforms into a wall-to-wall early college?

Priority 2

Selected Lever: 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:
- Focus area from the SQR stating that reviewers saw "evidence that Rise student work products and discussions inconsistently demonstrate student ownership of cognitive lift and thinking across classrooms."
- 42.5% of 9th graders meeting reading MAP growth targets, in what had previously been a strong grade and subject
- Family survey data rated rigor the lowest domain

- Teachers repeatedly express concern that students reach the higher grades without the foundational skills needed, particularly in reading and writing

Working Theory: If we invest time in curriculum work, standards alignment, and professional development to improve rigor, then student results will improve and all stakeholders will perceive an improvement in rigor.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- Given that Humanities Seminar has proven more engaging for students than previous interventions, can we use the second half of the year to improve the quality of reading intervention within that structure?
- What is the best way to improve our core ELA curriculum, can we find a high quality curriculum or should we invest in teacher creation?
- How can we provide quality content team time for vertical planning and vertical standards alignment?

Priority 3

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:
- 63.4% chronic absentee rate, and thus far no improvement in spite of intervention and incentive attempts
- Decline in family satisfaction across all domains of the survey
- Persistent feedback from staff that our discipline system is not working as intended, and that we have yet to consistently adopt restorative practices

Working Theory: If Rise Prep increases family and community communication and partnership from all staff, as well as implementing systems to support restorative practices, then we will see an improvement in family satisfaction, staff satisfaction with the discipline system, and student engagement as measured by attendance.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- How can we reconfigure our existing culture team to better support attendance and restorative practices while offering Tier 2 and Tier 3 social-emotional and behavioral support?
- How can we revise our approach to discipline to maintain structure while allowing for restorative approaches designed to build positive relationships, repair harm, and promote accountability within the school community?
- What will teachers need for support to adopt a restorative mindset?
- How can we support teachers to engage with families more productively?
- What do teachers need to learn about effectively partnering with families?
- How do we communicate and engage families in the transformation of Rise HS?
- How do we partner and communicate globally with families now - what works and what needs to improve?

Priority Levers Goals: <u>Rise Prep H.S.</u>

Priority 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions.

Working Theory of Change: *If we adopt SEZP's wall-to-wall early college model beginning with next year's incoming class, then all students have access to post-secondary education that will substantially improve their economic opportunities.*

Progress made thus far (synthesis from faculty):
When we founded Rise Prep, college preparation was built into our vision, and our stated goal was to have every student graduate with a post-secondary plan and the skills to achieve that plan. With our first class, we've done some things well to achieve that vision.
- We have significant participation in Advanced Placement, early college, and career exploration classes.
- We have a high rate of graduating seniors accepted into college and earning scholarships.
- Based on low student engagement, high absentee rates, and the data about 4 year college success for Springfield students, we have concerns that we are not achieving our vision. Now that we are done founding and the pandemic is over, we've spent significant time in 2023 revisiting our mission, vision, and values, to align with our current beliefs and what we've seen from our founding years.
- We've worked closely with Kelley Gangi from SEZP to plan our vision for wall-to-wall early college and to hire a 9th grade team that is dedicated to the vision.

Where we run into obstacles (synthesis from faculty):
- Lack of clarity about the vision has led to a lack of unity among the staff.
  - Many staff work on projects they're passionate about that may or may not align with the school's vision and priorities.
  - Clarifying the vision will allow us to say no to things that don't support the vision and to unite the staff around common ideas and priorities.
- Lack of clarity on staffing has led to areas like attendance being de-prioritized because people are trying to do too much.
  - A staffing plan connected to the vision will allow us to align the workdays of staff to our most important goals.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Updated school mission, vision, and values that reflects our current thinking and includes our plan for wall-to-wall early college.**
2. **Schedule and comprehensive staffing plan that supports the early college model as well as the attendance RTI approach needed to ensure students can pass their classes.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Align staff to our mission, vision, and values. Post these around the building and create artifacts to keep them part of the day-to-day life of the school.
- Finalize master schedule and individual student schedules, including:
  - 9th and 10th graders selecting their early college pathways and enrolled accordingly in early college classes.
  - Engagement with families about early college classes and scheduling.

Priority 2: Coherent Actions for Improving Assurances for Educational Equity.

Working Theory of Change: *If we invest time in curriculum work, standards alignment, and professional development to improve rigor, then student results will improve and all stakeholders will perceive an improvement in rigor.*

Progress made thus far (synthesis from faculty):
- Since the SQR, we've spent significant time this year (weekly) on Looking At Student Work protocols in grade level and content teams. This has helped shift our focus from teacher inputs connected to the standards to assessing student work relative to grade level standards. It has also revealed more of a need for intentional standards work, especially in ELA and history, and for an improved (not teacher created) ELA curriculum.
- We have also worked to shift our focus in the Humanities Seminar to reading skills based on mid-year MAP data. Though progress has been made, there is a clear need for more intentional reading intervention and Tier 3 reading intervention, especially in 9th grade.

Where we run into obstacles (synthesis from faculty):
- There was not enough time built into the schedule this year for teacher collaboration, including content team meetings and co-teacher work. Teacher leaders of content teams were not necessarily able to support the instructional work needed as a new school. Next year we will have an ELA coach full time as well as our instructionally based APs.
- Having high school ELA and history teachers teaching intervention without much support did not result in strong reading growth, because those teachers lack the knowledge of how to teach reading and lacked the planning time to do this well.
- Looking At Student Work was effective during content team meetings but not during grade level meetings. Time needs to be built into the teacher schedule to do this work with other teachers of the same content.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Implement My Perspectives curriculum in grades 9 and 10, and provide coaching support needed for teachers to do this effectively.**
2. **Create intentional reading intervention plans based on positive lessons learned from middle school.**
3. **Continue to implement LASW protocol in content teams bi-weekly for the 2023-24 school year.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Standards alignment work with ELA and history, grades 6-12.
- Effective curriculum and intervention implementation, guided by instructional leaders.

Priority 3: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.
Working Theory of Change: *If Rise Prep increases family and community communication and partnership from all staff, as well as implementing systems to support restorative practices, then we will see an improvement in family satisfaction, staff satisfaction with the discipline system, and student engagement as measured by attendance.*

Progress made thus far (synthesis from faculty):
- Thus far we have not seen any improvement to attendance with the efforts we've made. We have discovered activities and incentives that engage high school students, but we have not implemented them consistently yet.
- This year we have had some success with family events that engage high school parents, and if we schedule these from the start of the year next year, we expect our family engagement to improve. Families have requested to hear more frequently from the school, especially with grade updates.
- School discipline has been frustrating for everyone this year. There is a need to name policies in writing, post them, teach them to students and faculty, and hold everyone accountable.
- We have made progress this year with staff mindsets about restorative practices, as well as reducing our suspensions through interventions like mediations for student-student or student-faculty conflicts. We believe we can fully implement restorative practices if we dedicate the staff and create systems to support restoration instead of punishment.

Where we run into obstacles (synthesis from faculty):
- Regarding attendance, we have not had enough staff fully dedicated to attendance intervention starting in the summer.
- Not all staff have had the time or comfort levels to fully engage with parents.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Fully implement RTI for attendance, starting this spring, and see a dramatic improvement in attendance data.**
2. **Fully systematize and implement restorative practices, thus continuing to reduce suspension numbers.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Teach family engagement skills to faculty and set expectations for family contacts throughout the year.
- Teach restorative practices and prepare faculty to implement restorative systems.
- Make sure all faculty are on the same page about student expectations and school policies.