SEZP // Springfield Empowerment Zone Partnership

Springfield Legacy Academy

2023-24

School Plan

Springfield Public Schools
2023-2024 Student Calendar
Springfield Legacy Academy
355 Plainfield St. Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:25 AM - 3:05 PM ; see calendar for special 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	

Feb 19: Schools Closed - Presidents Day

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

February 2024

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

Sep 4: Schools Closed - Labor Day

Sep 12: Schools Closed – Teacher PD Day

September 2023

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

Mar 5: School Closed for Students & Staff

Mar 29: Schools Closed - Good Friday

March 2024

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

Oct 6: Early Release at 1:00pm

Oct 9: Schools Closed - Indigenous People's Day

October 2023

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

Apr 15: Schools Closed - Patriots Day

Apr 16 -19: Schools Closed - Spring Vacation

April 2024

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

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

Nov 10: Schools Closed – Veterans Day

Nov 22 - 24: Schools Closed - Thanksgiving Vacation

November 2023

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

May 24: Early Release at 1:00pm

May 27: Schools Closed - Memorial Day

May 2024

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

Dec 22: Early Release at 11:05am - Last day before holiday vacation

Dec 25 - 29: Schools Closed - Holiday Vacation

December 2023

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

Jun 19: 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

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

Jan 12: Early Release at 1:00pm

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

January 2024

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

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

■	School Closed
■	Student Early Release at 11:35am
■	Special Student Early Release at 1:00pm

FINAL - APPROVED BY THE SEZP BOARD

Springfield Public Schools
2023-2024 Staff Calendar
Springfield Legacy Academy
355 Plainfield St. Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

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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
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Color	Meaning
School Closed
Staff Early Release at 11:05am
Regular Day + PD until 5:00pm
Full Day PD from 9:00am-3:00pm
Staff Early Release at 1:00pm

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Educator Working Conditions: Springfield Legacy 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.

			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.	Regular Day + PD	Regular Day + PD	7:25 AM	4:20 PM	8:55
4.	Chestnut Early Release	Special Staff Early Release	7:25 AM	1:00 PM	5:35
5.	No School for Students / Full Day Staff PD	Full Day PD	9:00 AM	3:00 PM	6:00

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. 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

Family as Partners	TBD	6
Learning Showcase Events	TBD	2
Back to School Event	TBD	2
After School	Ongoing throughout the year	9
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/21/23		19 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	1473	19	1492	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
- Family event during August PD
- 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
- Attending student-related meetings.
- Showcase student work after school
- Parent Conferences

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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>Afterschool Support for Students</u>

Teachers will work after school each week to provide after school help not exceeding 45 minutes per week on either Monday, Wednesday or Thursday - to be determined by the building leaders - depending on the content area. These hours are accounted for in the calendar and within the total educator working 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:

Springfield Legacy Academy will add culturally-responsive materials to lessons to align with standards-based curriculum. We will explore vetted curriculum like "History Unerased '', including primary source documents that reflect culturally diverse experiences. Educators will collaborate and explore the topic in professional learning communities (PLCs). Include PD on current curriculum.

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. *Aligned to Equitable Framework Schools Rubric - Indicator 4g Families as Partners*

Ways in which the faculty was engaged in Phase 1 of School Planning:
- Staff Survey
- TLT Members met one on one with colleagues
- Grade Level Meetings to review data and talk about draft priorities

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Priority 1

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?
Intervention System 3a (SQR). Currently, students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student needs and based on real-time data and progress monitoring. Targeted interventions are personalized for each learner and are delivered in three distinct "tiers" during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups. A master schedule that supports flexibility in scheduling students, a robust data system for collecting universal screening data for academics and behavior, and a team to regularly monitor and react as a mechanism for progress monitoring are essential to an effective system.

Data:

- Only 50.7% of all students met growth targets for ELA on Winter MAP and 61% of students met growth targets in math.
- Data from the Family Survey indicated an improvement in family satisfaction, however families are still concerned about sending their child to our school.
- Legacy student outcomes indicate that a systematic, target approach for all grades needs to be implemented with fidelity and consistency across grade levels.
- SQR Feedback on school's intervention system
1. **ELA**
    a. Across Grade Levels Avg RIT Score for ELA is 204, translating to 5th grade reading level.
    b. Low 3-4 point increase in RIT score from fall to winter
2. **Math**
    a. Grade 6 Emerging Bilingual and Exceptional Learner lowest RIT change and lowest % meeting growth target

Working Theory: IF we strengthen our systematic approach to intervention, THEN Legacy students will demonstrate increased growth in the areas of intervention and have increased access to grade level instruction.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What criteria will be used to establish baselines for students? What criteria will be used for flexible grouping?
- How will we define the responsibilities of the RtI team?
- What data will be analyzed & how often.
- What structures (time, space, etc.) will be defined for educators and staff to analyze data and plan interventions?
- What specific areas are families most concerned?
- How do we begin to build authentic partnerships with families to increase confidence?

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Priority 2

Selected Lever: Lever 2

Text of Lever: Feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and 'bite-sized' next steps based on the teaching rubric and most recent Equitable Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with the school-wide instructional vision and teachers know what is expected of them based on feedback Currently, Legacy implements guided planning sessions daily with Math, ELA a Science.

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

Data: Only 50.7% of all students met growth targets for ELA on Winter MAP and 61% of students met growth targets in math.

1. **ELA**
   a. Across Grade Levels Avg RIT Score for ELA is 204, translating to 5th grade reading level.
   b. Low 3-4 point increase in RIT score

2. **Math**
   a. Grade 6 Emerging Bilingual and Exceptional Learner lowest RIT change and lowest % meeting growth target

Working Theory: We believe that if we establish coaching cycles for all teachers that includes written feedback, live coaching and modeling along with educator driven professional development then teaching and learning will improve. Differentiated coaching, targeted action steps for improvement, and regularly scheduled PD will also need to occur.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What determines the action step for educator improvement?
- What are the (most) common instructional practice gaps among educators?
- How will educator driven PD be determined and evaluated?
- When and how often will coaching cycles run?
- How will educator feedback and improvements be shared and tracked?
- What (if anything) do coaches need to provide this effectively to teachers?

Priority Levers Goals: <u>Springfield Legacy Academy</u>

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Priority 1: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.
Working Theory of Change: *If we strengthen our systematic approach to intervention, then Legacy students will demonstrate increased growth in the areas of intervention and have increased access to grade level instruction.*

Progress made thus far (synthesis from faculty): Over the past year, we have made progress in implementing a systematic approach to intervention in academic subject areas. At the start of the year, intervention was not fully fleshed out with staff. By mid-year, teachers were trained in how to implement a running record to students and how to analyze MAP data to group students into small group intervention. Now, most of the staff now has a small group where they work with students at similar academic levels based on MAP data and work to make progress on specific skills. However, further professional development is needed for teachers to be able to fully implement intervention resources with their students. Further, we require more time or meetings to better group students according to their academic needs based on assessment data. Finally, while teachers have received support, some teachers feel like they need more support from academic administrators on how to implement intervention resources effectively in the classroom.
Where we run into obstacles (synthesis from faculty): ● Educators and teachers need more PD, time to plan the intervention lessons based on student needs.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Designate intervention teachers for students with the highest academic needs.**
    ○ Include educator input in flexible grouping for intervention needs for all students.
    ○ We will need to do a data dive into 2023 Access Scores to better support our Emerging Bilinguals.
2. **Provide ongoing PD around interventions and data assessment strategies in order to properly progress-monitor students' data and adjust to their needs.**
    ○ Increase time for intervention planning, data collection and progress monitoring.
3. **Monitor effective implementation of intervention lessons by looking at student work.**
    ○ Provide PD and practice RTI Team meetings in a consistent and systematic fashion.

What we would like to learn and accomplish in August PD (faculty input, TLT thinking): ● Synthesize RTI data. ● Develop lessons for Intervention learning time.

Priority 2: Aligned Feedback & Professional Development.

Working Theory of Change: *We believe that if we establish coaching cycles for all teachers that includes written feedback, live coaching and modeling along with educator driven professional development then teaching and learning will improve. Differentiated coaching, targeted action steps for improvement, and regularly scheduled PD will also need to occur.*

Progress made thus far (synthesis from faculty):
Over the past year, we have made some progress in implementing coaching cycles. At the start of the year, few staff received coaching of any kind. To collect feedback on this priority we sent a staff survey. Some stated that they have received coaching through written feedback, live coaching, and modeling. However, some staff members stated that they have received no coaching of any kind at all this year. From the data, we believe that the obstacles facing this priority include consistency in expectations and scheduling, and designated specialized coaches for each content area.

Where we run into obstacles (synthesis from faculty):
- Consistency.
  - Scheduling, Expectations, Type of Coaching.
  - Coaching for Special Education.
- Content-Specific Coaches.
  - Although an administrator can identify "good" and "bad" teaching, it is also useful to have a content specific admin who can identify "good" and "bad" content teaching.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Implement a practice based PD approach to all coaching and professional development.**
   - Make any adjustments to standard expectations, schedules and remain consistent.
   - We need to create a 6-8 week coaching cycle to maintain consistency across all grade-levels.
2. **Maintain the rigor around the standards as an anchor for all coaching and PD.**
   - Admin will continue to attend upcoming literacy PD as offered and share with educators to plan and implement best practices.
   - When available, offer PD opportunities to educators to assist in planning and instruction.

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Leadership will collaborate with staff to align a vision for instructional coaching.
- Provide training for all staff on intervention curriculum.