

This SY' 24-25 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.

**SEZP**



**Springfield  
Empowerment Zone  
Partnership**

# **Emergence Academy**

**2024-25  
School Plan**

# Educator Working Conditions: Emergence Academy

## 1. Staff work year calendar and calculating total educator time

The calendar tool is built to give schools flexibility on the types of days (known as ‘day types’) that their school will follow during the following school year. The calendar tool correctly determines the total hours and salary based on calculations aligned to our Collective Bargaining Agreement (CBA). Student and staff calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

### Part 1: School year hours

These hours reflect “school year hours” which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

			Grades 6-8			Grades 9-12		
Day Type	Staff Category	Start time	End time	Hrs: Min	Start time	End time	Hrs: Min	
1. Regular Day for Students and Staff	Regular Day	7:15 AM	3:45 PM	8:30	7:15 AM	3:45 PM	8:30	
2. Early Release for Students and Staff	Staff Early Release	7:15 AM	11:05 AM	3:50	7:15 AM	11:05 AM	3:50	
3. No School for Students / Full Day Staff PD	Full Day PD	9:00 AM	3:00 PM	6:00	9:00 AM	3:00 PM	6:00	
4. Half Day Students/Afternoon Staff PD	Student Half Day Afternoon PD	7:15 AM	3:15 PM	8:00	7:15 AM	3:15 PM	8:00	
5. Friday and Report Card Conference Early Dismissal	Friday 2:30pm Dismissal	7:15 AM	2:30 PM	7:15	7:15 AM	2:30 PM	7:15	
6. Friday Early Dismissal 1:05pm / Early Release 1:30pm	Friday Early Release at 1:30pm	7:15 AM	1:30 PM	6:15	7:15 AM	1:30 PM	6:15	
7. Regular Day for Students & Late Staff PD Day	Student Regular Day Afternoon PD	7:15 AM	4:30 PM	9:15	7:15 AM	4:30 PM	9:15	
8. Summer PD #1 (pre-Aug 19)	Summer PD	9:00 AM	2:00 PM	5:00	9:00 AM	2:00 PM	5:00	

### Part II: Additional educator hours

Teachers may be required to participate in professional development activities, or student-related activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends.

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 24-25 is August 19<sup>th</sup>, please be sure to use the correct table to record (and transfer) events from your calendar tool into this document.

#### A. Summer Events *Prior to August 19<sup>th</sup>*

Event Description	Date/Time	# of Staff Hours in gr. 6-8	# of Staff Hours in gr. 9-12
N/A	N/A	N/A	N/A

<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/19/24</b>	0 hrs	0 hrs
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**B. Other Events *on or After* August 19<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8	# of Staff Hours in gr. 9-12
Report Card Conferences	November, February, April	6	6
Back to School Night	September	2	2
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24</b>		8 hrs	8 hrs

**Part III: Total educator hours**

The total educator hours are a combination of “school year hours” and planned “additional events” that require educators’ presence that fall outside of the typical workday.

The calendar tool automatically calculates these numbers based on your day types so no additional calculations are needed. If you have a strictly a 6-8 or a 9-12, feel free to leave the row that does not apply blank. Schools with educators in grades 6-12 should use both rows as time requirements may differ. Either way, this information is coming directly from your school’s calendar tool.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
<b>Gr. 6-8 Staff Hours</b>	25	1502.42	8	1535.41	191
<b>Gr. 9-12 Staff Hours</b>	25	1502.42	8	1535.41	191

**2. Staff workday**

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.

In addition to traditional responsibilities in a typical workday, all staff 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:

- Phone calls to families about the academic progress of students
- Preparation of individual student weekly reports, progress reports, and report cards
- Working regularly with school administrators and colleagues to improve one’s instructional practices
- Checking homework on a daily basis
- Reflecting daily on exit ticket data to make remediation plans
- Attending student-related meetings
- Serving as a mentor to a small cohort of students
- Teaching small group interventions, including Phonics, LLI, Language Lab, or Math
- Participate in staff recruitment and hiring processes

**3. Additional staff duties**

## **A. During the Workday**

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school's mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

- Running homeroom activities, including morning homeroom and afternoon homework time (Focus)
- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students
- Substitute coverage of classes and duties of others who are absent from school
- Development and maintenance of hallway bulletin boards

**If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed preparation periods or during collaboration time, they shall be compensated at \$35 per/occurrence.**

## **B. After School Support for Students**

Teachers will work after school each week to provide after school help not exceeding n/a minutes per week.

## **4. Professional learning**

Teachers are required to participate in professional development activities throughout the school year, including before and after the school day for students, and immediately before or immediately after the school year starts and ends as outlined in section 1 above from the calendar tool. Most professional learning activities should be connected to TLT identified priority levers and the capacity and skill building needed to help the school reach their improvement goals.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal.

## **5. School curriculum issues**

The school's curriculum will be aligned with the Massachusetts State Curriculum Frameworks and receive a high rating for quality and rigor as defined by [Edreports](#). In instances where highly rated curriculum is not available, 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 will have an opportunity to provide feedback.

### **Schools working to improve curricular offerings please describe here:**

We are working to partner with Worcester State University to offer more early college opportunities for students. We are exploring research regarding how multilingual language learners learn how to use language better to adjust our reading intervention programming.

## **6. Notices and announcements**

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

## **7. School health and safety issues**

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. Visitors to the school will be required to check

in upon entry and all members of the school community are expected to monitor visitors without badges and immediately report these instances to the main office or security desk.

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.

## **8. Staff dress code**

Staff at Emergence Academy are asked to dress professionally for a school setting, Monday-Thursday. This includes a polo shirt, button-up, sweater, or Emergence top, with no jeans, shorts, flip flops or other excessively casual clothing. On Fridays staff can participate in Community Pride Shirt day by wearing a college or school shirt, social justice shirt, or any other inspirational shirt and jeans or Emergence sweatpants. When dress down days are awarded to students as an incentive, staff can also dress down in school-appropriate, casual clothing.

## **9. Class size**

Efforts are made to ensure a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development and/or to support a school's specific model (e.g.,co-teaching, dual language, etc.).

## **10. Bulletin boards**

The Springfield Education Association (SEA) 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.

## **11. Family-teacher communication**

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. 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. Teachers are not required to respond to families outside of the work week.

## **12. TLT elections for the next school year**

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 09/18/2024.



**Springfield Public Schools**  
**2024-2025 Student Calendar**  
**Emergence Academy**  
**415 State Street, Springfield, MA 01105**



**Student Hours** 7:20 AM - 3:40 PM (Monday - Thursday); 7:20 AM - 1:05 PM (Friday) \*see calendar for additional special early release days at 1:05pm

**Teacher Hours** 7:15 AM - 3:45 PM (Monday - Thursday \*see calendar for special Thursday staff early releases; 7:15 AM - 2:30 PM (Friday)

Aug 26: School Begins

August 2024				
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 2025				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Sep 2: Schools Closed - Labor Day  
 Sep 10: Early Release at 1:05pm

September 2024				
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: Early Release at 1:05pm  
 Mar 27: Early Release at 1:05pm

March 2025				
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				

Oct 14: Schools Closed - Indigenous People's Day  
 Oct 24: Early Release at 1:05pm

October 2024				
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 17: Early Release at 1:05pm  
 Apr 18: Schools Closed - Good Friday  
 Apr 21: Schools Closed - Patriots Day  
 Apr 22-26: Schools Closed - Spring Vacation

April 2025				
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		

Nov 5: Schools Closed - Teacher PD Day (Election Day)  
 Nov 7: Early Release at 1:05pm  
 Nov 11: Schools Closed - Veterans Day  
 Nov 26: Early Release at 1:05pm  
 Nov 27-29: Schools Closed - Thanksgiving Vacation

November 2024				
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 26: Schools Closed - Memorial Day

May 2025				
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

Dec 20: Early Release at 11:05am - Last day before holiday vacation  
 Dec 23- January 3: Schools Closed - Holiday Vacation

December 2024				
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 5: Early Release at 1:05pm  
 Jun 19: Schools Closed - Juneteenth Day  
 Jun 23\*: End of School Year - Early Release at 11:05am for Students & Staff

June 2025				
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				

Jan 1-3: Schools Closed - Holiday Vacation  
 Jan 16: Early Release at 1:05pm  
 Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day  
 Jan 30: Early Release at 1:05pm

January 2025				
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	31

\*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
- District/Student Early Release 11:05AM
- Early Release 1:05PM
- Friday / Report Card Early Dismissal 1:05pm



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**Teacher Hours** 7:15 AM - 3:45 PM (Monday - Thursday) \*see calendar for special Thursday staff early releases; 7:15 AM - 2:30 PM (Friday)

Aug 12-16: Teacher PD from 9-2pm  
 Aug 19-23: Teacher PD from 9-3pm  
 Aug 23: Convocation  
 Aug 26: School Begins

August 2024				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
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23	24	25	26	27
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7	8	9	10	11
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				1
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 Jun 19: Schools Closed - Juneteenth Day  
 Jun 23\*: End of School Year - Early Release for Students/ Teacher Half Day PD

June 2025				
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9	10	11	12	13
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 Jan 16: Student Early Release at 1:05pm / Teacher PD Until 3:15pm  
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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
- District/Student Early Release at 11:05am
- Full Day PD from 9:00am-3:00pm
- Student Early Release + PD until 3:15pm
- Summer PD from 9:00am-2:00pm
- Friday Early Dismissal + PD until 2:30pm
- Student Regular Day Afternoon PD until 4:30pm
- Friday Early Release at 1:30pm

## School Priority Levers Form: Emergence Academy

### Ways in which the faculty was engaged in Phase 1 of School Planning:

- TLT was involved in data review and drafting of priorities; they then sought input from their constituents on the faculty

### Priority 1

#### Selected Lever: Level 1

**Text of Lever:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions

### What is our most concerning data, and what are some working theories of what needs to improve to drive better results?

#### Data:

- Per our School Quality Review, we need to continue work on solidifying our instructional vision so that we are clear about the instructional philosophy that drives our approach to instruction and outcomes for all students. Further, we need to become clear about the key foundational instructional moves that compliment this philosophy that we expect to see consistently implemented in all classrooms.
- As we are growing our high school programming we need a clear vision for how we will help students acquire content knowledge and language acquisition so that we are effectively preparing students for moving well beyond graduation to matriculate in post-secondary education or engage in high-wage careers. We will need to reflect on 10th grade MCAS data collected this year to help refine our instructional vision.

**Working Theory:** We believe that if we have a clear, concise, and actionable vision for what we believe constitutes strong instruction and support for multilingual learners and SLIFE students, we will be able to develop and execute stronger lessons, improve our intervention programming, and improve student outcomes. With a strong instructional vision we will support teachers to consistently plan and execute strong lessons with common instructional practices that put the heavy cognitive lift on students both in terms of processing and producing language and grappling with grade-level content.

### What questions or information will be needed to refine your theory of action and set goals in this priority area?

- What are the teacher mindsets and moves trying to leverage putting the cognitive lift on students (i.e. discussion protocols such as write-turn-and-talks)?
- What does learning look like at Emergence? How is this reflective in our curriculum (and how to best communicate that to our new staff as we grow)? What does a student lifted class look and sound like while using the curriculum we have chosen?
- How do we support teachers to build the skills re: planning for and executing key instructional moves effectively and consistently?



## Priority 2

### Selected Level: Level 2

**Text of Level:** Coherent Actions for Improving Assurances for Educational Equity

#### What is our most concerning data, and what are some working theories of what needs to improve to drive better results?

##### Data:

- Per our School Quality Review and Instructional Walkthroughs, we are not consistently providing students with multiple entry points to tasks, thus not effectively supporting strong outcomes for all students.
- There are subgroups of students who are not currently making MAP growth - only 48.8% of students met their ELA MAP Growth Target when comparing the Fall 2022 to Winter 2023 Map and only 57.6% of students met their Math Growth Target over the same time period.

**Working Theory:** If we spend time refining what our vision for targeted lesson planning is for educators at Emergence and we identify the structures and supports needed to improve targeted planning, we aim to improve outcomes for all students by supporting teachers to develop and execute stronger lessons. With strong lesson planning protocols and supports in place, teachers will be able to provide multiple entry points for all students and will be able to be continuously responsive to student data. We recognize that lesson planning can be a daunting task, particularly given the vast needs of our students, and as such we want to identify the key levers and instructional moves that we believe **MUST** be included in all strong lessons as a means of narrowing the focus of teachers to plan the most impactful lessons possible. Further, we seek to give teachers the time and space to collaboratively develop lesson plans with multiple entry points. We also commit to exploring how we can best maximize intervention time by considering shifts that could be made in the way that we group students for interventions and the types of intervention curriculum that each group receives. We further seek to identify ways to ensure that key instructional moves are seen in action in coaching observations and instructional walkthroughs and follow up conversations are had in coaching meetings, PLCs, PD and exit ticket review for accountability, support and growth purposes.

#### What questions or information will be needed to refine your theory of action and set goals in this priority area?

- How does the structure of the day and the schedule support this goal?
- Interventions: How does it look in high school (MCAS prep, SAT prep) vs middle school? More ESOL focused interventions? How do we differentiate the intervention pathway for students who need more support passing MCAS assessments?
- How do we continue to ensure teachers have meaningful time to collaborate and plan the academic supports that are needed in their classrooms?
- Can we explore the possibility of more opportunities for co-teaching, given budgetary constraints? What are the tradeoffs if we hire more staff?
- Can we use exit ticket review time to drive instructional planning for interventions?
- How do these instructional shifts also allow for early college access for all high school students?
- How do we create systems to allow teachers to see other teachers executing effective teacher moves & student outcomes?

**Priority Levers Goals: Emergence Academy**

**Priority 1:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions.

**Working Theory of Change:** We believe that if we have a clear, concise, and actionable vision for what we believe constitutes strong instruction and support for multilingual learners and SLIFE students, we will be able to develop and execute stronger lessons, improve our intervention programming, and improve student outcomes. With a strong instructional vision we will support teachers to consistently plan and execute strong lessons with common instructional practices that put the heavy cognitive lift on students both in terms of processing and producing language and grappling with grade-level content.

**Progress made thus far (synthesis from faculty):**

- We have created our initial draft of our instructional vision, and are working to improve the write-turn-and-talk strategy as a way to promote both language and content acquisition for our students.
- We have created a system for recording WTTs on using Swivl technology and for data reflection as well as a form for our coaches to fill out to track the progress of this targeted strategy so that we can identify PD, coaching, or PLC opportunities to build on this teacher skill.
- We have collected data (though not as consistently as we would like) using our Instructional Walkthrough Data Tracker to try and capture holistic staff progress data, though we have recently opted to focus solely on WTT data as this has been the focus of our EPL work.

**Where we run into obstacles (synthesis from faculty):**

- At times it feels difficult to target ALL facets of our instructional vision - SEL All Day, Heterogeneous Groupings, Accelerated Content & Language Acquisition Goals, Effective Data Collection & Feedback Systems, and Planning Supports for All Students. We recognize the need to develop a plan to target each of these facets individually to promote incremental growth or we risk faltering in growth in all areas.
- We need to continue to build a comprehensive plan to develop teacher skills and systems in all areas of our instructional vision in order to ensure that we have a long-term plan for teachers to build targeted skills in all of the instructional areas that we deem core to student growth and learning.

**Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):**

1. **Identify which key instructional areas (including or beyond discourse strategies) that ILT determines to be the next core areas for us to focus our instructional PD on in August.**
2. **The impact of our WTT strategies on student discourse and learning outcomes, as identified by NWEA MAP and teacher reflection data.**

**What we would like to learn and accomplish in August PD (faculty input, TLT thinking):**

- We would like to continue to establish the WTT strategy as a core instructional practice for our teachers to implement daily in lessons as well as identify further discourse strategies to present to teachers as options for their daily instructional practices.
- We would like to target staff development in the next key area in our instructional vision, as informed by our LT and ILT.

## **Priority 2:** Coherent Actions for Improving Assurances for Educational Equity.

**Working Theory of Change:** If we spend time refining what our vision for targeted lesson planning is for educators at Emergence and we identify the structures and supports needed to improve targeted planning, we aim to improve outcomes for all students by supporting teachers to develop and execute stronger lessons. With strong lesson planning protocols and support in place, teachers will be able to provide multiple entry points for all students and will be able to be continuously responsive to student data. We recognize that lesson planning can be a daunting task, particularly given the vast needs of our students, and as such we want to identify the key levers and instructional moves that we believe **MUST** be included in all strong lessons as a means of narrowing the focus of teachers to plan the most impactful lessons possible. Further, we seek to give teachers the time and space to collaboratively develop lesson plans with multiple entry points. We also commit to exploring how we can best maximize intervention time by considering shifts that could be made in the way that we group students for interventions and the types of intervention curriculum that each group receives. We further seek to identify ways to ensure that key instructional moves are seen in action in coaching observations and instructional walkthroughs and follow up conversations are had in coaching meetings, PLCs, PD and exit ticket review for accountability, support and growth purposes.

### **Progress made thus far (synthesis from faculty):**

- We have focused this year on asking teachers to ensure they are including discourse opportunities for students in the form of Write-Turn-and-Talks and we have discussed how to effectively plan for these opportunities during PDs and PLCs.
- We have shifted our intervention programming post-April break to be coordinated by grade-levels in order to test out if interventions can be more impactful if driven by the content team. We have also given grade-level teams an additional 35 minutes to work together at the end of each day in order to review student-level data and have the opportunity to start working on developing multiple-entry points for students in both core content classes and intervention classes.

### **Where we run into obstacles (synthesis from faculty):**

- Time is always an element of struggle to ensure that teachers have enough time to complete lesson plans, create multiple entry points, and review student data in order to be responsive to student needs.
- Identifying the key areas to prioritize while moving all components of the instructional vision forward.

### **Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):**

1. **We will continue to hone in on the key lesson planning elements during PD and PLCs to help teachers develop the skills for efficient and effective lesson planning. Further, we will continue to develop meeting structures that can be used during grade-level planning time to further develop teacher skills.**
2. **Create a plan for which instructional focuses will be the foundation for August PD and for the next school year (i.e. will we continue to focus on discourse opportunities as a way to grow content and language knowledge or will we shift another element to the forefront, such as creating multiple entry points).**

### **What we would like to learn and accomplish in August PD (faculty input, TLT thinking):**

- Review our instructional vision and the professional growth focus for the year for teachers - building the foundation for the work for the year.
- Review lesson planning templates and the key elements included to help teachers identify the keys to lesson planning at Emergence for both language acquisition and content acquisition.
- Align all staff around our targeted lesson-planning structures and the ways that we will support staff to continue to build their lesson planning skills when considering a heterogeneous group of students.

## Phase II - Summer Learning Plan: Emergence Academy

### SEZP's Summer Learning Design Principles:

1. Focuses on equity and develop expectations for a culturally responsive climate
2. Engages students and family/caregivers' voice in summer learning design elements
3. Focuses on students' social emotional and academic needs
4. Encourages attendance through creative program design
5. Elevates relationships and enrichment
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Provides high schools with the opportunity to offer foundational courses for credit
8. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
9. As TLTs are reviewing data for school planning, connect future goal setting to summer learning for students and engages the school community to consider appropriate programming

As a starting point, please look through [this linked document](#) for Summer Academy logistics and operational timelines to help guide you in completing your schools' summer learning plan template below.

Summer 2024 Learning Plan for: Emergence Academy	
INITIAL SUMMER PLANNING	
<b>Design Team Members</b>	<ul style="list-style-type: none"> <li>● Amanda Gauthier</li> <li>● Misael Ramos</li> <li>● Emily Burdick</li> <li>● Amy Park</li> </ul>
<b>Summer Plan Vision</b>	Our summer plan is two-fold - (1) to continue to develop key student skills in math, ELA, and Science and allow for credit recovery/college credit earning for high school students and (2) to help students to explore extra-curricular options, such as arts, sports, and technology.
<b>Summer Plan Logistics</b>	<ol style="list-style-type: none"> <li>1. Dates of Summer Academy: 7/8 - 8/1</li> <li>2. Type of Program:               <ol style="list-style-type: none"> <li>a. Early Start for incoming 6th Grade</li> <li>b. Extended Year for Current Students</li> </ol> </li> <li>3. Days per week: M-Th</li> <li>4. <b>Student</b> Start Time: 8am</li> <li>5. <b>Student</b> End Time: 2pm</li> <li>6. Lunch Time: 12:00-12:30</li> <li>7. Estimated # of Students: 150</li> <li>8. Total # of Classrooms Needed: 15</li> <li>9. Shared Facility Needs: Gym, Cafeteria, Field</li> <li>10. IT Programs/Apps Needed: none</li> <li>11. Coordinator(s) Name(s): Amy Park</li> </ol>
<b>Targeted Student Population and Total Projected Enrollment</b>	<ul style="list-style-type: none"> <li>● Students not meeting Spring MAP growth goals in ELA &amp; Math</li> <li>● High school students with failed classes or looking to earn more college credits</li> <li>● Incoming 6th Grade Students</li> </ul>
<b>Proposed Summer Partnerships (Student or teacher facing)</b>	<ol style="list-style-type: none"> <li>1. Name: Hope for Youth and Families Foundation Role: Electives Support (art/sports)</li> <li>2. Name: Jewish Family Services</li> </ol>

	<p>Role: Soccer Without Borders Support</p> <p>3. Name: Worcester State University Role: College Course Offerings</p>												
<b>Family Communication and Recruitment Planning Action Steps</b>	<p>1. Send out targeted invitations in May to compile attendance list + individual family meetings for high-need students</p>												
<b>After Recruitment Steps</b>													
<b>Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?</b>	<p>1. Complete staffing, schedule &amp; operations plan</p> <p>2. Complete communication &amp; incentives plan (solicit student input)</p> <p>3. Coordinate transportation</p>												
<b>Family and Student Communication Action Steps - once students have accepted</b>	<ul style="list-style-type: none"> <li>● Work during last week of June/first weeks of July to encourage attendance</li> <li>● Ongoing communication re: attendance</li> </ul>												
<b>Staffing Plan</b>	<table border="1"> <thead> <tr> <th style="background-color: #f4a460;">Staff Name</th> <th style="background-color: #f4a460;">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td>TBD</td> <td>3 Math Teachers</td> </tr> <tr> <td>TBD</td> <td>3 ELA Teachers</td> </tr> <tr> <td>TBD</td> <td>3 Science Teachers</td> </tr> <tr> <td>TBD</td> <td>2 Electives Teachers</td> </tr> <tr> <td>TBD</td> <td>3 College Adjuncts</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	TBD	3 Math Teachers	TBD	3 ELA Teachers	TBD	3 Science Teachers	TBD	2 Electives Teachers	TBD	3 College Adjuncts
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<b>Final Program Schedule</b>	<p>Monday-Thursday:</p> <ul style="list-style-type: none"> <li>● 8:00-8:30: Breakfast/Advisory</li> <li>● 8:30-9:30: Core Class #1</li> <li>● 9:30-10:30: Core Class #2</li> <li>● 10:30-11:30: Core Class #3</li> <li>● 11:30-12:30: Core Class #4</li> <li>● 12:30-1:00: Lunch</li> <li>● 1:00-2:00: Clubs</li> </ul>												
<b>Name and contact information for questions over the summer</b>	<p>1. <b>Primary</b> Contact Name: Amanda Gauthier Primary Contact Email: gauthiera@springfieldpublicschools.com Primary Contact Phone: (413) 885-5355</p> <p>2. <b>Backup</b> Contact Name: Amy Park Backup Contact Email: parka@springfieldpublicschools.com Backup Contact Phone: (908) 507-5969</p>												

**Priority 1:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions.

**Goals for Priority 1:**

1. Identify which key instructional areas (including or beyond discourse strategies) that ILT determines to be the next core areas for us to focus our instructional PD on in August.
2. The impact of our WTT strategies on student discourse and learning outcomes, as identified by NWEA MAP and teacher reflection data.

**To accomplish the goals above and make improvements in this priority area, our August PD will include:**

1. **August PD sessions (what will educators learn in August professional learning time?):**
  - Introduction to discourse strategies through jigsaw group work
  - Structures, systems, and routines implemented at Emergence Academy
  - Meeting as a PLC for 5 hours to begin to unpack standards and build foundational knowledge of discourse in each of our content areas
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - UnBound Ed Resources (from conference in Washington DC in July 2024)
  - EPL Program
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Ongoing training of MTSS and PBIS to include de-escalation training
  - Running effective team meetings/PLCs
  - Differentiated pathways for Friday PD sessions around discourse strategies
  - Ongoing discussion around equitable practice in the lens of anti-racism

**To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?**

Task	Owner
Ongoing coaching feedback using instructional walkthrough rubric	APs
Ongoing grade level chair meetings to support teacher leaders	Ramos
Hold Instructional Vision retreat for Administrative Team and Coaches	Gauthier
Create posters for group/partner norms, discussion frames, citing evidence and RACE posters for each classroom	Burdick
Continue EPL work to gain knowledge of effective professional development	EPL Participants

**Priority 2: Coherent Actions for Improving Assurances for Educational Equity.**

**Goals for Priority 2:**

1. We will continue to hone in on the key lesson planning elements during PD and PLCs to help teachers develop the skills for efficient and effective lesson planning. Further, we will continue to develop meeting structures that can be used during grade-level planning time to further develop teacher skills.
2. Create a plan for which instructional focuses will be the foundation for August PD and for the next school year (i.e. will we continue to focus on discourse opportunities as a way to grow content and language knowledge or will we shift another element to the forefront, such as creating multiple entry points).

**To accomplish the goals above and make improvements in this priority area, our August PD will include:**

1. **August PD sessions (what will educators learn in August professional learning time?):**
  - Overview of planning expectations and options for weekly planning templates
  - Meeting as a PLC for 5 hours to begin to unpack standards and build foundational knowledge of discourse in each of our content areas as well as systems and routines to support structures within classrooms
  - Overview of goals around assessments and daily exit tickets as a data collection tool to respond to the needs of students
  - Dedicated intervention planning time as grade level teams to be able to look at preliminary data and group students to meet their individual needs
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - Internationals Network
  - CORE - for literacy
  - Bridges through DESE Pilot Program (CoP)
  - Springpoint
  - School Empowerment Network
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Continue to work on equitable instruction through Friday PD sessions
  - Continue weekly PLC meetings to address efficient and effective lesson plan strategies
  - Continue biweekly Friday PD sessions that correlate with our instructional vision

**To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?**

Task	Owner
Provide feedback on lesson planning and implementation within the classroom weekly for teachers	Coaches
Teachers will set student learning goals for the year via TeachPoint	Coaches
Maintain a consistent meeting structure for both GLT and PLC with biweekly meetings for grade level chairs	APs / Grade Level Chairs
Meet with EPL coach to assist in planning high leverage PD sessions in PLC and Friday PD	Participants in EPL Program
Outline first 3 months of Friday PD sessions with differentiated pathways	Ramos