

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.



Springfield Honors Academy

**2024-25
School Plan**

Educator Working Conditions: Springfield Honors 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.

			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	3:00 PM	8:00
2.	Early Release for Students and Staff	Staff Early Release	7:00 AM	11:45 AM	4:45
3.	Special Early Release	Regular Day	7:00 AM	3:00 PM	8:00
4.	Regular Day for Students / Friday Sched for Staff	Special Staff Early Release	7:00 AM	2:30 PM	7:30
5.	No School for Students / Full Day Staff PD	Full Day PD	7:30 AM	3:30 PM	8:00
6.	Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD until 4pm	7:00 AM	4:00 PM	9:00
7.	Summer PD (pre-Aug 19)	Summer PD	7:30 AM	3:30 PM	8:00

Part II: Additional educator hours

Teachers may be required to participate in professional development activities, or student-related activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends.

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 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
Family Cookout	Aug	3
Student Led Conference #1	October	4
Student Led Conference #2	March	4
SHA Baccalaureate	May	2
SHA Graduation	June	3
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24		16 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	16	1500.50	16	1532.50	188

2. Staff workday

- Teachers will receive a 30-minute duty-free lunch
- Teachers will have the equivalent of 5 self-directed preparatory periods per week. These hours will be allocated as evenly across the school week as possible. This self-directed time can be used to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

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 5 family events during the school year;
- There are 2 optional family events that staff will receive stipends for;
- Phone calls to families about the academic, behavioral, and social-emotional progress of students;
- Preparation of individual student progress reports and report cards;
- Preparation of reports for students on support plans;
- Participating in staff recruitment and selection processes;
- Working regularly with school administrators to improve one’s instructional practices;
- Provide intentional academic support for any student with an average of 68 or lower;
- Updating grades in PowerTeacher a minimum of once every two weeks; and
- Attending student-related meetings.

3. Additional staff duties

A. During the Workday

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to

fulfill the mission of Springfield Honors Academy. To the extent possible, duties will be equitably distributed among staff members on a regular basis by school administrators. These duties may include, but are not limited to:

- Coverage of lunch periods, break periods, or block periods, not exceeding 85 minutes per day
- Substitute coverage of classes and duties of others who are absent from school
- Proctoring of exams and tests.
- Coverage of teacher detention, as needed.
- Staff members may be required to cover classes as needed. Class coverage will be assigned in the following way:
 - Preference would be to hire substitute teachers.
 - Counselors are exempt from covering classes but they may be assigned cover duties.
 - Staff may not be assigned to cover during their duty-free lunch.
 - A staff member may be asked to cover a class if a substitute teacher is not available. Staff will not be asked to cover more than one class a day: every staff member is guaranteed one prep period every day.
 - When possible, PLC or common planning time should not be used when teachers are asked to cover class.
 - When possible, coverage will be rotated between different teachers.

Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected. Teachers may also volunteer to work on Saturday for a stipend.

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 are required to offer after school help up to one half hour per week. These hours are already built into the regular work day and accounted for within the total educator hours.

4. Professional learning

This does not include individualized professional development or coaching of teachers.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week's notice will be given to teachers before any required professional development activities. Staff that will be required to attend any professional development occurring outside of the normal work-day/hours for staff, will be paid at the contractual hourly rate.

5. School curriculum issues

Springfield Honors Academy uses a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Teachers assist in developing new and improved curricula for their own use and that of other teachers in the school. The Director of Curriculum and Instruction will lead the development and revision of curricula across all content areas. To the best extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback. Educators will be supported by instructional leads within content areas to enhance and elevate the delivery of their curriculum. As the academy grows, college readiness, including AP programming and college partnerships, will work to elevate curriculum design.

6. Notices and announcements

Teachers will be notified by email in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be done by email or Google Chat. A 48-hour notice is expected and a day of reminder is required for all scheduled events when possible. Email notifications can be sent at any time, but are not expected to be seen/responded to during their teaching periods or off-contract hours. Teachers will notify staff 3 weeks, 1 week out, and on the day of for field trips with rosters and dates

to provide staff with adequate planning time.

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. When taking students nearby off-campus, staff will be provided with walkies for ease of communication. 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 migrate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

8. Staff dress code

Staff at Springfield Honors Academy are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, and flip flops is not permitted. However, jeans (without rips) may be worn on Gear Days and Fridays, or in the event of a dress down day for students. Staff are permitted to wear school gear once per week to be aligned with student gear days. Staff may also wear jeans on major testing days. Additional casual dress days may be extended by the principal and/or the TLT.

9. Class size

Springfield Honors Academy commits to ensuring a reasonable class size of no more than 24 students, and no less than 8 students for underclassmen core classes, for the benefit of students and teachers. Any class that does not meet these guidelines requires discussion and sign off from the teacher. Class sizes may be differentiated, to support student learning and teacher development. If student interest wanes over two semesters then the number of class offerings during the year will be reassessed.

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

The school-family partnership is recognized as a priority aspect of the SHA culture, requiring commitment to communication with families in response to the negative and positive academic, behavioral and social situations of our students. Teachers are required to use best, and if necessary multiple efforts, to establish a two-way communication with families when a grade drops below a 68 average. Once efforts are made to support a student and a family does not respond, it should be brought to administration's attention for heightened assistance in family outreach. Staff will be provided training as well as the appropriate time and space (i.e. Late Night) to support these requirements.

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 09/03/2024.



**Springfield Public Schools
2024-2025 Student Calendar
Springfield Honors Academy
415 State Street, Springfield, MA 01105**



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

Teacher Hours 7:00 AM - 3:00 PM (Monday - Thursday); 7:00 AM - 2:30 PM (Friday)

Aug 22: Full-Day Orientation for Students

Aug 22: Family Cookout

Aug 26: School Resumes

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 17: Schools Closed - Presidents Day

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

February 2025				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Sep 2: Schools Closed - Labor Day

September 2024				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

March 2025				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Oct 14: Schools Closed - Indigenous People's Day

Oct 16: Early Release for Students - 1:00pm

October 2024				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Apr 9: Early Release for Students - 1:00pm

Apr 18: Schools Closed - Good Friday

Apr 21: Schools Closed - Patriots Day

Apr 22 -25: Schools Closed - Spring Vacation

April 2025				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

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

Nov 11: Schools Closed – Veterans Day

Nov 27-29: Schools Closed - Thanksgiving Vacation

November 2024				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 26: Schools Closed - Memorial Day

May 2025				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Dec 20: Early Release for Students & Staff

Dec 23- Dec 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
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Jun 19: School Closed - Juneteenth Day

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

June 2025				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
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Jan 1: Schools Closed - New Year's Day Observed

Jan 2 & 3: School Closed for Students & Staff / Extended Holiday Vacation

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
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*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Student Early Release
- Student Orientation / First Day of School
- Special Student Early Release



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<p>Dec 20: Early Release for Students & Staff</p> <p>Dec 23- Dec 31 - Schools Closed Holiday Vacation</p>	<table border="1"> <thead> <tr><th colspan="5">December 2024</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	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				<p>Jun 19: School Closed - Juneteenth Day</p> <p>Jun 23*: End of School Year - Early Release for Students & Staff</p>	<table border="1"> <thead> <tr><th colspan="5">June 2025</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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				
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School Priority Levers Form: Springfield Honors Academy

Ways in which the faculty was engaged in Phase 1 of School Planning:

- TLT reviews, parcels out sections of Working Conditions for faculty conversations, brings back faculty voice, and we vote and finalize on each section.
- All school plan aspects and a survey will be released to faculty for input prior to final submission to SEZP

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

Data: Our SQR report as well as our Teacher Insight Survey data points to continued lift with our Educator Feedback Systems as well as more intentional Professional Development geared towards the individual teacher and increasing teacher capacity.

Working Theory: By continuing to develop teachers with coaching supports as well as provide professional development that strengthens teacher-teacher/admin-teacher/student-teacher/family-teacher collaboration, SHA educators will be able to plan for and implement strategies that support our instructional vision and elevates student learning.

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

- In what ways can we strengthen the coaching work we began in the 2023-2024 school year and establish a more routine administration presence to better serve our educators?
- What outside professional development opportunities should we be taking advantage of that best align with our vision?
- What specific steps can be taken by our Director of Curriculum and Instruction, working alongside EPL supports, to guide SHA into the next level of curriculum development and delivery?

Priority 2

Selected Lever: Lever 4

Text of Lever: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

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

Data: As we await AP score reports as well as final college-going statistics, we know the work we set out to do in order to meet this lever established in 2023-2024 would require more than one year. Our Insight survey and SQR reports continue to push our thinking around enhancing our family relationships and solidifying systems to arrive at more consistent service in all areas of school culture. There was additionally concerning data surrounding consistency with upholding student expectations that needs our attention.

Working Theory: By determining the most important attributes of a college-going student, those seeking employment and military opportunity, (i.e. scholarly aptitude, strength of schedule/AP readiness, family involvement, and healthy learning approach [mental health/attendance/discipline]), we can work to more closely improve the systems we use to support post secondary preparations.

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

- In what ways can we best advise students and their families in determining routes towards successful high school completion and post secondary readiness?
- What more can be done to engage families in partnering with us and empower them to assist in improving the systems needed to support their students?
- Which SEL programs best serve the high school student dealing with high levels of anxiety and stress connected to school expectations and college going cultures?
- What, in addition to our current work to build out Seminars and support a college-going culture, would ensure that at least 10% of our graduates are accepted into competitive four-year colleges?
- Which models, similar to our own and within our demographic, are most successful in supporting AP for All?
- Would it make more sense to compartmentalize (dismantle PGAC and instead build up specific committees geared towards points of interests to help drum up a more energized and active family partnership? (i.e. one geared towards schools events/fundraising and one geared towards policy and planning)

Priority Levers Goals: Springfield Honors Academy

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: By continuing to develop teachers with coaching supports as well as provide professional development that strengthens teacher-teacher/admin-teacher/student-teacher/family-teacher collaboration, SHA educators will be able to plan for and implement strategies that support our instructional vision and elevates student learning.

Progress made thus far (synthesis from faculty):

- Launch of a coaching program at SHA was met with success. 100% of staff in the survey felt supported by their IL and are looking forward to continuing the program. Teachers felt a sense of consistency and accessibility.
- November 2023 SQR Feedback resulted in moving from all Developing and Beginning and moved to Established and Transformational.
- One main goal was to move to Transformational in Distributive Leadership for 23-24 which we accomplished.
- March PD Gallery aligning student work with instructional vision was impactful not only to teachers but the full school community.

Where we run into obstacles (synthesis from faculty):

- The structure of the schedule and the size of the school makes it difficult for IL's to see multiple classes and provide overarching feedback.
- Navigate best practices that support management which allow for stronger classroom instruction.
- Curriculum development needs to be reviewed and lesson planning needs to be a more visible part of academic culture.

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

1. **Lesson plans will be created, connected to our Instructional Vision, by Monday at 7:35am and visibly posted to ensure its place in our academic culture.**
2. **The Curriculum Director will review the current curriculum and provide feedback on ways to deepen the connection of our instructional vision and the practices that bring it to life in the classroom.**
3. **Continue to work with Instructional Leadership, alongside EPL guidance, to solidify our coaching program.**

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

- Trainings (including modeling, reflecting and shaping accountability) for School and Class expectations
- IL's will meet with their teachers to set instructional goals for the year and prepare for new lesson plan system
- Rebuild our professional development platform to allow for greater opportunities outside of SHA

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

Working Theory of Change: By determining the most important attributes of a college-going student, those seeking employment and military opportunity, (i.e. scholarly aptitude, strength of schedule/AP readiness, family involvement, and healthy learning approach [mental health/attendance/discipline]), we can work to more closely improve the systems we use to support post secondary preparations.

Progress made thus far (synthesis from faculty):

We have created multiple ways to communicate with our families weekly, monthly and quarterly through the means of weekly newsletters, bi-weekly support letters for students who need additional support, information nights to prepare for college/career preparations and building parent governing councils to support full communication of new policies and systems that can impact learning for students. We have been successful with creating open communication and collaboration with some families and the community in decision-making processes.

Where we run into obstacles (synthesis from faculty):

- Although our school staff will communicate with families using some of the systems put in place for all, we want to increase the internal desire to build genuine relationships/ connections classroom teachers build with families and value the voice they bring to the table.
- We have a core group of families that stay engaged, but we want to reach at least 50% of our families engaged in all events and decision-making processes.
- Lack of awareness and understanding from staff/families grasping the idea of the importance of connection to student support.
- Limited resources and time, funding and personnel.

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

1. **Provide training and resources to staff on cultural competency, bias and inclusive teaching practices.**
2. **Provide opportunities for teachers to engage with families in a non-academic way to build genuine relationships.**
3. **Increase the counseling department to offer support services, such as counseling and special education to address the diverse needs of students and families.**

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

- Continue to provide unconscious bias training and intersectionality.
- Communication of Seminar Scope and Sequence to full faculty, not just those involved with running the sessions.
- Modeling how teachers run Seminar/FLEX time and those without can support.
- Educate teachers on both inclusive teaching practices (differentiated instruction and CRT) Trauma-Informed approaches to teaching and classroom management.
- Provide guidance on effective strategies for engaging families from diverse backgrounds, home-school partnerships and community outreach.
- Offer workshops on conflict resolution and restorative justice practices to help teachers navigate interpersonal conflicts and address issues of bias or discrimination.
- Review of policy and procedures and provide guidance on how to implement the policies with fidelity
- In time: provide training on Multi-Tiered Systems of Support (after receiving SEZP supports on MTSS mapping).

Phase II - Summer Learning Plan: Springfield Honors 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: Springfield Honors Academy	
INITIAL SUMMER PLANNING	
Design Team Members	<ul style="list-style-type: none"> ● Alexander Houpert ● Carlee Santaniello ● Grace Howard-Donlin ● Dena Cooper
Summer Plan Vision	Through a series of workshops designed by educators, and students, we will offer moments throughout the summer to engage in practices that strengthen the learner and the teacher. We seek to develop student and teacher pride and connection in order to enhance capacity and approach to all things education.
Summer Plan Logistics	<ol style="list-style-type: none"> 1. Dates of SHA Summer Series: 7/24, 7/26, 7/31, 8/2 2. Type of Program: Workshops 3. Days per week: Wednesdays 4. Student Start Time: 8am (except for 7/31, 9am) 5. Student End Time: 2pm (except for 7/31, 4pm) 6. Lunch Time: 11:30 - 12:00 7. Estimated # of Students: 30-50 8. Total # of Classrooms Needed: 4-6 SHA classrooms 9. Shared Facility Needs: Auditorium, Gym 10. IT Programs/Apps Needed: n/a 11. Coordinator(s) Name(s): Alexander Houpert <p>*(SHAtterproof Camp has been a successful response to Covid healing, but as our faculty family dynamics are changing, we need to shift our Camp style to a Workshop style, which we feel will most likely increase student attendance as so many of our high schoolers have summer jobs - this would allow for more flexibility in schedule.)</p>
Targeted Student Population and Total Projected Enrollment	<ul style="list-style-type: none"> ● Rising 9th - Rising 12th grades for students ● Educators from the SEZP/Western Mass

Proposed Summer Partnerships (Student or teacher facing)	<ol style="list-style-type: none"> 1. Name: Mass Insight 2. Name: Springfield College 3. Name: Sanctuary in Northampton 4. Name: Gardening in the Community <p>We are currently working on a grant that could help us bring in a speaker for our mental health day program and need to conduct more research for building out an EdCamp style day for educators, but would like a panel and have a UMass connection in mind.</p>												
Family Communication and Recruitment Planning Action Steps	<ul style="list-style-type: none"> • For student-facing workshops : Flyers, release of registration process through Remind, social media, and kicking off an announcement to our student body during our Q3 Student Celebration assembly • For teacher-facing workshops : Working to release through SEZP principals/appropriate personnel, mailings, flyers, and social media 												
After Recruitment Steps													
Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	<ol style="list-style-type: none"> 1. Students are looking for experiences that allow them to connect with peers alongside preparing them for what's to come - learning ways to handle stress, cook healthy meals, time management, creating and maintaining healthy relationships alongside receiving support from teachers to complete AP summer assignments, write college essays, and keep a strong mindset for their academics. (Any needed credit recovery courses will be served through our continued partnership with Central.) 2. We are looking to create an experience for teachers to feel pride in their profession and readiness for their return while strengthening their network of teaching peers in the area on which to lean. 												
Family and Student Communication Action Steps - once students have accepted	<ul style="list-style-type: none"> • All enrollment will take place using Google forms which will be made available on the school website as well as emailed and established on the flyer via QR code. • Final notices to organize "day of" logistics will be sent out to enrolled emails as part of the confirmation process and reminders resent as the date approaches • Social media and all calls will also be used to enhance reach 												
Staffing Plan	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f4a460;">Staff Name</th> <th style="background-color: #f4a460;">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td>Alex Houpert</td> <td>Coordinator</td> </tr> <tr> <td>Carlee Santaniello</td> <td>Asst Coordinator</td> </tr> <tr> <td>TBD</td> <td>approx 7-10 SHA Educators</td> </tr> <tr> <td>Green</td> <td>Security</td> </tr> <tr> <td></td> <td>Lunch Staff</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	Alex Houpert	Coordinator	Carlee Santaniello	Asst Coordinator	TBD	approx 7-10 SHA Educators	Green	Security		Lunch Staff
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Alex Houpert	Coordinator												
Carlee Santaniello	Asst Coordinator												
TBD	approx 7-10 SHA Educators												
Green	Security												
	Lunch Staff												
Final Program Schedule	<p>With the exception of 7/31, the days will work in a Workshop format:</p> <p>8 am Greet/Gather 8:15 - 9:45 Session One 9:45 - 10:00 Break 10:00 - 11:30 Session Two 11:30 - 12:00 Lunch 12:00 - 1:30 Session Three 1:30 - 2:00 Closing Activity & Release</p>												




 SPRINGFIELD HONORS ACADEMY

SUMMER SERIES

WEDNESDAY



JULY 24TH

FRIDAY



JULY 26TH

WEDNESDAY



JULY 31ST

FRIDAY



AUGUST 2ND

This summer, Springfield Honors Academy will be hosting three distinct days of learning and growth for SHA students and local educators. Exciting opportunities for self-improvement, skill development, and contribution to change are here!

Essential elements of the SHA Summer Series:

- ✔ Mental health and well-being
- ✔ Tour of Springfield College
- ✔ Meditation, yoga, art, wellness
- ✔ Free trip to Lake Compounce!
- ✔ AP/SAT supports for students
- ✔ Volunteer student panel at PD
- ✔ College applications, essays
- ✔ SPS, SEZP, MA teacher pride!

CONTACT US  springfieldhonorsacademy.org  413-787-6707

Name and contact information for questions over the summer

1. **Primary** Contact Name: Alexander Houpert
 Primary Contact Email: ahoupert@springfieldhonorsacademy.org
 Primary Contact Phone: 413-485-8029

2. **Backup** Contact Name : Dena Cooper
 Backup Contact Email: dcooper@springfieldhonorsacademy.org
 Backup Contact Phone: 617-592-5107

Strategic Action Plan: Springfield Honors Academy

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. Lesson plans will be created, connected to our Instructional Vision, by Monday at 7:35am and visibly posted to ensure its place in our academic culture.
2. The Curriculum Director will review the current curriculum and provide feedback on ways to deepen the connection of our instructional vision and the practices that bring it to life in the classroom.
3. Continue to work with Instructional Leadership, alongside EPL guidance, to solidify our coaching program.

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?):**
 - Revisiting the Mission and Vision and assessing alignment with the instructional vision
 - Data Dig
 - Principles of Curriculum Design
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Administrators
 - Mass Insight/AP Classroom
 - EPL
 - Instructional Leads (ILs)
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Backwards Unit Planning
 - Explicit expectations around unit planning
 - Backward Lesson Planning
 - Unpacking Instruction Vision Practices
 - Align PD schedule with vision and systems

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

Task	Owner
Evaluate the written Instructional Vision	Admin, EPL, DOC, ILs
Create a teacher coaching plan	Admin, EPL, DOC, ILs
Norming of instructional leadership team around the quality implementation of classroom practices	Admin, EPL, DOC,
Unpack unit planning, starting with post-assessment.	Admin, EPL, DOC, ILs, Teachers,

Develop a system for unit planning feedback from someone from another department.	Admin, EPL, DOC
Create a system for written feedback so that all ILs can track the feedback given to coaches.	Admin, EPL, DOC, ILs
Use the written feedback from observations to align with relevant connections to student work samples	Admin
Help the teachers track their own progress over time.	Admin, EPL, DOC, Teachers, ILs
Regular DATA ANALYSIS by all departments	Admin, EPL, DOC, Teachers, ILs
Norming teachers and ILs around quality implementation of classroom practices	Admin, EPL, DOC, ILs

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

Goals for Priority 2:

1. Increase high level assessment scores and increase AP PD/partnering within the zone and district
2. Increase SAT/AP Scores that reflect better prepared students graduating and pursuing post-secondary & careers
3. Implement whole school training for what skills we will focus on for college readiness.
4. Include, beyond the academic pieces, college visits and events (panels, specific themed school days) built into the schedule intentionally to promote college-going culture.
5. Provide opportunities for teachers to engage with families in a non-academic way to build genuine relationships.
6. Increase the counseling department to offer support services, such as counseling and special education to aid in addressing the diverse needs of students and families.

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?):**
 - Data Dig (MAP, MCAS, AP, SAT/PSAT)
 - Unpacking our systems for behavior and family connection
 - Understanding and strengthening our Culture management to ensure alignment with who we say we are and what we do
 - Modeling and Framing our classes of support and how staff are utilizing the time and how to improve it
 - Identifying 3 methods of family engagement
 - Identifying priority areas of improvement
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Admin
 - Director of Curriculum
 - Teachers
 - EPL
 - Instructional Leaders (ILs)
 - Local Colleges
 - Center for Racial Justice and Youth Engaged Research
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this**

year?):

- Reviewing the Scope and Sequence of College & Career Seminar Classes
- Unpacking SHA systems and aligning them with the vision and mission
- Observation and feedback focused on best practices for student success
- Creating a plan for addressing the areas of improvement
- Incorporate ways to promote college and career readiness in everyday instruction and learning
- Implementing Executive Functioning lessons in Seminar Spaces

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

Task	Owner
Understanding the systems that have been used and their outcome	Admin
Increasing student and family voice into decisions within the school	Admin, Counselors
Identifying trends in attendance and grades	Admin, Counselors
Communicating student academic plans with families	Admin, Counselors, ILs
Ongoing Professional Development on bias and cultural competency	Admin, ILs
Communication on changing trends in post-secondary options	Counselors, Admin