

This SY' 25-26 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, and is final pending SEZP Board approval later this school year.



Discovery Polytech Early College High School

**2025-26
School Plan**



Springfield Public Schools
2025-2026 Student Calendar
Discovery Polytech Early College High School
1350 Main Street, Springfield MA 01103



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

Teacher Hours 7:10 AM - 3:15 PM (M-Th.) ; 7:10 AM - 2:30 PM (Fri)

Aug 25: School Begins	August 2025					Feb 16: Schools Closed - Presidents Day	February 2026				
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Sep 1: Schools Closed - Labor Day Sep 9: Schools Closed – Teacher PD Day	September 2025					March 2026					
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2025-2026 Staff Calendar
Discovery Polytech Early College High School
1350 Main Street, Springfield MA 01104**



Student Hours 7:20 AM - 2:20 PM; *see calendar for special student early release days
Teacher Hours 7:10 AM - 3:15 PM (M-Th.) ; 7:10 AM - 2:30 PM (Fri)

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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	7:10 AM	3:15 PM	8:15
2.	Early Release for Students and Staff	Staff Early Release	7:10 AM	11:45 AM	4:45
3.	Chestnut Early Release	Special Staff Early Release	7:10 AM	1:20 PM	6:20
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
5.	Regular Day for Students / Early Release for Staff	Friday Early Release	7:10 AM	2:30 PM	7:30

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 25-26 is August 18th, 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 18th

Event Description	Date/Time	# of Staff Hours in gr. 9-12
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25		0 HRS

B. Other Events on or After August 18th

Event Description	Date/Time	# of Staff Hours in gr. 9-12
Open House	October 1, 2025	3
Pinning Ceremony	December 11, 2025	3
Graduation	June 2026 (date TBD by SPS)	3
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		9 hrs

Part III: Total educator hours

The total educator hours are a combination of “school year hours” and planned “additional events” that require educators’ presence that fall outside of the typical workday.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 9-12 Staff Hours	14	1473.417	9.000	1482.417	187

2. Staff workday

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

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

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

3. Additional staff duties

A. During the Workday

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

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

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

B. Afterschool Support for Students

All Unit A staff will work after school each week to provide after school help not exceeding 60 minutes per week.

4. Professional learning

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

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

5. School curriculum issues

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

6. Notices and announcements

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

7. School health and safety issues

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

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

8. Staff dress code

Staff are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beach wear, and flip flops is not permitted.

9. Class size

Efforts are made to ensure a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development and/or to support a school's specific model (e.g., co-teaching, dual language, etc.).

10. Bulletin boards

The Springfield Education Association (SEA) will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

11. Family-teacher communication

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. Teachers may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year. Teachers are not required to respond to families outside of the work week.

12. TLT elections for the next school year

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 09/30/2025.

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

- TLT Meetings
- Whole School Staff Meetings
- ILT Meetings

Priority 1**Selected Lever:** Lever 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:** SQR Data

Working Theory: If we are intentional about frequently meeting as RTI teams made up of Unit A teachers, counselors and support staff (attendance, academic and social/emotional) to discuss what data is collected regularly and how we use/share the data collected, then we will be able to make real-time decisions on what interventions can best suit students individually by grouping.

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

- What PD can be provided staff to assist in data collection and making decisions about data?
- How do we build capacity for teachers to be able to analyze student data regularly to use in planning?

Priority 2**Selected Lever:** Lever 1**Text of Lever:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities**What is our most concerning data, and what are some working theories of what needs to improve to drive better results?****Data:** SQR Data

Working Theory: Our goal is to ensure that our instructional vision is clear and understood by all—students, families, and staff—so it can guide teaching and learning in every classroom. Aligning our instructional vision with the broader school vision is crucial to our students' success. Specifically, we are focused on early college success and the need for teaching that prepares students with the necessary college-readiness skills to excel in their college courses. We want to create an instructional vision that teachers can reference as a guide for their planning and teaching, and that students can recognize as a part of their active engagement in the learning process.

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

- Who will create and provide clear documentation for all stakeholders, showing how their roles connect to the vision.
- Using the instructional vision to guide professional development, PLCs (Professional Learning Communities), and data

analysis.

- What PD can we plan now and during summer to support the vision
- How do we support planning the agendas for PLCs to align to the vision.
- Figuring out what data would support the vision being meaningful and what data can be used to make sure the vision is right for the school vision.
- Building accountability measures for everyone involved in the process, How will we assure our vision is being upheld in our classrooms every session.