

This SY' 25-26 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.

SEZP



Springfield
Empowerment Zone
Partnership

Discovery Polytech Early College High School

2025-26

School Plan

Educator Working Conditions Addendum

Approved 9/2/25 for insertion into final SEZP Continuous Improvement Plans for SY 25-26

The 25-26 Educator Working Conditions template used by Teacher Leadership Teams (TLTs) to develop educator working conditions was developed using the agreed upon language from the Agreement Between the Springfield Education Association and the Springfield School Committee for the Springfield Empowerment Zone Partnership Schools, which expired on June 30, 2025.

A new Collective Bargaining Agreement - effective July 1, 2025 through June 30, 2028 - was reached after these plans were approved by the SEZP Board. Therefore, language in the new Agreement will supersede language approved by Teacher Leadership Team's Educator Working Conditions in the following 3 areas:

2. Staff workday
8. Staff dress code
9. Class size

New Language:

Article 25, Section 2, Part A. will replace provisions of the Educator Working Conditions 2. Staff work day

Duty Free Lunch

- A. Each teacher will be provided with an uninterrupted thirty (30) minute duty free lunch period. Except in emergency or extenuating situations, teachers shall be permitted to leave the school building during their 30-minute scheduled lunch period with advance notice of the principal or his or her designee and with the completion of a signed In and Out log.
- B. In an emergency, teachers who volunteer to provide lunch coverage during their own duty-free lunch period will be compensated at the rate set in Appendix B.

Prep Periods

Educators will have – at minimum - one self-directed 40-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator must have an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If an educator cannot have access to their own teaching space during preparation periods, every effort will be made to provide a functional working space.

In service of a unique program (e.g. an adjunct professor teaching early college), a teacher may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the teacher schedule will be clearly noted in the respective job posting. Additionally, educators in these positions will be notified of any changes to their schedule, prior to the transfer window.

Every effort will be made to ensure that the 40 minutes of preparation time is not adjacent to any other

scheduled activity (e.g., STAT meetings, grade-level team meetings) that is less than 15 minutes in duration, in order to preserve the integrity and utility of the preparation period.

Article 25, Section 10 will replace Educator working conditions 8. Staff Dress Code

Dress Code

All employees covered under this collective bargaining agreement must:

- Dress in a neat and clean manner appropriate to their role and responsibilities.
- Use good judgment in attire that is respectful of students, families, and colleagues.

School spirit days may be designated by the administration in collaboration with staff.

Article 23, Section B, Part 1 will replace Educator Working Conditions 9. Class Size:

A. Components of Annual Continuous Improvement Plans

1. Each TLT will review class sizes by February 1 and provide the principal with recommendations for addressing any challenges or opportunities related to class size for the following school year.

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.



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				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
					1	Feb 17 - 21: Schools Closed - Mid-Winter Vacation					
	4	5	6	7	8		2	3	4	5	6
	11	12	13	14	15	9	10	11	12	13	
	18	19	20	21	22	16	17	18	19	20	
	25	26	27	28	29	23	24	25	26	27	

Sep 1: Schools Closed - Labor Day	September 2025					Sep 9: Schools Closed - Teacher PD Day	March 2026				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	1	2	3	4	5		2	3	4	5	6
	8	9	10	11	12		9	10	11	12	13
	15	16	17	18	19		16	17	18	19	20
	22	23	24	25	26		23	24	25	26	27
	29	30					30	31			

Oct 1: Open House (tentative date)	October 2025					Apr 3: Schools Closed - Good Friday	April 2026				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
Oct 10: Early Release at 1:10pm			1	2	3	Apr 20: Schools Closed - Patriots Day			1	2	3
Oct 13: Schools Closed - Indigenous People's Day	6	7	8	9	10		6	7	8	9	10
	13	14	15	16	17	Apr 21 -24: Schools Closed - Spring Vacation	13	14	15	16	17
	20	21	22	23	24		20	21	22	23	24
	27	28	29	30	31		27	28	29	30	

Nov 4: Schools Closed - Teacher PD Day (Election Day)	November 2025					May 22: Early Release at 1:10pm	May 2026				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
Nov 11: Schools Closed - Veterans Day						May 25: Schools Closed - Memorial Day					1
Nov 26-28: Schools Closed - Thanksgiving Vacation	3	4	5	6	7		4	5	6	7	8
	10	11	12	13	14		11	12	13	14	15
	17	18	19	20	21		18	19	20	21	22
	24	25	26	27	28		25	26	27	28	29

Dec 11: Family Engagement Event	December 2025					Jun 19: Schools Closed - Juneteenth Day	June 2026				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
Dec 19: Early Release for Students at 11:05am	1	2	3	4	5	Jun 25: End of School Year - Early Release for Students at 11:05am	1	2	3	4	5
Dec 22 - 31: Schools Closed - Holiday Vacation	8	9	10	11	12		8	9	10	11	12
	15	16	17	18	19		15	16	17	18	19
	22	23	24	25	26		22	23	24	25	26
	29	30	31				29	30			

Jan 1-6: Schools Closed for Students & Staff - Extended Holiday Vacation	January 2026					Jan 16: Early Release at 1:10pm	Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day	<p>*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.</p> <ul style="list-style-type: none"> School Closed Student Early Release Special Student Early Release
	MON	TUE	WED	THU	FRI			
	5	6	7	8	9			
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			



**Springfield Public Schools
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)

Aug 18-22: Teacher PD
 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 PD 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

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 1: Open House (tentative date)
 Oct 10: Early Release at 1:20pm
 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 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 PD Day (Election Day)
 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: Early Release at 1:20pm
 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 11: Pinning Ceremony (tentative date)
 Dec 19: Early Release for Students at 11:05am / Early Release for Staff at 11:45am
 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 11:45am
 June: Graduation (date TBD)

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 1-6: Schools Closed for Students & Staff - Extended Holiday Vacation
 Jan 16: Early Release at 1:20pm
 Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2026				
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

*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 11:45am
- Staff Early Release at 2:30pm
- Full Day PD from 8:00am-3:00pm
- Staff Early Release at 1:20pm

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.

Priority Levers Goals: Discovery Polytech Early College H.S.**Priority 1: Lever 3**

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

Working Theory of Change: 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.

Progress made thus far (synthesis from faculty):

- **New RTI processes have been created and/or improved upon.**
We have created structures that better fit our students' needs.
- **Restructured PLCs:**
We increased the number of RTI teams, for next school year, to include more teaching staff in RTI meetings and have scheduled meetings during a time to maximize staff participation. RTI processes will be included in PLC and GLT meetings where teams meet multiple times a week.
- **Structured Data Dives**
ILT has created a process where data is intentionally selected and RTI teams will consistently follow structure to dissect data in order to set weekly/monthly goals for improvement with students/families.
- **Documentation and Tracking**
- **Counselor and student support check-ins for academic and SEL weekly meetings.**

Where we run into obstacles (synthesis from faculty):

- Ensure uninterrupted time in the schedule where meetings are consistently happening
- Keeping consistent meeting when the school schedule changes or team member are absent
- A documentation system that is able to hold data and filter information as needed for the team (create a dashboard in OA)

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

1. Student goal setting and student-lead ownership of goal setting and progress
2. Student support role including as the lead for RIT specific data associated to the role.

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

- During PD, teams will be completed and staff will be assigned to roles.
- Staff will all be training on the RTI models and shared understanding will be created. The staff will co create RTI meeting norms and schedule out meetings.

Priority 2: Lever 1

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

Working Theory of Change: 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.

Progress made thus far (synthesis from faculty):

- Content teams created documentation of how the instruction and content in their class influences early college success.
- Schoolwide competencies are in close to the final stage of being documented that states the expectation that every classroom should be reinforced through instruction and student-facing descriptions.
- Based on College Data and Early College Pathways being more solidified, we have been able to identify the HS level courses needed and how we need to tailor our planning and teaching toward the vision.
- Researching and analyzing other school examples of instructional visions that drive the overall school systems.

Where we run into obstacles (synthesis from faculty):

- Time, having the appropriate time with all parties to complete the work. Summer planning time without student needs will support completing tasks.
- Being able to get cohesive faculty input from all staff in whole school settings in a timely way. We found that it has been simpler to have smaller group meetings with ILT leads to guide the conversation, but also the obstacle of time to meet.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT): In order to continue to refine your instructional vision to align with the school’s “wall to wall college” mission we will prioritize holding meetings an Admin Team and ILT through the school year and summer to complete the following:

- Highest level – a vision statement written in concisely with DHS specific language
- Next level – a defining of key concepts in the vision statement (student centered, collaborative, responsive to data, ie.)
- Next level – specific teacher actions / strategies aligned to each key concept (gather evidence, communicate progress, adjust instruction)
- Final level – an even more nuts and bolts “how” for each specific action (like, how does the teacher “gather evidence”? By ... using varied assessments to measure student understanding)

Documentation finalized by the end of summer into our school handbook to be used for PD and all instructional planning processes.

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

- Teachers use the instructional vision to lesson and create student-facing artifacts.
- Planning how to implement the instructional vision in the classroom.
- Getting input on how we will collect data on how the refined vision is supporting student success.

SEZP's Summer Learning Design Principles:

1. Focuses on equity and develops 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, enrichment and addresses unfinished learning
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
8. 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
9. Reminder: low-incidence programming and traditional summer school academy dates must align
 - a. Particularly important for schools who purchase SPS Special Education services as the District will determine the summer schedule.

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 2025 Learning Plan for: Discovery Polytech Early College High School	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: James Taylor Phone: 413.276.3208 Email: Taylorj@sps
Summer Plan Logistics	Summer Program Dates: 7/7 - 7/31 (M-Th)
	Type of Program (select from dropdown): Early Start (for rising 6th & 9th graders) + Credit Recovery
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data : Early Start Program is designed to help rising 9th graders make a strong start in high school. Based on historical and incoming school data, we know some students need extra support in reading, math, and attendance, so the program focuses on strengthening those areas. Students will also have the chance to have an exploratory connected to college and career pathways. They will be able to identify themselves as Early College students through college visits and seminars. We will introduce skills for future internships and career planning. Social-emotional learning and team-building activities are included to help students build confidence and connections. The program runs July 7 – July 31 st , at the high school and combines academics, enrichment, and transition support. Our goal is to help students feel prepared, supported, and excited for the year ahead.
	Student Start Time: 8:00am
	Student Dismissal Time: 1:00pm
	Lunch Time: 10:00am
	Estimated # of Students: 115 (early start (65) + credit recovery combined (50))
	Estimated Total # of Student Learning Hours: 65-70 hours
	Total # of Classrooms Needed: All
	Shared Facility Needs (i.e. cafeteria): cafe, security
OITA Programs/Apps Needed: Powerschool, Schoology, Class Wise	

Name and contact information for questions over the summer.

This information will be shared with SPS and FACE.

Primary Contact Name: James Taylor
Primary Contact Email: Taylorj@sps
Primary Contact Phone: 413.276.3208

Backup Contact Name: Farrika Turner
Backup Contact Email: turnerf@sps
Backup Contact Phone: 413.331.9166

Strategic Action Plan: Discovery Polytech Early College H.S.

Priority 1: Lever 3

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

Goals for Priority 1:

1. Student goal setting and student-led ownership of goal setting and progress
2. Student support role including as the lead for RIT specific data associated to the role.

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?):**
 - August PD on our RTI Models and STAT Process, including the district-wide STAT training
 - Mock PLCs in Content and grade level teams with the new designed PLC structure to assure consistency through school year and all staff.
 - Real data dives into our new and returning students to prepare our new structures for right away implementation.
 - Formalize what data is important to use in planning any decisions to support students, introduce tracking and documentation needed for each RTI area (academic, attendance, etc.)
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - District STAT Team and student services
 - Zone student services
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Continue to attend Districtwide STAT Process Trainings
 - Create and maintain a system where teams meet regularly and consistently to uphold the goal
 - Implementation of a feedback system to know where improvements or changes need to happen right away to strengthen data dives and PLCs.
 - Development in students-led goal setting for different

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

Task	Owner
Insure team attends District STAT meeting	Admin
Plan PLC on Mock PLC and data dives	ILT
Ensure all staff have access to Ed Plan, Open Architect, Access scores	Admin
Shared OneDrives for each structure	Admin, Staff
Ensure during the first month that staff has clear understanding and documents for the RTI processes	ILT, Counselors, Admin

Meet with teachers individually to figure out where they need supports in the new processes.	Admin, ILT
Attention to data dives so the plan is use of data to implement needed changes or modifications to lesson planning	ILT

Priority 2: Lever 1

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

Goals for Priority 2: In order to continue to refine your instructional vision to align with the school’s “wall to wall college” mission we will prioritize holding meetings an Admin Team and ILT through the school year and summer to complete the following:

- Highest level – a vision statement written in concisely with DHS specific language
- Next level – a defining of key concepts in the vision statement (student centered, collaborative, responsive to data, ie.)
- Next level – specific teacher actions / strategies aligned to each key concept (gather evidence, communicate progress, adjust instruction)
- Final level – an even more nuts and bolts “how” for each specific action (like, how does the teacher “gather evidence”? By ... using varied assessments to measure student understanding)

Documentation finalized by the end of summer into our school handbook to be used for PD and all instructional planning processes.

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?):**
 - Deep dive into instructional vision that will guide our teaching and learning
 - Develop the actionable strategies and moves that will be used for each staff’s role that associates to their part in making sure the vision is always driving our instructional and planning decisions.
 - Revisit aggressive monitoring practices and redefine for staff how we will collect and use data in the classroom.
 - Introduce the new grading supplemental platform to support and guide our schoolwide decision making based on data.
 - Clear teaching expectations delivered to staff within mile markers
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Content representatives for curriculum support (savvas, agilemind, etc.)
 - JumpRope Platform support
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Continued PD into the “how” and refining our practices for best practice use with the instructional vision at the forefront.
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To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?

Task	Owner
Create a document that clearly staff roles and responsibilities	Admin
Edit current Instructional vision to better meet the growing early college model	Admin
Establish exemplars for teaching and learning using the newly designed instructional vision	ILT
Get “super users” (teachers) trained on grading supplemental platform where competencies mastery is stored and tracked	Admin
Train staff on how to use grading supplemental platform where competencies mastery is stored and tracked	“Super Users”
Instructional Vision poster in each teaching space	Admin