SEZP // Springfield Empowerment Zone Partnership

Springfield Realization Academy

2023-24

School Plan

Springfield Public Schools
2023-2024 Student Calendar
Springfield Realization Academy
46 Oakland Street, Springfield, MA 01108

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:55 AM - 3:50 PM * see calendar for special student early release days; **Saturday Academy = 9:00 AM - 12:00 PM**
Teacher Hours	7:30 AM - 3:55 PM (M-F)

Aug 21: School Begins

August 31 - Familly Event - Back to School Celebration

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 1: Schools Closed – Teacher PD Day

Sep 4: Schools Closed - Labor Day

Sep 12: Schools Closed – Teacher PD Day

Sep 14: Family Event - Hispanic Celebration

Sep 20: Early Release at 1:30pm

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 9: Schools Closed - Indigenous People's Day

Oct 20: Schools Closed – Teacher PD Day

Oct 25: Early Release at 1:30pm

Saturday Academies: 14th & 28th

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

Saturday Academies: 4th & 18th

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 6: Early Release at 1:30pm

Dec 15: School Closed - Teacher PD Day

Dec 22: Early Release at 11:35am

Dec 25 - 29: Schools Closed - Holiday Vacation

Saturday Academies: 2nd & 9th

December 2023

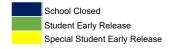| MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

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

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

Jan 24: Early Release at 1:30pm

Saturday Academies: 13th & 27th

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 8: Family Event - African American Heritage Celebration

Feb 19: Schools Closed - Presidents Day

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

Saturday Academies: 10th

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 – Teacher PD Day

Mar 13: Early Release at 1:30pm

Mar 15: Schools Closed – Teacher PD Day

Mar 29: Schools Closed - Good Friday

Saturday Academies: 2nd & 23rd

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 4: Early Release at 1:30pm

Apr 15: Schools Closed - Patriots Day

Apr 16 -19: Schools Closed - Spring Vacation

Saturday Academies: 13th & 27th

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: School Closed - Teacher PD Day

May 27: Schools Closed - Memorial Day

May 31: Early Release at 1:30pm

Saturday Academies: 11th & 18th

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 at 11:35am for Students & Staff

Saturday Academies: 8th

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

FINAL - APPROVED BY THE SEZP BOARD

Springfield Public Schools
2023-2024 Staff Calendar
Springfield Realization Academy
46 Oakland Street, Springfield, MA 01108

SEZP // Springfield Empowerment Zone Partnership

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Aug 7 - 18: Teacher PD from 8am-4pm

Aug 21: School Begins

August 31 - Familly Event - Back to School Celebration

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Mar 15: School Closed - Teacher PD Day

Mar 29: Schools Closed - Good Friday

Saturday Academies: 2nd & 23rd

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Oct 20: Schools Closed – Teacher PD Day

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Saturday Academies: 14th & 28th

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Saturday Academies: 11th & 18th

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Dec 6: Student Early Release at 1:30 PM / Teacher PD until 3:55pm

Dec 15: School Closed - Teacher PD Day

Dec 22: Early Release for Students (11:35am) & Staff (11:45am) - Last day before holiday vacation

Dec 25 - 29: Schools Closed - Holiday Vacation

Saturday Academies: 2nd & 9th

December 2023

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
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Saturday Academies: 13th & 27th

January 2024

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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
- Staff Early Release at 11:45am
- Student Early Release + PD until 3:55pm
- Full Day PD from 7:15am-3:55pm
- Summer PD Hours from 8am-4pm

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Educator Working Conditions: Springfield Realization 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	7:30 AM	3:55 PM	8:25
2.	Early Release for Students and Staff	Staff Early Release	7:30 AM	11:45 AM	4:15
3.	No School for Students / Full Day Staff PD	Full Day PD	7:30 AM	3:55 PM	8:25
4.	Early Release for Students / Afternoon PD	Student Early Release + PD	7:30 AM	3:55 PM	8:25
5.	Summer PD #1 (pre-Aug 22)	Summer PD	8:00 AM	4:00 PM	8:00

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
Report Card Nights	Various (1 per quarter)	8
Back to School NIght	August 31, 2023	3

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Hispanic Celebration	September 14, 2023	3	
Black History Celebration	February 8, 2023	3	
TOTAL ADDITIONAL SUMMER 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	80	1582	17	1679	199

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;
> - Serve on various school committees such as hospitality committee, curriculum committee, culture committee etc.
> - Serving as a mentor to a small cohort of students; and
> - 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>Afterschool Support for Students</u>

Teachers will work after school each week on a voluntary basis to provide after school help to students and will be paid at the contractual hourly rate. The after school program will run Monday through Thursday from 4:00 pm to 5:30 pm.

Also, staff will be required to work a maximum of 8, 3-hour, Saturday Academies throughout the school year. This will be on a rotating basis as determined by the building Principal and leadership team. Any staff that works in the Saturday program will be paid an hourly rate of $50.00/hour for that additional time worked. The exact dates for Saturday academies will be presented to staff at the beginning of 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.

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: Springfield Realization Academy

Ways in which the faculty was engaged in Phase 1 of School Planning:
- Met with the TLT to review data and to identify and discuss priorities
- Met with the administrative team to review the work done with the TLT and to tweak where necessary
- Shared the Draft Priority Levers with the faculty and provided opportunity for feedback and questions

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:

ELA

Grades 6 & 7: 50% of students met their MAP Growth target
- 6th Grade - decreased average growth percentile - 50.6% in the Fall to 45.3% in the Winter
- 6th Grade Exceptional Students' Average RIT score decreased by 1.0

Math
- Grades 6 & 7: 56.7% students met MAP Growth target
- Grades 6 & 7: Students who performed on or above grade level (above the 60th percentile) dipped in performance.

School Quality Review (SQR):

Under Lever 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities, 7 out of 11 indicators were rated as "Developing".

The data shows that many of our students did not make adequate progress. We have eight teachers who are new to the country, although they have taught before in another country. Two teachers who are new to the teaching profession. We need to support these teachers to develop instructional practices and cultural proficiency to support our scholars in targeted ways. We see some teachers who are unable to form positive affirming relationships with scholars, unable to adopt practices to manage classrooms well, and unable to engage students in rigorous grade-level learning experiences that are scaffolded to meet the needs of all scholars. Moreover, the Insight Survey showed teachers indicating that they needed more feedback and coaching.

Working Theory: If SRA provides all educators with targeted professional learning (including observation-feedback- coaching cycles) aimed at building teaching and classroom climate competencies that are built around a common instructional vision and a common culture and climate vision for tier 1 instruction, then students will be able to engage in grade-level, rigorous lessons and thereby meet learning expectations.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What is SRA's instructional vision and how well does that vision reflect what teachers are expected to plan for and implement in all classrooms?
- What is SRA's vision for a climate and culture conducive to high expectations for all students and how well do members

of the school community know that vision?
- Does SRA have common procedural elements for routines and procedures that support the expected climate and culture?
- What lesson planning protocol can we implement to ensure educators unpack the standards, understand their elements, and connect learning objectives and instructional activities to the tasks in the aligned curriculum?
- How can teachers be supported to adopt instructional practices during core instruction and intervention that are aligned with students' needs to accelerate their performance?
- What Professional Learning (PL) can be provided to support teachers' effective use of data to drive instruction?
- What professional learning opportunities can be provided to support teachers' cultural proficiency and their ability to form positive affirming relationships with scholars?
- How can the work of school leaders be more aligned with the needs of teachers and scholars to provide the instructional leadership needed to improve student learning? This includes observation and feedback cycles, coaching cycles, data dives, lesson planning, analysis of student work, professional learning, and facilitating collaborative efforts among teachers within departments and across departments.
- How can school leaders enhance systems for facilitating teacher collaboration and input into professional learning?

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: The data for this priority is the same as for the first priority. Many of our scholars have not made adequate progress. In the Winter administration of MAP, we saw 83% of our scholars performing below the 60th percentile in the 6th grade in ELA and 77% in the 7th grade. In math, 89% of our scholars performed below the 60th percentile in the 6th grade and 85% in the 7th grade. Additionally, our suspension data has increased relative to last year, largely because our 6th grade scholars seem to lack the Social Emotional skills to adjust to the conditions of middle school.

According to the 2022-23 School Quality Review (SQR), 7 out of the 11 indicators pertaining to instruction were rated "Developing". We believe that the data is emblematic of a need to support teachers to better meet the needs of students, who in the wake of the Covid 19 Pandemic have unfinished learning and significant gaps in skills, knowledge, and social-emotional learning. We saw an increase in the number of physical and verbal altercations and students who lack self-regulatory skills and social-emotional learning to conduct themselves well as scholars in the classroom. Students need targeted support for both academics and behavior to address their unfinished learning.

Working Theory: If SRA provides effective instruction in tier 1, core instruction (priority 1) and develops an effective intervention system that identifies and treats students who need individualized academic or social-emotional supports, then all students will have the support needed to address unfinished learning and social emotional development needs.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What are the current gaps in student understanding?
- How can we provide explicit instruction in prerequisite skills to close our scholars' achievement gaps?
- How can we ensure that our MTSS system effectively and proactively diagnose students' strengths and needs?
- What is the root cause of students' regression in MAP performance?
- How can we enhance targeted support during core instruction for ELLs and exceptional learners without declining the rigor of lessons?
- What support can we provide for advanced learners to accelerate their performance?
- What professional learning, feedback, and coaching cycles will best support teachers to enhance their practice and deliver effective instruction that is aligned to the rigor of the standards, provides multiple entry points for scholars, is culturally responsive, incorporates research-based practices, and is based on analysis of student's strengths and needs, and is linguistically accessible?

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

Priority 1: Coherent Actions for Improving Assurances for Educational Equity.
Working Theory of Change: *If SRA provides all educators with targeted professional learning (including observation-feedback- coaching cycles) aimed at building teaching and classroom climate competencies that are built around a common instructional vision and a common culture and climate vision for tier 1 instruction, then students will be able to engage in grade-level, rigorous lessons and thereby meet learning expectations.*

Progress made thus far (synthesis from faculty):
- Work on the instructional vision was done with the Teacher Leadership Team (TLT), but this is not yet complete, nor does it currently drive teaching and learning to the extent that it should. Some observation and feedback has occurred, but this is not yet an enduring feature of the school.   - Work on the climate continues with the hiring of a dean of culture and two student support staff.

Where we run into obstacles (synthesis from faculty):
- Clash of cultures.   - Challenge forming positive affirming relationships with scholars.   - Difficulty managing scholars with challenging behaviors.   - Challenges establishing a classroom culture predicated on consistent procedures, routines and expectations that promotes a classroom climate conducive to learning.   - Staff not fully understanding our management model that is oriented towards a restorative approach rather than a punitive one.   - Students coming to the school without the requisite social emotional learning and readiness for middle school.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
Fully develop both an instructional and a climate and culture vision that are well understood and embraced by all constituents of the school, that drive learning and teaching everyday, and that identify teacher moves and student actions that lead to improvement in student performance.   - How do we craft instructional and climate visions that embrace the mission and values of the school and describe what teaching and learning looks like everyday in all classrooms?   - How do we foster understanding, buy-in, and fidelity to implementation of the instructional vision?   **Institutionalize an observation-feedback-coaching cycle that is grounded in the needs of students and focused on building the capacity of teachers to meet students' needs.**   - How do we ensure that administrators have the time to be fidelitous to the observation-feedback-coaching cycle?   - How do we effectively track this cycle and identify its impact on improvements in learning and teaching?   **Improve the utilization of professional learning times (early release days, full PD days, and PLCs) to better align with the needs of students and teachers, and based on documented student and staff data**.   - What systems can we implement to effectively collect and analyze student and teacher data to inform professional learning events?   - How can we incorporate teacher voice and ideas in the formulation of those professional learning events?

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Competencies around restorative practices.   - De-escalation training (between students in the classroom).   - Explicit instruction on communication platforms for communicating with parents.

- ○ TalkingPoints.
- ○ ClassDojo.
- Classroom management, routines, norms, and structure.
- PowerTeacher /PowerSchool.
- Building community in the classroom.
- Understanding student behaviors.
- Socioemotional pedagogy.
- Access to and understanding of BIPs/IEPs.

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

Working Theory of Change: *If SRA provides effective instruction in tier 1, core instruction (priority 1) and develops an effective intervention system that identifies and treats students who need individualized academic or social-emotional supports, then all students will have the support needed to address unfinished learning and social emotional development needs.*

Progress made thus far (synthesis from faculty):
- MAP data is used to place students in RTI treatment tiers for both math and ELA.
- Developed an enhanced RTI intervention system utilizing Orton Gilingham, fluency/word study, explicit comprehension and acceleration opportunities in ELA.
- Similar work was done in mathematics with tiering of students for targeted support and acceleration.
- Developed BIPs for identified students, created caseloads for counseling services.

Where we run into obstacles (synthesis from faculty):
- Teachers are not sufficiently acquainted with students' IEPs and Behavior Improvement PlanS (BIPS) and these are not sufficiently accounted for in lesson plans and assessments.
- Teachers need help with providing accommodations for students during lessons and in assessments.
- Tier 1 instruction is not rigorous enough nor sufficiently differentiated to meet the diverse needs of scholars.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Formalize and routinize the SEZP Academic Treatment Phases to meet the needs of all students including the composition of a dedicated RTI treatment team, the identification and use of progress monitoring tools, and the provision of dedicated time for the team to meet.**
    a. What are the available zone resources and personnel to support the enhancement of our RTI systems and how can school leaders leverage these?
2. **Enhance the RTI system to include appropriate curricula, resources, and instructional supports for teachers to meet the targeted needs of scholars.**
    a. What are the best curricula resources for providing targeted support for students during RTI blocks?
    b. How can school leaders and coaches support teachers with developing the skills and capacities to provide differentiated and targeted support to scholars?
3. **Develop a system for better tracking the impact of interventions on students' academic and behavioral progress.**
    a. What are the best available systems for documenting interventions and tracking their impact on students academic and behavioral progress?

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Designing differentiated activities.
- Providing targeted supports.
- Effective systems for progress monitoring and mapping to interventions.

FINAL - APPROVED BY THE SEZP BOARD