SEZP // Springfield Empowerment Zone Partnership

Rise Prep Academy Early College High School

2024-25

School Plan

Educator Working Conditions: <u>Rise Prep Academy Early College H.S.</u>

SEZP // Springfield Empowerment Zone Partnership

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 & Staff	Regular Day	7:15	2:30	7:15
2.	Early Release for Students & Staff	Early Release	7:15	11:30	4:15
3.	Regular Day + Flex Time/Meeting	Regular Day + PD	7:15	3:30	8:15
4.	No School for Students / Full Day Staff PD	Full Day PD	9:00	4:00	7:00
5.	Regular Day + PD	Regular Day + Whole Staff PD	7:15	4:15	9:00
6.	Summer PD #1 (pre-Aug 19)	Summer PD	9:00	4:00	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
Back to school BBQ	Aug/Sep (exact date TBD) (5-7 pm)	2
Monthly family engagement events	Various Dates, 8 events x 2 hours ea.	16
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24		18 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	35	1496.50	18	1549.50	193

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:

- Participation in weekly professional development Tuesdays from 2:35-3:30;
- Holding office hours or parent meetings 1 hour per week on Wednesdays from 2:35-3:30;
- Participation in alternating co-teacher meetings and whole group culture meetings on Wednesdays from 3:30-4:30;
- Participation in Thursday meetings from 2:35-3:30 on a rotating basis as follows: student work protocols every other week, content team meeting once per month, and grade level RTI meetings once per month;
- Participation in Back to School BBQ and other family events during the school year (no more than 18 additional hours);
- Phone calls, texts, or emails to families about the academic progress and behavior of students;
- Inputting student attendance each class period and maintaining accurate grades every two weeks in Powerteacher;
- Running a student club during student lunch and taking a duty-free lunch at another time; and
- Supporting students to complete work for college and high school classes during their College and Career Readiness blocks.

3. **Additional staff duties**

   A. <u>**During the Workday**</u>

   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 of College and Career Readiness, study halls, arrival and dismissal
   - Substitute coverage of classes and duties of others who are absent from school
   - Support in early college classes including taking attendance, escorting students to and from campus, helping with signing in to college learning platforms, and helping students complete college assignments
   - *Rise Prep will ensure that teacher schedules are equitable in terms of number of periods for teaching or other duties.

   If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed preparation periods or during collaboration time, they shall be compensated at <u>$35 per/occurrence.</u>

   B. <u>**After School Support for Students**</u>

   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 at Rise Prep Academy are asked to dress professionally for a school setting, Monday-Thursday. This includes a button-down shirt for men and the equivalent for women, with no ripped jeans, shorts, flip flops or other excessively casual clothing. On Fridays staff can participate in College Shirt day or Social Justice Friday by wearing a college shirt, Rise shirt, or social justice shirt and jeans. When dress down days are awarded to staff or students as an incentive, staff can also dress down in school-appropriate, casual clothing.

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 08/27/2024.

Springfield Public Schools
2024-2025 Student Calendar
Rise Prep Academy Early College High School
1170 Carew Street, Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:20 AM - 2:20 PM
Teacher Hours	7:15 AM - 2:30 PM (Mon, Fri) ; 7:15 AM - 3:30 PM (Tues,Thurs); 7:15 AM - 4:15 PM (Wed)

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

Sep 2: Schools Closed - Labor Day

Sep 5: Open House

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				

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	

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

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			

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

Jan. 6: Schools Closed - Teacher Professional Day

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

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

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				

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		

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

Jun 19: Schools Closed - Juneteenth Day

Jun 23*: End of School Year - Early Release 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				

*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

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Aug 12-23: Teacher PD

Aug 23: Convocation

Aug 26: School Begins

August 2024
MON	TUE	WED	THU	FRI
			1	2
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12	13	14	15	16
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Sep 2: Schools Closed - Labor Day

Sep 5: Open House (5:00 - 7:00 pm)

Sep 3: Schools Closed – Teacher PD Day

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Dec 20: Early Release for Students at 11:05am & Early Release for Staff at 11:30am

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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 11:30am
- ◼ Regular Day + PD until 3:30pm
- ◼ Full Day PD from 9:00am-4:00pm
- ◼ Regular Day + Whole Staff PD until 4:30pm

FINAL - APPROVED BY THE SEZP BOARD

School Priority Levers Form: <u>Rise Prep Academy Early College High School</u>

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Partnership

Ways in which the faculty was engaged in Phase 1 of School Planning:
- All are invited to TLT meetings and the minutes are shared with all staff
- TLT members held office hours with their departments during content team time

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Priority 1

Selected Lever: Lever 1

Text of Lever: Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions

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

Data:
Attendance continues to be a struggle at the high school, with the exception of 9th grade. Current data shows:
- 54.8% chronic absenteeism
- 85.7% daily attendance rate

The exception is in the 9th grade, where the early college and coordinated care team approaches have led to significant improvements.

Working Theory: The early college model was fully adopted in 9th grade, with all 9th graders having access to college courses. At the same time, 9th grade was the only grade where the CCT model was adopted with consistency and fidelity. 9th grade results are strong across the board, including attendance, reading growth, and college course pass rates. If we continue to expand the early college model one grade at a time (9-10 next year) while adopting the CCT approach consistently at all grades, then we will see an improvement in student engagement and attendance, while also continuing to expand meaningful post-secondary options for all of our students.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What are our lessons learned from the first year of early college implementation, and how can we improve implementation while expanding to two grades?
- What structures need to be in place to support early college, including the schedule and CCR blocks?
- How can we work within the budget to intentionally staff our CCT teams at all four grades?

Priority 2

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

Data:

The School Quality Review identified several categories under this standard as "Developing" and named two focus areas as being Outcomes for All and Aligned Feedback. The SQR noted that we need to work on helping teachers know how to provide scaffolds so every student has an entry point to grade level learning. Teachers are releasing students to independent, grade level work, but don't yet consistently know how to "catch" them when they struggle. The SQR also noted that we should get creative with our teacher meeting time and find ways to share model classrooms or lessons with other teachers.

Additionally, our instructional walkthrough data shows us that teachers continue to struggle with creating exemplars, which we believe is a crucial step to scaffolding. We believe teachers need to improve the cycle of creating an exemplar, identifying checkpoints for quality work, actively monitoring the quality of work, and providing feedback to students.

Working Theory: Currently teachers submit weekly lesson plans via rigor maps and participate each week in coaching, professional development, and content team meetings. We believe that we can revise what's happening in each of those elements to better focus on outcomes for all and the lesson planning skills needed to provide entry points for all students. If we revise our planning expectations so that exemplars, checkpoints, and scaffolds are clearly identified in weekly lesson plans, and use some weekly meeting time for guided planning to support teachers working on this, then we will see an improvement in plans that have opportunities for monitoring and giving students feedback or support to achieve grade level outcomes. We also believe that we can better leverage our exemplary teachers to mentor those that need more planning support.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- According to walkthrough data, who are the teachers that are already planning lessons with multiple entry points, and how can we leverage them to develop other teachers?
- How can we redesign the lesson planning process to explicitly ask for exemplars, checkpoints for active monitoring, and scaffolds?
- What is the best way to structure guided planning so teachers complete it and get feedback and support, without it feeling burdensome?

Priority 3

Selected 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:
This is largely based on teacher feedback to administration and the TLT. Teachers expressed a need for more consistency in responding to student behavior across classrooms and grades. Teachers want to see restorative practices fully implemented, and in particular, want to explore community responses to incidents that harm the classroom community.

Working Theory: We have spent the last two years pivoting from a punitive model of responding to student behavior to a restorative model. In the first year, we worked on staff mindsets and understanding how to work **with** students and families, as well as shifting from the idea of punishment to repairing harm. In the second year, we've changed our responses to student behavior to base the response on the level of harm to the community, letting small behaviors have small responses, and responding to the harmful behaviors with a restorative process. This has led to a large decrease in suspensions and a much improved safe and inclusive learning environment, as noted in our SQR. The next steps will be training all of our staff to run community circles, and implementing circles and other restorative responses to include the entire community when harmful behavior occurs, not just the individual student and teacher. We will also continue to work on identifying root causes of student struggle and implementing interventions that address root causes through an MTSS model rather than punishing specific behaviors. We believe that we have the right students and staff to fully implement restorative practices next year, and if we do, then we will continue to see suspensions decrease, attendance and student engagement improve, and teachers and students feel more supported.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What resources can we leverage this spring, including books, videos, training, and the knowledge of our current staff, to improve our implementation of restorative practices?
- How can we best include input from our students and families to improve our school culture, in addition to feedback from teachers?

Priority Levers Goals: <u>Rise Prep Academy Early College H.S.</u>

Priority 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions

Working Theory of Change: The early college model was fully adopted in 9th grade, with all 9th graders having access to college courses. At the same time, 9th grade was the only grade where the CCT model was adopted with consistency and fidelity. 9th grade results are strong across the board, including attendance, reading growth, and college course pass rates. If we continue to expand the early college model one grade at a time (9-10 next year) while adopting the CCT approach consistently at all grades, then we will see an improvement in student engagement and attendance, while also continuing to expand meaningful post-secondary options for all of our students.

Progress made thus far (synthesis from faculty): For the first year of our early college program, we had good passing rates. We learned lessons in the first semester about scheduling and how to motivate students to succeed in college classes that we were able to apply in the second semester. The 9th grade Coordinated Care Team was successful in improving 9th grade attendance, which was critical for students to pass their college classes.

Where we run into obstacles (synthesis from faculty): ● There was confusion about how we were using the College and Career Readiness block. We used this as a time to complete college work, but it had other purposes including advisory. Some students were pulled for reading intervention during that time. In the future, CCR needs to be set aside only for college work completion. ● There was a lack of buy-in from all teachers to the early college model; some staff saw college classes more as for the most academically capable students rather than understanding the power of early college for all. ● Withdrawal rates from college classes were high. We need to make sure students are prepared and supported with the skills to pass their classes once they are invested in taking them. ● The 9th grade CCT struggled with behavior management, and this created challenges that impacted the early college program.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Clarify lessons learned from the first year of early college to ensure more thoughtful scheduling and student support in college classes.**
    a. Help students and staff to understand each of the early college pathways in entirety, and any prerequisites along the way.
    b. Plan to use time before college classes start each semester to provide orientation, skills, and resources to prepare for the classes including:
        i. Syllabi
        ii. Planners or another system for keeping track of assignments
        iii. Tech skills including 2-factor authentication and using Blackboard
2. **Clarify the role of the CCT team for all grades, as well as one set of behavior expectations and responses to struggling students.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking): ● PD for all teachers that will be involved in the early college program about the **why** and **how** of early college, including plans for CCR orientation.

Priority 2: Coherent Actions for Improving Assurances for Educational Equity
- ○ Instructional Leadership for Equity
- ○ Curriculum and Instruction
- ○ Feedback System for Building Educator Capacity
- ○ Professional Learning and Collaboration

Working Theory of Change: Currently teachers submit weekly lesson plans via rigor maps and participate each week in coaching, professional development, and content team meetings. We believe that we can revise what's happening in each of those elements to better focus on outcomes for all and the lesson planning skills needed to provide entry points for all students. If we revise our planning expectations so that exemplars, checkpoints, and scaffolds are clearly identified in weekly lesson plans, and use some weekly meeting time for guided planning to support teachers working on this, then we will see an improvement in plans that have opportunities for monitoring and giving students feedback or support to achieve grade level outcomes. We also believe that we can better leverage our exemplary teachers to mentor those that need more planning support.

Progress made thus far (synthesis from faculty):
Teachers appreciated the instructional coaching they received this year and felt that feedback was more frequent and helpful in improving instruction. Some teachers like the format of the rigor map, and felt that planning expectations were manageable.

Where we run into obstacles (synthesis from faculty):
- Teachers would like more clarity on the instructional vision and how academic expectations should change from 9th to 12th grade. This includes more clarity on how to meet students' needs while still maintaining high academic expectations.
- Teachers would like more collaboration time with content teams.
- Some teachers felt it was a struggle to meet our instructional expectations in the allotted planning time. Having structured work time during the professional development blocks or during coaching would help.
- Teachers advocated for organizing some of the rigor map information (standards breakdown) into a unit plan rather than in the weekly plan.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Revise planning expectations to better align to our instructional vision.**
   a. Create and use a common unit plan template
   b. Revise the rigor map template using faculty input and emphasizing exemplars and active monitoring
   c. Be mindful of teacher time and focus on what is most important
2. **Revise meeting times to include time for collaboration within and between departments, including establishing common academic expectations.**
3. **Continue to transition to high quality curricular materials vs. teacher created materials, especially in ELA.**

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Time to introduce a finalized instructional vision to faculty, along with revised unit plan and rigor map templates
- Time to finalize long term plans and interim assessments, as well as department work on common academic expectations
- Begin implementation of a revised meeting time plan that includes more structured collaboration and more opportunities for teachers to learn from each other, as well as more structured collaboration between co-teachers.

Priority 3: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

Working Theory of Change: We have spent the last two years pivoting from a punitive model of responding to student behavior to a restorative model. In the first year, we worked on staff mindsets and understanding how to work **with** students and families, as well as shifting from the idea of punishment to repairing harm. In the second year, we've changed our responses to student behavior to base the response on the level of harm to the community, letting small behaviors have small responses, and responding to the harmful behaviors with a restorative process. This has led to a large decrease in suspensions and a much improved safe and inclusive learning environment, as noted in our SQR. The next steps will be training all of our staff to run community circles, and implementing circles and other restorative responses to include the entire community when harmful behavior occurs, not just the individual student and teacher. We will also continue to work on identifying root causes of student struggle and implementing interventions that address root causes through an MTSS model rather than punishing specific behaviors. We believe that we have the right students and staff to fully implement restorative practices next year, and if we do, then we will continue to see suspensions decrease, attendance and student engagement improve, and teachers and students feel more supported.

Progress made thus far (synthesis from faculty):
Moving away from punitive practices has led to a decrease in suspensions, which benefits student learning and attendance. At the same time, faculty saw an improvement in school safety and decrease in violence, especially in grades 10-12. Faculty approved of restorative consequences that allow students to learn from their mistakes and complete school-work, as opposed to sending students home.

Where we run into obstacles (synthesis from faculty):
- Consistency has been challenging due to staff transitions.
- More work is still needed on restoration where students learn to mediate issues and repair harm.
- Work needs to happen over the summer to ensure that all culture staff and administrators are aligned on behavior expectations and following up to student behavior.
- Having a separate set of expectations and consequences for the 9th grade was challenging and frustrating for faculty and students.
- We need to improve responses to behavior that harms the community, including harmful language, including by teaching students to run restorative circles and mediations.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **Principal and other administrators become experts on restorative practices via reading, research, and seeking out other people doing this work.**
2. **Set reasonable expectations from the beginning for student behavior and response to behavior that we can maintain throughout the year.**
    a. Keep in mind that all or nothing/zero tolerance policies are punitive and establish policies that work with students. Trust our students and teachers.
    b. Establish a supportive response to work refusal.
3. **Create systems and structures that support restorative practices.**
    a. Find a time and place where we can consistently implement circles, not during CCR, in a way that includes all students. The Friday schedule may provide an opportunity for this.
    b. Create and implement restorative consequences that give students an opportunity to understand the harm of their actions and repair harm.
    c. Create systems for following up with faculty and repairing student/teacher relationships after the harm is done.

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Implementing community circles:
    ○ Train everyone, including students, to run circles, as well as staff facilitating circles with staff
    ○ Start immediately in August, but find ways to start with fun and non-threatening topics to build systems and trust.
    ○ Develop a common language about restorative conversations (the restorative questions) that can be applied to all restorative conversations, including restorative circles.

Phase II - Summer Learning Plan: <u>Rise Prep Early College H.S.</u>

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: Rise Prep Academy Early College H.S.	
INITIAL SUMMER PLANNING	
Design Team Members	- Anna Breen - Tyeshia Weir
Summer Plan Vision	To support students' graduation readiness by providing a smaller, supportive learning environment to earn credits toward graduation
Summer Plan Logistics	1. Dates of Summer Academy: 6/24 - 8/1 2. Type of Program: credit recovery 3. Days per week: 4 (M-Th) 4. *Student* Start Time: 8:00 a.m. 5. *Student* End Time: 1:00 p.m. 6. Lunch Time: 12:45 - 1:00 7. Estimated # of Students: 50 8. Total # of Classrooms Needed: 8 9. Shared Facility Needs: gym space 10. IT Programs/Apps Needed: n/a 11. Coordinator(s) Name(s): Anna Breen and Tyeshia Weir
Targeted Student Population and Total Projected Enrollment	50 students who are under-credited due to chronic absenteeism and/or lack of engagement, including seniors who will be August graduates
Proposed Summer Partnerships (Student or teacher facing)	(none)
Family Communication and Recruitment Planning Action Steps	- Based on P4 grades, students will be encouraged to apply by completing a contract. - Round of calls to be made in May and week before school starts
After Recruitment Steps	

Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	Credit recovery - students need a supportive learning environment to make up credits needed for graduation. ● Hire staff with mindset to support disengaged students - teachers and support staff ● Engage families
Family and Student Communication Action Steps - once students have accepted	● Round of calls to be made in May and week before school starts
Staffing Plan	

Staff Name	Subject Area (i.e. Math Teacher)
Teachers (many, see schedule below)	Plan, teach, grade
Support teachers	Take attendance, make attendance calls, support students with work and behavior
Admin on duty	1 per week to supervise

Final Program Schedule

Time				
8:00-9:00	Spanish I Spanish II Spanish III	Geometry	Independent Study	
9:00-10:00	ELA 9 ELA 10 ELA 11 ELA 12	Biology	Financial Literacy	Independent Study
10:00-11:00	US History I	Spanish I Spanish II Spanish III	World History 9	Financial Literacy
11:00-12:00	Algebra I	Environmental Science	Algebra II	
12:00-12:45	PE	Health	Artistic Expression	Career Exploration
12:45-1:05	Lunch/Dismissal	Lunch/Dismissal	Lunch/Dismissal	Lunch/Dismissal

FINAL - APPROVED BY THE SEZP BOARD

Name and contact information for questions over the summer	1. ***Primary*** Contact Name: Tyeshia Weir Primary Contact Email: weirt@springfieldpublicschools.com Primary Contact Phone: 413-250-4364 2. ***Backup*** Contact Name: Anna Breen Backup Contact Email: breena@springfieldpublicschools.com Backup Contact Phone: 339-440-0751

Strategic Action Plan: <u>Rise Prep Academy Early College H.S.</u>

Priority 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions

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Goals for Priority 1:
1. Clarify lessons learned from the first year of early college to ensure more thoughtful scheduling and student support in college classes.
   a. Help students and staff to understand each of the early college pathways in entirety, and any prerequisites along the way.
   b. Plan to use time before college classes start each semester to provide orientation, skills, and resources to prepare for the classes including:
      i. Syllabi
      ii. Planners or another system for keeping track of assignments
      iii. Tech skills including 2-factor authentication and using Blackboard
2. Clarify the role of the CCT team for all grades, as well as one set of behavior expectations and responses to struggling students.

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?)*:
   ● Teachers:
      ○ Metrics for success in early college and goal-setting for early college lab classes
         ■ Lab procedures: trackers and journals
      ○ Blackboard orientation
   ● CCT:
      ○ Vision for early college
      ○ Milemarkers

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

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?)**:
   ● Continue to refine lab procedures with feedback from teachers and CCT, sharing best practices, and reflecting on data
   ● Clarity on 4-year pathways, including educational and internship experiences, for:
      ○ Early childhood education
      ○ Business/entrepreneurship
      ○ Health Science
      ○ Digital Media
      ○ Music production
      ○ Social justice/Leadership

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

Task	Owner
Create schedule that supports early college classes, early college labs, and internships	Principal

Enroll students in early college classes according to pathway	Principal
Draft org chart and clarify roles and responsibilities with an emphasis on EC roles	Administrative team
Plan EC orientation for first week of school	CCT Administrator
Plan EC transportation logistics, including bus and van protocols	Principal, CCT Administrator
Create systems for communication between EC liaisons and lab teachers and for tracking college work completion	Administrative team

Priority 2: Coherent Actions for Improving Assurances for Educational Equity
- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

Goals for Priority 2:
1. Revise planning expectations to better align to our instructional vision.
   a. Create and use a common unit plan template
   b. Revise the rigor map template using faculty input and emphasizing exemplars and active monitoring
   c. Be mindful of teacher time and focus on what is most important
2. Revise meeting times to include time for collaboration within and between departments, including establishing common academic expectations.
3. Continue to transition to high quality curricular materials vs. teacher created materials, especially in ELA.

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?)***:**
   - Goal-setting and metrics for teacher success, including pass rate
     - Introduce new grading policy
   - Reflection on instructional vision and SQR instructional feedback
   - Introduce new unit plan/weekly plan template and guided planning time to create plans
   - Guided planning time to create interim assessments from high quality question sources
   - 4th industrial revolution's impact on classroom teaching and release-catch-release (teacher as facilitator)
   - Training on EdModify, Freckle
   - CCT: Breaking down attendance data and beginning interventions for caseload

2. **List partners/consultants for August PD** *(who are our partners that will support educator learning in August or throughout the year?)***:**
   - Kisha Morgan and SEZP Student Support Team

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - Through three content team meetings per month, work on:
     - Shared understanding of standards
     - Sharing best practices
     - Common academic expectations across grade levels
     - Response to data through reteaching and remediation
   - CCT weekly meetings to share best practices for attendance interventions and responding to attendance data

- 4 school-wide data weeks to reflect on state testing, MAP, and interim assessment data and develop plans for reteaching and remediation
- Weekly PD to continue to improve the teaching cycle:
    - High quality, standards-aligned tasks
    - Creation of exemplars and checkpoints
    - Active monitoring
    - Reflect on monitoring data and plan to reteach and remediate

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

Task	Owner
Plan August PD for instruction	Principal, Assistant Principal
Create instructional walkthrough rubric and tracking system	Assistant Principal
Revise expectations for lesson planning (unit, weekly) and implement system for weekly monitoring and feedback to teachers	Principal, Assistant Principal
Revise grading policy	Principal, Assistant Principal
Revise instructional vision	Principal, Assistant Principal
Create expectations for interim assessments to guide creation during August PD	Principal, Assistant Principal
Create schedule for content meetings and looking at student work protocol	Assistant Principal

Priority 3: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

Goals for Priority 3:
1. Principal and other administrators become experts on restorative practices via reading, research, and seeking out other people doing this work.
2. Set reasonable expectations from the beginning for student behavior and response to behavior that we can maintain throughout the year.
    a. Keep in mind that all or nothing/zero tolerance policies are punitive and establish policies that work with students. Trust our students and teachers.
    b. Establish a supportive response to work refusal.
3. Create systems and structures that support restorative practices.
    a. Find a time and place where we can consistently implement circles, not during CCR, in a way that includes all students. The Friday schedule may provide an opportunity for this.
    b. Create and implement restorative consequences that give students an opportunity to understand the harm of their actions and repair harm.
    c. Create systems for following up with faculty and repairing student/teacher relationships after the harm is done.

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?)*:
    - Restorative mindset

- Restorative conversations with staff and students, how to use the restorative questions
- De-escalation
- Community building in classrooms
- Sessions with CCT on school policies including restorative center, restorative lunch, restorative consequences

2. **List partners/consultants for August PD** *(who are our partners that will support educator learning in August or throughout the year?)***:**
   - n/a

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - Facilitate bi-weekly community circles for staff to develop proficiency with community circles and restorative mindset and to reflect together on developing restorative culture
   - Continue to practice restorative responses in class
   - Train students to facilitate restorative conversations and restorative circles
   - Implement structures to seek feedback from students and staff on policies in line with the values stated in our goals

To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?	
Task	Owner
Revise policies including dress code, phone expectations, hallway procedures, and restorative consequences	Administrative and CCT Teams
Create systems for implementing and tracking restorative consequences	Administrative and CCT Teams
Create elective to train students in restorative justice	Assistant principal
Create tiered behavior matrix	Principal
Create plan for school culture monitoring	Principal
Plan August PD on restorative mindset and restorative practices	Principal and CCT