

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.



Rise Prep Academy Early College High School

**2025-26
School Plan**



Springfield Public Schools
2025-2026 Student Calendar
Rise Prep Academy Early College High School
1170 Carew Street, Springfield, MA 01104



Student Hours 7:20 AM - 2:20 PM

Teacher Hours 7:15 AM - 2:30 PM (Mon, Fri) ; 7:15 AM - 3:30 PM (Tu., W, Th)

August 21: Back to School BBQ (4-6pm) Aug 25: School Begins	August 2025 <table border="1"> <thead> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td align="center">1</td></tr> <tr><td align="center">4</td><td align="center">5</td><td align="center">6</td><td align="center">7</td><td align="center">8</td></tr> <tr><td align="center">11</td><td align="center">12</td><td align="center">13</td><td align="center">14</td><td align="center">15</td></tr> <tr><td align="center">18</td><td align="center">19</td><td align="center">20</td><td align="center">21</td><td align="center">22</td></tr> <tr><td align="center">25</td><td align="center">26</td><td align="center">27</td><td align="center">28</td><td align="center">29</td></tr> </tbody> </table>	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	Feb 16: Schools Closed - Presidents Day Feb 17 - 20: Schools Closed - Mid-Winter Vacation	February 2026 <table border="1"> <thead> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td align="center">2</td><td align="center">3</td><td align="center">4</td><td align="center">5</td><td align="center">6</td></tr> <tr><td align="center">9</td><td align="center">10</td><td align="center">11</td><td align="center">12</td><td align="center">13</td></tr> <tr><td align="center">16</td><td align="center">17</td><td align="center">18</td><td align="center">19</td><td align="center">20</td></tr> <tr><td align="center">23</td><td align="center">24</td><td align="center">25</td><td align="center">26</td><td align="center">27</td></tr> </tbody> </table>	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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**Springfield Public Schools
2025-2026 Staff Calendar
Rise Prep Academy Early College High School
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:20 AM - 2:20 PM

Teacher Hours 7:15 AM - 2:30 PM (Mon, Fri) ; 7:15 AM - 3:30 PM (Tu., W, Th)

Aug 18-22: Teacher PD

Aug 21: Back to School BBQ (4-6pm)

Aug 22: Convocation

Aug 25: School Begins

August 2025				
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

Feb 16: Schools Closed - Presidents Day

Feb 17 - 20: Schools Closed - Mid-Winter Vacation

February 2026				
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

Sep 1: Schools Closed - Labor Day

Sep 9: Schools Closed - Teacher Professional Development Day

September 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

March 2026				
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			

Oct 13: Schools Closed - Indigenous People's Day

October 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

Apr 3: Schools Closed - Good Friday

Apr 15: Family Conferences (4-6pm)

Apr 20: Schools Closed - Patriots Day

Apr 21 -24: Schools Closed - Spring Vacation

April 2026				
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	

Nov 4: Schools Closed - Teacher Professional Day

Nov 5: Family Conferences (4-6pm)

Nov 11: Schools Closed - Veterans Day

Nov 26 - 28: Schools Closed - Thanksgiving Vacation

November 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

May 22: Family Event (3-5pm)

May 25: Schools Closed - Memorial Day

May 2026				
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. 19: Early Release - Last Day Before Holiday Vacation

Dec 22 - 31: Schools Closed - Holiday Vacation

December 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Jun 19: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students at 11:05am & Early Release for Staff at 11:30am

June 2026				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Jan 1-5: Schools Closed - Extended Holiday Vacation

Jan. 6: Schools Closed - Teacher Professional Day

Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day

Jan 21: Family Conferences (4-6pm)

January 2026				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
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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
- Staff Early Release at 11:30am
- Regular Day + PD until 3:30pm
- Full Day PD from 9:00am-4:00pm

Educator Working Conditions: Rise Prep Academy Early College H.S.

1. Staff work year calendar and calculating total educator time

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

Part 1: School year hours

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

			Grades 9-12		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	2:30 PM	7:15
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:30 AM	4:15
3.	Regular Day + Flex Time/Meeting	Regular Day + PD	7:15 AM	3:30 PM	8:15
4.	No School for Students/Full Day Staff PD	Full Day PD	9:00 AM	4:00 PM	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 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
Back to school BBQ	August 21 (4-6pm)	2
1st quarter conferences	November 5 (4-6pm)	2
2nd quarter conferences	January 21 (4-6pm)	2
3rd quarter conferences	April 15 (4-6pm)	2

FAFSA night + grade level nights	TBD 5-7, 1 per grade	2
Ethnic Studies Block Party	May 22 (3-5pm)	2
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		12 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	0	1467	12	1479	188

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 Unit A 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 2:30-3:30;
- Providing extra help to students by appointment Tuesday, Wednesday, or Thursday 2:30-3:30;
- Participation in alternating co-teacher meetings and whole group culture meetings on Wednesdays from 2:30-3:30;
- Participation in Thursday meetings from 2:30-3:30 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 12 additional hours);
- Phone calls, texts, or emails to families about the academic progress and behavior of students;
- Serving as a Primary Person for a small group of students and making weekly contacts with their families
- Inputting student attendance each class period and maintaining accurate grades every two weeks in PowerTeacher;
- Inputting Engagement Points for each class period in Dean’s List;
- 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 or Academic Lab blocks.

3. Additional staff duties

A. During the Workday

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

- Coverage of College and Career Readiness, Academic Labs, 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 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 \$35 per/occurrence.

B. Afterschool Support for Students

All educators will work after school each week to provide after school help not exceeding 180 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

Rise staff 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. Additionally, each teacher will serve as a Primary Person to a small group of students and will be asked to communicate about events and issues with their families as well as make contact weekly. 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 08/26/2025.

School Priority Levers Form: Rise Prep Academy Early College H.S.

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

- TLT members reviewed SQR and other mid-year data with faculty at a whole group culture meeting.
- Faculty were given the opportunity to respond anonymously to a survey about priority levers, calendar, and working conditions.
- Faculty were invited to join the TLT planning meetings.

Priority 1

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:

- Our chronic absenteeism rate is 65.2% to date for the 2024-25 school year.

Working Theory: In spite of a focus on early college and implementation of the coordinated care team model, our attendance data continues to be a main area of concern. The TLT believes that many of our students in the Tier 3 attendance category struggle with major challenges and will continue to need intensive support, including from outside agencies and organizations. For the majority of our students, we believe we should focus on interventions that address the lack of school importance among students and families. We believe we can improve student and family investment in attendance through:

- Intentionally building relationships between students, families and teachers using the primary person model
- Planning more frequent whole school fun, culture-building events
- Continuing to focus on student urgency about attending class and interrogating how our policies, including our grading policy, may unintentionally create a lack of urgency

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

- Who should be responsible for planning fun events, and how can we build it into someone’s schedule so that it doesn’t get squeezed out?
- How can we better balance supporting students to earn credits toward graduation while holding them accountable for class attendance? Should class engagement count as a higher percentage of grades?
- How can we continue to incorporate student voice in event planning?

Priority 2

Selected Lever: 2

Text of Lever: 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

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

Data:

- The SQR identified Outcomes for All as an area of focus and rated Rise “Developing” in this area, specifically noting that we did not observe multiple entry points into the lessons in the classrooms we visited.
- Only 35.3% of emerging bilinguals and exceptional learners met fall to winter ELA goals on MAP.

Working Theory: For our struggling students, including but not limited to our exceptional learners and multilingual learners, every lesson should include individualized scaffolds to help struggling students access the curriculum. Previously we used a heavy co-teaching model to support our struggling students. Due to multiple factors, we have fewer special education and ESOL teachers co-teaching in core classes now, and we need to shift our focus to content teachers providing support to struggling students and using specialists as consultants rather than as in-class supports. We also believe that this consultation time needs to be scheduled in the after school PD times and include direct development by specialists to improve the practice of our content teachers.

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

- What support do our specialist teachers need to provide effective consultation for content teachers when they are not in class with them?
- How can we use existing structures of professional development and weekly coaching to ensure that appropriate scaffolds are provided?
- What further curriculum implementation practice or coaching do content teachers need to understand better how to provide multiple entry points into each lesson?

Priority 3**Selected Level: 4**

Text of Level: 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:**

- The SQR identified Safe, Trusting, and Inclusive School Culture as an area of focus and rated us Developing in that area.

Working Theory: We are entering our 4th year of shifting our culture to a restorative rather than punitive model. We have done substantial work on reducing suspensions, shifting our staff mindsets, and implementing restorative consequences. We have dramatically improved student safety and reduced incidents of disruptive behavior and violence. The SQR feedback noted that while no disruptive behaviors were observed, students on the panel reported that other students “were not consistently respectful to teachers or to one another.” The review also noted the need to work with teachers on relationship building, engagement, and incorporating student voice in the classroom. The TLT believes that the next step on our restorative transition is to create restorative classrooms and that this will improve student engagement/emotional safety as well as help students develop strong interpersonal skills.

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

- How can we use our summer PD to teach our teachers how to intentionally build relationships with students?
- What structures can we implement to ensure that student voice is incorporated into lessons, including both the opportunity to discuss content meaningfully and agency into how instruction is delivered?