



Springfield Public Schools
2019-2020 Student Calendar
Rise Academy
1170 Carew Street, Springfield, MA 01104



Student Hours 7:35AM - 3:50PM (Mon-Thurs); 7:35AM - 1:35PM (Fri)

Teacher Hours 7:15AM - 4:30PM (Mon, Wed); 7:15AM - 4:00PM (Tues, Thurs, Fri)

Aug 12-23: Teacher PD
 Aug 23: Convocation
 Aug 26: School Begins

August 2019				
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

Feb 17: Schools Closed - Presidents Day
 Feb 18 - 21: Schools Closed - Mid-Winter Vacation
 Feb 7/10: Early Release at 1:35pm/ Report card conferences

February 2020				
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

Sep 2: Schools Closed - Labor Day

September 2019				
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				

Mar 13: Schools Closed - Teacher PD Day

March 2020				
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 14: Schools Closed - Columbus Day

October 2019				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Apr 10: Schools Closed - Good Friday
 Apr 16/17: Early Release at 1:35pm/ Report card conferences
 Apr 20: Schools Closed - Patriots Day
 Apr 21 -24: Schools Closed - Spring Vacation

April 2020				
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 5: Schools Closed - Teacher PD Day (Election Day)
 Nov 11: Schools Closed - Veterans Day
 Nov 27 - 29: Schools Closed - Thanksgiving Vacation
 Nov 22/25: Early Release at 1:35 pm/ Report card conferences

November 2019				
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

May 25: Schools Closed - Memorial Day

May 2020				
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 20: Early Release - Last day before holiday vacation
 Dec 23 - 31: Schools Closed - Holiday Vacation

December 2019				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
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Jun 19*: End of School Year - Early Release for Students

June 2020				
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: Schools Closed - New Years Day
 Jan 6: Schools Closed - Teacher PD Day
 Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2020				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
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*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

School Closed
 Student Early Release
 Friday / Report Card Early Dismissal



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This SY'19-20 school plan has been approved by the SEZP Board.

SEZP 2019-20 School Planning Process

Educator Working Conditions: Rise Academy



1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies. Discretionary funds are those remaining after a school budgets for district services, partner fees, staff salaries and stipends.

For the 2019-20 school year, discretionary funds have been allocated in the following amounts:

- Grade level field trips and incentives: \$15,000 (\$5,000 per grade level)

Any transfer or use of additional funds received over the course of the school year will be determined by the principal.

2. School curriculum issues.

Rise 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.

3. Professional development activities applicable to the school as a body. This does not include individualized professional development or coaching of teachers.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week's notice will be given to teachers before any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- Up to 10 days of professional development and/or staff planning days before the school year begins;
- Up to 3 days of professional development and planning days during the school year;
- Up to 2.5 hours of PD per week after the school day ends for students during the year ("extended day")
- Up to 1 day after the last day of school for students, but before the end of the term of employment.

4. School calendar.

Please see the attached 2019-20 school year calendar for staff. Any change to the school year calendar is subject to SEZP approval. If possible, at least one month's notice will be given to teachers before any change to the school calendar. In the event of a change during the year, accommodations may be made for individuals with critical scheduling conflicts on a case-by-case basis. The school calendar will include:

- Total number of school days and hours for students. Required total hours for students are a minimum of 1330 per year.

FINAL – APPROVED BY SEZP BOARD

This SY'19-20 school plan has been approved by the SEZP Board.

- Total number of days and hours for educators, including school days and professional development and planning days. Teachers are required to work a minimum of 1500 hours per year.
- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

5. Schedule for staff and students, provided that all teachers will continue to receive duty-free lunch and regular student-free preparatory time.

Teachers at each school will receive a duty-free lunch and regular preparatory time.

The standard workday for educators will be 8 hours and 45 minutes (Tuesday/Thursday/Friday) and 9 hours and 15 minutes (Monday and Wednesday). For the majority of educators, required hours will be approximately 7:15AM - 4:00PM (Tuesday/Thursday/Friday) and 7:15AM - 4:30PM (Monday and Wednesday).

Teachers will have at least five planning hours per week. These hours will be allocated as evenly across the school week as possible. This time can be used to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

All staff members are expected to participate in professional development, collaboration activities and/or parent meetings on Monday and Wednesday from 4:00-4:30, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Rise Academy 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:

- Staffing intervention blocks, including ELL, guided reading, independent reading, guided math, or enrichment (to be included in the regular school day, and not replacing guaranteed prep and lunch time);
- Phone calls to families about students' work and behavior;
- Preparation of student paychecks, progress reports, and report cards;
- Weekly coaching meetings in order to improve instruction;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as an advisor to a small cohort of students.

6. Class coverage and substitutes.

During a typical Monday-Friday week, all staff members may be required to cover classes as needed, except during teachers' duty-free lunch. To the extent possible, class coverage will be assigned equitably and on a rotated basis, including:

- Coverage of homeroom periods, not exceeding 60 minutes per day;
- Substitute coverage of classes of others who are absent from school.

7. Schedule of school-wide parent/teacher meetings. This does not include individual parent-teacher meetings that may occur between school-wide meetings.

This SY'19-20 school plan has been approved by the SEZP Board.

Rise Academy will hold 3 parent-teacher report card conferences during the 2019-20 school year. Teachers will be expected to schedule a number of individual conferences, but will be given time within their regular school day in which to meet with parents.

Teachers may be asked to meet with parents individually or as part of a team to address staff or parent concerns. These meetings will be held during the regular teacher school day.

Teachers may be asked to attend an Open House and/or other family events outside of school hours. These dates will be provided in advance, and the hours will be included in the calendared teacher hours for the year.

8. Work before and/or after the regular school year.

Teachers are expected to report to work on August 12, 2019. The final work day for teachers is June 22, 2020. These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

9. Notices and announcements.

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

10. School health and safety issues.

Working with SEZP and SPS, 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 and visitors to the school will be required to check in upon entry.

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.

11. Staff dress code.

Staff at Rise Academy are asked to dress professionally for a school setting, Monday-Thursday. This includes a shirt and tie for men and the equivalent for women, with no jeans, shorts, flip flops or other excessively casual clothing. On Fridays staff can participate in College Shirt day by wearing a college or school shirt, jeans, and sneakers. When dress down days are awarded to students as an incentive, staff can also dress down in school-appropriate, casual clothing.

12. Rotation of duties.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of Rise Academy. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

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- Coverage of homeroom periods, focus blocks, arrival, and dismissal, not exceeding 90 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 60 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;
- Hallway coverage, not exceeding 60 minutes per day.

Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected.

13. Class size.

Rise Academy commits to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development.

14. Bulletin boards.

Teachers may be asked to support in the development and maintenance of bulletin boards in hallways. The Springfield Education Association 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.

15. Family-teacher communication.

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.

**The SEZP 2019-20 Roadmap Improvement Plan:
Rise Academy**



Priority Area 1: Intentional Practices for Improving Instruction (Turnaround Practice #2)

We will increase the rigor of our instruction in order to promote student growth and mastery of standards. To accomplish this, the school will develop a shared understanding of rigor using Webb’s Depth of Knowledge. We will use the existing structures of professional development, feedback and coaching, content teams, and Instructional Leadership Team to develop this shared understanding of rigor, to analyze the rigor of the content standards, and to ensure that rigor of classroom tasks aligns to the rigor of the standards.

Rationale:

The major area of critical feedback in our School Quality Review was that we need to improve rigor. Students are behaving and working hard in class, so we need to expect more of them in terms of higher order thinking and collaboration. We’ve spent time in our founding years building our capacity for coaching, content team work, and instructional leadership. Now we can apply those systems to asking more of our students in classes.

MAP data also indicates that students in the top quartile are not making as much growth as the rest of the cohorts, and we believe that increasing the rigor of our instruction will support all student growth but especially those in the top quartile.

Key Objectives

- We will complete a professional development series on Depth of Knowledge to come to a shared understanding of rigor.
- We will develop and implement an instructional walkthrough protocol to assess rigor of tasks and execution using Depth of Knowledge as our lens.
- We will use the existing structure of content team meetings to develop a shared understanding of rigor in each content area.

Evaluation Plan

- We will develop a rubric for instructional walkthroughs and use this to measure progress on rigor.
- We will use MAP data, specifically growth for top quartile students, to measure progress on rigor. We will expect to see 50% of top quartile students meet/exceed growth targets on the winter MAP test.
- We will expect to see an improvement in our SQR ratings and feedback in the area of rigor.

Action Plan

Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Plan and execute summer professional development series on Depth of Knowledge	Principal and AP Extra week of summer PD in working conditions	Collect PD feedback from teachers; adjust as necessary or continue PD series into school year	8/23

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Set expectations for teachers to consider Depth of Knowledge in weekly planning	Principal and AP Use but improve existing structure of weekly rigor map posted to shared drive	Look at rigor maps during coaching meetings and observations	8/23 to roll out new expectations; ongoing throughout the school year for implementation
Develop instructional walkthrough protocol and rubric	Instructional Leadership Team (ILT) Use existing meeting time and existing tools from <i>Get Better Faster</i> to develop the rubric	Scores on the rubric should improve as a result of PD and content team work	9/3 to develop rubric and protocol; ongoing throughout the school year for implementation
Content team follow-up on DOK and rigor	ILT Use existing content teams and meeting times built in to working conditions	Scores on the rubric should improve as a result of PD and content team work	10/1 to develop content team structures; ongoing throughout the school year for implementation

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Priority Area 2: Student-Specific Supports & Instruction to All Students (Turnaround Practice #3)

We will deliver high-quality reading and math intervention to all students. We will continue the intervention program we've developed over the last three years, in which all students are in leveled guiding reading and guided math classes, as well as an independent reading (DEAR) block. We will continue to use instructional leadership to improve the quality of guided reading and guided math, and we will strive to make DEAR time consistently valuable for all students.

Rationale:

We've seen significant growth over the last 2.5 years which we attribute to our robust intervention program. Last year we saw significant growth in math due to the implementation of guided math. In the first half of this school year, we've seen significant improvement in reading, which we attribute in part to improving the quality of our guided reading program.

However, we still have students and groups of students who are not making accelerated growth, which is necessary since most students are still below grade level in reading and math. We believe we can improve the quality of intervention for **all** students. Math growth measured on the winter MAP test is not what we'd expect to see with the guided math program in place. DEAR time remains inconsistent, and in order for students to make growth in reading, they need to spend DEAR time reading books they are interested in at their independent level. We believe that continuing to improve the quality of interventions will drive student growth.

Key Objectives

- We will improve execution of DEAR time through clear expectations and school-wide incentives.
- We will improve our use of data to drive reading intervention.
- We will improve our execution of guided math through a clear progression of lessons for each skill and daily aligned exit tickets..

Evaluation Plan

- We will measure the success of our intervention through student achievement and growth measures. We will use fall-to-winter MAP growth data to assess the growth of all students and subgroups.
- We will use fall to winter and winter to spring growth on the Fountas and Pinnell (F&P) assessment to measure reading growth.
- We will use fall to winter and winter to spring growth on our math fluency assessments to measure math growth.

Action Plan

Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Solicit feedback about guided math from the current guided math team	Guided math curriculum chair and Principal Use existing guided math meeting time		6/13/19
Convene a spring working group to generate ideas for guided reading improvement	Teacher leader to lead working group Use existing Friday professional	Working group will answer key questions generated by leadership team	6/14/19

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	development time		
Convene a spring working group to generate ideas for DEAR improvement	Teacher leader to lead working group Use existing Friday professional development time	Working group will answer key questions generated by leadership team	6/14/19
Generate updated expectations and assessment plans for guided reading, guided math, and DEAR	Principal, AP, and teacher leaders	Expectations ready to be discussed in summer PD	8/12/19
Plan and execute school-wide reading incentive	ILT and DEAR teachers	One incentive introduced and tracked in quarter 1	10/31/19
Analyze mid-year reading and math growth data from MAP, F&P, and math fluency assessments	ILT	Growth should align with SGP school goal (i.e. 50% of students meeting goals) and should be consistent across subgroups and quartiles	2/1/20

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Priority Area 3: Student-Specific Supports & Instruction to All Students (Turnaround Practice #3)

We will create inclusive classrooms with high-quality co-teaching in which all students, including English language learners and students with disabilities, make accelerated growth. We will continue to use a co-teaching model but improve the quality of co-teaching across the board. We will continue to use the Response to Intervention, STAT team, and special education processes to provide necessary supports to struggling students while keeping them, as much as possible, included with their peers. We will improve the SEBS program to help SEBS students access interventions and other academic support as well as getting the necessary counseling and behavioral support required by their disabilities.

Rationale:

Inclusion and co-teaching were the unnamed priority at Rise this year, as we made a significant shift in our special education and particularly our SEBS program, and worked on co-teaching in our summer and fall professional development. This model is critically important to our mission, so we want to name this as a priority next year. MAP results indicate a high degree of success for many of our ELL students and students with disabilities that are in inclusion classrooms with co-teachers. We want to improve results for all of those students across the board.

Key Objectives

- We will improve the clarity of expectations for co-teaching by establishing clear norms for shared responsibilities and holding teachers accountable for meeting them.
- We will improve the quality of our Response to Intervention (RTI) procedure and increase the focus on academic interventions.
- We will complete a professional development series on teaching and supporting challenging students.

Evaluation Plan

- We will use fall to winter assessment data (MAP, F&P, math fluency) and will expect to see students with disabilities making growth equivalent to their peers.

Action Plan

Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Convene a spring working group to generate suggestions from staff, based on current year's experience and data, to improve co-teaching relationships	Teacher leader to lead working group Use existing Friday professional development time	Working group will answer key questions generated by leadership team	6/14/19
Summer PD to set expectations for co-teaching and establish norms	Principal, AP, and special education coordinator	In observations, look at lesson materials and accommodations to ensure shared work is being accomplished	8/23/19 PD completed Ongoing to observe improved co-teaching relationships
Convene a spring working group to generate suggestions to improve RTI	Teacher leader to lead working group Use existing Friday	Working group will answer key questions generated	6/14/19

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	professional development time	by leadership team	
Improve RTI system, including a menu of academic interventions and clear guidelines for moving from tier to tier	Leadership team, STAT team, and special education coordinator	RTI process is clearly laid out and followed as of beginning of school year	8/26/19
Convene a spring working group to generate suggestions from staff, based on current year's experience and data, to improve SEBS program	Teacher leader to lead working group Use existing Friday professional development time	Working group will answer key questions generated by leadership team	6/14/19
Create SEBS positions for clinician and behavior specialist that are full-time Rise employees and hire strong candidates for those positions	Principal and SEZP Talent Team		6/17/19
Improve existing SEBS systems including resource room, clinician support, level time	SEBS Team (Behavior specialist, behavior interventionist, clinician, teachers)	Documents produced by end of summer PD	8/23/19
Plan and execute PD on teaching and supporting challenging students	Principal, AP, and behavior specialist	PD series begun over summer	12/31/19
Update behavior plans for SEBS students and share with all teachers	Behavior specialist		10/31/19

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Priority Area 4: Climate & Culture for Students, Families, and the Community (Turnaround Practice #4)

We will improve our overall attendance rate, and reduce our tardiness and chronic absenteeism. We will develop new plans for dealing with absenteeism and tardiness that lead to more students being in their seats on time to learn. We will re-commit to daily advisory meetings and family engagement between advisors and the parents of their advisees as two critical levers to improving attendance.

Rationale:

Halfway through the school year, we have seen an increase in absenteeism this year, as well as students arriving tardy to the point that they miss significant academic time. The structures currently in place to improve attendance do not seem to have the desired impact. Additionally, we see some trends in our winter MAP results of students not making growth due to missing class because of tardiness or absences. Finally, we decreased our advisory meetings this year to once a week, and we see various detrimental effects of this, one being that students and parents don't have the strong relationships with advisors seen in previous years. Lack of strong relationships may contribute to more attendance issues.

Key Objectives

- We will improve the quality of our advisory program.
- We will implement daily attendance team meetings to monitor and respond to absent students.

Evaluation Plan

- We will expect to see a decline in daily and chronic absenteeism.
- We will monitor data on daily attendance rate and chronic absenteeism.

Action Plan

Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Revise schedule to include advisory every day	Director of Operations		6/17/19
Convene a spring working group to generate suggestions to improve advisory	Teacher leader to lead working group Use existing Friday professional development time	Working group will answer key questions generated by leadership team	6/14/19
Convene a spring working group to generate suggestions from staff to improve attendance, based on specific interventions we've seen work previously	Teacher leader to lead working group Use existing Friday professional development time	Working group will answer key questions generated by leadership team	6/14/19
Use plans from working group to develop summer PD on advisory	Principal and AP		8/23/19
Use plans from working group to develop a plan for attendance team and interventions	AP and School counselor		8/23/19
Implement monthly attendance data check-in at grade level team meetings	Leadership team STAT team Use existing GLT structure	Begin this procedure in September	9/30/19 for first round Ongoing