



Springfield Public Schools
2020-2021 Student Calendar
Impact Prep at Chestnut
355 Plainfield St. Springfield, MA 01104



Student Hours 7:40 AM - 3:20 PM; *see calendar for special student early release days

Teacher Hours 7:35 AM - 3:30 PM

<p>Aug 17-19 & 24-28: Teacher PD</p> <p>Aug 28: Convocation</p> <p>Aug 31: School Begins</p>	<table border="1"> <thead> <tr><th colspan="5">August 2020</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	August 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	31					<p>Feb 15: Schools Closed - Presidents Day</p> <p>Feb 16 - 19: Schools Closed - Mid-Winter Vacation</p>	<table border="1"> <thead> <tr><th colspan="5">February 2021</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> </tbody> </table>	February 2021					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
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Aug 28: Convocation
Aug 31: School Begins

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Feb 15: Schools Closed - Presidents Day
Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2021				
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Sep 7: Schools Closed - Labor Day

September 2020				
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Mar 12: Schools Closed for students and staff

March 2021				
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Apr 2: Schools Closed - Good Friday
Apr 19: Schools Closed - Patriots Day
Apr 20-23: Schools Closed - Spring Vacation

April 2021				
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May 28: Early Release at 1:00pm
May 31: Schools Closed - Memorial Day

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Jun 24*: End of School Year - Early Release for Students & 1/2 Day PD for Staff

June 2021				
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- School Closed
- Staff Early Release
- Special Staff Early Release
- Regular Day + PD
- Full Day PD

This SY'20-21 school plan has been approved by the SEZP Board.

SEZP 2020-21 School Planning Process



Educator Working Conditions: Impact Prep

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 2020-21 school year, discretionary funds have been allocated in the following amounts:

- Field trips: \$5,000
- PD/Conferences: \$5,000

Any transfer or use of additional funds received over the course of the school year will be determined by the principal. If additional funds are available in late fall after “true-ups” TLTs should discuss the possibility to increase discretionary funds in the current fiscal year.

2. School curriculum issues.

Impact Prep 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 8 days of professional development/orientation and/or staff planning days before the school year begins;
- Up to 2 days of professional development and planning days during the school year;
- Up to 3 hours PD after the school day ends for students during the year (“Extended Day”);
- 1 half day of PD on the last day of school after students are dismissed.

4. School calendar.

Please see the attached 2020-21 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.
- 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.

FINAL - APPROVED BY THE SEZP BOARD

This SY'20-21 school plan has been approved by the SEZP Board.

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 7 hours and 55 minutes. For the majority of educators, required hours will be approximately 7:35am–3:30pm.

Teachers will have approximately the equivalent of 45 minutes of self-directed preparatory, 5 periods per week. These hours will be allocated as evenly across the school week as possible. This self-directed 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.

Additionally, all staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, expected to be held every day for one hour during schools, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Impact Prep 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:

- Attend the back to school family event in August
- Participate in at least 2 family engagement events during the school year (dates/events TBD)
- Weekly phone calls/emails (3-5 minimally) to families about the academic progress of students
- Preparation of individual student weekly reports, progress reports, and report cards (dates TBD)
- Weekly entry of grades in Powerschool (minimally 3-5 grades per week)
- Assign and check homework (core classes) Mondays through Thursdays
- Attend student-related meetings, parent conferences, etc. as needed during the school day
- Work regularly with school administrators to improve one's instructional practices
- Lead an Advisory group daily
- Host one fall Family Advisory Family Night
- Work one hour of after school academic help (Monday, Wed or Thurs from 3:30pm - 4:30pm)
- Attend daily professional learning time (PLCs) and collaborate with colleagues
- Attend DEI professional development

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 Advisory periods, not exceeding 25 minutes per day;
- Substitute coverage of classes of others who are absent from school. (This is a rare occurrence as we will exhaust all support staff before having a teacher cover classes)
- The Principal will staff a zone substitute (or equivalent) as budget allocation allows, to support classroom coverage

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

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Each quarter Impact Prep teachers will hold up to 3 hours of after-school Parent-Student Conferences during the 2020-21 school.

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

All teachers are expected to report to work on August 17, 2020. The final work day for all teachers is June 25, 2021. 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 Impact Prep are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, and flip flops is not permitted.

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 Impact Prep. 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:

- Coverage of Advisory periods, not exceeding 25 minutes per day;
- Coverage of break periods, or block periods, not exceeding 60 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school

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.

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

FINAL - APPROVED BY THE SEZP BOARD

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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 2020-21 Roadmap Improvement Plan: Impact Prep



Priority 1: Student-Specific Supports & Instruction to All Students

- Fidelity to Aligned Curriculum: Implementing an aligned curriculum with fidelity and monitoring to ensure that students engage in productive struggle, explore ideas, grapple with content, construct knowledge, discuss, debate, etc.
- Create an equitable classroom environment by
 - Connecting our instruction to the every-day lives of our students
 - Ensuring the rigor of the grade level standards
 - Encouraging growth by creating student-centered classrooms where the instructor and the students make meaning of the content together.
- Implement multi-tiered interventions in ELA and math models to identify struggling learners and provide interventions at increasing levels of support.
- Address inconsistencies in learning between, general, SPED and EL students using aligned curriculum and direct interventions in small groups.
- Implementing aligned, measurable learning tasks for intervention/acceleration of all learners
 - For ELA: Students will use a workshop model. All students will receive core content instruction using the aligned curriculum of EngageNY. SPED students will receive additional support during intervention centers using an intervention curriculum (Accelerated Reader), which includes practice in grammar and phonics. EL students will also receive core curriculum and intervention support, including the strategic use of small group LLI (Leveled Literacy Intervention.)
 - For Math: All students will receive core content instruction using the aligned curriculum of Illustrative Mathematics. SPED students will receive support from a SPED teacher during core math classes using a Co-teaching model. SPED students will receive additional targeted support in small groups during intervention classes from a SPED teacher.

Rationale:

On the 2019-20 MCAS, the gap between special education and regular education populations is substantial with a difference of 25 points on mean scaled score. In addition, 0% of special education students attained m\Meeting or Exceeding for 2019, compared to 18% of regular education students. The data reveals that current practices for students with disabilities are insufficient in terms of access to grade level, standards aligned curriculum.

MAP DATA Tracking

ELA

School	2015	2016	2017	2018	2019
IMP			478.9	479.8	475.8
Grand Total			478.9	479.8	475.8

School	2015	2016	2017	2018	2019
IMP			23%	19%	14%
Grand Total			23%	19%	14%

Math

School	2015	2016	2017	2018	2019
IMP			478.9	479.8	475.8
Grand Total			478.9	479.8	475.8

School	2015	2016	2017	2018	2019
IMP			8%	14%	12%
Grand Total			8%	14%	12%

2019-2020 Trends

Absences:

- Large gap between EL and Non-EL in 6th grade chronic absence
- EL performing better than Non-EL in 7th grade chronic absence
- Large gap between 7th grade SPED and non-SPED chronic absences
- 8th grade SPED chronic absences better than Non-SPED

Performance:

- Significant gaps between SPED and non-SPED and EL and non EL in ELA performance
- Significant gaps between SPED and non-SPED and EL and non EL in Math performance 7th Grade non-EL students significantly more likely to be suspended than EL students
- 8th grade SPED students more likely to be suspended than non-SPED students

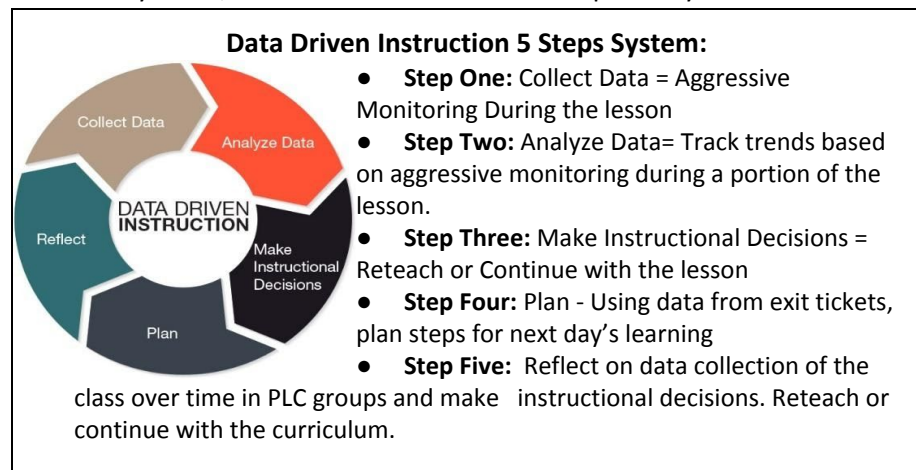
Priority 2: Intentional Practices and Systems for Utilizing Data to Improve Instruction

Establish a Data-Driven Instruction Model using systems, which include:

- Rolling out PD for data-driven instruction at the beginning of the year.
- Ensuring that Educators are taking the first step in data-driven instruction by routinely collecting data from students during the lesson using aggressive monitoring, as outlined in lesson plans.
- Collecting exit tickets at the end of each lesson to provide a snapshot of student learning and mastery over the daily objective and long-term goal.
- Identifying/Creating quality interim assessments and developing a common IA calendar
- Establishing essential data meeting structures that result in evidence-based action planning by reviewing the exit tickets, aggressive monitoring data, student writing and problem-solving exemplars and interim assessment data.
- Creating effective monitoring tools for all post-assessment action plans during core instruction and in intervention/acceleration.
- Conducting deep analysis of the data to ID school-wide and teacher-specific trends by grade and content.

Rationale:

Across classrooms, teaching practices and frequent data collection are aligned to the standards and reflect an articulated and commonly shared set of beliefs about how students learn best is informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the common core curriculum.



Key Objectives

1. We support student learning by providing an aligned curriculum to support the diverse population of students and differentiate learning to support SPED and EL students through the use of multi-tiered intervention systems in math and ELA.
2. Our learning is rooted in data-driven instructions that includes:
 - a. Aggressive monitoring
 - b. Exit Tickets
 - c. Interim Assessments
 - d. **Minimum of one data** meeting per week during PLC and in grade level teams.

Evaluation Plan

- Aggressive monitoring to begin routine checks of the learning during direct instruction in all core content classrooms.
- What specific data measures from SEZP's Roadmap to Student Success will we use to measure progress?
 - Increase the bottom 20% of students from fall to spring according to 2020-2021 MAP data.
 - Increase in 2p: Analyzing Assessments /Student Work by increasing the rating from beginning to developing per SQR data.

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?</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>
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Priority 1: Student-Specific Supports & Instruction to All Students

Summer Professional Development Training 4a- <i>Positive School Culture</i> 4b – <i>Effective Team Culture</i>	Teachers, Para, Instructional Coaches and Admin	<ul style="list-style-type: none"> ● Teachers will begin to build curriculum vertically align content and plan for data tracking and practice teacher moves virtually during the Summer Institute, led by Admin. 	August 2020
Effectively implement the aligned curriculum using grade level standards, scaffolding the boxed curriculum based on student learning needs. - <i>Priority 1 and 2g</i>	Core and Intervention Teachers/Para with support of Instructional Coaches and Admin.	<ul style="list-style-type: none"> ● Pre-planning and review of the unit plans and lessons prior to the BOY. ● Vertical alignment to understand the progression of the standards prior to and during the school year. ● Continued support and coaching from instructional coaches and Admin. ● Space for collaboration with daily PLC's/ data meetings. 	We will begin at the beginning of the year and will routinely track progress. The first benchmark will be in September/ October, however, this will be monitored routinely throughout the year. (Ongoing)
Form an RTI Team	ELA & Math APs	Members convened, Mtg times and work	August 15

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		scheduled	
<p>Implement multi-tiered interventions in ELA models to identify struggling learners and provide interventions at increasing levels of intensity.</p> <p><i>3a – Intervention Systems and Implementation</i></p>	<p>Core and Intervention Teachers/Paras with support of Instructional Coaches and Admin.</p>	<ul style="list-style-type: none"> • Purchase and train ELA/SS team on use of Accelerated Reader and Write to Learn in June • Tier 3 and 4 SPED students will receive additional support during intervention in centers using an intervention curriculum (Accelerated Reader), which includes practice in grammar and phonics as well as standard aligned readings and quizzes. • EL students will also receive core curriculum and intervention support, including the strategic use of small group LLI (Leveled Literacy Intervention.) Students will be tested into their LLI groups at the beginning of the year, using (tentative) MAP data from the end of the school year or beginning of the year. 	<p>We will begin at the beginning of the year and will routinely track progress. The purpose of centers for SPED students is to move them to a new learning levels in intervention as the year progresses, while providing the appropriate accommodations in core ELA. EL students will continue with LLI system as outlined with supports from Teachers and Paras.</p>
<p>Implementation of ELA writing intervention for all students.</p> <p><i>3a – Intervention Systems and Implementation</i></p>	<p>Teachers, Para, Instructional Coaches and Admin</p>	<ul style="list-style-type: none"> • Write To Learn is an automatically scored, web-based, personalized tool for building writing skills and reading comprehension in students. Students will work on a reading prompt and corresponding writing prompt. The write to learning system will automatically score their work and provide feedback. Write To Learn Standard Alignment 	<p>Training at the BOY, implementation in September, ongoing usage in core and intervention/acceleration</p>
<p>Implement multi-tiered interventions in math to identify struggling learners and provide interventions at increasing levels of support.</p> <p><i>3a – Intervention Systems and Implementation</i></p>	<p>Core and SPED Teachers with support of Instructional Coaches and Admin.</p>	<ul style="list-style-type: none"> • SPED students will have additional support from a SPED teacher in their core math class using a Co-teaching model. • Weekly intervention activities including <ul style="list-style-type: none"> o Rotations that include centers for small group instruction, computer- based interventions (Khan Academy/ Edulastic/Freckle) o Targeted small group instruction with a SPED teacher for SPED students • Comprehensive system for monitoring mastery of standards including: <ul style="list-style-type: none"> o Aggressive monitoring o Weekly data PLC meetings o Interim Assessments 	<p>Training at the BOY, implementation in September, ongoing usage in core and intervention/acceleration</p>

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		<ul style="list-style-type: none"> ● LLD teachers will attend content PLCs in order to have the opportunity to: <ul style="list-style-type: none"> ○ be exposed to grade level standards, work and instruction ○ collaborate with their colleagues around appropriate scaffolding techniques 	
<p>Establishing routine coaching and feedback cycles</p> <p>- 3b – Progress Monitoring Interventions</p>	Instructional Coaches and Admin	<ul style="list-style-type: none"> ● Instructional Coaches and Admin will create a routine weekly coaching and feedback cycle with all core content educators. Both announced and unannounced observations will be used to provide feedback on instruction, data collection, student engagement techniques, ect. 	Starting at the BOY and ongoing.
Priority 2: Intentional Practices and Systems for Utilizing Data to Improve Instruction			
<p>Establish a data-driven instruction model, which includes:</p> <ul style="list-style-type: none"> ● Aggressive monitoring ● Exit Tickets ● Interim Assessments <p>3a – Intervention Systems and Implementation</p>	Teachers, Paras, Instructional Coaches and Admin.	Teachers will use the 5 step system to collect data during lessons for frequent feedback to students and continual adjustment to practice and reteaching. Aggressive monitoring will provide a snapshot of the learning in segments. Exit tickets will provide work towards mastery of the daily objective. Interim assessments will provide Teachers with the ability to address trends in the learning of students and identify standards that need specific intervention and additional support during acceleration.	Starting at the BOY in PLC teams and collected daily, reviewed in grade-level and content PLC's.
<p>Aggressive Monitoring: Specific annotations in the lesson plans to show points of aggressive monitoring throughout various points of the learning in order to give targeted, concise feedback to every student as the teacher monitors student work throughout the lesson.</p> <p>3a – Intervention Systems and Implementation</p>	Teachers with Instructional Coach and Admin support.	Admin will model the process for aggressive monitoring and teachers will begin the year annotating lessons for specific points of AG.	BOY and ongoing.
<p>Student data trackers to track progress for meeting goals in intervention</p> <p>- 3b – Progress Monitoring</p>	Teacher, Paras , Instructional Coaches and Admin	Teachers will begin with BOY test for intervention using the Accelerated Reader and LLI programs. They will begin teaching content based on student learning levels in the trackers. Sample Intervention/LLI Data Tracker	BOY and ongoing

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<i>Interventions</i>			
Weekly Data Team Meetings during PLC <i>1e – Distributive leadership</i>	Teacher, Paras, Instructional Coaches and Admin	Teachers will meet during PLC to assess trends in student learning, looking at specific student data samples from a variety of students and collaborate on which learning targets need to be addressed across the grade and content. Admin will develop school-wide norms around collection and analysis of data.	Starting at the BOY and ongoing.
Walkthroughs <i>- 3b – Progress Monitoring Interventions</i>	Instructional, Coaches, Admin, Jounce Reps and Zone Leadership	Leaders will schedule one day per week to walk through teacher classrooms to assess progress being made in student learning, alignment of teaching and materials to the standard and data collection.	BOY/ once per week.
Live Coaching <i>- 3b – Progress Monitoring Interventions</i>	Instructional Coaches, Admin and Jounce	Leaders will provide live coaching to teach in order to model teacher moves, model ways to scaffold for student engagement and model how to accurately collect data on student learning, during step one: aggressive monitoring.	During Summer Institute and ongoing