

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.



Impact Prep

2024-25

School Plan

Educator Working Conditions: Impact Prep

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		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:25AM	3:20PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:25AM	11:05PM	3:40
3.	Special Student Early Release	Special Staff Early Release	7:25AM	1:00PM	5:35
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30AM	3:00PM	6:30
5.	Extended Day	Regular Day + PD	7:25AM	4:20PM	8:55

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
After School Extra Help Hours (M, W & Th.)	1x per month Sep-May	9
Back to School BBQ	8/22/24	2
Learning Showcase Event	10/15/24	2
Family Engagement Events	12/17/24 & 5/13/25	4
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24		17 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	1463.50	17	1480.50	186

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;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;

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;
- 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 60 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.

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, beach wear, and flip flops 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 09/3/2024.



**Springfield Public Schools
2024-2025 Student Calendar
Impact Prep
355 Plainfield Street, Springfield MA 01104**



Student Hours 7:25 AM - 3:05 PM; *see calendar for special student early release days

Teacher Hours 7:25 AM - 3:20 PM (M-Fri) ; 7:25 AM - 4:20 PM (on special extended Tuesdays)

Aug 22: Family Event / Back-to-school 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

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				

March 2025

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 11: Early Release at 1:00pm
Oct 14: Schools Closed - Indigenous People's Day
Oct 15: 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 (Election 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 13: Family Event
May 23: Early Release at 1:00pm
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
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Dec 17: Family Event
Dec 20: Early Release for Students at 11:05am
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 at 11:05am

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 for Students and Staff
Jan 17: Early Release at 1:00pm
Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

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
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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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Aug 19 - 22: Teacher PD
Aug 22: Family Event
Aug 23: Convocation
Aug 26: School Begins

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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
- Staff Early Release at 11:05am
- Regular Day + PD until 4:20pm
- Full Day PD from 8:30am-3:00pm
- Staff Early Release at 1:00pm

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

- TLT members drafted and sent out a survey to all Unit A members to gain feedback on potential changes to the Educator working conditions & calendar
- TLT members reviewed mid-year MAP, SQR, and Insight survey data
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to inform the group around potential SY 24/25 priorities

Priority 1

Selected Lever: Level 4

Text of Lever: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

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

Data: An area of focus from the SQR was Families as Partners (4g). The SQR noted that "...most family members reported being eager for more opportunities to engage with teachers concerning their children as students".

Working Theory: Over the past two years parents have consistently shown up in strong numbers for events directly associated with their student's education including Open Houses and Honor Roll Breakfasts. We've seen significantly less participation in other events such as Family Game Night and Family Dinners. This data combined with the results of the SQR interview with families suggest that our families are most interested in events/ activities that allow them greater insight into their students academic progress as opposed to events/activities that are more communal.

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

- In addition to Open House and Honor Roll breakfast, what other events can we plan to highlight academics and inform parents around their student's progress
- What do families want? And how much is too much in a given year?
- How can we give students opportunities to take ownership in the planning, preparation and execution of these events?

Priority 2

Selected Lever: Level 3

Text of Lever: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

Data: Our lowest categories in the Teacher Insight Survey were Learning Environment, Academic Expectations and Academic Opportunity. While our results are above the SEZP average they are below the Top Quartile by 0.8, 1 and 0.8 points respectively.

Working Theory: While our Restorative Practice model has been effective in reducing external suspensions, there is more growth necessary as a staff to address the needs of our Tier 3 SEL students and our students who are currently exhibiting Tier

3 behaviors due to a recent traumatic event. We have built anti-racist systems however we still need to improve in the areas of:

1. Preparing to support students before trauma happens,
2. Measuring the efficacy of different aspects of our systems (specifically, how do we measure whether an SEL treatment is working?) and,
3. Continuing to grow all staff capacity and knowledge regarding the implementation of culturally responsive, trauma informed educational systems (including each member's specific roles in it).

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

- How do we prepare our current system for the eventuality that a student will experience trauma and need an immediate set of supports to be implemented and monitored?
- How do we make sure that every child has built a positive relationship with at least one adult on their grade level team?
- How do we better support classrooms in the short term when students are exhibiting Tier 3 behaviors while developing a longer term support plan for that student.
- Where/how do we continue our education as a staff surrounding anti-racist, culturally responsive and trauma informed care?

Priority Levers Goals: Impact Prep

Priority 1: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

Working Theory of Change: Over the past two years parents have consistently shown up in strong numbers for events directly associated with their student's education including Open Houses and Honor Roll Breakfasts. We've seen significantly less participation in other events such as Family Game Night and Family Dinners. This data combined with the results of the SQR interview with families suggest that our families are most interested in events/ activities that allow them greater insight into their students academic progress as opposed to events/activities that are more communal.

Progress made thus far (synthesis from faculty):

The Honor roll breakfast continues to be a success with more than 30 families showing up to the Q3 breakfast and 5 families signing an interest form to become a part of our Parent Council. This is further confirmation of our working theory that parents are more interested in events that showcase their students' learning. Our faculty suggested that we consider events that have been successful in other schools like Student Led Family Conferences (SLFCs) that will give our students an opportunity to show their academic progress to their parents.

Where we run into obstacles (synthesis from faculty):

- Activities like student led family conferences require significant investments in outreach to ensure that all or most families are represented.
- There are logistical hurdles to making sure that all families/caregivers get scheduled into time slots that are convenient for them.
- We need a meaningful family/caregiver substitute for students whose families are simply unable to attend in person or via zoom.

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

1. **We'd need to learn more effective ways for our educators to build positive relationships with our families.**
 - a. Summer/Late August outreach
 - b. Consistent teacher and grade level team communication
2. **We'd need to create a format for the SLFCs or any other academic progress events that makes them meaningful, organized and consistent.**
 - a. What does a schedule look like
 - b. How do families sign up
 - c. Do we set up a Zoom option
 - d. How many per year?
 - e. How do we track whether families are engaged/satisfied with the results

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

- We need to learn how to help students collect appropriate work and develop a script for them to use during SLFCs.
- We need to determine how we communicate to families around the timing and purpose of SLFCs.
- We need to review with educators systems created to help teachers manage communication with families.

Priority 2: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.

Working Theory of Change: While our Restorative Practice model has been effective in reducing external suspensions, there is more growth necessary as a staff to address the needs of our Tier 3 SEL students and our students who are currently exhibiting Tier 3 behaviors due to a recent traumatic event. We have built anti-racist systems however we still need to improve in the areas of:

1. Preparing to support students before trauma happens,
2. Measuring the efficacy of different aspects of our systems (specifically, how do we measure whether an SEL treatment is working?) and,
3. Continuing to grow all staff capacity and knowledge regarding the implementation of culturally responsive, trauma informed educational systems (including each member's specific roles in it).

Progress made thus far (synthesis from faculty):

Our grade level STAT teams are fully functioning and servicing students and families. STAT teams meet every 3 weeks to determine whether new students should be added to the caseload and review the progress of students who were previously identified for the STAT process. There were several students who were successfully removed from the STAT team caseload after treatments were deemed to have been effective.

Where we run into obstacles (synthesis from faculty):

- It can be difficult to apply effective treatments when the school and the family aren't on the same page.
- Measurement of SEL treatments continues to be an inexact science.
- Continued learning around culturally responsive trauma informed systems can be difficult when we need to use some extended days for other business.

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

1. **We need to learn strategies for creating strong relationships with families built on trust.**
2. **We need to continue our learning around adolescent development during middle school.**
3. **We need to create a schedule for extended day learning that holds at least some time in every extended day sacred for continued learning around culturally responsive trauma informed systems.**

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

- We would like to include significant GLT time to review new structures around parent communication and plan for sustained engagement of and communication w/ families
- We would like to review and refresh our learning from previous PDs such as our BRYT and RCD trainings from last year.

Phase II - Summer Learning Plan: Impact Prep

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: Impact Prep	
INITIAL SUMMER PLANNING	
Design Team Members	<ul style="list-style-type: none"> ● Fred Hurst ● Shauna-Gaye Staine ● Bonnie Ramos
Summer Plan Vision	Continue working with community partners like New North Citizens Council Inc. (NNCC) to provide engaging programming for our students.
Summer Plan Logistics	<ol style="list-style-type: none"> 1. Dates of Summer Academy: 7/8 - 8/1 2. Type of Program: Summer Camp 3. Days per week: Monday - Thursday 4. Student Start Time: 9 am 5. Student End Time: 2 pm 6. Lunch Time: 12 - 12:30 pm 7. Estimated # of Students: 60 8. Total # of Classrooms Needed: 8 9. Shared Facility Needs: Gym, Cafeteria, Auditorium 10. IT Programs/Apps Needed: N/A 11. Coordinator(s) Name: To be provided by New North Citizens Council Inc.
Targeted Student Population and Total Projected Enrollment	<ul style="list-style-type: none"> ● 30 students identified through MAP scores who are not meeting their RTI scores or who did not grow. ● Students struggling with Social and Emotional needs after interventions have been put into place.
Proposed Summer Partnerships (Student or teacher facing)	<ol style="list-style-type: none"> 1. Name: New North Citizens Inc. Role: Senior Director of Youth Services Joesiah Gonzalez Student facing 2. Name: Springfield Ballers Organization Role: Student Facing Lorena Recca

Family Communication and Recruitment Planning Action Steps	<ul style="list-style-type: none"> ● Creation of flyer for parents and students translated into spanish by the Family Engagement Coordinator ● Use of social media platforms to promote the camp ● Deanslist posting ● Individual phone calls families 								
After Recruitment Steps									
Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	<p>Students will have a structured experience for the summer where they interact with their peers, they will be asked to do unfamiliar tasks, and have new experiences. Summer courses will provide a way for students to truly build their social emotional skills.</p>								
Family and Student Communication Action Steps - once students have accepted	<ul style="list-style-type: none"> ● Permission to attend is signed by parents ● Students will be assigned a schedule based on specified needs areas. 								
Staffing Plan	<table border="1" data-bbox="456 709 1516 863"> <thead> <tr> <th data-bbox="456 709 987 747">Staff Name</th> <th data-bbox="987 709 1516 747">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 747 987 785">Staff from NNCC</td> <td data-bbox="987 747 1516 785">Running the classes</td> </tr> <tr> <td data-bbox="456 785 987 823">Staff from Ballers Organization</td> <td data-bbox="987 785 1516 823">Running the classes</td> </tr> <tr> <td data-bbox="456 823 987 863">Staff from NNCC</td> <td data-bbox="987 823 1516 863">Coordinator</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	Staff from NNCC	Running the classes	Staff from Ballers Organization	Running the classes	Staff from NNCC	Coordinator
Staff Name	Subject Area (i.e. Math Teacher)								
Staff from NNCC	Running the classes								
Staff from Ballers Organization	Running the classes								
Staff from NNCC	Coordinator								
Final Program Schedule	<p>9-9:15: Breakfast 9:17-11:45 Run By Ballers and New North 11:47- 12:27: Lunch 12:29-1:07: Production 1:09- 1:57: Run by Ballers and New North 1:57-2:00: Dismissal</p>								
Name and contact information for questions over the summer	<ol style="list-style-type: none"> 1. Primary Contact Name: Bonnie Ramos Primary Contact Email: ramosb@springfieldpublicschools.com Primary Contact Phone: 413-750-2333 2. Backup Contact Name: Shauna-Gaye Staine Backup Contact Email: staines@springfieldpublicschools.com Backup Contact Phone: 413-750-2333 								

Strategic Action Plan: Impact Prep

Priority 1: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

Goals for Priority 1:

1. We'd need to learn more effective ways for our educators to build positive relationships with our families.
 - a. Summer/Late August outreach
 - b. Consistent teacher and grade level team communication
2. We'd need to create a format for the SLFCs or any other academic progress events that makes them meaningful, organized and consistent.
 - a. What does a schedule look like
 - b. How do families sign up
 - c. Do we set up a Zoom option
 - d. How many per year?
 - e. How do we track whether families are engaged/satisfied with the results

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?):**
 - Educators will review the results of student support outreach to caregivers during the summer
 - 7th and 8th grade educators will meet with educators from the previous grades to review results of the previous years STAT process.
 - 6th grade educators will meet with administration to review the results of summer outreach and meetings with elementary school counselors regarding rising 6th graders and their caregivers.
 - Grade level teams will create a newsletter template to be shared with caregivers monthly
 - Grade level teams (with the support of administration) will begin the planning/logistical process for Student Led Family Conferences
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Chestnut TAG - (years of experience executing student lead family conferences)
 - Brightwood/Lincoln Elementary
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - How stay engaged with families so they feel like partners in our work
 - How to coach students to complete, review, organize and present work for Student Led Family Conferences

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

Task	Owner
Contact families of tier II and tier III rti students from 2023/2024	AP for student support
Contact all families of rising sixth graders	AP for student support
Conduct meetings with counselors from major feeder schools	AP for student support
Plan and schedule Student Led Family Conferences	Administration

Priority 2: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.

Goals for Priority 2:

1. We need to learn strategies for creating strong relationships with families built on trust.
2. We need to continue our learning around adolescent development during middle school.
3. We need to create a schedule for extended day learning that holds at least some time in every extended day sacred for continued learning around culturally responsive trauma informed systems.

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?):**
 - Review/revise our Foundational Truths to strengthen our shared understandings of what it means to be an educator at Impact
 - Review/revise our Core Competencies
 - Review our revised Community Repair process
 - Review our year long PD schedule
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - SEZP - Carolina Martinez
 - PEAR SEL
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - We will continue adult learning of our Core Competencies
 - Emotional Regulation
 - Conflict Resolution
 - Growth Mindset
 - Relationship Building

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

Task	Owner
Draft Foundational Truths	Leadership Team
Draft Core Competencies	Leadership Team
Plan Extended Day Calendar and Topics	Leadership Team
Develop Tool for Measuring mastery of Core Competencies	Administration