

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.



John J. Duggan Academy

**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.

Important Note: Newly hired Duggan staff will be required to attend new staff orientation on August 11th, 12th & 13th from 9:00am - 3:00pm and will be paid at an hourly rate of \$36.61/hour for a total of 18 hours.

	Day Type	Staff Category	Grades 6-8			Grades 9-12		
			Start time	End time	Hrs: Min	Start time	End time	Hrs: Min
1.	Regular Day for Students and Staff	Regular Day	7:20 AM	3:08PM	7:48	7:20 AM	3:08 PM	7:48
2.	Early Release for Students and Staff	Early Release at 11:15am	7:20 AM	11:15 AM	3:55	7:20 AM	11:15 AM	3:55
3.	Early Release (Duggan)	Early Release at 1:10pm	7:20 AM	1:10 PM	5:50	7:20 AM	1:10 PM	5:50
4.	Early Release / Afternoon PD	Student Early Release + PD until 3:08pm	7:20 AM	3:08 PM	7:48	7:20 AM	3:08 PM	7:48
5.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30	8:30 AM	3:00 PM	6:30
6.	Tuesday Extended Day	Tuesday Extended Day until 4:30pm	7:20 AM	4:30 PM	9:10	7:20 AM	4:30 PM	9:10

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. 6-8	# of Staff Hours in gr. 9-12
N/A	N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25		0 HRS	0 HRS

B. Other Events on or After August 18th

Event Description	Date/Time	# of Staff Hours in gr. 6-8	# of Staff Hours in gr. 9-12

Open House	Fall 2025 (exact date TBD)	2	2
Graduation	June 2026 (exact date TBD)	2	2
Conferences	Various dates throughout the year (exact dates TBD)	2	2
Lunch for an early release during testing	TBD	1	1
After School support	Various dates throughout the year	26.87	26.87
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		33.87 HRS	33.87 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. 6-8 Staff Hours	0	1441.133	33.870	1475.003	188
Gr. 9-12 Staff Hours	0	1441.133	33.870	1475.003	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 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 colleagues to improve one’s instructional practices to meet student needs;
- Attending student-related meetings.

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 will not exceed 1 block per day; unless they have multiple preps that day
- Substitute coverage of classes of others who are absent from school. (When possible, GLT or common planning time should not be used when teachers are asked to cover class. Preference would be to hire substitute teachers)

- Special education staff that may need time support for progress reports may request release time or crew coverage to support timely and detailed progress reports
- Lunch during early release days when testing is done will be from 1:00-1:30 (3days)

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 may work after school each week to provide after school help up to 12 hours per year in the middle school (high school is built into the schedule) - and these hours for middle school are already built into the calendar and accounted for in total educator hours. If teachers decide to provide after school tutoring beyond the 12 hours, it would need prior approval by the buildings Executive Principal and educators will be paid at the contractual hourly rate. Clubs and afterschool support are encouraged.

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 development and alignment

Duggan Academy will use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. 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 have an opportunity to provide feedback.

When asked to provide lesson plans to coaches, colleague teams, or administration the expectation is that you will receive feedback in verbal or written form otherwise they will not need to be provided.

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. **Administration and counselors will attempt to notify teachers of new students (when possible) and changes to testing schedule in advance.**

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. Duggan will include a Safety and Security page in the staff handbook to show the protocols and procedures used at the school.

8. Staff dress code

Staff at Duggan Academy are asked to dress professionally for a school setting.

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.). Recommend the interventions stay as small as possible to remain effective; with concentration on ELL and special education cohorts in core and intervention.

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 contact with families about the academic, behavioral, and social progress of students. This includes family inquiries via email, Unified Classrooms, Class Dojo, phone, or in-person meetings throughout the school year. In August Teacher Teams will come together to determine systems of communication; also teachers will keep the gradebook updated so that families stay properly informed (see handbook).

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 September 23rd, 2025.



Springfield Public Schools
2025-2026 Student Calendar
Duggan Academy
1015 Wilbraham Rd., Springfield, MA 01109



Student Hours Middle School: 7:25 AM - 2:35 PM / High School 7:25 AM - 2:20 PM * see calendar for special early release days

Teacher Hours Middle & High School: 7:20 AM - 3:08 PM (Mon-Fri); *Special Tuesday (extended day) 7:20 AM - 4:30 PM

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 13: Early Release at 1:10pm

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			

Mar 13: Half Day - Student Dismissal at 11:05am

Mar 27: Half Day - Student Dismissal at 11:05am

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 10: Early Release at 1:10pm

Oct 13: Schools Closed - Indigenous People's Day

Oct 31: Early Release at 1:10pm

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

April 2: Early Release 1:10pm

Apr 3: Schools Closed - Good Friday

Apr 17: Early Release 1:10pm

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 25: Early Release at 1:10pm

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 1:10pm

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: Half Day - Student Dismissal at 11:05am

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		

June 8, 9, 10: Early Release 1:10pm

Jun 19: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Half Day - Student Dismissal at 11:05am

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 14-16: *Midterms - Student Dismissal at 1:10pm

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
- Student Early Release at 11:05am
- Student Early Release at 1:10pm



**Springfield Public Schools
2025-2026 Staff Calendar
Duggan Academy
1015 Wilbraham Rd., Springfield, MA 01109**



Student Hours Middle School: 7:25 AM - 2:55 PM / High School 7:25 AM - 2:20 PM * see calendar for special early release days

Teacher Hours Middle & High School: 7:20 AM - 3:08 PM (Mon-Fri); *Special Tuesday (extended day) 7:20 AM - 4:30 PM

Aug 11-13: New Staff Orientation (9am - 3pm)

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 13: Student & Staff Early Release at 1:10pm

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			

Mar 13: Student & Staff Early Release at 11:05am

Mar 27: Student & Staff Early Release at 11:05am

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 10: Student & Staff Early Release at 1:10pm

Oct 13: Schools Closed - Indigenous People's Day

Oct 31: Student & Staff Early Release at 1:10pm

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 2: Student and Staff Early Release at 1:10pm

Apr 3: Schools Closed - Good Friday

Apr 17: Student & Staff Early Release at 1:10pm

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 25: Student & Staff Early Release at 1:10pm

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: Student & Staff Early Release at 1:10pm

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: Staff Early Release at 11:15am

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 8-10: Student Early Release at 1:10pm / Staff PD until 3:08pm

June 19: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Staff Early Release at 11:15am

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 16: Student & Staff Early Release at 1:10pm

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
- Early Release at 11:15am
- Early Release at 1:10pm
- Tuesday Extended Day until 4:30pm
- Student Early Release + PD until 3:08pm
- Full Day PD from 8:30am-3:00pm

School Priority Levers Form: Duggan Academy**Ways in which the faculty was engaged in Phase 1 of School Planning:**

- August professional development reviewed the current priorities and school strategic action plan
- TLT members reviewed school wide data and brought data to grade level teams
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to refine the draft of the Phase 1 templates (educator working conditions, priorities, calendar)

Priority 1**Selected Lever: 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: To improve an instructional lever aligned with *Coherent Actions for Improving Assurances for Educational Equity* at Duggan, data from the School Quality Review and observations of instructional practices provide several key insights. Below is the data to support continued improvements in the areas of Instructional Leadership for Equity, Curriculum and Instruction, Feedback System for Building Educator Capacity, and Professional Learning and Collaboration.

1. Instructional Leadership for Equity

- **Data from SQR:** The review highlighted the need for a shared and coordinated approach to classroom observation and feedback. While school leaders and coaches are diligent, feedback to teachers has not been consistent in its alignment with the school's instructional vision and culturally responsive practices. The lack of a unified method for feedback has created a disconnect in how teachers experience support across grade/content teams.
- **Data from Surveys:**
 - "Leaders at my school value all aspects of my identity (e.g., gender, race, culture, ability, sexual identity, learning differences)" – 59% agreement (below SEZP Top Quartile: 71%).
 - "My school's curriculum reflects the cultures, norms, and values of our students and families" – 60% agreement (below SEZP Top Quartile: 70%).
 - "Teachers and staff at my school discuss how our own identities influence the way we interact with students" – 60% agreement (below SEZP Top Quartile: 72%).

These points show a need for stronger leadership focus on diversity, equity, and inclusion, where Duggan Academy's score is below the regional top quartile.

2. Curriculum and Instruction

- **Data from SQR:** Duggan's instructional framework centers on *Culturally Responsive Instruction* (CRIOP) with key elements like personal connection to content, differentiation, active learning, and student choice. Teachers are integrating these practices with some success—such as students choosing topics for research projects and engaging in personalized learning opportunities. However, there is a need for greater clarity around the definition of student ownership and the alignment of classroom activities with specific learning outcomes.
- **Data from Surveys:**
 - "At my school, there are many opportunities for students to have academic discussions where they build on each

other's ideas" – 58% agreement (below SEZP Top Quartile: 67%).

- *"My school implements a rigorous academic curriculum"* – 60% agreement (below SEZP Top Quartile: 70%).
- *"Students at my school can achieve the academic standards for their grade level"* – 62% agreement (below SEZP Top Quartile: 70%).

Duggan Academy's staff perception of academic rigor and opportunities for collaborative student discussions are lower than the regional top quartile, indicating a need for more emphasis on rigorous curriculum and collaborative learning environments.

3. Feedback System for Building Educator Capacity

- **Data from SQR:** Duggan has established a system of formal observation and feedback, with teachers reporting between one and three formal observations. New teachers have received extensive feedback (10-20 observations), and veteran teachers receive differentiated feedback. However, written feedback has not always been aligned with the instructional vision and Culturally Responsive Instructional and Observation Protocol.
- **Data from Surveys:**
 - *"Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice"* – 66% agreement (below SEZP Top Quartile: 79%).
 - *"I get enough feedback on my instructional practice"* – 63% agreement (below SEZP Top Quartile: 76%).
 - *"When I get feedback after an observation, I receive support to implement those changes (e.g., someone models suggestions for me, I have time to practice outside of class)"* – 58% agreement (below SEZP Top Quartile: 74%).

The feedback and observation system needs improvement, particularly in ensuring teachers receive clear, actionable feedback and support to implement changes in their practice. These scores are well below the regional top quartile.

4. Professional Learning and Collaboration

- **Data from SQR:** The review identified the need for more effective team structures in professional development (PD) and collaboration. Currently, team meetings often focus on teacher-identified examples of student work, which can be disconnected from clear student learning outcomes. There is also a lack of clarity about how to make sense of student ownership in relation to PD.
- **Data from Surveys:**
 - *"Coaching and feedback at my school include demonstrations (either live or in video) of what effective teaching of rigorous content looks like"* – 66% agreement (below SEZP Top Quartile: 76%).
 - *"In the past six months, I have practiced teaching techniques with a peer or instructional expert outside my own classroom"* – 49% agreement (below SEZP Top Quartile: 62%).
 - *"Professional development opportunities at my school help me improve my effectiveness as an educator"* – 62% agreement (below SEZP Top Quartile: 71%).

Professional learning and collaboration efforts are lacking, especially in terms of peer learning and demonstration of teaching strategies. The feedback suggests a need for more structured, collaborative, and hands-on professional development.

By refining these areas, Duggan can ensure a more coherent and equity-driven approach to instructional improvement, leading to better alignment between teaching practices, student outcomes, and the school's vision for inclusive education.

Working Theory: If John J. Duggan Academy has a cohesive instructional leadership team that ensures that all instructional staff effectively implement a high-quality, standards-aligned, and strategy-based curriculum grounded that builds student stamina, mastery of content-specific skills and criticality, then student achievement for students will increase across all grade levels and subjects

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

- How do we have all of our administration and educators own the student ownership definition?
- How do we get our school instructional vision to change our actions in our classrooms and in our leadership feedback?
- How do we get our team to see what student ownership looks like?
- How do we ensure that all staff have preplanning and coaching support?
- How can we more clearly show the thinking that goes behind the planning of a lesson focused on student ownership?

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: To improve an Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff, Duggan's focus on communication with families and caregivers, as well as creating a safe, trusting, and inclusive school culture, highlights key areas that require attention. Drawing from the provided data, the following actions will help address areas of concern and improve equity-focused practices:

1. Effective Communication with Families and Caregivers (4h)

- **Data from SQR:** Duggan utilizes multiple systems for communication, including ClassDojo, Schoology, a student-led newspaper, and community forums. However, many families reported that the communication is often “one-way,” with inconsistent teacher responsiveness. Parents expressed the desire for more timely and reciprocal communication, especially around their children’s academic progress. Additionally, parents mentioned the need for better understanding of how to support students at home, as well as positive feedback from the school.
- **Data from surveys:**
 - ***"I receive enough communication from my child's teachers about my child's progress" and "My child's teachers have suggested ways I can support my child's learning at home"***: The responses in these areas could indicate a gap in effective and consistent communication with families. If a significant portion of parents report dissatisfaction with the communication frequency or quality, this would highlight the need for improvement in teacher-family communication.
 - ***"My child's school has provided me with resources to help my child continue to progress in their learning at home"***: The responses here suggest that Duggan needs to improve how it shares resources with families to support learning at home, an essential component of effective communication.

2. Celebrating Success (4c)

- **Data from SQR:** Families expressed a desire to hear about their children’s successes, not just when there are concerns. Positive feedback is seen as motivating for students, but it is not frequent enough. Parents suggested that the school should be more proactive in celebrating achievements and sharing positive feedback.
- **Data from Surveys:**
 - ***"My child enjoys going to school"***: If there is a high positive response in this area, it indicates that students find school engaging. However, if there are concerns, it may suggest a need for more positive reinforcement or celebration of successes.
 - ***"My child's school is a safe place" and "My child's school is fun and joyful"***: A positive response here shows that students feel safe and enjoy attending school. A lower rating may point to a gap in celebrating achievements or fostering a joyful environment.
 - ***"Leaders at my child's school value my feedback" and "I have a voice in key decisions that affect my child's school experiences"***: The responses here suggest that Duggan could improve how we celebrate success, not just for students but for families as well. Acknowledging and responding to feedback helps create a culture of recognition.

3. Safe, Trusting, and Inclusive School Culture (4b)

- **Data from SQR:** Duggan teachers are highly dedicated, and students report feeling cared for by their teachers. However, some students feel disrespected by certain staff members and do not fully understand the rationale for some school policies. Additionally, students expressed frustration with policies that do not acknowledge their growing maturity, particularly in areas like cell phone use and school uniforms.
- **Data from Surveys:**
 - ***"All students and families at my child's school are treated fairly" and "My child's school is welcoming to students and families of all identities"***: If responses here are negative or neutral, Duggan should focus on improving perceptions of fairness, inclusion, and a welcoming environment. This can help create a more inclusive culture that

- builds trust among students, families, and staff.
- **"The curriculum at my child's school reflects the cultures, norms, and values of students and families"**: If families feel that the curriculum doesn't reflect their identities or values, Duggan should work to align the curriculum with the diverse backgrounds and needs of its student population, enhancing inclusivity.
- **"My child's school is a safe place"**: If safety is a concern for families, Duggan needs to reassess how the school can improve safety protocols or the perception of safety to ensure a positive school climate for all students.
- **"Trusting Relationships with Teachers"**: If many parents express that they do not receive enough communication about their child's progress or feel that teachers do not listen to their suggestions, Duggan should work on strengthening these relationships to foster trust and build a more supportive community.

Working Theory: If family communication and voice are improved, then an equity-focused, inclusive school culture is fostered, where all families have the opportunity to actively engage in their child's education, strengthening relationships, promoting shared understanding, and creating a more accessible educational experience for students, families, and staff.

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

- How can we ensure that all families, regardless of their background or circumstances, have access to clear, consistent communication channels with the school?
- What strategies can be implemented to encourage and support active family engagement in their child's education, both in and out of the classroom?
- How can we create opportunities for families to voice their concerns, ideas, and feedback in a way that is inclusive and respectful of diverse perspectives?
- In what ways can school staff be trained to effectively engage with and support families from diverse cultural, linguistic, and socioeconomic backgrounds?
- How will we measure the impact of improved family communication and voice on the overall school climate and the educational experiences of students and families?

Priority 1: Lever 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

Working Theory of Change: If Duggan Academy develops a cohesive instructional leadership team that consistently models and supports the implementation of a high-quality, standards-aligned, and culturally responsive curriculum — with clear feedback systems and structured collaboration — then teachers will be more empowered to drive student mastery, ownership, and engagement, leading to improved academic outcomes across all student groups.

Progress made thus far (synthesis from faculty):

- Science Curriculum: Successfully implemented the OpenSciEd curriculum, supporting inquiry-based, student-centered science instruction.
- Social Studies Pilot: Launched a pilot 8th-grade civics curriculum to strengthen students' understanding of government and civic responsibility.
- Content Team Structures: Established regular high school content team meetings to deepen collaboration and shared instructional practice.
- Instructional Leadership Development: Formed and began developing an instructional leadership team to support curriculum implementation and teacher growth.
- Early College Program: Entered the second year of implementation of the Early College program, providing 9th and 10th grade students with access to college-level coursework and early exposure to postsecondary pathways.

Where we run into obstacles (synthesis from faculty):

- Instructional leadership time to open in up more regularly for staff; Teachers currently have option to attend and some have but can that be expanded
- Coaching concerns about why coaching, who and for how long. Staff survey completed to receive more feedback
- How to have more veteran teachers involved in more collaborative feedback process for continued growth
- Content team review of format
- Support and development for support staff

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

1. **Provide Targeted Coaching Support:**
 - a. Prioritize coaching for new teachers and staff members who are new to Duggan to ensure a strong start and consistent support.
2. **Foster Collaborative Coaching Practices:**
 - a. Increase opportunities for educators to engage in peer-to-peer coaching and collaborative professional learning
3. **Diversify Instructional Models to Promote Student Ownership:**
 - a. Expand the range of instructional strategies beyond student discourse to increase student ownership of learning and raise the current implementation rate above 36%.
4. **Strengthen the Impact of Learning Walks:**
 - a. Revisit and refine the learning walk process to ensure it effectively informs decision-making and planning within the Instructional Leadership Team (ILT).

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

- School strategic action plan and goals
- Continuation of student ownership

Priority 2: Lever 4

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

Working Theory of Change: If Duggan Academy strengthens reciprocal communication with families, celebrates student successes with families, and builds a culture grounded in relational trust and inclusivity, then families will be empowered as true partners in education, and students will thrive in a joyful, identity-affirming school environment.

Progress made thus far (synthesis from faculty):

- **Multi-Platform Communication:** The school communicates with families using a variety of platforms, including ClassDojo, Facebook, and email. Additionally, families receive important updates through one-way systems such as PowerSchool, automatic phone calls, and the First Student bus app.
- **Celebrating Students:** Duggan regularly celebrates student success through academic awards, honor roll recognition, and enrichment opportunities.
- **Family-Inclusive Events:** Families are welcomed to a range of school events including sports games (such as C3 competitions), student showcases, and academy-based activities that highlight student talents, learning, and leadership.
- Student led conferences have occurred on a limited basis with the dean of culture
- Professional development series on relationship building with an emphasis on aligning our culturally responsive work from past professional developments

Where we run into obstacles (synthesis from faculty):

- Multiple platforms; can run into issues on which one to prioritize if any since there are many ways to communicate through social media platforms and applications
- Balance of teacher time to outreach
- Preplan for the year for celebration- august PD – see Tim and counselors include access and all assessments; make the dates

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

1. **Enhance public and family engagement** by hosting three strategically planned events, each supported by a robust communication strategy to maximize outreach and participation.
2. **Strengthen trust and connection between students and teachers** by improving scores on the “Trusting Relationships with Teachers” section (4 questions), aiming to exceed the national average.

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

- Celebration Framework – Continued Refinement & Outreach Initiation (Mapping)
- Relationship Building & Crew Parent Communication Strategy

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: Duggan Academy	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Michael Calvanese Phone: 413-439-5458 Email: calvanesem@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates: 6/30 - 7/31 (M-Th)
	Type of Program (select from dropdown): Other (please describe below) ▾ Early start for rising 6 and 9, credit recovery for 6th, 7th and 8th
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data : School data from MAP, MCAS, grades and teacher suggestions
	Student Start Time: 9:00am
	Student Dismissal Time: 1pm from academics and 3pm from outside program with AIC
	Lunch Time: 12:30pm
	Estimated # of Students: 120
	Estimated Total # of Student Learning Hours: 80
	Total # of Classrooms Needed: 12
	Shared Facility Needs (i.e. cafeteria): Gym, Cafeteria 1 and 2
	OITA Programs/Apps Needed:
Name and contact information for questions over the summer. <i>This information will be shared with SPS and FACE.</i>	Primary Contact Name: April Robinson Primary Contact Email: robinsona@springfieldpublicschools.com Primary Contact Phone: 413-886-4227 Backup Contact Name: William Snow Backup Contact Email: snoww@springfieldpublicschools.com Backup Contact Phone: 617-620-4816

Phase III - Strategic Action Plan: Duggan Academy**Priority 1: Lever 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

Goals for Priority 1:

1. **Provide Targeted Coaching Support:**
 - a. Prioritize coaching for new teachers and staff members who are new to Duggan to ensure a strong start and consistent support.
2. **Foster Collaborative Coaching Practices:**
 - a. Increase opportunities for educators to engage in peer-to-peer coaching and collaborative professional learning
3. **Diversify Instructional Models to Promote Student Ownership:**
 - a. Expand the range of instructional strategies beyond student discourse to increase student ownership of learning and raise the current implementation rate above 36%.
4. **Strengthen the Impact of Learning Walks:**
 - a. Revisit and refine the learning walk process to ensure it effectively informs decision-making and planning within the Instructional Leadership Team (ILT).

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?):

- Review the school instructional vision and their place and voice within that vision.
- Review adapted structures based on staff feedback regarding ILT, coaching and collaboration.
- Launch of Buddy System collaboration system to promote teachers giving each other feedback on Instruction.
- Elevations training and use of videos within the platform to support continuation of driving student ownership and teacher moves to make those opportunities occur within the lesson.

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

- TNTP tools that supported open sci-ed launch for 2024-2025 continued to be used in 2025-2026
- Democratic Knowledge Project to support the implementation of middle school social studies content.
- Springfield Public Schools History department resources that are aligned to the DKP and implementation with Duggan staff and leadership.
- Springfield Public Schools ELL department to support ESOL instruction and SEI endorsed teachers with all ELL students.
- Springfield Public Schools Science department resources as it aligns to open sci ed professional development and implementation with Duggan staff and leadership.

3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this

year?):

- Educators will continue to deepen units and daily lessons by analyzing student work during content meetings and adjusting lessons to attend to learning gaps and trends that are observed during the student work protocols.
- Deepening student ownership that aligns to the school instructional vision these trends will be identified by Duggan's ILT and will drive future professional development during the school year.

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

Task	Owner
Instructional Leadership Team identifying needs	Stacia Sanchez with support and feedback from principal and ILT
Content meetings running effective Student Work Protocols	Stacia Sanchez and Leaders of Content team meetings
Collaborative Coaching model - Buddy System	Katherine Underwood and Julia Devine
Coaching for teachers under 3 years and new to Duggan	Stacia Sanchez

Priority 2: Lever 4

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

Goals for Priority 2:

1. **Enhance public and family engagement** by hosting three strategically planned events, each supported by a robust communication strategy to maximize outreach and participation.
2. **Strengthen trust and connection between students and teachers** by improving scores on the "Trusting Relationships with Teachers" section (4 questions), aiming to exceed the national average.

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?):**
 - Continuation of professional development on fostering and leveraging student relationships.
 - School overview on events and teacher and administrative support to launch events.
 - Include student ambassadors as part of the school improvement process to increase student voice.
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Academic Leadership Alliance supports mentorships and professional development.
 - Dean of cultures for middle and high school run professional development in support of relationships.
 - American International College overview and PD for early college work in grades 9-12.
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**

- Time given to staff for continued outreach to families.
- Weekly Grade level meetings to proactively discuss building student relationships and parent outreach
- Continued enhancement of daily crew meetings with students and teachers as well as high school advisories.

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

Task	Owner
Weekly Grade level team meetings	TLT member with coordination with principal of grade level and deans
Additional positive phone calls home to those families that typically do not get a phone call	Teachers and Admin - time supports
Dean of Culture continually enhance daily crew lessons to dive deeper into student teacher relationship	Tim Hurley- Middle School
Dean of Culture and Early College Teacher to support advisory and supporting teachers to make connections within the advisory blocks	Alex Anderson and Marisa Masciandrelli
Parent Focus in collaboration with the COEBE group soliciting feedback from parents on how to “build trusting relationship with teachers”	Parent facilitator and Admin