

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.

**SEZP**



**Springfield  
Empowerment Zone  
Partnership**

# **Duggan Academy**

**2024-25**

**School Plan**

# Educator Working Conditions: Duggan 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.

**Important Note:** Newly hired Duggan staff will be required to attend “new staff orientation” on August 12<sup>th</sup>, 13<sup>th</sup> & 14<sup>th</sup> from 9:00am - 3:00pm and will be paid at an hourly rate of \$36.61/hour for a total of 18 hours.

			Grades 6-8			Grades 9-12		
Day Type	Staff Category	Start time	End time	Hrs: Min	Start time	End time	Hrs: Min	
1. Regular Day for Students and Staff	Regular Day	7:20 AM	3:08PM	7:48	7:20 AM	3:08 PM	7:48	
2. Early Release for Students and Staff	Early Release at 11:15am	7:20 AM	11:15 AM	3:55	7:20 AM	11:15 AM	3:55	
3. Early Release (Duggan)	Early Release at 1:10pm	7:20 AM	1:10 PM	5:50	7:20 AM	1:10 PM	5:50	
4. Early Release / Afternoon PD	Student Early Release + PD until 3:08pm	7:20 AM	3:08 PM	7:48	7:20 AM	3:08 PM	7:48	
5. No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30	8:30 AM	3:00 PM	6:30	
6. Tuesday Extended Day	Tuesday Extended Day until 4:30pm	7:20 AM	4:30 PM	9:10	7:20 AM	4:30 PM	9:10	

### 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. 6-8	# of Staff Hours in gr. 9-12
N/A	N/A	N/A	N/A
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/19/24</b>		0 hrs	0 hrs

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

Event Description	Date/Time	# of Staff Hours in gr. 6-8	# of Staff Hours in gr. 9-12
Open House	Fall 2024 (date tbd)	2	2
Graduation	June	2	2
Conferences	Various dates (exact TBD)	2	2
Lunch for an early release during testing	TBD	1	1
After School support	Various dates (exact TBD)	11.2	11.2
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24</b>		18.2 hrs	18.2 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
<b>Gr. 6-8 Staff Hours</b>	0	1456.81	18.2	1475.01	189
<b>Gr. 9-12 Staff Hours</b>	0	1456.81	18.2	1475.01	189

**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 colleagues to improve one’s instructional practices to meet student needs;
- Attending student-related meetings.

**3. Additional staff duties**

**A. During the Workday**

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school’s mission, operations, safety, and

overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

- Coverage will not exceed 1 block per day; unless they have multiple preps that day
- Substitute coverage of classes of others who are absent from school. (When possible, GLT or common planning time should not be used when teachers are asked to cover class. Preference would be to hire substitute teachers)
- Special education staff that may need time support for progress reports may request release time or crew coverage to support timely and detailed progress reports
- Lunch during early release days when testing is done will be from 1:00-1:30 (3days)

**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 may work after school each week to provide after school help up to 12 hours per year in the middle school (high school is built into the schedule) - and these hours for middle school are already built into the calendar and accounted for in total educator hours. If teachers decide to provide after school tutoring beyond the 12 hours, it would need prior approval by the buildings Executive Principal, Michael Calvanese, and educators will be paid at the contractual hourly rate. Clubs and afterschool support are encouraged.

#### **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 development and alignment**

Duggan Academy will use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. 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 have an opportunity to provide feedback.

When asked to provide lesson plans to coaches, colleague teams, or administration the expectation is that you will receive feedback in verbal or written form otherwise they will not need to be provided.

#### **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. **Administration and counselors will attempt to notify teachers of new students (when possible) and changes to testing schedule in advance.**

#### **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. Duggan will include a Safety and Security page in the staff handbook to show the protocols and procedures used at the school.

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

Staff at Duggan Academy are asked to dress professionally for a school setting.

#### **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.). Recommend the interventions stay as small as possible to remain effective; with concentration on ELL and special education cohorts in core and intervention.

#### **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 contact with families about the academic, behavioral, and social progress of students. This includes family inquiries via email, Unified Classrooms, Class Dojo, phone, or in-person meetings throughout the school year. In August Teacher Teams will come together to determine systems of communication; also teachers will keep the gradebook updated so that families stay properly informed (see handbook).

#### **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 September 17th, 2024.



**Springfield Public Schools  
2024-2025 Student Calendar  
Duggan Academy  
1015 Wilbraham Rd., Springfield, MA 01109**



**Student Hours** Middle School: 7:25 AM - 2:55 PM / High School 7:25 AM - 2:20 PM \* see calendar for special early release days

**Teacher Hours** Middle & High School: 7:20 AM - 3:08 PM (Mon-Fri); \*Special Tuesday (extended day) 7:20 AM - 4:30 PM

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 14: Early Release at 1:10pm  
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: Schools Closed - Teacher PD 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				

Mar 14: Half Day - Student Dismissal at 11:05am

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 11: Early Release at 1:10pm  
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	

April 17: Early Release 1:10pm  
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 26: Early Release at 1:10pm  
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 23: Early Release at 1:10pm  
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
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Dec 20: Half Day - Student Dismissal at 11:05am  
Dec 23 - 31: Schools Closed - Holiday Vacation

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2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
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Jun 19: Schools Closed - Juneteenth Day  
Jun 23\*: End of School Year - Half Day - Student Dismissal at 11:05am

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: Schools Closed - New Year's Day Observed  
Jan. 6: Schools Closed - Teacher Professional Day  
Jan 8-10: \*Midterms - Student Dismissal at 1:10pm  
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
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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.

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Aug 19-23: Teacher PD  
Aug 23: Convocation  
Aug 26: School Begins

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Jun 23\*: End of School Year - Staff Early Release at 11:15am  
Jun 24: Schools Closed - Teacher PD Day

June 2025				
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
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Jan 6: Schools Closed - Teacher Professional Day  
Jan 8-9 \*Midterms - Student Dismissal at 1:10pm; Staff PD until 3:08pm  
Jan 10: \*Midterms - Student & Staff Early Release at 1:10pm  
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
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- Early Release at 1:10pm
- Tuesday Extended Day until 4:30pm
- Student Early Release + PD until 3:08pm
- Full Day PD from 8:30am-3:00pm

**School Priority Levers Form: Duggan Academy****Ways in which the faculty was engaged in Phase 1 of School Planning:**

- August professional development reviewed the current priorities and school strategic action plan
- TLT members reviewed school wide data and brought data to grade level teams
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to refine the draft of the Phase 1 templates (educator working conditions, priorities, calendar)

**Priority 1****Selected Lever: Level 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:**

- The school quality review report identified some needs with indicator 2B, student ownership in 2022-2023, with continuing need in 2023-2024.
- The 2023-2024 school quality review indicated that “Duggan students, including the nearly 30% of students with IEPs, consistently engage with standards-aligned content and texts.” and that school “leaders and teachers have developed and communicated an instructional vision. Teachers know and are invested in this vision. Classroom instructional practices, however, are not yet consistently aligned to the instructional vision. Throughout classrooms, instruction does not yet foster student ownership or prioritize other key components of the Duggan Culturally Responsive Instruction Observation Protocol (CRIOP) and instructional vision, including student discourse, “accommodating diverse learning styles” and “opportunities for the expression of diverse perspectives. The school team’s work on the instructional vision and on vision-aligned strategies has resulted in progress regarding these indicators. There is evidence that in some classrooms teachers are beginning to use strategies that have the potential to foster student ownership.”
- The 2023-2024 school quality review also indicated more focus needed for the following indicators Instructional Team Effectiveness (2c), Aligned Feedback (2j) and Teacher Input into Professional Learning (2n) The school quality review report stated “there is not yet a formal instructional-leadership team at Duggan. This is by design. School leaders aim to distribute the traditional responsibilities of an instructional-leadership team broadly, to all teachers, through the learning walks and teacher-led professional development. The evidence is that this approach, while well-intended, is not resulting in shared understandings of how to consistently enact the vision and CRIOP. There remains a gap between teachers’ ability to articulate what the vision says and their ability to consistently enact the vision while holding to the standards and curricula of their grade levels and content areas. Moving forward, a focus on these three indicators—Instructional Team Effectiveness, Aligned Feedback and Teacher Input into Professional Learning—has strong potential to narrow that gap.”

**Working Theory:** If John J. Duggan Academy has a cohesive instructional leadership team that ensures that all instructional staff effectively implement a high-quality, standards-aligned, and strategy-based curriculum grounded that builds student stamina, mastery of content-specific skills and criticality, then student achievement for students will increase across all grade levels and subjects.



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

- How do we have all of our administration and educators own the student ownership definition?
- How do we get our school instructional vision to change our actions in our classrooms and in our leadership feedback?
- How do we get our team to see what student ownership looks like?
- How do we ensure that all staff have preplanning and coaching support?
- How can we more clearly show the thinking that goes behind the planning of a lesson focused on student ownership?

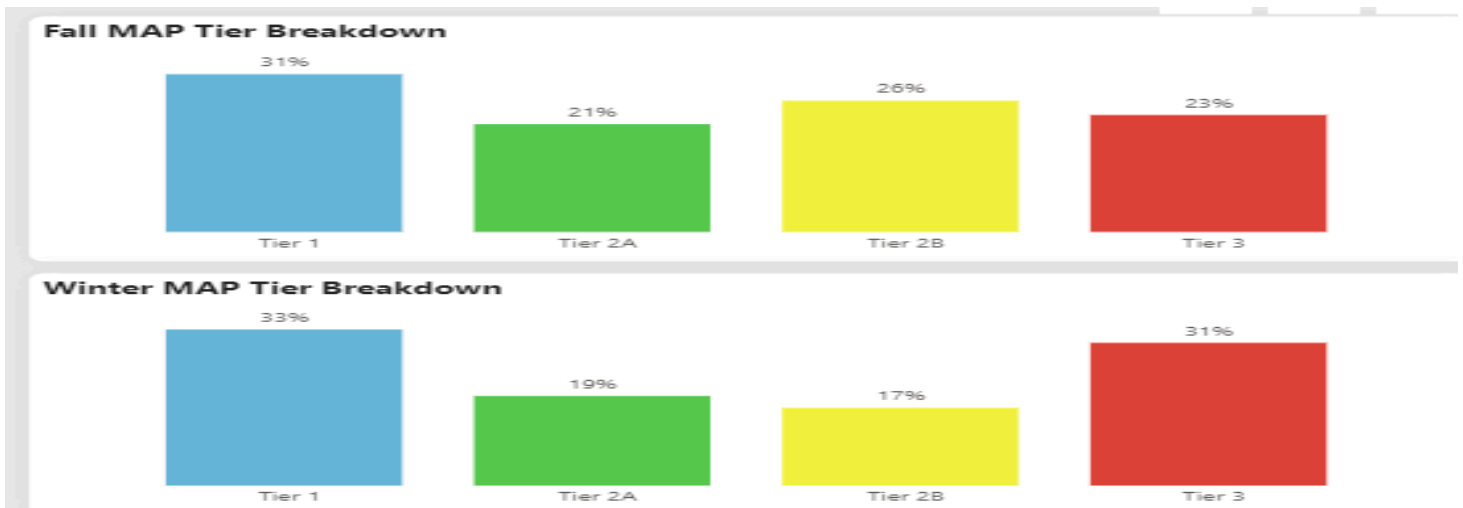
**Priority 2**

**Selected Level: Level 3**

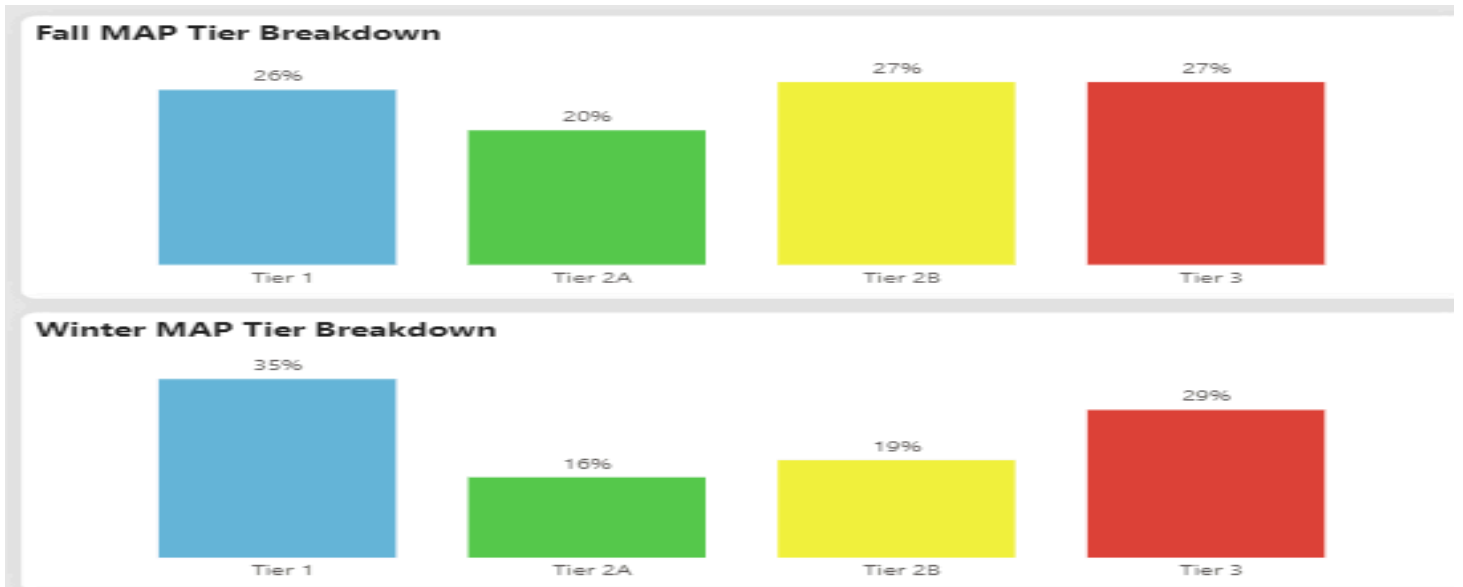
**Text of Lever:** Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

**Data:** 6-12 ELA



6-12 Math



Based on the data above, our student outcomes indicate that our school needs to increase the quality of student-specific, targeted support and instruction for all students. Duggan exceptional learners and emerging bilinguals (data below) did outpace the general

education students as it relates to the percentage of students reaching their MAP Goals. This is an indicator that intervention systems are working but need to be continued and accelerated.

### English Language Arts

### Math



**Working Theory:** If John J. Duggan Academy increases the quality of student-specific, targeted support and instruction for exceptional learners and emerging bilinguals, then outcomes for all students will improve and fewer students will need multiple interventions to meet standard.

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

- How do we address attendance for our students that are academically behind grade level?
- How can we continue to increase enrollment in our February, April, and Summer Academies?
- How do we give additional targeted SEL support, so students have the ability to access the content and intervention on a consistent basis?

**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:** If John J. Duggan Academy has a cohesive instructional leadership team that ensures that all instructional staff effectively implement a high-quality, standards-aligned, and strategy-based curriculum grounded that builds student stamina, mastery of content-specific skills and criticality, then student achievement for students will increase across all grade levels and subjects.

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

- Established a small cohort of Instructional Leadership Team (ILT) to expand on in the Fall of 2024.
- Conducted Instructional walks with over 20 different teachers.
- Strong standards alignment of content in middle school classrooms especially ELA.
- 7th grade grade-level team (GLT) reports meetings in which sharing of cross content is happening more regularly.
- Implementation of math curriculum - IM in 9 and 10th grade.
- Year 2 of the open Sci-Ed curriculum is going well and is serving as a model for student ownership.
- Professional development that was conducted by teachers or done inhouse was more effective.
- Middle school data discussions show growth.
- Culturally Responsive Instruction Observation Protocol (CRIOP) has grounded our meetings to discuss strategies.
- More instructional coaching in high school.
- Advisory periods in high school.
- Student ownership improvements aligned to school instructional vision.
- Better understanding of “what”, “why”, “how”.

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

- Comparing student ownership and expectations across different grade levels, particularly between middle school and high school, and addressing teacher support and career progression.
  - Student Ownership and Expectations:
    - Emphasis on students' ability to navigate tasks independently with minimal guidance.
    - Importance of fostering growth mindset, risk-taking, and high engagement leading to excellence in learning.
    - Acknowledgment that while the appearance may differ, core elements of student ownership should remain consistent across all grades.
- Engaging all teachers in coaching cycles and having the bandwidth to make it effective.
- Reestablishing the buddy system (coaching through collaboration) for general support, but questions arise regarding their effectiveness.
- ILT needs to have representation from various contents and subgroups.
- Coaching cycles need to be more defined ensuring everyone gets some feedback from a coach.
- English as a second language teacher to have more time to meet with other contents
- Schedule interruptions in high school for early dismissal; and middle school double blocks at end of day are challenging
- Continue to work on student ownership; buy-in and stamina.
- Teacher survey data shows that improvement is needed:

	Fall of 2022	Fall of 2023	Fall of 2024	SEZP Avg.	
<b>Instructional Planning for Student Growth</b>	An instructional leader at my school or district regularly reviews student work from my classes.	33%	38%	39%	47%
	I am satisfied with the support I receive at my school for instructional planning.	72%	64%	64%	66%
	I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks.	65%	64%	67%	72%
	I have access to questions, tasks, and assessments that allow me to assess students' understanding of learning goals.	72%	78%	83%	77%
	I have ready access to content experts with deep subject-area knowledge to support my instructional planning.	67%	60%	63%	62%
	My school has dedicated time for me to analyze student work and/or assessments and plan future instruction based on my students' performance.	65%	66%	58%	63%

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

- 1. Established ILT that informs the staff of trends that are observed that aligned to our school focus.**
- 2. Established content team times for all grade levels and not large groups- meetings become more focused on outcomes.**

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

- Staff understanding of school goals and the supports that are in place to get our school to a higher level.
- Structured planning time and vetting of unit 1 curriculum aligned to our school focus.

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

**Working Theory of Change:** If John J. Duggan Academy increases the quality of student-specific, targeted support and instruction for exceptional learners and emerging bilinguals, then outcomes for all students will improve and fewer students will need multiple interventions to meet standard.

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

- Establishment of math and ELA labs that are tiered support for 9th and 10th grade.
- No interruptions with math tutoring in grades 6-8 that was previously interrupted due to pandemic protocols and teacher absences.
- Establishment of Wilson phonics program and Just Words programming.
- Consistent use of Amplify and Map Accelerator for most students.
- MAP accelerator and math tutoring; consistency with tier 2 math tutoring supports.
- Extra ELA class to use to review/reteach skills from previous grades that may be missing.
- Piloting IXL.
- Biology lab and MCAS prep classes with more teacher support helped to prepare 9th grade and support the 60 plus students in 10-12 that needed retakes.
- Computer based credit recovery helped some students complete requirements for graduation.
- Model for Tier 3 math developed by two middle school teachers supported by a coach.
- February and April Academy attendance allowed for 200 plus students to get extra support.
- Addition of middle school adjustment counselor positively impacts academic, social and emotional and behavioral successes.
- Began middle school Saturday school in April of 2024.
- Establishment of Math and ELA incentive systems help improve student buy in.
- Advising going well in many areas -strength in 9th grade.

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

- Students that need multiple intervention may lack time on Amplify and Map Accelerator.
- Amplify changes may be needed ; however we need consistency with computer program interventions, buddy system, Leveled Literacy Intervention etc.
- Academic enrichment for kids above grade level.
- High School labs were grouped well but in the first year the intervention was developed by the main teacher so different teachers took different approaches- more clarity could be needed in year 2.
- Discussion on the need for a centralized communication platform for families, such as Class Dojo, to encourage family involvement in high school which would help in all classrooms.
- Concerns raised about the lack of homework expectations in high school and the need for clarity on literacy time expectations and homework policies.

- Student attendance issues cause inconsistency in closing the student gaps.
- ESOL during crew impacts late students and during advising students get pulled for other services.
- HS ELA suggests grouping students according to class (small group)- support is inconsistent in rooms.
- Reading and ESOL interventions impact students' access to content social studies.
- Revisit the use of a literacy intervention in ESOL classes.
- Correlation between classroom management and academic performance, specifically regarding the testing environment. Making sure all proctors are using good classroom management strategies when students take MCAS, MAP, etc.
- Advising may benefit from a teacher tutoring system - more structure.
- Stronger attendance tracking.
- Stronger accountability on early dismissals and unexcused absences.

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

1. **Close the chronic absenteeism rate in 2022-2023 19% currently 30% need to return to 2022-2023 levels or better.**
2. **Hit the 500 scaled score for our 10th grade ELA and Math scores by stronger alignment from 6-10th grade core content and intervention supports**
  - a. Current 10th grade scores are 488 in ELA, 484 in Math; 482 Science.

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

- Communication platforms to improve family connections.
- Model of intervention for 9th and 10th grade ELA and Math.
- MCAS data from August to group students effectively in intervention and in core classes.

## Phase II - Summer Learning Plan: Duggan Academy

### 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: Duggan Academy	
INITIAL SUMMER PLANNING	
<b>Design Team Members</b>	<ul style="list-style-type: none"> <li>● Michael Calvanese</li> <li>● April Robinson</li> <li>● William Snow</li> <li>● Mary Kay Brown</li> </ul>
<b>Summer Plan Vision</b>	<ul style="list-style-type: none"> <li>● Open opportunity for all students but mandator for students with chronic absenteeism and/or failing either math or english language arts</li> <li>● For students to accelerate growth in literacy and mathematics and credit recovery, they would be considered mandatory and would need grade aligned standards for math and ELA as well as intervention</li> <li>● Ensure enrichment support for students in grades 6-8 and rising 9th grade</li> <li>● High School Students will attend at Central with point person supports from Duggan at the CHS campus while students on IEPs in grade 9-10 will remain at Duggan for targeted intervention support and course recovery</li> <li>● Also employment and mentorship experience for students in grade 10-12 to work with the support of mentor coordinator to work with middles school students</li> <li>● Early start opportunity for rising 6th grade and 9th grade with a focus on 9th grade to Early College opportunity and time on the AIC campus</li> </ul>
<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:               <ol style="list-style-type: none"> <li>a. Growth recovery for middle school students</li> <li>b. early start for 6th and 9th grade</li> <li>c. credit recovery for 10-12th grade (at Central)</li> <li>d. special education growth and credit recovery for grades 9-12</li> <li>e. Afternoon enrichment for all students</li> </ol> </li> <li>3. Days per week: Monday - Thursday</li> <li>4. <b>Student</b> Start Time: 8:30am</li> <li>5. <b>Student</b> End Time: 3:30pm</li> <li>6. Lunch Time &amp; Duration: 12:15-12:45</li> <li>7. Estimated # of Students: 120 at Duggan (+60 at Central) = 190 Total</li> </ol>

	8. Total # of Classrooms Needed: 13 9. Shared Facility Needs: n/a 10. IT Programs/Apps Needed: n/a 11. Coordinator(s) Name(s): Olivia Micagz																						
<b>Targeted Student Population and Total Projected Enrollment</b>	<ul style="list-style-type: none"> <li>6th - 8th grade students that have demonstrated low growth and achievement after analysis of past MAP, MCAS, and Math and ELA scores from the current classrooms.</li> <li>Additional focus on students that are in the 6-8 grade levels that have marginal growth in MAP, MCAS, and Math and ELA scores and high amount of attendance issues throughout the 2022-2023 year.</li> </ul>																						
<b>Proposed Summer Partnerships (Student or teacher facing)</b>	Enrichment at Duggan will be run by Duggan staff and SEL supports will be embedded in core content classes with team building exercises as well as a 30 minute beginning of the day focused on body and mind. Snacks will be built in throughout the day and the enrichment activities will allow for numerous enrichment opportunities.																						
<b>Family Communication and Recruitment Planning Action Steps</b>	Families are being notified by email, class dojo, letter, and during current team and IEP meetings, home visits, and phone calls																						
<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>Math Fluency and Grade level core content</li> <li>ELA intervention and Grade level core content</li> <li>Social emotional supports and promoting positive relationships</li> </ol>																						
<b>Family and Student Communication Action Steps - once students have accepted</b>	<ul style="list-style-type: none"> <li>Once students are enrolled communication will continue through email, letter, class dojo, class visits, phone calls, as well as updates on school facebook and websites.</li> </ul>																						
<b>Staffing Plan</b>	<table border="1"> <thead> <tr> <th>Staff Name</th> <th>Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td>Middle School Math Teacher (4)</td> <td>Fluency and Core instruction</td> </tr> <tr> <td>Middle School ELA Teacher (4)</td> <td>Intervention and Core instruction</td> </tr> <tr> <td>Just Words Instructor (1)</td> <td>Intervention for students based on current data</td> </tr> <tr> <td>Wilson Phonics Instructor (2)</td> <td>Small group target phonics support</td> </tr> <tr> <td>Rising 9th grade Math Early Start Teacher (1)</td> <td>Fluency and Core instruction</td> </tr> <tr> <td>Rising 9th grade ELA Early Start Teacher (1)</td> <td>Intervention and Core instruction</td> </tr> <tr> <td>Rising 9th grade Science Teacher (1)</td> <td>Life Skills focus on past data from 8th grade</td> </tr> <tr> <td>High School Special education (2)</td> <td>Intervention and credit recovery for 9th and 10th grade students on an IEP</td> </tr> <tr> <td>Enrichment Teachers (3)</td> <td>Focused on team building exercises aligned to school habits of scholarships</td> </tr> <tr> <td>Coordinator (1) Administrator</td> <td>Ensures operations are in place and day to day operations</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	Middle School Math Teacher (4)	Fluency and Core instruction	Middle School ELA Teacher (4)	Intervention and Core instruction	Just Words Instructor (1)	Intervention for students based on current data	Wilson Phonics Instructor (2)	Small group target phonics support	Rising 9th grade Math Early Start Teacher (1)	Fluency and Core instruction	Rising 9th grade ELA Early Start Teacher (1)	Intervention and Core instruction	Rising 9th grade Science Teacher (1)	Life Skills focus on past data from 8th grade	High School Special education (2)	Intervention and credit recovery for 9th and 10th grade students on an IEP	Enrichment Teachers (3)	Focused on team building exercises aligned to school habits of scholarships	Coordinator (1) Administrator	Ensures operations are in place and day to day operations
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<b>Final Program Schedule</b>	<b>Monday - Thursday</b> 8:30-9:00 - Breakfast 9:00-12:15 - Academics 12:15-12:45- Lunch 12:45-3:30- Enrichment activities with Hope for Youth and Families
<b>Name and contact information for questions over the summer</b>	<ol style="list-style-type: none"> <li>1. <b><i>Primary</i></b> Contact Name: Michael Calvanese  Primary Contact Email: calvanesem@springfieldpublicschools.com  Primary Contact Phone: 413-439-5458</li>   <li>2. <b><i>Backup</i></b> Contact Name: April Robinson  Backup Contact Email: Robinsona@springfieldpublicschools.com  Backup Contact Phone:413-886-4227</li> </ol>



**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. Establish ILT that informs the staff of trends that are observed that align to our school focus.
2. Establish content team times for all grade levels and not large groups- meetings become more focused on 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?):**
  - Instructional Leadership Team and coaching vision and protocols for the 2024-2025 year
  - Review of grade level and content level teams focus and protocols for the 2024-2025 year
  - Student ownership models and the baseline need to allow for student ownership to occur
  - Specific and measurable Duggan Vision look for's
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - Internal professional Development on student ownership
  - Academic Leadership Association - Equity in Action Series
  - Strong teacher action steps for effective classrooms
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Internal professional Development on student ownership
  - Academic Leadership Association - Equity in Action Series
  - Strong teacher action steps for effective classrooms
  - Open Sci- Ed leadership and teacher professional developments
  - Continued clarity on coaching cycles and expectations for staff – questions we had: How often are we supposed to be coached? Is it different if you're a new teacher vs. veteran, on a one year plan vs. two year plan?

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

Task	Owner
Expansion of TLT ensuring representation of subgroups	Administration
ILT protocol and coaching cycles overview	Sanchez and Calvanese
History having access to Ela skill support	Sanchez
Content meetings regularly with focus on alignment 6-10	Administration- Calvanese and Coaches

High School Meeting changes and content meetings built in to the schedule	Calvanese
Develop clear student ownership look for's (to align with August PD session of student ownership models)	ILT
Set times for ILT and TLT to communicate	ILT and TLT

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

**Goals for Priority 2:**

1. Close the chronic absenteeism rate in 2022-2023 19% (currently 30%) need to return to 2022-2023 levels or better.
2. Hit the 500 scaled score for our 10th grade ELA and Math scores by stronger alignment from 6-10th grade core content and intervention supports
  - a. Current 10th grade scores are 488 in ELA, 484 in Math; 482 Science.

**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?):**
  - MCAS data meeting and overview- teachers analyze current data and make unit adjustments
  - IXL training for math, english, science and leadership (1 hour training)
  - Attendance data review and school strategy to address
  - Model Intervention supports for high school and middle school intervention classes
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - Duggan staff
  - Open sci-ed
  - Academic Association
  - Dr. Harris – Harris Innovation Consulting
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Data meetings in content meetings focused on current student work and map data
  - Teacher unit adjustments in content team meetings supported by leadership/coach

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

Task	Owner
Attendance protocol in school – identify issues prior to fall of 2024 address sooner with attendance hearings in fall	Administration
Point person for top 20 attendance issues	Deans of grade level
Saturday Academies with buyback focus in fall for 6-12	Calvanese

More precise academic plans for high school students during advising	Deans with support from Masciadrelli (pilot occurring)
Expansion on current crew goal setting and conferencing	Tim Hurley and Crew Leaders
Create schedule of middle and high school testing dates for the year by August PD to share with staff	Administration and testing coordinators
Establish more precise plans for high school intervention classes and provide to staff at August PD	Administration with teacher feedback