SEZP // Springfield Empowerment Zone Partnership

Aspire Academy

2024-25
School Plan

Educator Working Conditions: <u>Aspire Academy</u>

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	7:10 AM	3:30 PM	8:20
2.	Early Release for Students and Staff	Staff Early Release at 11:05am	7:10 AM	11:05 AM	3:55
3.	Regular Day for Students / 2:30 Sched for Staff	Staff Early Release at 2:30pm	7:10 AM	2:30 PM	7:20
4.	Regular Day for Students / Extended Day for Staff Until 4:00pm	Tuesday Extended Day Until 4:00pm	7:10 AM	4:00 PM	8:50
5.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 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 24-25 is August 19th, 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 19th

Event Description	Date/Time	# of Staff Hours in gr. 9-12
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/19/24		0 hrs

B. Other Events *on or After* August 19th

Event Description	Date/Time	# of Staff Hours in gr. 9-12

Open House/ Parent Night 1	08/23/24 (1pm-3pm)	2
Open House/ Parent Night 2	12/19/2024 (5pm-7:00pm)	2
Open House/ Parent Night 3	2/13/2025 (5pm-7.00pm)	2
Open House/ Parent Night 4	4/11/2025 (5pm-7:00pm)	2
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24		8 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	0.00	1503.67	8	1511.67	186

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 students and families about the attendance and academic progress of students;
- Preparation and analysis of individual student goal setting, weekly reports, progress reports, and report cards;
- Participation in a minimum if 4 family events
- Active participation in Professional Learning Communities (PLCs) and trainings
- Working regularly with school administrators and colleagues to improve one's instructional practices;
- Providing intentional and strategic academic support to students on a daily basis;
- Updating grades and regularly collecting, analyzing and reporting out on computer based academic program
- Attending student-related meetings;
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes; and
- Participation in transformative learning experiences if applicable
- Participation in coaching and feedback cycles

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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
- Proctoring school -based, district and/or state assessments
- Potential night school coverage if applicable
- When possible class coverage will be rotated among staff

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 a minimum of 30 minutes per week after school to provide intentional academic support to students. These hours are already built into the total educator hours.
- Teachers may be asked to volunteer to cover night school. Any staff that works in the night school program will be paid an hourly rate of $50.00/hour for that additional time worked.

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 instructional coaching, 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, in a blended learning model, 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.

Aspire's academic model includes both computer- based instruction and live, direct instruction. Transformative Learning Experiences are project and competency based and will be offered for specific course work.

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.

12. **TLT elections for the next school year**

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 08/23/2024.

Springfield Public Schools
2024-25 Student Calendar
Aspire Academy
415 State Street Springfield, MA 01105

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:20 AM - 2:20 PM
Teacher Hours	7:10 AM - 3:30 PM (Monday - Thursday); 7:10 AM - 2:30 PM (Friday)

Aug 23: Open House/Family Night

Aug 26: School Begins

August 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	30

Feb 13: Open House/Family Night

Feb 17: Schools Closed - Presidents Day

Feb 18 - 21: Schools Closed - Mid-Winter Vacation"

February 2025

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

Sep 2: Schools Closed - Labor Day

September 2024

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				

March 2025

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
31				

Oct 14: Schools Closed - Indigenous People's Day

October 2024

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	

Apr 11: Open House/Family Night

Apr 18: Schools Closed - Good Friday

Apr 21: Schools Closed - Patriots Day

Apr 22 -25: Schools Closed - Spring Vacation

April 2025

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		

Nov 5: Schools Closed – Teacher PD Day (Election Day)

Nov 11: Schools Closed – Veterans Day

Nov 27 - 29: Schools Closed - Thanksgiving Vacation

November 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

May 26: Schools Closed - Memorial Day

May 2025

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	30

Dec 19: Open House/Family Night

Dec 20: Early Release at 11:05am

Dec 23 - 31: Schools Closed - Holiday Vacation

December 2024

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			

Jun 19: Schools Closed - Juneteenth Day

Jun 23*: End of School Year - Early Release for Students & Staff

June 2025

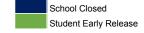| MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Jan 1-3: Schools Closed - Holiday Vacation

Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2025

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

*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

FINAL - APPROVED BY THE SEZP BOARD

Springfield Public Schools
2024-25 Staff Calendar
Aspire Academy
415 State Street Springfield, MA 01105

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:20 AM - 2:20 PM
Teacher Hours	7:10 AM - 3:30 PM (Monday - Thursday); 7:10 AM - 2:30 PM (Friday)

Aug 19 - 23: Teacher PD

Aug 23: Convocation & Open House/Family Event

Aug 26: School Begins

August 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	30

Feb 4: Exended day until 4pm

Feb 13: Open House/Family Event

Feb 17: Schools Closed - Presidents Day

Feb 18 - 21: Schools Closed - Mid-Winter Vacation

February 2025

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

Sep 2: Schools Closed - Labor Day

Sep 3: Extended Day until 4pm

September 2024

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				

March 4: Extended Day until 4 pm

March 2025

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
31				

Oct 1: Extended Day until 4pm

Oct 14: Schools Closed - Indigenous People's Day

October 2024

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	

Apr 1: Extended Day until 4 pm

Apr 11: Open House/Family Night

Apr 18: Schools Closed - Good Friday

Apr 21: Schools Closed - Patriots Day

Apr 22 -25: Schools Closed - Spring Vacation

April 2025

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		

Nov 5: Schools Closed – Teacher PD Day (Election Day)

Nov 11: Schools Closed – Veterans Day

Nov 27 - 29: Schools Closed - Thanksgiving Vacation

November 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

May 6: Extended Day until 4 pm

May 26: Schools Closed - Memorial Day

May 2025

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	30

Dec 3: Extended Day until 4pm

Dec 19: Open House/Family Night

Dec 20: Early Release at 11:05am

Dec 23 - 31: Schools Closed - Holiday Vacation

December 2024

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			

June 3: Extended Day until 4 pm

Jun 19: Schools Closed - Juneteenth Day

Jun 23*: End of School Year - Early Release for Students & Staff

June 2025

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				

Jan 1 - 3: Schools Closed - Holiday Vacation

Jan 7: Extended Day until 4pm

Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2025

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

*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 11:05am
■	Staff Early Release at 2:30pm
■	Full Day PD from 8:00am-3:00pm
■	Tuesday Extended Day until 4:00pm

FINAL - APPROVED BY THE SEZP BOARD

Ways in which the faculty was engaged in Phase 1 of School Planning:
- Staff members thoughtfully discussed systems and developed goal setting based on the Levers
- Staff members met weekly to plan for priority levers

Priority 1

Selected Lever: 1

Text of Lever: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities - 1.b. Instructional Vision School leaders establish, communicate, and promote a vision for equitable instruction that drives teaching and learning, professional learning, coaching structures and educator feedback required for students to succeed at their grade level according to MA Curriculum Frameworks and 21st century and college/career readiness standards.

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

Data: Only 38% of students met their MAP growth goals. 49% of students are identified as Tier 3, 30% Tier 2 and 15% Tier 1 according to MAP data**.**

Working Theory: If we execute with fidelity, our instructional vision school wide, we will improve educational equity for all students by implementing multiple pathways to quality, grade-level instruction enabling students to earn a high school diploma.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- How does the instructional vision live in the classrooms?
- How are we assessing Educator capacity (instructional walkthroughs, rubrics?)
- How are we supporting Educator growth and development (coaching and feedback cycles, professional development?)
- How are we providing equitable access to Academic software?
- How are we providing beyond the building Hybrid/blended learning opportunities?
- How do we ensure small class sizes?
- Are we providing flexible and personalized schedules?
- Are we providing extended day and vacation opportunities?
- How do we ensure we are determining and unpacking potential root causes that prohibit or limit student progress?
- How do we prioritize developing solutions to address and remedy root causes?
- How do we effectively provide MCAS support?
- How do we consistently track student progress to identify pacing concerns?

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 working theories of what needs to improve to drive better results?

Data: Average attendance rate is 66%. Chronic Absentee rates are 71%.

Working Theory: By creating a personalized approach to learning through flexible schedules and individual plans,we will reduce chronic absentee rates by 60%.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- Using the root cause analysis protocol, what are the root causes of students not attending school?
- How do we identify chronically absent students from critically absent students?
- What interventions are being provided for chronic and critically absent students?
- Are we building a safe, inclusive, positive and welcoming school culture through the implementation of restorative practice?
- Have we formed our building based family empowerment council?
- In partnership with our family empowerment council, what school events have we planned to promote family partner engagement?
- How are we engaging overaged students and students who work full time jobs?
- How effective are our anchors and mentors?
- What pivots need to be made?
- How often are we examining attendance data and what interventions are we creating to address it?
- What research-based models are in practice at schools in which Tier III CA has been positively impacted?

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

Priority 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities-
1.b. Instructional Vision School leaders establish, communicate, and promote a vision for equitable instruction that drives teaching and learning, professional learning, coaching structures and educator feedback required for students to succeed at their grade level according to MA Curriculum Frameworks and 21st century and college/career readiness standards.

Working Theory of Change: If we execute with fidelity, our instructional vision school wide, we will improve educational equity for all students by implementing multiple pathways to quality, grade-level instruction enabling students to earn a high school diploma.

Progress made thus far (synthesis from faculty): Our school has made progress towards operating our instructional vision by primarily focusing on the overarching theme of personalization. In this we created:

- Personalized Learning Plans:
  - Developed and implemented personalized learning plans for each student, tailoring educational experiences to individual strengths, needs, and interests, thereby providing a customized pathway to achieving grade-level competencies and earning a high school diploma.
- Flexible Schedules:
  - Introduced personalized schedules that accommodate diverse learning paces, styles, work and home responsibilities, allowing students to have access to coursework 24 hours a day through online platforms. Included options for early morning, late afternoon, and evening classes to ensure equitable access to education.
- Extended Learning Hours:
  - Expanded school hours to include evening school, as well as vacation sessions, providing additional instructional time and support for students who need extra help to master grade-level content and stay on track for graduation.
- Inclusive Access to Curriculum:
  - Ensured that special education teachers and English for Speakers of Other Languages (ESOL) teachers are integrated into regular classroom settings and curriculum planning, offering specialized support and accommodations to meet the diverse needs of all students, including those with disabilities and English language learners.
- Comprehensive Transportation Services:
  - Implemented a transportation plan that ensures all students have reliable access to school and extended learning opportunities, removing transportation barriers that could impede their ability to participate in personalized learning schedules and extended hours programs.

Where we run into obstacles (synthesis from faculty):

- Addressing Educational Gaps:
  - Despite our focus on personalization, we see a portion of our student population struggle to make necessary gains in academics.
- Mitigating Credit Deficits:
  - Despite having a flexible credit recovery program and personalized academic plans, to tackle the issue of large credit deficits, we struggle to re-engage a portion of the student population in the learning model to acquire the necessary credits to catch up and stay on track for graduation.
- Combating Absenteeism:
  - While personalization is key and we have seen incredible growth in attendance in particular students, we must also develop more robust strategies to reduce chronic and critical absenteeism, such as increasing engagement through relevant and adaptable curricula, and ensuring consistent

communication and support for students and families.

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

1. **We need to intensify efforts to bridge significant gaps in education and address unfinished learning by providing targeted interventions and additional support resources.**
2. **We need to implement more flexible credit recovery programs and personalized SMART academic plans by quarter that allow students to catch up and stay on track for graduation.**
3. **We must also develop more robust strategies to reduce chronic and critical absenteeism.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
While we have established proactive measures to address the obstacles, collectively we need to create systems to track and monitor the initiatives. There are 5 buckets we'd like to create systems for. They include:

- Targeted Interventions and Tutoring: We need to work to create a clear system to support the specialized tutoring programs and interventions we have established that focus on areas where students are struggling the most, providing personalized support to close educational gaps and a system to monitor the progress.
- Flexible Credit Recovery Programs: Create a system to track progress with our flexible credit recovery and acceleration.
- Enhanced Engagement Strategies: While we have designed and integrated engaging, relevant, and interactive curricula that cater to students' interests and learning styles, we need to work on instructors' mindset and create a system to track the consistency and effectiveness of the strategies.
- Parental and Community Involvement: Strengthen partnerships with parents and the community to create a support network that encourages regular attendance and addresses barriers that may prevent students from attending school consistently.
- Regular Monitoring and Support Systems: Establish a system to monitor the initiatives we are launching.

Priority 2: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff
Working Theory of Change: By creating a personalized approach to learning through flexible schedules and individual plans,we will reduce chronic absentee rates by 60%.

Progress made thus far (synthesis from faculty):

- Personalized Learning Plans: Implementing individualized learning plans tailored to each student's needs, along with flexible schedules, has significantly contributed to reducing chronic absenteeism by providing a more engaging and accommodating educational experience.
- Highlighted Attendance Successes: Celebrating individual successes in attendance has proven effective in motivating students and reinforcing positive behavior, leading to a noticeable improvement in overall attendance rates.
- Supportive Measures: Offering essential support such as transportation services, access to an online curriculum, and regular check-ins has addressed common barriers to attendance, resulting in a marked increase in student participation and engagement.

Where we run into obstacles (synthesis from faculty):
We've done a lot of work to build relationships and create an environment where students feel successful however we are still struggling to re-engage students who have real external responsibilities, students who don't view school as an asset and students who have been disengaged from school for more than one year. We've narrowed it down to the following buckets.

- Balancing Responsibilities:

- Students struggle to balance school attendance with parental responsibilities, work obligations, or other adult commitments, leading to frequent absences due to conflicting priorities.
- **Transportation and Access Challenges:**
  - Limited access to reliable transportation or living in areas with inadequate public transportation hinder students' ability to attend school regularly, especially if they have to commute long distances or rely on others for transportation.
- **Financial Pressures:**
  - Some students face financial pressures that compel them to prioritize work over school attendance, particularly if they need to contribute to family income or support themselves financially.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
We started to build out impactful initiatives but there are areas we need to prove on. We need to create a system to monitor the following initiatives:

1. **Data Collection and Analysis:**
   a. Deep dive into the data of students who have made improvement in attendance and compare it to students who we have failed to re-engage. Identify what strategies and interventions worked.
   b. Establish systems for collecting accurate attendance data and analyzing it regularly to identify patterns and trends in absenteeism rates. This includes tracking individual students' attendance records and identifying groups or demographics with higher rates of chronic absenteeism.

2. **Early Identification and Intervention:**
   a. Develop protocols for early identification of students at risk of chronic absenteeism, such as those with poor attendance habits or known risk factors. Implement interventions promptly to address underlying issues and prevent further absences from occurring.

3. **Collaborative Partnerships:**
   a. Build partnerships with parents or guardians, community organizations, social services agencies, and other stakeholders to address the complex factors contributing to chronic absenteeism. Collaborate on developing and implementing comprehensive support plans for students and families.

4. **Personalized Support Plans:**
   a. Create individualized attendance improvement plans for students experiencing chronic absenteeism, tailored to their unique needs and circumstances. Involve students, parents or guardians, teachers, counselors, and support staff in the development and implementation of these plans.

5. **Engagement and Motivation:**
   a. Foster a positive school climate and culture that promotes engagement, motivation, and a sense of belonging among students. Implement strategies to make learning relevant and meaningful, provide opportunities for student voice and choice, and recognize and celebrate attendance milestones and improvements.

6. **Addressing Barriers to Attendance:**
   a. Identify and address barriers that may prevent students from attending school regularly, such as transportation issues, health concerns, family responsibilities, or socio-economic challenges. Provide targeted support and resources to mitigate these barriers and support students in attending school consistently.

7. **Monitoring and Evaluation:**
   a. Continuously monitor the effectiveness of interventions and support strategies in reducing chronic absenteeism. Collect feedback from students, parents or guardians, and staff to assess progress and make adjustments as needed. Regularly evaluate the impact of initiatives on attendance rates and academic outcomes.

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Develop clear attendance systems and protocols to address chronic absenteeism.
- Develop an Early Intervention and Monitoring system:

- ○ Implement systems to identify students at risk of chronic absenteeism early on, such as tracking attendance data closely. Intervene promptly with targeted support, including counseling, mentorship, and academic assistance, to address underlying issues contributing to absenteeism.
- ● Personalized Support Plans:
  - ○ Develop individualized attendance improvement plans for students experiencing chronic absenteeism. These plans should involve collaboration between students, parents or guardians, teachers, and support staff to address barriers to attendance and create tailored strategies to improve attendance.
- ● Engaging and Relevant Curriculum:
  - ○ Continue to build on the curriculum and instruction work we established.
- ● Community Partnerships and Resources:
  - ○ Forge and strengthen partnerships with community organizations, agencies, and businesses to provide additional resources and support for students facing barriers to attendance. Develop partnership with agencies to offer services such as transportation assistance, childcare, mental health counseling, and after-school programs to address students' diverse needs.
- ● Positive School Climate and Culture:
  - ○ Work on a clear plan to grow the positive and supportive school environment where students feel safe, valued, and connected. Implement initiatives such as school-wide attendance challenges, recognition programs for improved attendance, and peer mentoring to promote a sense of belonging and accountability among students. Additionally, prioritize building strong relationships between students and school staff to encourage regular attendance.

SEZP's Summer Learning Design Principles:

1. Focuses on equity and develop expectations for a culturally responsive climate
2. Engages students and family/caregivers' voice in summer learning design elements
3. Focuses on students' social emotional and academic needs
4. Encourages attendance through creative program design
5. Elevates relationships and enrichment
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Provides high schools with the opportunity to offer foundational courses for credit
8. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
9. As TLTs are reviewing data for school planning, connect future goal setting to summer learning for students and engages the school community to consider appropriate programming

As a starting point, please look through <u>this linked document</u> for Summer Academy logistics and operational timelines to help guide you in completing your schools' summer learning plan template below.

Summer 2024 Learning Plan for: Aspire Academy
INITIAL SUMMER PLANNING

Design Team Members	- Tiffany M. Carr - Richard Johnson - Raymond Burton - Crystal Colon - Yvonne Howard - Julio Salcedo - Lance Jackson - Tim Tyler (Peyton)
Summer Plan Vision	Deep dive into transcript audits and graduation requirements. Create cycle plans for every student with an assigned course plan.
Summer Plan Logistics	1. Dates of Summer Academy: 7/1 - 8/8 2. Type of Program: Extended Year (cycle 5) 3. Days per week: Monday - Thursday 4. *Student* Start Time: 8:00 am 5. *Student* End Time: 2:00 pm 6. Lunch Time: 12:00-12:30 pm 7. Estimated # of Students: 35 8. Total # of Classrooms Needed: 2 9. Shared Facility Needs: gym, cafeteria 10. IT Programs/Apps Needed: Edgenuity, Clever, Powerschool 11. Coordinator(s) Name(s): Tiffany Carr
Targeted Student Population and Total Projected Enrollment	30-35 students 10- Rising 9th graders: immediately begin edgenuity courses, assess and develop strategic goals 5- Rising 10th graders: who are not on track with credit accumulation 5- Rising 11th graders : who are not on track with credit accumulation 10- Rising 12th graders: who are not on track with credit accumulation 2-5 Senior for August graduation

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Proposed Summer Partnerships (Student or teacher facing)	1. Name: New England Farmworkers
	    Role: Financial Sponsors of 5 students in the Summer cohort to work on the
	        Commerce Campus

Family Communication and Recruitment Planning Action Steps	Recruitment Plan ● The Student Success Team reaches out to families and students prior to the end of school. ● End of school year Family celebration with information on the Cycle 5 start time ● Emails, auto messages and phone calls to remind students and families Arrival Plan ● Success team picks up students daily for Cycle 5 ● Students take bus home

After Recruitment Steps

Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	1. Completion of courses/ academic support 2. Credit recovery and acceleration 3. Social-emotional support and guidance 4. Career Pathway Access 5. Intentional MCAS/IEP skill support
Family and Student Communication Action Steps - once students have accepted	● Daily/ Weekly communication with family through text messages and phone calls ● Mailings, Homevisits and Social Media announcements.
Staffing Plan	<table><tr><th>Staff Name</th><th>Subject Area (i.e. Math Teacher)</th></tr><tr><td>Richard Johnson</td><td>Special Education teacher</td></tr><tr><td>Timothy Peyton (Tyler)</td><td>Career, Electives teacher</td></tr><tr><td>Raymond Burton</td><td>Student Success Manager</td></tr><tr><td>Crystal Colon</td><td>Student Success Coordinator</td></tr><tr><td>Lance Jackson</td><td>Student Success Coordinator</td></tr><tr><td>Alex Ogbeiwi</td><td>Student Success Coordinator</td></tr><tr><td>Julio Salcedo</td><td>ESL Support *</td></tr></table>*depending on enrollment
Final Program Schedule	<table><tr><td>Arrival / Breakfast in the classroom</td><td>9:00 am</td></tr><tr><td>Guided Study</td><td>9:00-11:00 am</td></tr><tr><td>Small group support & intervention</td><td>11:00-12:00 pm</td></tr><tr><td>Lunch</td><td>12:00-12:30 pm</td></tr><tr><td>Elective Course recovery/Acceleration Work based learning/Beyond the building learning</td><td>12:30-2:00 pm</td></tr></table>

Name and contact information for questions over the summer	1. *__Primary__* Contact Name: Tiffany M. Carr
	    Primary Contact Email:carrt@springfieldpublicschools.com
	    Primary Contact Phone:4134952459
	
	2. *__Backup__* Contact Name Raymond Burton
	    Backup Contact Email: burtonr@springfieldpublicschools.com
	    Backup Contact Phone:413.301.3110

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Strategic Action Plan: <u>Aspire Academy</u>

Priority 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities-
1.b. Instructional Vision School leaders establish, communicate, and promote a vision for equitable instruction
that drives teaching and learning, professional learning, coaching structures and educator feedback required for students t
succeed at their grade level according to MA Curriculum Frameworks and 21st century and college/career readiness standa

Goals for Priority 1:
1. We need to intensify efforts to bridge significant gaps in education and address unfinished learning by providing targeted interventions and additional support resources.
2. We need to implement more flexible credit recovery programs and personalized SMART academic plans by quarter that allow students to catch up and stay on track for graduation.
3. We must also develop more robust strategies to reduce chronic and critical absenteeism.

To accomplish the goals above and make improvements in this priority area, our August PD will include:

1. **August PD sessions** *(what will educators learn in August professional learning time?)***:**
   - Targeted Interventions and Tutoring Session: Educators will learn the system to support the specialized tutoring programs and interventions we have established that focus on areas where students are struggling the most, providing personalized support to close educational gaps and learn how to monitor the progress.
   - Flexible Credit Recovery Programs Session: Educators will learn the Edgenuity program and be introduced to the system to track progress.
   - Enhanced Engagement Strategies Session: Educators will engage in exercises to improve mindset and create a system to track the consistency and effectiveness of the strategies. STaff will learn about Modern Classroom and how to use it to support students
   - Parental and Community Involvement Session: Educators will plan family engagement events to strengthen partnerships with parents and the community to create a support network that encourages regular attendance and addresses barriers that may prevent students from attending school consistently.
2. **List partners/consultants for August PD** *(who are our partners that will support educator learning in August or throughout the year?)***:**
   - School Empowerment Network (SEN) : Alicia Wargo
   - Modern Classrooms: Matt Hickson
   - Crisis Prevention Institute

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - Development of the Modern Classroom
     - Quarterly visits, trainings and deep dives
     - Monthly leadership meeting
   - Building the knowledge and language and understanding of the impact of disengagement
   - Weekly PLC's to develop Educator instructional capacity
   - Monthly instruction vision planning with SEN and Wargo

To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?

Task	Owner
Coordinate with Modern Classroom and Edgenuity Training, Pacing schedule to provide the training	Tiffany Carr, Principal
Conduct Crisis Prevention Training	Raymond Burton
Instructional Vision Development	Tiffany Carr, Principal / Wargo

Edgenuity Training	Sara Madigan

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

Goals for Priority 2:
1. Data Collection and Analysis:
    a. Deep dive into the data of students who have made improvement in attendance and compare it to students who we have failed to re-engage. Identify what strategies and interventions worked.
    b. Establish systems for collecting accurate attendance data and analyzing it regularly to identify patterns and trends in absenteeism rates. This includes tracking individual students' attendance records and identifying groups or demographics with higher rates of chronic absenteeism.
2. Early Identification and Intervention:
    a. Develop protocols for early identification of students at risk of chronic absenteeism, such as those with poor attendance habits or known risk factors. Implement interventions promptly to address underlying issues and prevent further absences from occurring.
3. Collaborative Partnerships:
    a. Build partnerships with parents or guardians, community organizations, social services agencies, and other stakeholders to address the complex factors contributing to chronic absenteeism. Collaborate on developing and implementing comprehensive support plans for students and families.
4. Personalized Support Plans:
    a. Create individualized attendance improvement plans for students experiencing chronic absenteeism, tailored to their unique needs and circumstances. Involve students, parents or guardians, teachers, counselors, and support staff in the development and implementation of these plans.
5. Engagement and Motivation:
    a. Foster a positive school climate and culture that promotes engagement, motivation, and a sense of belonging among students. Implement strategies to make learning relevant and meaningful, provide opportunities for student voice and choice, and recognize and celebrate attendance milestones and improvements.
6. Addressing Barriers to Attendance:
    a. Identify and address barriers that may prevent students from attending school regularly, such as transportation issues, health concerns, family responsibilities, or socio-economic challenges. Provide targeted support and resources to mitigate these barriers and support students in attending school consistently.
7. Monitoring and Evaluation:
    a. Continuously monitor the effectiveness of interventions and support strategies in reducing chronic absenteeism. Collect feedback from students, parents or guardians, and staff to assess progress and make adjustments as needed. Regularly evaluate the impact of initiatives on attendance rates and academic outcomes.

To accomplish the goals above and make improvements in this priority area, our August PD will include:

1. **August PD sessions** *(what will educators learn in August professional learning time?)***:**
    ● Build the knowledge and language and understanding of the impact of chronic absenteeism and its effect on learning in Educators
    ● Create individualized academic and attendance plans for all students
    ● Deep dive into systems that will support engagement and academic expectations, modify as needed.
    ● Deep dive into Edgenuity

2. **List partners/consultants for August PD** *(who are our partners that will support educator learning in August or throughout the year?)***:**
    ● Modern Classroom, Matt Hickson

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - Weekly Anchor meetings to disengagement strategies
   - Monthly PDs to address chronic absenteeism
   - Monthly Crisis Prevention training

To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?	
Task	**Owner**
Create the professional development calendar	Tiffany Carr, Principal
Create a learning community to engage in research, professional development, data analysis, community collaboration, and the creation of targeted intervention strategies. **Deep dive into Disengagement:** - **Gather Resources:** Identify and collect academic articles, studies, and reports on chronic absenteeism. - Deep dive into the research **Participate in Professional Development:** - **Create workshops:** Enroll in relevant sessions focused on absenteeism and student engagement. - **Collaborate with Partners:** create partnerships to further understanding - **Collect Data:** Analyze Attendance Data - **Identify Trends:** Look for patterns in the data, identify root cause - **Assess Impact:** Correlate absenteeism data with academic performance to understand its effects on learning. **Engage in Community Collaboration:** - **Communicate with Parents:** Organize meetings and family events, partner with CBOs to address family need - **Work with Community Leaders:** Partner with local organizations to support students at risk of chronic absenteeism. **Develop Targeted Intervention Strategies:** - **Design Programs:** Create or refine programs that address the root causes of absenteeism, such as mentoring or counseling initiatives. - **Implement Early Warning Systems:** Set up systems to identify and intervene with at-risk students before absenteeism becomes chronic. - **Monitor and Adjust:** Continuously evaluate the effectiveness of your interventions and make necessary adjustments.	Tiffany Carr, Principal