

This SY' 24-25 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.



# **Discovery Polytech Early College High School**

**2024-25  
School Plan**

## Educator Working Conditions: Discovery Polytech Early College H.S.

### 1. Staff work year calendar and calculating total educator time

The calendar tool is built to give schools flexibility on the types of days (known as ‘day types’) that their school will follow during the following school year. The calendar tool correctly determines the total hours and salary based on calculations aligned to our Collective Bargaining Agreement (CBA). Student and staff calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

#### Part 1: School year hours

These hours reflect “school year hours” which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

			Grades 9-12		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:00 AM	3:15 PM	8:15
2.	Early Release for Students and Staff	Staff Early Release	7:00 AM	11:45 AM	4:45
3.	Chestnut Early Release	Special Staff Early Release	7:00 AM	1:10 PM	6:10
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
5.	Regular Day for Students / Early Release for Staff	Friday Early Release	7:00 AM	2:20 PM	7:20

#### 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 19<sup>th</sup>, 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 19<sup>th</sup>*

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

##### B. Other Events *on or After August 19<sup>th</sup>*

Event Description	Date/Time	# of Staff Hours in gr. 9-12
Pinning Ceremony	10/16/24	3

Family Engagement Events	December 2024 and June 2025	6
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24</b>		9 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	1489.58	9.00	1498.58	187

**2. Staff workday**

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.

In addition to traditional responsibilities in a typical workday, all staff may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes.

**3. Additional staff duties**

**A. During the Workday**

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school’s mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

- Educators may be asked to perform coverage of lunch, coverage of break periods, entry and dismissal. All efforts will be made to avoid interrupting teacher prep time or counseling services to students;
- Substitute coverage of classes and duties of others who are absent from school;

**If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed**

preparation periods or during collaboration time, they shall be compensated at \$35 per/occurrence.

#### **B. After School Support for Students**

Teachers will work after school each week to provide after school help not exceeding 60 minutes per week.

#### **4. Professional learning**

Teachers are required to participate in professional development activities throughout the school year, including before and after the school day for students, and immediately before or immediately after the school year starts and ends as outlined in section 1 above from the calendar tool. Most professional learning activities should be connected to TLT identified priority levers and the capacity and skill building needed to help the school reach their improvement goals.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal.

#### **5. School curriculum issues**

The school's curriculum will be aligned with the Massachusetts State Curriculum Frameworks and receive a high rating for quality and rigor as defined by [Edreports](#). In instances where highly rated curriculum is not available, teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and will have an opportunity to provide feedback.

#### **6. Notices and announcements**

Teachers will be notified in advance of special events which will involve students such as Zone, district, or school mandated assessments, health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept to an absolute minimum.

#### **7. School health and safety issues**

The school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning. Security of school premises will be maintained. Visitors to the school will be required to check in upon entry and all members of the school community are expected to monitor visitors without badges and immediately report these instances to the main office or security desk.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

#### **8. Staff dress code**

Staff 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 09/17/2024.



**Springfield Public Schools**  
**2024-2025 Student Calendar**  
**Discovery Polytech Early College High School**  
**1350 Main Street, Springfield MA 01103**



**Student Hours** 7:20 AM - 2:20 PM; \*see calendar for special student early release days

**Teacher Hours** 7:00 AM - 3:15 PM (M-Th.) ; 7:00 AM - 2:20 PM (Fri)

Aug 23: Family Event / Back-to-school BBQ  Aug 26: School Begins	<b>August 2024</b>					Feb 17: Schools Closed - Presidents Day  Feb 18 - 22: Schools Closed - Mid-Winter Vacation	<b>February 2025</b>																																																						
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Jan 1: Schools Closed - New Year's Day Observed  Jan 6: Schools Closed for Students & Staff  Jan 17: Early Release at 1:00pm  Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day	<b>January 2025</b>					*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.  																								
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25	26	27	28	29	26	27	28	29	30		

Dec 23 - 31: Schools Closed - Holiday Vacation	<b>December 2024</b>					Jun 19: School Closed - Juneteenth Day Jun 23: End of School Year - Early Release for Students at 11:05am	<b>June 2025</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	2	3	4	5	6		2	3	4	5	6
	9	10	11	12	13		9	10	11	12	13
	16	17	18	19	20		16	17	18	19	20
23	24	25	26	27	23	24	25	26	27		
30	31				30						

Jan 1: Schools Closed - New Year's Day Observed Jan 6: Schools Closed for Students & Staff Jan 17: Early Release at 1:10pm Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day	<b>January 2025</b>					*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.  Legend: School Closed Staff Early Release at 11:45am Staff Early Release at 2:20pm Full Day PD from 8:00am-3:00pm Staff Early Release at 1:10pm
	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		

**School Priority Levers Form: Discovery Polytech Early College High School****Ways in which the faculty was engaged in Phase 1 of School Planning:**

- Data from SQR, Parent survey, MAP data was shared with all staff
- Survey was created to get staff opinions on areas of growth
- TLT met often to discuss priorities and action steps

**Priority 1****Selected Lever: Lever 2**

**Text of Lever:** Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- 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:** Based off 9th grade core course competency levels and other cumulative data, MAP Fall to Winter data and SQR Indicator 2 (2b Developing, 2c developing and 2M developing which was a dop from the previous year)

**Working Theory:** The results of our quality school review indicate that though we have grown in all areas, with the exception of 2m, we are not yet at our target (established) in all areas. As like in our previous year, if teachers consistently implement monitoring practices in both instructional classes and college advisory, we will further improve in meeting the needs of all students. Based on recommended action steps and internal teacher feedback, we will utilize professional development time to train teachers and advisors to consistently engage in academic monitoring laps and structure practices around the use of resulting data to determine what supports are needed. This area continues to be an area of growth as we build another grade level team yearly and add new members to our teaching team.

**What questions or information will be needed to refine your theory of action and set goals in this priority area?**

- How do we effectively monitor our current systems of academic monitoring of students to ensure it is happening at all times?
- How do we ensure all educators understand the importance of monitoring and how it connects to the vision for high-quality, equitable instruction in the context of early college learning?
- What cycles of professional development, beyond existing efforts, should be implemented to make sure teachers and advisors reach a level of consistent and meaningful monitoring practices?
- What systematic feedback can we give teachers and advisors in relation to aggressive monitoring and the resulting shifts they make?
- Are there models within SEZP to ensure our teachers have peers outside of the school community they can learn from?



## Priority 2

### Selected Lever: Lever 4

**Text of Lever:** Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff

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

**Data:** Based on current chronic absenteeism of 30.4% and SQR indicators 4c,4g,4h (all developing) families do not always feel connected to joy and student celebration within the school. As per the Family Interest Survey, we need to strengthen programming to involve families in celebrating all aspects of career and college pathway planning, decision making, and growth. In particular, 4c and 4h, school leaders and teaching staff will be more intentional, and timely, on inviting families in when celebrating the successes of our families.

**Working Theory:** Though we saw tremendous growth in this lever, we must continue to grow our connections to families until they feel like equal partners in the work. If we involve our families and caregivers in high level decision-making, families will feel a true connection to the school community which may positively affect attendance and college credit accrual.

#### What questions or information will be needed to refine your theory of action and set goals in this priority area?

- How can we involve parents more in high level decision making (hiring teachers, budget allocations, curriculum planning)? How can we effectively partner with families in making high level decisions (hiring teachers, budget allocations, curriculum planning)?
- How do we create culturally competent and antiracist family partnerships?
- How do we ensure best practices in two-way communication with families? What do families/caregivers want in terms of communicating student progress?
- How do we track the effectiveness of our efforts in parent engagement events and initiatives to create lasting partnerships?

**Priority Levers Goals: Discovery Polytech Early College H.S.**

**Priority 1:** Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

**Working Theory of Change:** The results of our quality school review indicate that though we have grown in all areas, with the exception of 2m, we are not yet at our target (established) in all areas. As like in our previous year, if teachers consistently implement monitoring practices in both instructional classes and college advisory, we will further improve in meeting the needs of all students. Based on recommended action steps and internal teacher feedback, we will utilize professional development time to train teachers and advisors to consistently engage in academic monitoring laps and structure practices around the use of resulting data to determine what supports are needed. This area continues to be an area of growth as we build another grade level team yearly and add new members to our teaching team.

**Progress made thus far (synthesis from faculty):**

This school year, we have made significant strides in achieving our priorities. Our instructional leadership has found better grounding by identifying our leaders, understanding how they will support other staff, and becoming more focused and impactful, fostering a culture of inclusivity and high expectations. The curriculum and instruction have been refined to better meet the diverse needs of our students, resulting in noticeable improvements in student engagement and achievement through positive experiences and meaningful adjustments. Our feedback system has improved by listening to staff members and identifying those who seek to be professional learners and desire frequent feedback. Reflecting on the year, we have empowered educators to continually build their capacity, leading to more effective teaching practices across the board. Professional learning and collaboration have flourished, creating a strong community of practice among our staff, with staff members identifying peers with specific expertise to collaborate with and seek support from. Despite these gains, we recognize the need to further leverage our strong monitoring practices from the college advisory block to ensure consistent application in our content classrooms. This will help us achieve even greater consistency and effectiveness in monitoring student progress school-wide.

**Where we run into obstacles (synthesis from faculty):**

Despite the progress made in various areas as indicated by our quality school review, there are persistent obstacles hindering our attainment of targets, particularly in 2m. One significant challenge lies in ensuring the consistent implementation of monitoring practices by teachers across instructional classes and college advisory sessions. Despite efforts in previous years, achieving uniformity in these practices remains elusive. Additionally, the integration of recommended action steps and internal teacher feedback into our professional development strategy presents its own set of challenges. It requires dedicated time and resources to adequately train teachers and advisors, especially considering the dynamic nature of academic monitoring laps and data utilization. Furthermore, the downsizing in teaching staff adds complexity to the process, necessitating ongoing support and alignment of practices among remaining and new members. Addressing these obstacles will demand strategic planning, collaboration, and a commitment to overcoming barriers to progress.

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

1. **Develop a Comprehensive Monitoring Framework.**
  - a. To address the discrepancy highlighted in 2m and ensure consistent progress across all areas, we need to establish a comprehensive monitoring framework. This framework should outline clear guidelines and procedures for teachers and advisors to follow when conducting academic monitoring laps. It should also incorporate best practices for data collection, analysis, and utilization to effectively identify student needs and inform instructional decisions. Achieving this

goal will require collaboration among stakeholders to define key metrics, establish benchmarks, and refine monitoring practices to align with our school's objectives.

2. **Enhance Professional Development Programs.**

- a. To support the successful implementation of monitoring practices, we need to enhance our professional development programs for teachers and advisors. This involves designing targeted training sessions that provide educators with the knowledge, skills, and resources necessary to engage in effective academic monitoring. These sessions should focus on fostering a deeper understanding of monitoring techniques, data interpretation, and the utilization of data to tailor instruction and interventions to meet student needs. Additionally, ongoing support and coaching should be provided to reinforce learning and facilitate the integration of monitoring practices into daily teaching routines. By prioritizing professional development in this area, we can empower our educators to drive continuous improvement and ensure that all students receive the support they need to succeed.

**What we would like to learn and accomplish in August PD (faculty input, TLT thinking):**

1. Enhancing Monitoring Practices for Consistency Across Classrooms
  - a. Provide training on data collection, analysis, and feedback mechanisms to ensure uniformity in monitoring student progress.
  - b. Focus on implementing and maintaining effective monitoring strategies consistently in both college advisory blocks and content classrooms.
2. Building Instructional Leadership Skills
  - a. Develop leadership skills among teachers to foster a culture of high expectations and inclusivity.
  - b. Offer workshops on effective leadership practices, mentoring, and strategies for supporting other staff members in their professional growth.
3. Refining Curriculum and Instruction for Diverse Learners
  - a. Train educators on differentiating instruction and curriculum design to better meet the diverse needs of students.
  - b. Share best practices and innovative approaches to enhance student engagement and achievement through meaningful and positive educational experiences.

**Priority 2: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff**

**Working Theory of Change:** Though we saw tremendous growth in this lever, we must continue to grow our connections to families until they feel like equal partners in the work. If we involve our families and caregivers in high level decision-making, families will feel a true connection to the school community which may positively affect attendance and college credit accrual.

**Progress made thus far (synthesis from faculty):**

The progress made thus far in our parent advisory board initiative, Comunidad de Familias, is evident in the increased engagement of approximately 8 consistent families who actively participate in monthly meetings. Their valuable input and suggestions have already influenced programming decisions as our student body expands and prepares for the transition into senior year. However, our working theory underscores the need to further enhance our connections with families to ensure they feel like equal partners in our educational endeavors. By involving families and caregivers in high-level decision-making processes, we aim to foster a genuine sense of belonging and ownership within the school community. This inclusive approach not only strengthens family-school relationships but also holds the potential to positively impact attendance rates and increase college credit accrual among our students. As we look to the coming year, our goal is to expand and diversify our parent advisory board, inviting even more families to contribute to our shared vision of student success.

**Where we run into obstacles (synthesis from faculty):**

1. Limited Participation:
  - a. Despite the increased engagement of approximately 8 consistent families, there may still be challenges in involving a broader spectrum of caregivers and families. Factors such as conflicting

schedules, lack of awareness, or transportation issues could hinder the participation of other families.

2. Communication Barriers:
  - a. Effective communication is essential for ensuring that families feel like equal partners in the educational process. Language barriers, cultural differences, or technological limitations may hinder effective communication between the school and families, making it difficult to solicit input and engage in high-level decision-making processes.
3. Resistance to Change:
  - a. Some families may be resistant to the idea of actively participating in high-level decision-making processes, particularly if they perceive it as unfamiliar or intimidating. Overcoming this resistance requires transparent communication, building trust, and providing opportunities for families to voice their concerns and perspectives.
4. Resource Constraints:
  - a. Expanding and diversifying the parent advisory board requires additional resources, including staff time, funding for outreach efforts, and logistical support for meetings and activities. Limited resources may pose a challenge to achieving the goal of broadening participation and ensuring equal partnership with families.
5. Sustainability:
  - a. Sustaining the momentum of the parent advisory board initiative over the long term may prove challenging. Without ongoing support and commitment from both the school and participating families, there is a risk that engagement levels may wane over time, undermining the effectiveness of the initiative.

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

1. **Overcome Barriers to Participation.**
  - a. Action Steps:
    - i. Conduct a survey or outreach campaign to identify scheduling conflicts and transportation challenges faced by families.
    - ii. Explore flexible meeting times and locations to accommodate diverse schedules and transportation needs.
    - iii. Enhance communication channels to raise awareness about the parent advisory board and its significance in shaping educational decisions.
    - iv. Provide resources or assistance for families facing transportation barriers, such as arranging carpools or providing transportation vouchers.
2. **Foster a Culture of Collaboration.**
  - a. Action Steps:
    - i. Host informational sessions or workshops to educate families about the importance of their involvement in high-level decision-making processes.
    - ii. Create more opportunities for families to voice their concerns, suggestions, and perspectives in a supportive and welcoming environment.
    - iii. Establish clear channels for feedback and dialogue between the school leadership and families to address concerns and build trust over time.
3. **Secure Additional Resources.**
  - a. Action Steps:
    - i. Advocate for increased funding or grants specifically allocated for parent engagement initiatives.
    - ii. Explore partnerships with community organizations or businesses to provide resources or sponsorships for parent advisory board activities.
    - iii. Allocate staff time and resources dedicated to supporting the parent advisory board, such as hiring a single-site parent engagement coordinator
4. **Ensure Long-Term Sustainability.**
  - a. Action Steps:
    - i. Cultivate a sense of ownership and pride among participating families by recognizing and

- celebrating their contributions to the success of the initiative.
- ii. Foster partnerships and collaborations with community organizations, parent associations, and other stakeholders to leverage resources and support for the initiative

**What we would like to learn and accomplish in August PD (faculty input, TLT thinking):**

- Who on our staff would like to be more involved in the process outside of the classroom and discuss ways teachers can be involved during the actual monthly meetings.

**Phase II - Summer Learning Plan: Discovery Polytech Early College H.S.**

**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 [this linked document](#) 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: Discovery Polytech Early College High School	
INITIAL SUMMER PLANNING	
<b>Design Team Members</b>	<ul style="list-style-type: none"> <li>● James Taylor</li> <li>● Farrika Turner</li> <li>● TLT Members</li> </ul>
<b>Summer Plan Vision</b>	DHS will offer incoming and returning students the opportunity to jump start their required skills to be successful at an Early College STEAM focused high school.
<b>Summer Plan Logistics</b>	<ol style="list-style-type: none"> <li>1. Dates of Summer Academy: 7/8 - 8/8</li> <li>2. Type of Program: Summer Session and Early Start</li> <li>3. Days per week: M -Th</li> <li>4. <b>Student</b> Start Time: 7:30 am</li> <li>5. <b>Student</b> End Time: 1:00 pm</li> <li>6. Lunch Time: 10:30-11:00 am</li> <li>7. Estimated # of Students: 182</li> <li>8. Total # of Classrooms Needed: 17</li> <li>9. Shared Facility Needs: gym, cafe, auditorium</li> <li>10. IT Programs/Apps Needed: N/A</li> <li>11. Coordinator(s) Name(s): James Taylor</li> </ol>
<b>Targeted Student Population and Total Projected Enrollment</b>	<ul style="list-style-type: none"> <li>● 75 incoming students</li> <li>● Current students attending summer session to continuing working towards mastery of health and fitness, math and ELA competencies</li> <li>● Students interested in earning 3 college credits during the summer</li> <li>● Students hired for summer internships</li> </ul>
<b>Proposed Summer Partnerships (Student or teacher facing)</b>	<ol style="list-style-type: none"> <li>1. Name: Worcester State University Role: college partner</li> <li>2. Name: New England Farm Workers Role: youth works</li> <li>3. Name: MassHire Role: youth works</li> </ol>

<b>Family Communication and Recruitment Planning Action Steps</b>	Send letters, phone calls, emails and home visits for incoming 9th grade families inviting them to early start														
<b>After Recruitment Steps</b>															
<b>Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?</b>	<ol style="list-style-type: none"> <li>1. attendance RTI</li> <li>2. executive functioning skill building</li> </ol>														
<b>Family and Student Communication Action Steps - once students have accepted</b>	<ul style="list-style-type: none"> <li>• daily calls, postcards, formal invitations</li> </ul>														
<b>Staffing Plan</b>	<table border="1" data-bbox="451 659 1516 926"> <thead> <tr> <th data-bbox="451 659 987 701">Staff Name</th> <th data-bbox="987 659 1516 701">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 701 987 737">TBD</td> <td data-bbox="987 701 1516 737">3 Math teacher</td> </tr> <tr> <td data-bbox="451 737 987 772">TBD</td> <td data-bbox="987 737 1516 772">3 ELA Teacher</td> </tr> <tr> <td data-bbox="451 772 987 808">TBD</td> <td data-bbox="987 772 1516 808">1 Health and Fitness Teacher</td> </tr> <tr> <td data-bbox="451 808 987 844">TBD</td> <td data-bbox="987 808 1516 844">3 SpEd Teacher</td> </tr> <tr> <td data-bbox="451 844 987 879">TBD</td> <td data-bbox="987 844 1516 879">1 Summer Coordinator</td> </tr> <tr> <td data-bbox="451 879 987 915">TBD</td> <td data-bbox="987 879 1516 915">1 Counselor</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	TBD	3 Math teacher	TBD	3 ELA Teacher	TBD	1 Health and Fitness Teacher	TBD	3 SpEd Teacher	TBD	1 Summer Coordinator	TBD	1 Counselor
Staff Name	Subject Area (i.e. Math Teacher)														
TBD	3 Math teacher														
TBD	3 ELA Teacher														
TBD	1 Health and Fitness Teacher														
TBD	3 SpEd Teacher														
TBD	1 Summer Coordinator														
TBD	1 Counselor														
<b>Final Program Schedule</b>	<p>7:30-8:00: Arrival and Breakfast  8-8:30: Seminar  8:30 10:30: Session 1  10:30-11:00: Lunch  11:00-1:00: Session 2</p>														
<b>Name and contact information for questions over the summer</b>	<ol style="list-style-type: none"> <li>1. <b><u>Primary</u></b> Contact Name: James Taylor  Primary Contact Email: Taylorj@springfieldpublicschools.com  Primary Contact Phone: 413.276.3208</li>   <li>2. <b><u>Backup</u></b> Contact Name Farrika Turner  Backup Contact Email: Turnerf@springfieldpublicschools.com  Backup Contact Phone: 413.331.9166</li> </ol>														

**Strategic Action Plan: Discovery Polytech Early College High School**

**Priority 1:** Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

**Goals for Priority 1:**

1. Develop a Comprehensive Monitoring Framework.
  - a. To address the discrepancy highlighted in 2m and ensure consistent progress across all areas, we need to establish a comprehensive monitoring framework. This framework should outline clear guidelines and procedures for teachers and advisors to follow when conducting academic monitoring laps. It should also incorporate best practices for data collection, analysis, and utilization to effectively identify student needs and inform instructional decisions. Achieving this goal will require collaboration among stakeholders to define key metrics, establish benchmarks, and refine monitoring practices to align with our school's objectives.
2. Enhance Professional Development Programs.
  - a. To support the successful implementation of monitoring practices, we need to enhance our professional development programs for teachers and advisors. This involves designing targeted training sessions that provide educators with the knowledge, skills, and resources necessary to engage in effective academic monitoring. These sessions should focus on fostering a deeper understanding of monitoring techniques, data interpretation, and the utilization of data to tailor instruction and interventions to meet student needs. Additionally, ongoing support and coaching should be provided to reinforce learning and facilitate the integration of monitoring practices into daily teaching routines. By prioritizing professional development in this area, we can empower our educators to drive continuous improvement and ensure that all students receive the support they need to succeed.

**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?):**
  - Familiarize new staff and review with returning educators with the concept of academic monitoring laps, guidelines, and procedures
  - Review the “grows and glows” of our monitoring practices from 23-24 for reflection on previous practices.
  - Data collection and management techniques, workshops to equip educators with the skills to collect and manage data effectively.
  - ILT led breakout sessions to support educators on how to analyze and interpret data to inform instructional decisions.
  - Identifying how our data collection ties into our student services and interventions.
  - SEZP SPED AP and ESOL staff leading sessions on how we are inclusive in monitoring and supporting the progress of exceptional learners, including emerging bilinguals.
  - Review of how our Mile Markers will build to expectations of monitoring and how ILT will provide support and ongoing feedback.
  - Planned lesson planning sessions that will be specific to explicit teaching and monitoring using our template
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - SEZP SPED AP



- SEZP Lead for Freckle program (supporting our monitoring in ELA, writing, and reading)
- Content advisors from curriculum

**3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**

- Building strong classroom management and pacing to be able to accomplish all our goals
- How to effectively use coaching cycles to improve all teaching and learning
- Effective co-planning with student services
- Building students mindset to improve college outcomes

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

Task	Owner
Finalize lesson planning template that is modified for optimal use by each content area	AP for Curriculum and Instruction
Finalize Mile Markers for the full year	ILT w/AP for Curriculum and Instruction
Finalize coaching feedback and teacher support excel for ILT	AP for Curriculum and Instruction
Create PLC weekly schedule and note catcher for both during school and after school meetings	ILT
Meet and familiarize new staff with our DHS specific expectations and procedures	Admin/Staff
Meet with new SPED AP to develop plans for the school year specific to this priority.	Admin team
Consistency in meeting with ILT to discuss school wide areas of growth and strength to hone in on what needs to be prioritized bi-weekly to accomplish the goal	LT w/AP for Curriculum and Instruction

**Priority 2: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff**

**Goals for Priority 2:**

1. Overcome Barriers to Participation.
  - a. Action Steps:
    - i. Conduct a survey or outreach campaign to identify scheduling conflicts and transportation challenges faced by families.
    - ii. Explore flexible meeting times and locations to accommodate diverse schedules and transportation needs.
    - iii. Enhance communication channels to raise awareness about the parent advisory board and its significance in shaping educational decisions.
    - iv. Provide resources or assistance for families facing transportation barriers, such as arranging carpools or providing transportation vouchers.
2. Foster a Culture of Collaboration.
  - a. Action Steps:
    - i. Host informational sessions or workshops to educate families about the importance of their involvement in high-level decision-making processes.

- ii. Create more opportunities for families to voice their concerns, suggestions, and perspectives in a supportive and welcoming environment.
  - iii. Establish clear channels for feedback and dialogue between the school leadership and families to address concerns and build trust over time.
3. Secure Additional Resources.
- a. Action Steps:
    - i. Advocate for increased funding or grants specifically allocated for parent engagement initiatives.
    - ii. Explore partnerships with community organizations or businesses to provide resources or sponsorships for parent advisory board activities.
    - iii. Allocate staff time and resources dedicated to supporting the parent advisory board, such as hiring a single-site parent engagement coordinator
4. Ensure Long-Term Sustainability.
- a. Action Steps:
    - i. Cultivate a sense of ownership and pride among participating families by recognizing and celebrating their contributions to the success of the initiative.
    - ii. Foster partnerships and collaborations with community organizations, parent associations, and other stakeholders to leverage resources and support for the initiative.

**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?):**
  - Train educators on effective communication strategies to raise awareness about the parent advisory board and its role in decision-making.
  - Train educators on how to facilitate and document productive dialogue and ensure all voices are heard and valued using a shared tracker
  - Practice techniques for responding to feedback in a way that builds trust and addresses concerns constructively.
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - COBE
  - Comunidad de Familias
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Build a foundational understanding of equity, inclusivity and importance of family engagement within high levels of school decision making
  - Offer additional skill development sessions focused on facilitating inclusive practices and addressing complex scenarios

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

Task	Owner
Practice techniques for responding to feedback in a way that builds trust and addresses concerns constructively.	Student and Family Engagement Coordinator
Explore methods for improving communication channels with families, including multilingual options and digital platforms.	Assistant Principal
Host workshops or informational sessions to help families understand the	Student and Family Engagement

importance of their involvement in school decision-making processes	Coordinator, Counselors and Assistant Principals
Establish clear channels for ongoing feedback between school leadership and families	Assistant Principals
Identify potential community organizations or businesses that could partner with the school to support parent advisory board activities	Student and Family Engagement Coordinator