



**Springfield Public Schools
2019-2020 Student Calendar
Springfield Honors Academy
415 State Street, Springfield, MA 01105**



Student Hours 7:20am to 2:20pm

Teacher Hours 7:00am to 3:00pm (Monday - Thursday); 7:00am to 2:20pm (Friday)

Aug 15-23: Teacher PD
Aug 22: Full Day Orientation for Students
Aug 23: Schools Closed - 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

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

Sept 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
Mar 30: Schools Closed for Students and Staff

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
Oct 16: Early Release @ 11:05am

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 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

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 @ 11:35am - 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
30	31			

Jun 19*: End of School Year - Student Early Release @ 11:35am
June 22*: Schools Closed - Teacher PD Day
Jun 23*: Schools Closed - Teacher PD Day

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
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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
- Special Student Early Release



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SEZP 2019-20 School Planning Process

Educator Working Conditions: Springfield Honors 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:

- Supplies & materials: 10,500
- Professional Services: \$6,600
- Field trips: \$5,000

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.

Springfield Honors 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. As the academy grows, AP programming and college partnerships will elevate its curriculum design.

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 7 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 4 hours (7:15 a.m. to 7:30 a.m. Monday through Thursday) and 3.5 hours (following student dismissal) of PD each month
- Up to 2 days immediately following 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:

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- Total number of school days and hours for students. Required total hours for students are a minimum of 1200 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.

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. For the majority of educators, required hours will be approximately 7 am– 3 pm, with the exception of one day a week of extra help until 3:30pm. On Fridays, staff may leave following student dismissal (by 2:20pm).

Teachers will have at least 5 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 PLC meetings on the first and third Tuesday of the month until 4pm, unless otherwise directed by the principal.

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

- Participation in/support of at least 5 family events during the school year;
- Phone calls to families about the academic progress of students;
- Preparation of individual student progress reports and report cards;
- Working regularly with school administrators to improve one's instructional practices;
- Provide intentional academic support for any student with an average of 75 or lower; and
- Attending student-related meetings

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. (When possible, PLC or common planning time should not be used when teachers are asked to cover class. Preference would be to hire substitute teachers.)

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

Springfield Honors Academy will hold 2 parent-teacher conferences during the 2019-20 school year.

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

Returning teachers are expected to report to work on August 15, 2019. The final work day for teachers is June 23, 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 and field trips 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 Springfield Honors Academy are asked to dress professionally for a school setting. Excessively casual clothing such as jeans, revealing clothing, beach wear, and flip flops is not permitted. However, jeans (without rips) may be worn on Fridays only, or in the event of a dress down day for students. Additionally, staff will be permitted to wear school gear on Tuesdays.

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 Springfield Honors 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 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;
- Coverage of afterschool activities, not exceeding 80 minutes per week

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.

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Springfield Public School commits to ensuring a reasonable class size of no more than 25 students, for the benefit of both 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:
Springfield Honors Academy**



Priority Area 1:

We will continue to build an instructional vision which will focus on two academic centered goals : Inquiry in the classroom and Student Ownership.

Rationale:

As indicated in our QSR, we remain below a 2.0 score in creating a consistent instructional vision school-wide (Turnaround Practice 1). Though we are well aware of our instructional focus on the whole, we need to better shape and define what it looks like in the honors academy classroom.

Key Objectives

- Continue use of Visible Thinking : Building Understanding through Critical and Creative Thinking program; including introduction to new staff and quality implementation across all classrooms. The program remains an excellent option for strengthening the level of high quality classroom instruction that should be consistent with a high performing honors academy and our instructional vision. We need more time to work this program into the fabric of our institution.
- Increase number of formal and informal classroom observations, conducted by both administration and teaching faculty, and provide meaningful, direct feedback within two days time.
- Design and develop a school curriculum inspired by SI and IPG practices
- Introduce the AP Capstone program in Grades 10 & 11

Evaluation Plan

- QSR Rating in Turnaround Practice #1 will meet or exceed 2.0 points.
- Insight Survey will show increased support of the individual classroom narrative, aligned with SHA's school-wide instructional vision- visible in an increase from 2-3pts to 4-6pts in the Domain scores for Academic Expectation, Professional Development, Observation/Feedback, and Evaluation.
- MCAS results will be used to establish a baseline as well as a competitive distinction from state and comparative schools (i.e. 87% proficiency in BIO MCAS), which will allow for us to move data targets forward as we acquire them.
- Success of early implementation of the AP Capstone program will be visible in a school-designed student and family survey; reporting a minimum of 75% of families satisfied to very satisfied with communications concerning the onset of the program (Nov) and 60% of students feeling supported in their completion of AP related tasks (May).

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 (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</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>
Provide appropriate training and implement consistent use of IPG	Request SEZP team support to acquire IPG training	Observations/evaluations are reflective of IPG/SI presence	January 2020

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indicators to assist staff in creating, and meeting, their Student Learning and Professional Practice goals, aligned with our instructional vision and the Standards Institute.	Administration and Teaching Staff	Insight Survey yields staff agreement that support is real and true	
Create a tracking system which will allow for appropriate reflection, change of practice, and open dialogue to arrive at a common baseline for quality instruction felt school-wide.	Principal; Asst Principal; TLT	QSR (Winter '19-'20) Insight Survey (Jan '20) Teachpoint (Jun '20)	August 2019 - June 2020
Implement mentor/mentee teacher program (for teachers in first three years of teaching)	Teacher Leader for Vision and Support; Principal	Insight Survey (Jan '20) QSR (Winter '19-'20)	August 2019 - June 2020
With the intent to prepare staff in their rigorous curriculum design, and the execution of it, we will participate in the Standards Summer Institute in Los Angeles, CA in July 2019. This will further ensure connectivity between a strong standards-based curriculum and the importance of framing and carrying out the best possible delivery of that curriculum. Additional staff will attend to reinforce the approach as well as build continuity and a collective understanding of its purpose.	M. Hersey, I. Howes, E. McCarthy, L. Downs, G. Howard-Donlin	Insight Survey (Jan '20) QSR (Winter '19-'20)	Summer 2019 (Initial checkpoint) August 2019-June 2020
Support curriculum development which consider SI and VT as instrumental in its design	Teacher Leader for Curriculum; Teacher Leader for STEM Team; Principal	QSR (Winter '19-'20)	August 2019-June 2020
Bring AP Capstone program into the academy; work to meld together SI/IPG and VT practices with the AP program	Principal; Asst Principal (AP Coordinator); Teacher Leader for Curriculum; AP Teaching Staff	AP Results (Jul '20)	August 2019-June 2020
Encourage staff to seek out content-specific professional development opportunities and support ways to intentionally bring learnings back to SHA.	Administration and Teaching Staff	QSR (Winter '19-'20) Insight Survey (Jan '20)	March 2020
Create, generate buy-in, and implement teacher friendly guide which encompasses key instructional tools valued within a successful SHA classroom	Administration; TLT; Teacher Leader for Curriculum; Teacher Leader for Vision and Support	QSR (Winter '19-'20) Insight Survey (Jan '20)	June 2019-June 2020

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Priority Area 2:

With our continued intent to meet, and maintain, the academy's goal of an average GPA of 3.5 for at least 75% of our student body, we need to keep student-specific support systems as a priority item. (Turnaround Practice 3)

Rationale:

According to our mission, we need to prepare students for "acceptance into, and success within four year colleges and universities". In order to achieve this mission, our students must be working towards GPAs of 3.0 or higher. Our current average GPA generally rests in the 3.3 range, but our systems to enhance academic performance school-wide are in need of more structure. **A priority which continues to support ways in which to meet and maintain the tremendous task of earning 3.5 GPAs (for all students) must remain while our institution is still growing.**

Key Objectives

- Intentionally continue to structure in blocks of time during the school day to support tutoring, intervention, and acceleration needs of our students (i.e. Griffin Block).
- Continue to improve upon our system of culture to enable safe, quality instruction which meets with the needs of the WHOLE student. This includes fine tuning our behavior management system, looking to build a college counseling and college-bound culture within our school's culture, and arriving at a more concrete evaluation system of our Griffin Block design.

Evaluation Plan

- QSR Turnaround 3 - Indicators 3a, 3b, and 3f, as connected to our key objectives, will meet or exceed 2.0.
- QSR Turnaround 4 - Indicators 4b and 4e, as connected to our key objectives, will meet or exceed 2.0.
- Support an average GPA of 3.5 for at least 75% of our student body

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>
Support a school-wide academic lab for opening of every school day; supported by a Study Squad (X Block) once per week	Administration; School Counselors; and TLT	Monitoring student GPAs closely (students will track in Study Squads in addition to counselor tracking)	August 2019-June 2020
Build out a data team and seek out training in evaluating and using data driven by MAP, MCAS, PSATs, AP, and SATs.	Principal; Asst Principal; Data Team	Data meeting minutes, progress (reflected in actual scores) from one test date to the next, and data visibility within the school	August 2019-June 2020
Revisit behavior management demerit/merit system; with particular attention to attendance	Principal; Asst Principal, TLT, Director of Student Life	QSR; Insight Survey; and Student Survey	June 2019-June 2020

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and homework		General agreeable system within which our strong school culture continues to thrive	
Implement Saturday school (once per month)	Asst Principal and select Staff	Look for decrease in demerits tied to attendance, tardies, and homework (a major contributor to low GPAs)	January 2020 (Initial checkpoint) Jan 2020 - June 2020
Continue to strengthen partnership with Bay Path University [and find additional partners] to build out our Anchors (SEL) program for our students. (This peer counseling program is still growing and will be needed more than ever as the expectations sharpen with our addition of the AP Capstone and as post-secondary planning comes into view for our upperclassmen.)	Principal; School Counselors; Anchor Students	Healthy partnerships we can report out on; student life activities (such as bi-weekly Anchor sessions) which support the mental well-being of our student body (within the space of increased academic rigor); student surveys to assess the level of success of this programming	August 2019-June 2020
Hire a second counselor to support need for college specific counseling and provide backup for a growing number of mental health concerns within high school-aged students	Administration and School Counselor	Successful hire and integration into SHA staff	August 2019
Student Success Celebrations with families (both current and prospective)	Asst Principal; Director of Student Life	Family Survey and QSR	January '20 (Initial checkpoint) Jan 2020 - June 2020