

**The SEZP 2020-21 Roadmap Improvement Plan:
Rise Prep H.S.**



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

We will increase the percentage of students passing classes. We will alter the school day schedule so students have time during school hours to make-up missing work. We will focus on varied learning styles of our students to increase engagement in classrooms, and implement strategies to build the academic habits of our students, including homework completion, study skills, organization, time management, and self-advocacy. We will intentionally and explicitly communicate to students that although the work in high school is rigorous, they are capable of doing it, and their teachers can and will help them.

Rationale:

After the first semester, a high percentage (approximately 75%) of 9th graders are at risk to fail one or more classes for the year; the strategy we used of mandatory Study Hall with parent notification for students who are failing has not led to high passing rates. We've realized students need their Study Hall time built into their daily schedule, as well as more explicit instruction in academic habits and more intentional support from teachers to engage them in their work.

Key Objectives

- Revise the schedule to allow time for study hall during the school day, while not sacrificing the opportunities for remediation and acceleration that currently exist
- Create and implement a plan for explicitly teaching students the academic habits that will help them to succeed in high school and beyond
- Revise 9th grade systems and expectations to better meet incoming students where they are and gradually build their ability to complete rigorous work independently

Evaluation Plan

The success of this priority can easily be measured by tracking student grades and measuring the percent of students passing each class. As we did this year, we will expect teachers to update student grades and failing lists every 2 weeks. Administrators will collect data from those lists on the percentage of students failing. If our plans are successful, we will expect to see the percentage steadily rise throughout quarter 1 so that at least 75% of students finish quarter 1 with passing grades. Depending on the results from quarter 1, we will assess our execution of the plan and the success of the plan, and adjust if needed to ensure that students reach the end of quarter 2 with a good chance to pass the course for the year. We will expect the number of students failing courses to decrease by at least 10% from first quarter to second quarter.

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 the master schedule to build in study hall while allowing time for interventions and accelerated learning	AB, LK, SS	Draft of master schedule by 6/19	7/15
Connect with rising 9th and 10th graders to place students into classes according to interest and ability	AB, TW, SS	All current students contacted by 6/19	7/15
Schedule students individually according to needs	AB, SS		8/31

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

and interests			
Revise systems for progress reports and study hall to make data easily accessible to administration, students, and parents, while maintaining a sustainable system for teachers	SS		8/10
Convene a spring working committee to develop a scope and sequence for explicitly teaching academic habits	AB + current 9th grade staff		6/19
Plan how to execute lessons based on the spring committee's work during summer PD	Teachers, with guidance from AB/DW/SS		8/28
Plan to adjust expectations for incoming 9th graders to gradually build their ability to complete work independently	9th grade teachers, with guidance from AB/DW/SS	Leave time and space for this during 3 weeks of summer PD, plan due at end of PD	8/28
Plan and execute PD for summer specifically on engaging students with different learning styles	AB, DW		8/28

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

We will plan and execute intentional opportunities to develop student leadership. This will include opportunities for students to show leadership in classrooms and after school activities, as well as an elected Student Government that meets regularly with school administrators to represent student voices in our decision-making.

Rationale:

This priority is inspired by the feeling of the staff that we have not yet realized our lofty vision for Rise Prep. Leadership is one of our core values inspired by our vision of teaching students to “transform their communities and have a positive impact on the world.” We have a founding 9th grade class of intelligent, involved students who are ready to serve as mentors to the second class and take a more active role in shaping decision-making at the school.

Key Objectives

- Implement regular student surveys to ensure that all students have a voice in school-wide activities and decisions
- Convene student groups including, but not limited to, Student Government Association (SGA) that develop student leadership skills
- Create and implement a plan for students to be regularly involved in planning and leading Community Meeting

Evaluation Plan

One direct way to measure the success of this plan is faithfully administering the student survey and making changes to school procedures or activities as a result. Although no measures in the Roadmap specifically measure student leadership and voice, the success of this priority is tied to other challenging areas. If students have a more active voice in the school, we should see an improvement in measures of student engagement. We should see decreased absenteeism, particularly for students with disabilities who showed a large gap in attendance in SY20. We should see increased numbers of families reporting that their students want to come to school (increasing from the current 57% to at least 65%).

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>
Convene a spring planning committee to create the plan for improving student voice and leadership	AB + 9th grade staff	n/a	6/19
Create and administer student survey seeking feedback on activities and procedures	Planning committee + SS	Administer survey at least once in Q1	10/31
Develop and implement a procedure for students to be involved in planning and leading Community Meeting	DW, KW, TW	Student-led activities or meetings happening regularly by end of Q1	10/31
Elect SGA from advisories	AA, SS	n/a	10/31
Convene other clubs specifically to promote student voice and leadership	Teachers with support from AB, DW, SS	Clubs should be planned by end of summer PD (8/28) and started by second week of school	9/8
Plan and execute professional development on including student voice in classrooms	AB, DW		8/28

Priority 4: 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



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



Student Hours 7:40 AM - 2:45 PM

Teacher Hours 7:15 AM - 4:30 PM (Mon, Wed); 7:15 AM - 3:45 PM (Tues, Thurs, Fri)

Aug 10-28: 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 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 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 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: 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 at 11:05am for Students & Staff

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
- Regular Day + PD
- Full Day PD



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



Student Hours 7:40 AM - 2:45 PM

Teacher Hours 7:15 AM - 4:30 PM (Mon, Wed); 7:15 AM - 3:45 PM (Tues, Thurs, Fri)

Aug 10-28: 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 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 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 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: 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 at 11:05am for Students & Staff

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

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

SEZP 2020-21 School Planning Process

Educator Working Conditions: Rise Preparatory Academy H.S.



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:

- Student incentives: \$2,000
- Student government-planned events: \$2,000

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.

Rise 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 15 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 1.5 hours of PD and meetings per week after the school day ends for students during the year (“extended day”)

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 for Middle School students and 1200 for High School students.
- 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 8 hours and 30 minutes (Tuesday/Thursday/Friday) and 9 hours and 15 minutes (Monday/Wednesday). For the majority of educators, required hours will be approximately 7:15am - 3:45pm (Tuesday/Thursday/Friday) and 7:15am - 4:30pm (Monday/Wednesday).

Teachers will have approximately the equivalent of 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 Tuesday 2:55pm - 3:45pm and Mondays/Wednesdays 4:00pm - 4:30pm, unless otherwise directed by the principal.

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

- Participation in Open House and other family events, up to a total of 6 hours for the year outside of the regular teacher hours;
- Phone calls to families about the academic progress and behavior of students;
- Inputting student attendance each class period, maintaining accurate grades every two weeks, and inputting points and consequences using Dean's List;
- Running a student club;
- Weekly coaching meetings to improve instruction; and
- Serving as an advisor to a small group 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:

- 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 Prep will hold 3 parent-teacher conferences during the 2020-21 school year. These meetings will be held during the regular teacher work day.

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

Returning teachers are expected to report to work on August 10, 2020. The final work day for teachers is June 24, 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.

FINAL - APPROVED BY THE SEZP BOARD

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

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 Prep 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 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, study halls, arrival, and dismissal, not exceeding 90 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;
- Coverage of after school activities including office hours, student clubs, and parent phone calls, not exceeding 1 hour per day; and
- Hallway duty, not exceeding 1 hour 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 Prep 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.