



**Springfield Public Schools
2020-2021 Student Calendar
Rise Academy
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:35 AM - 3:50 PM (Mon-Thurs); 7:35 AM - 1:35 PM (Fri); *see calendar for additional special student early release days

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

Aug 17-28: Teacher PD

Aug 28: Convocation

Aug 31: School Begins

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				

Feb 8: Early Release at 1:35pm/
Report Card Conferences

Feb 15: Schools Closed -
Presidents Day

Feb 16 - 19: Schools Closed -
Mid-Winter Vacation

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

Sep 7: Schools Closed - Labor Day

September 2020				
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		

Mar 12: Schools Closed -
Teacher PD Day

March 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
29	30	31		

Oct 12: Schools Closed -
Columbus Day

October 2020				
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

Apr 2: Schools Closed -
Good Friday

Apr 15: Early Release at 1:35pm/
Report Card Conferences

Apr 19: Schools Closed -
Patriots Day

Apr 20 -23: Schools Closed -
Spring Vacation

April 2021				
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

Nov 3: Schools Closed -
Teacher PD Day (Election Day)

Nov 11: Schools Closed -
Veterans Day

Nov 24: Early Release at 1:35pm/
Report Card Conferences

Nov 25 - 27: Schools Closed -
Thanksgiving Vacation

November 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				

May 31: Schools Closed -
Memorial Day

May 2021				
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				

Dec 23: Student Early Release at
11:05am

Dec 24 - 31: Schools Closed -
Holiday Vacation

December 2020				
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	

Jun 24*: End of School Year -
Early Release for Students & Staff
at 11:05am

June 2021				
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		

Jan 1: Schools Closed -
New Years Day

Jan 6: Schools Closed -
Teacher PD Day

Jan 18: Schools Closed -
Dr. Martin Luther King, Jr. Day

January 2021				
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

*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



**Springfield Public Schools
2020-2021 Staff Calendar
Rise Academy
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:35 AM - 3:50 PM (Mon-Thurs); 7:35 AM - 1:35 PM (Fri); *see calendar for additional special student early release days

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

Aug 17-28: Teacher PD

Aug 28: Convocation

Aug 31: School Begins

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				

Feb 8: Early Release at 1:35pm/
Report Card Conferences

Feb 15: Schools Closed -
Presidents Day

Feb 16 - 19: Schools Closed -
Mid-Winter Vacation

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

Sep 7: Schools Closed - Labor Day

September 2020				
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		

Mar 12: Schools Closed -
Teacher PD Day

March 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
29	30	31		

Oct 12: Schools Closed -
Columbus Day

October 2020				
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

Apr 2: Schools Closed -
Good Friday

Apr 15: Early Release at 1:35pm/
Report Card Conferences

Apr 19: Schools Closed -
Patriots Day

Apr 20-23: Schools Closed -
Spring Vacation

April 2021				
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

Nov 3: Schools Closed –
Teacher PD Day (Election Day)

Nov 11: Schools Closed –
Veterans Day

Nov 24: Early Release at 1:35pm/
Report Card Conferences

Nov 25 - 27: Schools Closed -
Thanksgiving Vacation

November 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				

May 31: Schools Closed -
Memorial Day

May 2021				
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				

Dec 23: Student Early Release at
11:05am

Dec 24 - 31: Schools Closed -
Holiday Vacation

December 2020				
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	

Jun 24*: End of School Year -
Early Release for Students & Staff
at 11:05am

Jun 25: Schools Closed -
Teacher PD Day

June 2021				
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		

Jan 1: Schools Closed -
New Years Day

Jan 6: Schools Closed -
Teacher PD Day

Jan 18: Schools Closed -
Dr. Martin Luther King, Jr. Day

January 2021				
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

*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
- Special Staff Early Release
- Regular Day + PD
- Student Early Release + PD
- Full Day PD

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

- Grade level field trips and incentives: \$6,000 (\$2,000 per grade level)

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

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 per week of PD and meetings 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 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.

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

Teachers will have approximately the equivalent of at least 5 self-directed preparatory 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 on Mondays and Wednesdays 4:00pm - 4:30pm, and Fridays 2:00pm - 4:00pm, 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, guided math, independent reading, or enrichment (to be included in the regular school day, and not replacing guaranteed lunch and prep time);
- Participation in Open House and other family events during the school year (no more than 8 additional hours);
- 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.

Rise Academy will hold 3 parent-teacher conferences during the 2020-21 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.

FINAL - APPROVED BY THE SEZP BOARD

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

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 teachers' calendar hours for the year.

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

Returning teachers are expected to report to work on August 17, 2020. The final work day for 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 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 and jeans. 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:

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

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

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 2020-21 Roadmap Improvement Plan: Rise Academy



Priority 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. The school will continue to use methods from the previous school year that have increased rigor, including: Webb’s Depth of Knowledge, rigor maps, active monitoring, standards-aligned exit tickets, and instructional walk-throughs. We will use professional development and coaching to help teachers increase student thinking and rigorous discussion across classes. We will continue to use professional development, feedback and coaching, content teams, and Instructional Leadership Team to improve the rigor of instruction.

Rationale:

According to this year’s School Quality Review, Rigorous Tasks (2n) was identified as the main area of instructional focus, continued from last year. The reviewer noted the improvement the school has made this year in developing a shared vocabulary for rigor and focusing on rigor in coaching and professional development. However, he also noted that continued work was needed in:

- Teachers undercutting the rigor of tasks by rounding up student answers;
- Missed opportunities to promote student thinking in classroom discussions;
- Inconsistent implementation of rigorous tasks.

Key Objectives

- Implement training for instructional coaches in August
- Plan and execute a series of professional development sessions to take place in August and September covering:
 - How to lead effective classroom discussions where students do the heavy lifting
 - How to respond effectively to student answers
 - How to implement rigorous tasks so that students do the heavy lifting
- As an Instructional Leadership Team (ILT), continue to use the Instructional Playbook to monitor and coach the use of rigor in the classroom

Evaluation Plan

Continuing the work we started in 2019-20, the ILT will conduct regular walk-throughs, score walk-throughs using the Instructional Playbook, and report data to staff. We will look for an increase in average scores, as well as individual teacher scores, in categories related to rigor (rigorous tasks, teacher response to student struggle, and student discussion). At the time of the school closure our average score was 2.5, so we will see an average of 2.8 or higher by the second quarter. We will also look to see an improvement in the score for Rigorous Tasks (2n) on the School Quality Review, from developing to established, as well as the reviewer noting an improvement in this area in the qualitative feedback.

Action Plan

Action Step	Owner + Resources	Benchmark	Completion Date
<i>What will you need to do in order to implement the key objectives?</i>	<i>Who will be assigned to this task and what resources might be needed to complete each action step?</i>	<i>How will you know that you are making progress along the way?</i>	<i>When do you expect to complete this action step?</i>

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

Plan and implement "Coaching the Coaches" training	AB, may need to book time with APs and CTLs in August before teachers return	n/a	8/28
Create professional development calendar for August through November (to be revised after first quarter)	AB	n/a	7/31
Plan series of PD sessions in August and early fall specifically related to rigor, student discussion, and effectively supporting student struggle	AB, Teach Like a Champion and other education resources	Outline should be finished by 6/19	7/31
Implement ILT walk-throughs and share data with staff at least bi-weekly	ILT members	Instructional Playbook and walk-through protocol shared with teachers by 8/28 First round of walk-throughs completed and data shared by 9/11	ongoing through SQR date

Priority 2: Intentional Practices for Improving Instruction (Turnaround Practice #2) and Student-Specific Supports & Instruction to All Students (Turnaround Practice #3)

We will develop and implement a new school-wide strategy for teaching reading and writing. Throughout this spring, we will research strong ELA curricula and intervention methods. In the 2020-21 school year, we will either implement a new ELA curriculum or a concerted approach by teachers to improve implementation of the existing curriculum. We will implement structures to improve collaboration between ELA and humanities teachers with the goal of improving students' reading and writing of both fiction and nonfiction. We will use data to determine which students are responding to the existing reading intervention program, and implement new methods of intervention for some or all students.

Rationale:

Last year's ELA MCAS did not show the growth we had anticipated based on the time we are investing in literacy through ELA, guided reading, independent reading, and reading across the content areas. Our first reading and writing interim and the mid-year MAP data continued to show reading and writing growth lagging behind where we want it to be. This suggests that even though we are investing significant time in reading and writing instruction and intervention, the time is not being used as well as it could. We will use the rest of this school year to research best practices and look at our subgroup data in order to improve our approach in the next school year.

Key Objectives

- Improve our instructional practices in core ELA and humanities classes, particularly in standards-aligned planning and assessment.
- Revise our guided reading program to ensure that students develop the foundational skills needed to close the gap and access grade-level texts.

Evaluation Plan

The best leading indicators for this priority will be standards-aligned assessments given by the ELA and humanities teachers. Teachers will give regular exit tickets and unit assessments that correlate to the content and rigor of the standards, as well as both on-demand and longer form writing assessments. Data from these assessments will be centrally tracked and discussed in coaching and content team meetings. Winter MAP data will be expected to show growth, especially for students who are currently plateauing (students who are a year or two behind grade level). Winter MAP data will also be expected to show the gap closing for middle school ELL students. We will expect to see 50% of students meet their fall-to-spring MAP growth targets across the board, and 50% of ELL students in the middle school.

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>
Revise ELA and humanities Scope and Sequences, rigor maps, and assessments to reflect new assessment plan	Teachers (with supervision of Content Team Leads and Principal), Content Team meetings held weekly during school closure	Revised Scope and Sequence completed by start of summer PD	8/17

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

Create and administer MCAS-aligned interim assessments in October and January	Teachers/CTLs/AB, released MCAS questions and time during after school meetings for planning, grading, and data meetings	First interim administered in early October, created by end of September	9/30
Create and implement coaching plan that allows Principal to work with ELA and humanities teachers	AB/TC/DW	n/a	8/17
Research guided reading best practices and resources	AB	Complete research by end of SY20	6/19
Convene a spring working group to talk about guided reading and revise plan for next year	AB + teachers	Finish working group meetings by end of SY20	6/19
Revise guided reading plan for students in the target range (M-Z)	AB		8/31
Implement plan for summer/early fall reading and math assessments for incoming students	AB + stipended teacher, use last year's plan if possible or develop remote testing plan if school remains closed over the summer	40% of incoming 6th graders tested by start of school (8/31)	9/30

Priority 3: Climate & Culture for Students, Families, and the Community (Turnaround Practice #4)

We will dedicate significant resources to providing wraparound services to our students who need them. We will add a second counselor to our Student Support staff, and we will develop Tier 1, Tier 2, and Tier 3 interventions for our students' social-emotional health and well-being.

Rationale:

Despite significant efforts to improve attendance, school culture, and student growth, the remaining lack of growth in those areas seems to be the result, in part, of lack of wraparound services for students with significant untreated trauma and/or significant need. In researching interventions that have worked, we learned that City Connects had proven results in meeting students' social/emotional needs as well as improving academic and graduation outcomes. As budgeting began, we found City Connects to be prohibitively expensive, but we devoted financial resources to adding another counselor to the team instead. We will develop a model in-house that emulates the City Connects approach in terms of being comprehensive and team-based.

Key Objectives

- Convene Student Support Team, distinct from the culture team, with regular meetings and goals
- Create and implement a Multi-Tiered System of Support specifically for social-emotional health and well-being, distinct from the MTSS currently existing for academics and behavior

Evaluation Plan

The directly relevant Roadmap measures relate to attendance: attendance rate, chronic absenteeism, and suspension. We will expect to see attendance increase and chronic absenteeism decrease, and we will expect to close the existing gaps in attendance for our 8th grade ELL students and 7th and 10th grade students with disabilities. We will expect to see suspension rates decline from 0.8 to 0.5 (per 500 students per day). Additionally, a large part of this plan is the creation of a clear Multi-Tiered System of Support by the Student Support Team and delivery of social-emotional resources for Tier 1, Tier 2, and Tier 3 students.

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>
Appoint a Student Support Team Lead and develop a meeting plan and schedule	AB, TW		8/28
Create MTSS and identify resources for Tier 1, Tier 2, and Tier 3 students	Student Support Team		9/30
Communicate MTSS to teachers and other staff in grade level meetings	Student Support Team		10/31
Create and maintain a database of community resources for families including, but not limited to, mental health resources	TW		9/30
Convene a daily attendance team with clear responsibilities for attendance interventions	BB + members of Student Support and culture teams		8/31
Plan attendance team strategies with a particular emphasis on Tier 2 students	AB, BB, TW		8/28