

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**

Forest Park

2024-25

School Plan

Educator Working Conditions: Forest Park

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. **Please add (or delete) rows/columns as needed.**

			Grades 6-8		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Staff and Students	Regular Day	7:20 AM	3:10 PM	7:50
2.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
3.	No School for Students / Full Day Staff PD - Special Hours	Special Staff PD Hours	12:00 PM	7:00PM	7:00
4.	Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD	7:20 AM	4:15 PM	8:55
5.	Regular Day for Staff and Students / Family Event	Regular Day	7:20 AM	3:10 PM	7:50
6.	Early Release for Students and Staff	Early Release	7:20 AM	11:40 AM	4:20

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 19th, 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 19th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/19/24		0 hrs

B. Other Events on or After August 19th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
-------------------	-----------	-----------------------------

Open House	9/25/24	2
Family Event #2	Varies	2
Family Event #3	Varies	2
Extra Help Weekly	30 mins weekly	19 hrs
TOTAL ADDITIONAL HOURS ON OR AFTER 8/19/24		25 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
Gr. 6-8 Staff Hours	0	1469.83	25	1494.83	188

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, behavioral and social-emotional progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with all members of the school to community to improve one’s instructional practices;
- Attending student-related meetings;
- Serving as a mentor and primary person to Advisory students;
- Participate in department, grade level, PLC and professional development opportunities; and
- Participate in staff recruitment and hiring processes as needed.

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):

- 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 and
- Substitute coverage of classes and duties of others who are absent from school;

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 30 minutes per week (totaling 19 hours throughout the year which is already accounted for in the calendars' total educator).

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:

- Reveal Math - offers a print student edition and online student experience that actively engages students in building, connecting and applying knowledge all the while utilizing a student-centered personalized environment. Rated "Meets Expectations" by EdReports for 6-8 grade.
- ALEKS for intervention - linked to Reveal (and links to MAP)

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 are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, and beachwear is not permitted.

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 9/10/2024.



**Springfield Public Schools
2024-2025 Student Calendar
Forest Park Middle School
46 Oakland Street, Springfield, MA 01108**



Student Hours 7:25 AM - 3:05 PM

Teacher Hours 7:20 AM - 3:10 PM; 7:20 AM - 4:15 PM (on specific extended Tuesdays)

Aug 22: Welcome back BBQ
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 3: Schools Closed - Teacher PD Day
Sep 25: Family Event - Open House

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 18: Family Event

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 29: Family Event

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 18: Schools Closed - Good Friday
Apr 21: Schools Closed - Patriots Day
Apr 22 - 25: 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
Nov 11: Schools Closed - Veterans Day
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 28: Family Event

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 11: Family Event
Dec 20: Early Release at 11:35am - Last day before holiday vacation
Dec 23 - 31: 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 19: Schools Closed - Juneteenth Day
Jun 23*: End of School Year - Early Release 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: Schools Closed - New Year's Day Observed
Jan. 6: Schools Closed - Teacher Professional Day
Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day
Jan 30: Family Event

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
 Early Dismissal - 11:35 a.m.
 Regular Day / Family Event



**Springfield Public Schools
2024-2025 Staff Calendar
Forest Park Middle School
46 Oakland Street, Springfield, MA 01108**



Student Hours	7:25 AM - 3:05 PM
Teacher Hours	7:20 AM - 3:10 PM; 7:20 AM - 4:15 PM (on specific extended Tuesdays)

Aug 19-23: Teacher PD

Aug 22: Special Hours 12-7pm
Welcome Back BBQ

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
19	20	21	22	23
26	27	28	29	30

Feb 4: Extended Day

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 3 Schools Closed - Teacher PD Day

Sep 10: Extended Day

Sep 25: Family Event - Open House

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 4: Extended Day

Mar 18: Family Event

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 1: Extended Day

Oct 14: Schools Closed - Indigenous People's Day

Oct 29: Family Event

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 1: Extended Day

Apr 18: Schools Closed - Good Friday

Apr 21: Schools Closed - Patriots Day

Apr 22 -25: 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

Nov 11: Schools Closed - Veterans Day

Nov 12: Extended Day

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 6: Extended Day

May 26: Schools Closed - Memorial Day

May 28: Family Event

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 3: Extended Day

Dec 11: Family Event

Dec 20: Early Release for Students & Staff - Last day before holiday vacation

Dec 23 - 31: 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			

June 3: Extended Day

Jun 19: Schools Closed - Juneteenth Day

Jun 23*: End of School Year - Early Release 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: Schools Closed - New Year's Day Observed

Jan 6: Schools Closed - Teacher Professional Day

Jan 7: Extended Day

Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

Jan 30: Family Event

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
- Staff Early Release at 11:40am
- Special Staff PD Hours (see detail)
- Regular Day + PD until 4:15pm
- Full Day PD from 8am-3pm
- Regular Day / Family Event

School Priority Levers Form: Forest Park Middle School

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

- TLT members presented Phase 4 data to the faculty at the December staff meeting and brought feedback from those conversations to Phase 1 planning
- TLT members met with the educators they represented, shared SQR and mid-year data and brought their thoughts and ideas to a TLT meeting to refine the draft of the Phase 1 templates (educator working conditions, priorities, calendar)

Priority 1

Selected Lever: Equity and Improvement Lever #1

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

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

Data: The results of our school quality review indicate that while we have made progress on providing time for educator collaboration as well as access to support for students, we are not currently seeing changes in instructional practices across the school.

Working Theory: We believe that by refining our instructional vision to ensure it clearly articulates what classrooms should look and sound like when students are engaged in critical thinking and taking ownership, our student achievement will improve in math and ELA. SQR results indicate a focus needed on our instructional vision (1b) and providing aligned feedback. Keeping our master schedule for next year, which was identified as a strength (1j), will continue to allow for educators to attend PLCs by both department and grade level for collaboration.

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

- How do we ensure our instructional vision is actionable, clear?
- What has improved this year? (We should keep doing)
- What areas still need to be addressed? (We need to adjust or start doing)
- How do we ensure all stakeholders understand their role in our instructional vision?
- What professional development do we need to support educators with this?

Priority 2

Selected Lever: Equity and Improvement Lever #2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

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

Data: Schoolwide MCAS 2023 data for both Math (481) and ELA (476) score in the partially meeting expectations range. While MAP data indicates we are making growth, our winter data shows we are not meeting growth targets.

Working Theory: As a school we must consistently push students to meet grade level standards. We have adopted aligned curricula; however, educators are still doing the heavy lifting, and classrooms are at varying stages of engaging students in thinking and learning (SQR 2023). We will work with teachers to help students facilitate their own learning. When lesson planning in department PLCs, scaffolds to access grade level work should be explicit for exceptional learners and students not yet meeting grade level expectations.

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

- How can we support teachers planning rigorous lessons with appropriate scaffolds and entry points?
- System to ensure aligned feedback on lesson planning and implementation from administrators and instructional coaches
- How can we ensure all teachers deeply understand their grade-level content standards?

Priority Levers Goals: Forest Park Middle School**Priority 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities**

Working Theory of Change: We believe that by refining our instructional vision to ensure it clearly articulates what classrooms should look and sound like when students are engaged in critical thinking and taking ownership, our student achievement will improve in math and ELA. SQR results indicate a focus needed on our instructional vision (1b) and providing aligned feedback. Keeping our master schedule for next year, which was identified as a strength (1j), will continue to allow for educators to attend PLCs by both department and grade level for collaboration.

Progress made thus far (synthesis from faculty): We have worked to improve our instructional vision by gathering input from staff and families. However, we still need a vision statement to drive work schoolwide and have it become ingrained in our culture. Through our work in the EPL an improved lesson plan template was created that aligns to the instructional vision. In addition, a new PLC was formed for Teaching Partners (paraprofessionals) to have a voice and direct access to administration for support and feedback. When we look at student results and talk to educators, it has become clear that there is not a unifying vision for instruction that drives pedagogy regardless of the curriculum that is being taught. Educators meet in content and grade level teams on a regular basis, but we are missing an opportunity to learn from each other on how to support all learners as we plan for instruction or how to best ensure that our classrooms are responsive to our students.

Where we run into obstacles (synthesis from faculty):

- Growth mindset for students and teachers.
- Student Ownership – clearly defining student ownership and how do we hold students to the expectations.
- Behavior Management - Consistency with teachers supporting classroom expectations in support of the school wide instructional vision. When behaviors are escalated it is difficult to consistently implement student centered lessons.

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

1. **All staff to Internalize the instructional vision and provide school wide support for classroom implementation (What).**
2. **Professional development on teaching and engagement strategies as well as collaboration time to discuss how it is going and what are the successes/struggles during implementation (How).**
3. **Refine and utilize the classroom visit walkthrough (Instructional team and peer-to-peer) tool aligned to the new lesson plan template and Instructional Vision.**
4. **Systematize behavioral supports and restorative practices.**

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

- Roll out updated Instructional Vision and begin work on understanding and internalizing the goals.
- Choose one engagement strategy to begin to learn about and work to implement in September lessons.
- Training and practice on school wide behavioral supports and restorative practices.

Priority 2: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

Working Theory of Change: As a school we must consistently push students to meet grade level standards. We have adopted aligned curricula; however, educators are still doing the heavy lifting, and classrooms are at varying stages of engaging students in thinking and learning (SQR 2023). We will work with teachers to help students facilitate their own learning. When lesson planning in department PLCs, scaffolds to access grade level work should be explicit for exceptional learners and students not yet meeting grade level expectations.

Progress made thus far (synthesis from faculty):

- We have over the last few years adopted an aligned curriculum in all subjects.
- Math has piloted Reveal this year which provides both exploratory and teacher guided instruction with a standards aligned focus.
- Percentage of staff following curricula with fidelity has increased.

Where we run into obstacles (synthesis from faculty):

- Not all educators are consistently planning daily lessons that meet school wide expectations.
- Educators need to build confidence to release students to do the work and not feel like student independence means losing control of the room.
- Additional supports are needed for educators to provide appropriate scaffolds rather than reducing rigor of tasks.

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

1. **Clear lesson plan expectations that demonstrate standards alignment and where students are doing the critical thinking / the work.**
2. **Move towards teaching strategies that create more student-centered / student-led classrooms.**
3. **Better understanding of effective scaffolds and when/how to remove them.**

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

- Lesson planning time to practice and implement with a new planning template that focuses on standards alignment and student centered tasks
- Begin a professional development series on effective scaffolding strategies

Phase II - Summer Learning Plan: Forest Park

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: Forest Park Middle School	
INITIAL SUMMER PLANNING	
Design Team Members	<ul style="list-style-type: none"> ● Sara Macon ● Kimberly O'Grady
Summer Plan Vision	To welcome incoming 6th graders to enhance their transition to middle school. Also, to provide additional academic and social emotional support to targeted rising 7th and 8th graders
Summer Plan Logistics	<ol style="list-style-type: none"> 1. Dates of Summer Academy: 7/8/24 - 8/1/24 2. Type of Program: Early start & extended year 3. Days per week: Mon - Thursday 4. Student Start Time: 8:00am 5. Student End Time: 1:00pm (Extended Enrichment offered until 4pm with HFYF) 6. Lunch Time & Duration: 12:30 - 1:00 pm 7. Estimated # of Students: 50 8. Total # of Classrooms Needed: 3 9. Shared Facility Needs: Cafeteria 10. IT program/apps needed: N/A 11. Coordinator(s) Name(s): Kimberly O'Grady
Targeted Student Population and Total Projected Enrollment	<ul style="list-style-type: none"> ● Early start for all 6th graders interested ● Target recruitment towards Exceptional Learners and other Tier two students who may benefit from additional support and extended year.
Proposed Summer Partnerships (Student or teacher facing)	<ol style="list-style-type: none"> 1. Name: Hope for Youth and Families Role: Provide Enrichment opportunities for Summer Academy students as well as open up to other students for afternoon sessions for an enrichment camp. 2. Name: Mass Audubon Role: Two week camp in summer following summer school. Plan is to have as many students participate in both our Summer program and the Nature Camp.
Family Communication and Recruitment Planning Action Steps	<ol style="list-style-type: none"> 1. All call and printed flier to all families 2. Phone calls to confirm with families leading up to start date 3. Targeted phone calls to recruited students

After Recruitment Steps

<p>Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?</p>	<ol style="list-style-type: none"> Continued academic support to combat a backwards slide that can happen over the summer. Community building activities and social emotional learning through team games and activities. Build positive relationships between staff and students that will lead into a strong transition into next school year. 								
<p>Family and Student Communication Action Steps - once students have accepted</p>	<ul style="list-style-type: none"> Consistent communication with families. Ensure reminders about start dates and start/end times Meet with students prior to end of school year who are selected to attend Personal phone calls and mailings home in week leading up to start of Summer program 								
<p>Staffing Plan</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Staff Name</th> <th style="text-align: left;">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td>Kimberly O'Grady</td> <td>Coordinator - recruitment, logistics, attendance calls, teacher support</td> </tr> <tr> <td>Teacher 1</td> <td>Literacy focus classes & enrichment</td> </tr> <tr> <td>Teacher 2</td> <td>Math/Sci focus classes & enrichment</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	Kimberly O'Grady	Coordinator - recruitment, logistics, attendance calls, teacher support	Teacher 1	Literacy focus classes & enrichment	Teacher 2	Math/Sci focus classes & enrichment
Staff Name	Subject Area (i.e. Math Teacher)								
Kimberly O'Grady	Coordinator - recruitment, logistics, attendance calls, teacher support								
Teacher 1	Literacy focus classes & enrichment								
Teacher 2	Math/Sci focus classes & enrichment								
<p>Final Program Schedule</p>	<p>8-8:15 - <i>Breakfast</i> 8:15-9:15 - <i>Class 1</i> 9:15-10:15 - <i>Class 2</i> 10:15-11:15 - <i>Class 3</i> 11:15-12:15 - <i>Class 4</i> 12:15-12:35- <i>Lunch, then dismissal.</i></p>								
<p>Name and contact information for questions over the summer</p>	<ol style="list-style-type: none"> Primary Contact Name: Kimberly O'Grady Primary Contact Email: ogradyk@springfieldpublicschools.com Primary Contact Phone: (413) 787-7420 Backup Contact Name: Sara Macon Backup Contact Email: macons@springfieldpublicschools.com Backup Contact Phone: (413) 437-0428 (google voice #) 								

Priority 1: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities

Goals for Priority 1:

1. All staff to Internalize the instructional vision and provide school wide support for classroom implementation (What).
2. Professional development on teaching and engagement strategies as well as collaboration time to discuss how it is going and what are the successes/struggles during implementation (How).
3. Refine and utilize the classroom visit walkthrough (Instructional team and peer-to-peer) tool aligned to the new lesson plan template and Instructional Vision.
4. Systematize behavioral supports and restorative practices.

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?):**
 - Workshop on Instructional Vision and planning expectations
 - Growth mindset
 - Schoolwide expectations and behavioral tiered support
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - EPL (Edna)
 - Getting Better Faster Scope and Sequence (text)
 - CORE (Garla)
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Ongoing training in promoting a welcoming and inclusive classroom and de-escalation strategies
 - Individual coaching plan for each teacher
 - Running effective PLC and planning meetings

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

Task	Owner
Instructional vision and professional development plan alignment retreat Administrative Team	Administrative Team
Create template for individual coaching cycles	Administrative Team
Create tiered behavior support system and training documents	Administrative Team
Align classroom walkthrough tool to instructional vision and lesson plan template	EPL
Ensure collaboration time is in master schedule	Principal
Determine engagement strategies and design trainings and implementation guides	Instructional Leadership Team
Schedule weekly walkthroughs with Instructional Team	Principal

Priority 2: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

Goals for Priority 2:

1. Clear lesson plan expectations that demonstrate standards alignment and where students are doing the critical thinking / the work.
2. Move towards teaching strategies that create more student-centered / student-led classrooms.
3. Better understanding of effective scaffolds and when/how to remove them.

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?):**
 - Define what a student-centered classroom looks, sounds, and feels like
 - Lesson plan expectations and coaching cycles
 - Work with new lesson plan template by content area with support from coaches/administration
 - Introduce effective scaffolds
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - EPL
 - ETL / Sp.Ed. Department
 - Get Better Faster Trajectory and apply learning from RELAY
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Ongoing learning on effective types of scaffolds, determining when and how to use in the classroom
 - Ongoing sessions on implementation of each section in lesson plan template
 - Teaching strategies that support a student-centered / student-led classroom

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

Task	Owner
Plan professional development session	Instructional Leadership Team
Define student-centered classrooms and plan learning experience for teachers to build understanding and refine schoolwide definition	Instructional Leadership Team
Determine schoolwide scaffold techniques and roll-out / supports to teachers	Instructional Leadership Team
Work with new EPL team members to create individual projects that support this work	EPL Team
Assign a coach for each educator and determine focus of coaching cycles	Administrative Team