

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.



# **Rise Prep Academy 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.

**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 18<sup>th</sup>, 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 18<sup>th</sup>**

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

**B. Other Events on or After August 18<sup>th</sup>**

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
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25</b>		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
<b>Gr. 9-12 Staff Hours</b>	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.



**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				
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

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 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 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 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
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



**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
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 11:30am
- Regular Day + PD until 3:30pm
- Full Day PD from 9:00am-4:00pm

**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?

**Priority Levers Goals: Rise Prep Academy Early College H.S.****Priority 1:** Lever: 4**Text of Lever:** Equity-focused, Inclusive School Culture for Students, Families/Caregivers,

**Working Theory of Change:** 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

**Progress made thus far (synthesis from faculty):**

We have spent the last two years implementing the Coordinated Care Team model to implement interventions for improving attendance. From this process, we understand the importance of looking at individual student attendance data, identifying root causes, and selecting interventions that target the root cause. We will take what has worked from that model but shift the responsibility to teachers.

We have a grading policy that aligns to our graduation support and gives students multiple chances to earn the credits toward graduation, and this policy has helped students who struggle along the way to persevere toward graduation.

**Where we run into obstacles (synthesis from faculty):**

- Our students who fall into the Tier 3 attendance category have substantial challenges to attending school. This includes our teenage mothers, unhoused students, and students with major mental health struggles. When we've exhausted our in-school resources we've struggled to find other ways to support these students, and their chronic absenteeism tends to gradually worsen until they leave school completely.
- The grading policy that gives students multiple chances to earn credits can also lead to a lack of urgency from students who know they'll have later chances to pass. Faculty had multiple ideas to address this including:
  - Increasing the importance of class attendance, class work, and class participation in course grades
  - Breaking large assessments like projects or essays into smaller graded pieces with more frequent deadlines
  - Having a minimum number of grades implemented per class per week
  - Having a school-wide late policy for assignments
  - Have clear differentiation in grades between students not completing work and students who try but struggle

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

1. We will establish a primary person model where teachers are responsible for supporting a small group of students with a focus on attendance and school success.
  - We need to build time into the schedule for regular meetings between staff and their primary person group, but only as much time as we can use productively.
  - We need to generate a list of students we know need extra support and thoughtfully assign them to a primary person who can support them.

- We need to establish clear expectations for daily attendance calls: who will make them, when they will be made, and how they will be documented.
2. We will revise our grading policy to support urgency about attending and participating in class, while not losing the graduation support element.
    - Use the list of faculty suggestions above in revising the policy.
    - We should establish academic interventions starting on day 1 for students who we know will struggle, and balance individual interventions against whole policy changes.
  3. We will plan more frequent fun, culture-building events.
    - We need to find a way to regularly engage students in planning these events.
    - We need an initial calendar of events ready before school starts.
    - We should make a thoughtful schedule change for the first week of school in order to have extra time for culture-building and fun community events for primary person groups, as well as social-emotional instruction.

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

- We need to introduce the revised grading policy and set clear expectations for teacher grading, and establish how coaches will monitor and support teacher grades.
- We will involve teachers in selecting their primary person groups, introduce expectations for the primary person model, and share best practices.
- We will begin interventions, including home visits and student/family meetings, for students that struggled previously with attendance.

**Priority 2: 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

**Working Theory of Change:** 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.

**Progress made thus far (synthesis from faculty):**

After we received our SQR feedback, we made changes to our after school PD time to include scheduled, supervised meetings between gen ed and specialist teachers. Faculty overwhelmingly said this change was very helpful, and both gen ed and specialist teachers valued this scheduled time together. We also focused our instructional PD and coaching on using data to identify misconceptions, developing action plans to address misconceptions, and documenting that in the weekly plan. We saw consistent follow-through from teachers on using the plan in this way.

**Where we run into obstacles (synthesis from faculty):**

- While we need to continue to schedule after-school meeting time between gen ed teachers and specialists, faculty made several suggestions to improve the value of this time:
  - Gen ed teachers should come to these meetings with lesson materials or assessments prepared ahead of time, so the teachers can work together on accommodations.

- While accountability is important, teachers should not have to all meet in one space.
- Specialist teachers should lead some sessions on how to support our exceptional and multilingual learners, including at the beginning of the year to review common disabilities and their accommodations.
- Faculty noted the best way to provide students with multiple entry points to a lesson is to have a consistent monitoring practice and to use the catch-and-release teaching model.

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

1. We should send out monthly PD schedules with deliverables so that teachers can come prepared to PDs about accommodating class materials and assessments.
  - We need to include a mix of specialist led PDs and supervised collaboration time to work on accommodations and to plan interventions for specific students of concern.
2. We should use our summer PD time proactively to plan how to support our struggling students.
  - We should plan PD on common disabilities and appropriate accommodations.
  - We should plan PD on WIDA levels of multilingual students and appropriate accommodations.
  - We should identify students that struggled in previous school years and start the year with intervention plans in place for them.

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

- We will work collaboratively with administration and specialists to plan sessions on common disabilities and appropriate accommodations.
- We will work collaboratively with administration and specialists to plan sessions on WIDA levels and appropriate accommodations.
- We will hold RTI meetings regarding students we already know will struggle academically and plan interventions to start the year.

**Priority 3: Lever: 4**

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

**Working Theory of Change:** 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.

**Progress made thus far (synthesis from faculty):**

Most faculty were able to describe successful strategies they've used to build relationships with students, although we haven't explicitly taught this in PD recently, so we will be able to build on our staff's strengths. Similarly, many faculty use strategies to incorporate student voice into their classroom, and will be able to share best practices to the rest of the staff.

**Where we run into obstacles (synthesis from faculty):**

- Although we have used restorative conversations to mediate conflicts between students and staff, we do not yet do enough to get students to identify and repair the harm caused by their actions. Whether this means more consequences or better restorative work, some students still feel comfortable behaving disrespectfully.
- There are currently no visible consequences to skipping class, which contributes to class attendance issues and a lack of urgency about classwork.

- Cell phones are a big issue and contribute to a lack of engagement in class.

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

1. We should identify and proactively plan for students that struggle with behavior.
  - Meet with students and families over the summer and develop proactive plans for students who struggle with cell phone use in class.
  - Identify the small group of disruptive/disrespectful students, meet with them and families over the summer, and develop proactive plans for them.
2. We should proactively and frequently engage with families.
  - Use some of our after school time for contacting a certain number of families with a certain purpose.
  - Create a calendar of family engagement events and start engaging early.
  - Invite families to any fun or celebratory school events.
3. We should spend time teaching our students the social-emotional skills they haven't learned yet.
  - We should teach students how to initiate and have restorative conversations with each other and with adults.
  - In the first weeks of school, we should proactively teach students about appropriate language and how to respond when others use harmful language.

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

- We will hold RTI meetings and create proactive plans for students that have struggled behaviorally.
- We will proactively engage with families and plan family engagement events for the year.
- We will hold PD that includes sharing best practices on relationship-building and incorporating student voice into lesson planning and execution.

**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: Rise Prep Academy, Early College High School	
INITIAL SUMMER PLANNING	
<b>Summer Coordinator</b>	Name: Anna Breen Phone: 339-440-0751 Email: breena@springfieldpublicschools.com
<b>Summer Plan Logistics</b>	<b>Summer Program Dates:</b> June 30 - August 7 (M-Th)
	<b>Type of Program:</b> Credit Recovery ▾
	<b>Plan for Rising Students (6th/ 9th graders).</b> Please describe your plan below after analyzing <a href="#">historical school-level data</a> : n/a
	<b>Student Start Time:</b> 8:00am
	<b>Student Dismissal Time:</b> 1:00pm
	<b>Lunch Time:</b> 12:45-1:00pm
	<b>Estimated # of Students:</b> 30
	<b>Estimated Total # of Student Learning Hours:</b> 120
	<b>Total # of Classrooms Needed:</b> 6
	<b>Shared Facility Needs (i.e. cafeteria):</b> gym, cafeteria
<b>OITA Programs/Apps Needed:</b> PowerSchool only	
<b>Name and contact information for questions over the summer.</b>  <i>This information will be shared with SPS and FACE.</i>	<p><b>Primary</b> Contact Name: Anna Breen Primary Contact Email: breena@springfieldpublicschools.com Primary Contact Phone: 339-440-0751</p> <p><b>Backup</b> Contact Name: Christina Bromberg Backup Contact Email: brombergc@springfieldpublicschools.com Backup Contact Phone: 413-522-5866</p>

**Strategic Action Plan: Rise Prep Academy Early College H.S.**

**Priority 1: Lever: 4**

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

**Goals for Priority 1:**

1. We will establish a primary person model where teachers are responsible for supporting a small group of students with a focus on attendance and school success.
  - We need to build time into the schedule for regular meetings between staff and their primary person group, but only as much time as we can use productively.
  - We need to generate a list of students we know need extra support and thoughtfully assign them to a primary person who can support them.
  - We need to establish clear expectations for daily attendance calls: who will make them, when they will be made, and how they will be documented.
2. We will revise our grading policy to support urgency about attending and participating in class, while not losing the graduation support element.
  - Use the list of faculty suggestions above in revising the policy.
  - We should establish academic interventions starting on day 1 for students who we know will struggle, and balance individual interventions against whole policy changes.
3. We will plan more frequent fun, culture-building events.
  - We need to find a way to regularly engage students in planning these events.
  - We need an initial calendar of events ready before school starts.
  - We should make a thoughtful schedule change for the first week of school in order to have extra time for culture-building and fun community events for primary person groups, as well as social-emotional instruction.

**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?):**
  - Primary person model
    - Set expectations for teachers
    - Create primary person groups that capitalize on existing relationships
  - RTI/Interventions
    - Create plans for identified students and ensure teachers know interventions to start year
    - Hold meetings with relevant students and caregivers
  - Grading policy update and set up Gradebooks according to policy
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - n/a
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Ongoing system for RTI - tracking interventions, implementing new interventions, identifying new students of concern

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

Task	Owner
Create RTI system, forms, and tracker	Assistant Principal
Update grading policy	Assistant Principal
Create expectations for primary person model	Assistant Principal

Create initial primary person groups	Principal
Create special schedule for first week	Principal
Create calendar and plan for incentives and fun events	CCT

**Priority 2:** 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

**Goals for Priority 2:**

1. We should send out monthly PD schedules with deliverables so that teachers can come prepared to PDs about accommodating class materials and assessments.
  - We need to include a mix of specialist led PDs and supervised collaboration time to work on accommodations and to plan interventions for specific students of concern.
2. We should use our summer PD time proactively to plan how to support our struggling students.
  - We should plan PD on common disabilities and appropriate accommodations.
  - We should plan PD on WIDA levels of multilingual students and appropriate accommodations.
  - We should identify students that struggled in previous school years and start the year with intervention plans in place for them.

**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?):**

- Session on common disabilities and appropriate accommodations
- Session on WIDA levels of multilingual students and appropriate accommodations
- RTI/Interventions
  - Create plans for identified students and ensure teachers know interventions to start year
  - Hold meetings with relevant students and caregivers

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

n/a

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

- Ongoing bi-weekly sessions to check in about exceptional learners and multilingual learners and to consult about appropriate accommodations

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

Task	Owner
Plan August PD on appropriate accommodations	Assistant Principal
Create ongoing weekly PD schedule to include consultations on accommodations bi-weekly	Assistant Principal

**Priority 3: Lever: 4**

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

**Goals for Priority 3:**

1. We should identify and proactively plan for students that struggle with behavior.
  - Meet with students and families over the summer and develop proactive plans for students who struggle with cell phone use in class.
  - Identify the small group of disruptive/disrespectful students, meet with them and families over the summer, and develop proactive plans for them.
2. We should proactively and frequently engage with families.
  - Use some of our after school time for contacting a certain number of families with a certain purpose.
  - Create a calendar of family engagement events and start engaging early.
  - Invite families to any fun or celebratory school events.
3. We should spend time teaching our students the social-emotional skills they haven't learned yet.
  - We should teach students how to initiate and have restorative conversations with each other and with adults.
  - In the first weeks of school, we should proactively teach students about appropriate language and how to respond when others use harmful language.

**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?):**
  - RTI/Interventions
    - Create plans for identified students and ensure teachers know interventions to start year
    - Hold meetings with relevant students and caregivers
  - Set expectations for parent engagement/contacts throughout ongoing after school time
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - n/a
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Ongoing system for RTI - tracking interventions, implementing new interventions, identifying new students of concern
  - Continue to follow previously established expectations for engaging with parents

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

Task	Owner
Family engagement calendar	Family engagement coordinator
Plan for first week of school behavior check-ins (appropriate language, restorative conversations)	Principal