SEZP // Springfield Empowerment Zone Partnership

Springfield Legacy Academy

2024-25 School Plan

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.

	Day Type	Staff Category	Grades 6-8		
			Start time	**End time**	**Hrs:Min**
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	3:10 PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:05 AM	3:50
3.	Regular Day + PD	Regular Day + PD	7:15 AM	3:45 PM	8:30
4.	Chestnut Early Release	Special Staff Early Release	7:15 AM	1:00 PM	5:45
5.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	2:00 PM	6:00
6.	Regular Day / Parent Conferences	Regular Day + PD	7:15 AM	3:45 PM	8:30
7.	Regular Day / Extra Help	Regular Day + PD	7:15 AM	3:45 PM	8:30

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
Fall Open House	September 17, 2024	1.58
Fall Learning Showcase	Fall 2024 (exact date TBD)	1.5
Spring Learning Showcase	Spring 2025 (exact date TBD)	1.5
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24		4.58 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	1475.25	4.58	1479.83	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 progress of students
- Preparation of individual student weekly reports, progress reports, and report cards
- Work regularly with school administrators and colleagues to improve one's instructional practices
- Attend student-related meetings, not limited to IEP's and 504's
- Provide extra help after school
- Parent Conferences (already built into the calendar)
- Attend Learning Showcases

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 (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;
- All educators will be required to have weekly lesson plans available each Monday at 7:15am, if Monday is a holiday then lesson plans will need to be available the following school day.
- 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. <u>After School Support for Students</u>

Teachers will work after school each week to provide after school help not exceeding 45 minutes per week. The day of the week that educators will be required to stay after is dependent on the subject taught - **Wednesday** = ELA, SLA, ESL, and Science and **Thursday** = Social Studies, Math, Special Education (Inclusion and SEBs), Electives, and Counselors. These extra help hours are accounted for in the total educator hours on the calendar.

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.

> Springfield Legacy Academy will add culturally-responsive materials to lessons to align with standards-based curriculum. We will explore vetted curriculum like "History Unerased '', including primary source documents that reflect culturally diverse experiences. In PLC's educators will collaborate and explore the topics to include in the current curriculum.

6. **Notices and announcements**

Teachers will be notified in advance a minimum of one school week 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 9/3/2024.

Springfield Public Schools
2024-2025 Student Calendar
Springfield Legacy Academy
355 Plainfield St. Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:25 AM - 3:05 PM ; see calendar for special early release days
Teacher Hours	7:15 AM - 3:10 PM (M-Fri) ; 7:15 AM - 3:45 PM (on extended days; see calendar for specific extended days)

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

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

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 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
26	27	28	29	30

Dec 20: Early Release at 11:05am - 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 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 – Teacher PD Day

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
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
■ Student Early Release at 11:05am
■ Special Student Early Release at 1:00pm

FINAL - APPROVED BY THE SEZP BOARD

Springfield Public Schools
2024-2025 Staff Calendar
Springfield Legacy Academy
355 Plainfield St. Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

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Aug 19-23: Teacher PD

Aug 23: Convocation

Aug 26: School Begins

August 2024

MON	TUE	WED	THU	FRI
			1	2
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17	18	19	20	21
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Sep 2: Schools Closed - Labor Day

Sep 3: Schools Closed – Teacher PD Day

Sep 17: Open House (evening)

September 2024

MON	TUE	WED	THU	FRI
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17	18	19	20	21
24	25	26	27	28
31				

Oct 11: Early Release for Students & Staff at 1:00pm

Oct 14: Schools Closed - Indigenous People's Day

October 2024

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14	15	16	17	18
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Apr 21: Schools Closed - Patriots Day

Apr 22 -25: Schools Closed - Spring Vacation

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Dec 23 - 31: Schools Closed - Holiday Vacation

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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 11:05am**
- **Regular Day + PD until 3:45pm**
- **Full Day PD from 8:00am-2:00pm**
- **Staff Early Release at 1:00pm**
- **Parent Conferences until 3:45pm**
- **Extra Help until 3:45pm**

FINAL - APPROVED BY THE SEZP BOARD

School Priority Levers Form: Springfield Legacy Academy

SEZP // Springfield Empowerment Zone Partnership

Ways in which the faculty was engaged in Phase 1 of School Planning:
- TLT Members met one on one with colleagues
- Grade Level Meetings to review data and talk about draft priorities
- Written email feedback loop

Priority 1

Selected Lever: Lever 2

Text of Lever: Frequent feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and 'bite-sized' next steps based on the teaching rubric and most recent Equitable Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with the school-wide instructional vision and teachers know what is expected of them based on feedback.

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

Data: Only 29.4% of all students met growth targets for ELA on winter MAP. Currently, Legacy implements guided planning sessions daily with Math, ELA and Science.

Working Theory: We believe that these low percentages of progress are related to fidelity of implementation of grade level lessons during core instruction consistently across all classrooms. The results of our quality school review indicate that while we have an area of strength in standard 2k (educator collaboration) and are making progress in standard 2j (aligned feedback), we are not currently seeing changes in instructional practices across all content areas. Some classrooms still struggle with effective planning of standard-aligned lessons (2l - effective planning) and effective use of high-leverage checks for understanding in either the core or intervention blocks (2f data-driven instruction).

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What are the best practices that anchor our instructional work as aligned to the Framework for Equitable Schools?
- Do we have a clear instructional vision and do our professional learning sessions help teachers gain skills in common instructional practices?
- Are teachers using the built-in supports from our ELA curriculum?
- How do all teachers work together to support each other to plan for instruction?
- What data is being used to inform targeted intervention?
- How is data collected and utilized to inform planning of core lessons?
- How are teachers' progress monitoring during the intervention block?
- Checking for understanding?
- Student to student discourse
- What training/coaching do teachers need to be able to effectively plan and implement standards-aligned lessons?
- How is coaching individualized for teachers? Is feedback aligned to best practices?
- What is the efficacy of coaching to improve fidelity of implementing standards-aligned lessons? How is that data tracked and shared with educators?
- How do all teachers work together to support each other to plan for instruction?
- How are *all* teachers across the school teaching literacy skills that support literacy and oracy development in students?
- How are PLCs being utilized to leverage student outcomes?

Priority 2
Selected Lever: 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: - 1.3 MAP RIT Score differential in Reading score between Fall and Winter

Working Theory: Our student outcomes indicate that our school needs to increase the quality of student-specific, targeted support and instruction for access to grade level, aligned, core instruction (improvements in schedule made this year). In our SQR report, our school received a developing score in 3a (intervention system) and 2m (targeted planning). However, while all students have time in their schedules for daily intervention, our intervention system has not evolved into academic treatments that are customized and individualized to meet the needs of each learner through implementation of instructional strategies that lead to rigorous student work and discussions (2b - Student ownership).

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What is happening in core instruction to support all learners in mastering the lesson's objective(s)?
- Do all students have equal access to grade level curriculum? Have all teachers received training in effective scaffolds?
- Are we over-scaffolding and not allowing for productive struggle?
- How are teachers' progress monitoring during the intervention block?
- Are teachers aware of what individual students' gaps are? Are students grouped according to that data?
- Do teachers understand student data to inform planning of intervention lessons? What data is being used to inform targeted intervention?
- How do PLCs support teacher development?

Priority 1: Frequent feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and bite-sized' next steps based on the teaching rubric and most recent Equitable Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with the school-wide instructional vision and teachers know what is expected of them based on feedback.

Working Theory of Change: We believe that these low percentages of progress are related to fidelity of implementation of grade level lessons during core instruction consistently across all classrooms. The results of our quality school review indicate that while we have an area of strength in standard 2k (educator collaboration) and are making progress in standard 2j (aligned feedback), we are not currently seeing changes in instructional practices across all content areas. Some classrooms still struggle with effective planning of standard-aligned lessons (2l - effective planning) and effective use of high-leverage checks for understanding in either the core or intervention blocks (2f data-driven instruction).

Progress made thus far (synthesis from faculty):
When we look at student results and talk to educators, 67% teachers said they made progress implementing coaching. Evidence suggests that the coaching tracker was useful for all stakeholders, however, the frequency of coaching still needs to improve given that coaching frequency started off strong but throughout the school year other issues seemed to take priority over coaching. Additional feedback has made it clear that while there are pockets of excellent pedagogy, a unified instructional vision needs to drive Instruction including but not limited to pedagogical support for special education teachers.

Where we run into obstacles (synthesis from faculty):
1. Systematic process to address student behaviors.
2. Special education coaching did not occur after staffing change.
3. Frequency and consistency in coaching feedback dwindled mid way through the year due an uptick in discipline issues.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **We need to to increase the effectiveness coaching and feedback cycles**
    a. Ensure coaching and feedback cycle aligns curriculum planning and pedagogy to improve educator teaching and learning practices
    b. All educator coaching should be driven by SMART goals and include intervention strategies
2. **Enhance the effectiveness of PLC's**
    a. Develop a consistent protocol for PLCs that includes progress indicators (pyramid)
    b. Set up peer observations to observe effective instruction
    c. Administer a monthly survey to educators for feedback on the impact/effectiveness of coaching
    d. Utilize student data to identify student goals
    e. Develop a pedagogical improvement map

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- During IEP meetings, ensure IEP goals are SMART goals
- Dive into student data and utilize the Self Assessment to inform educator goals for coaching
- Survey educators on their understanding of the coaching system and approach, as connected to school vision and mission
- Clearly define the coaching system at Legacy (including improvement map)
- Identify best practices aligned to the school vision and mission
- Dig into curriculum resources to identify specific ways to ensure all learners have entry points to standards-aligned lesson tasks
- Competency (academic monitoring) laps will be a focal point for collaborative planning sessions

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

Working Theory of Change: Our student outcomes indicate that our school needs to increase the quality of student-specific, targeted support and instruction for access to grade level, aligned, core instruction (improvements in schedule made this year). In our SQR report, our school received a developing score in 3a (intervention system) and 2m (targeted planning). However, while all students have time in their schedules for daily intervention, our intervention system has not evolved into academic treatments that are customized and individualized to meet the needs of each learner through implementation of instructional strategies that lead to rigorous student work and discussions (2b - Student ownership).

Progress made thus far (synthesis from faculty):
Over the last 3 years the Legacy instructional model included co-teaching and 30 minutes daily focused on interventions to bridge learning gaps. Moving forward, Legacy will continue to provide time for students to address unfinished learning outside of the core academic block. All educators will be involved in providing students opportunities for targeted intervention. However, staff surveys have revealed that 73% of educators believe that as a school, we have not addressed unfinished learning because of student behaviors, staffing, and training on literacy development.

Where we run into obstacles (synthesis from faculty):
- High academic, SEL and behavioral needs within the student population lend itself to a vast degree of differentiation instructional strategies.
- Culture of learning is not yet fully established at the school. Faculty report that expectations are not consistent and clear for all stakeholders making follow-through challenging.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. **During weekly PLC's, educators will have the opportunity to learn from each other on how to support all learners.**
   a. Educators will be supported in identifying specific scaffolds to ensure that all learners (including exceptional learners and multilingual learners) have full access to grade-level, standards-aligned work during core academic blocks
   b. Educators will group students according to their instructional needs, at the skill level
   c. Educators will be supported in using MAP and lesson level data to identify skill-level needs of students and the most appropriate intervention to apply during the WIN block
   d. Engage in lesson study cycles based on peer observations
2. **Utilize data to differentiate instruction for all learners**
   a. Establish a bi-weekly cycle for data analysis in PLCs (content teams)
   b. Utilize research-based data analysis protocols to ensure educators own the data analysis process, culminating in an action plan
   c. Engage in monthly MTSS/RIT meetings at the grade level

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Expand school community knowledge base on their role in a "School-wide Language & Literacy" approach
- Introduce data analysis protocol to all educators
- Explore lesson planning expectations for core and intervention lessons as it relates to language and literacy across the school
- Practice-based PD on identifying competency skills for monitoring and implementation of laps
- Introduce/solidify educators' understanding of their role in MTSS/RTI

Phase II - Summer Learning Plan: <u>Springfield Legacy Academy</u>

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 <u>this linked document</u> 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: Springfield Legacy Academy	
INITIAL SUMMER PLANNING	
Design Team Members	- Celeste Femia, Principal - Anna Lugo, Associate Principal - Dexter Miller, AP - Bonita Flores, AP - Mike Zeiner, AP
Summer Plan Vision	The summer plan vision is to create an enriching and supportive learning environment that prioritizes literacy and holistic enrichment for all participating students. By intertwining literacy instruction with engaging enrichment activities, we aim to cultivate a love for learning while addressing academic needs and fostering personal growth. Our program will offer dynamic literacy workshops, tailored to each student's level and learning style, to enhance reading comprehension, fluency, and critical thinking skills. Additionally, we will provide a diverse range of enrichment opportunities, including arts and crafts, outdoor exploration, and cultural activities, to ignite creativity, curiosity, and exploration.
Summer Plan Logistics	1. Dates of Summer Academy: 7/8 - 8/8 2. Type of Program: Extended Year & Early Start 3. Days per week: Monday - Thursday 4. ***Student*** Start Time: 8:00 am 5. ***Student*** End Time: 1:00 pm 6. Lunch Time: 12:30 pm - 1:00 pm 7. Estimated # of Students: 90 8. Total # of Classrooms Needed: 7 9. Shared Facility Needs: gym 10. IT Programs/Apps Needed: N/A 11. Coordinator(s) Name(s): Loeb Rosario & Michael Zeiner
Targeted Student Population and Total Projected Enrollment	- Rising 6 and 7th grade students in Tier 2 & 3 post spring MAP - Students in need or SEL support - Students in with interest in extracurricular or community partner programs

Proposed Summer Partnerships (Student or teacher facing)	1. Name: Mass Audubon Role: Providing an experiential opportunity for students to discover and explore and spend time outside in nature.
Family Communication and Recruitment Planning Action Steps	● Rising 6 and 7th grade student received a personal invite to attend summer school ● The 6th & 7th grade Student Support Team will be distributing permission slips and family letters each day during the lunch block. ● Will be sending certified mail to families ● Send robocalls to inform families of current 6th and 7th-grade students about when to attend summer school, and when information will be sent home. ● Meetings will occur to engage our families, and provide an overview of our summer programming. ● Our student support team will be making individual phone calls each week to recruit students to attend summer school. ● A survey will be sent out to seek student interest in Community Partners. ● Collaboration with the TAG and Impact

After Recruitment Steps

Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	1. Differentiated teaching strategies to reach diverse learner needs 2. Hands-on experiential learning opportunities 3. SEL-based learning methods & Restorative practices
Family and Student Communication Action Steps - once students have accepted	1. Family Engagement Confirm Communication with Families 2. Reach out to absent students 3. Pre & Post Survey 4. Progress monitor student work during summer school 5. Parent Survey for Families
Staffing Plan	<table><tr><th>Staff Name</th><th>Subject Area (i.e. Math Teacher)</th></tr><tr><td>TBD</td><td>2 ELA Teachers</td></tr><tr><td>TBD</td><td>1 Science Teacher</td></tr><tr><td>TBD</td><td>1 Enrichment Teacher</td></tr><tr><td>TBD</td><td>1 Special Ed Teacher</td></tr><tr><td>Loeb Rosario</td><td>Coordinator</td></tr><tr><td>Mike. Zeiner</td><td>Coordinator</td></tr><tr><td>Vivian Vazquez</td><td>Clerk</td></tr></table> * Staffing all contingent upon student enrollment.
Final Program Schedule	*8:00 - 8:30 Breakfast & Advisory* *8:30-9:30 Reading* *9:30-10:30 Writing* *10:30-11:30 Math* *11:30 - 12:30 Enrichment* *12:30-1:00 Lunch* *Dismissal*

FINAL - APPROVED BY THE SEZP BOARD

Name and contact information for questions over the summer	1. **_Primary_** Dexter Miller Primary Contact Email: Millerd@springfieldpublicschools.com Primary Contact Phone:413-750-2333 2. **_Backup_** Loeb Rosario Backup Contact Email: rosariol@springfieldpublicschols.com Backup Contact Phone: 413-317-4996 3. **_Backup_** Anna Lugo Backup Contact Email :Lugoan@springfieldpublicschols.com Backup Contact Phone: 413-750-2333

Strategic Action Plan: <u>Springfield Legacy Academy</u>

SEZP // Springfield Empowerment Zone Partnership

Priority 1: Frequent feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and bite-sized' next steps based on the teaching rubric and most recent Equitable Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with the school-wide instructional vision and teachers know what is expected of them based on feedback.

Goals for Priority 1:
1. We need to to increase the effectiveness coaching and feedback cycles
   a. Ensure coaching and feedback cycle aligns curriculum planning and pedagogy to improve educator teaching and learning practices
   b. All educator coaching should be driven by SMART goals and include intervention strategies
2. Enhance the effectiveness of PLC's
   a. Develop a consistent protocol for PLCs that includes progress indicators (pyramid)
   b. Set up peer observations to observe effective instruction
   c. Administer a monthly survey to educators for feedback on the impact/effectiveness of coaching
   d. Utilize student data to identify student goals
   e. Develop a pedagogical improvement map

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?)*:
   ● Share Legacy Instructional Vision and Priorities
   ● Structure of PLCs
   ● Lesson planning expectations
   ● Coaching frequency and cycles

2. **List partners/consultants for August PD** *(who are our partners that will support educator learning in August or throughout the year?)*:
   ● CORE Literacy
   ● UnboundEd
   ● MABE
   ● UMass Western Mass Bilingual Hub
   ● Boston College Bilingual Education Program

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   ● Educators learn to provide, evidence-based peer feedback
   ● Educators move into a facilitation role during PLCs

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

Task	Owner
Co-create school-wide instructional vision	Leadership Team
Create protocol for PLCs	Leadership Team
Create lesson planning expectations and template	Leadership Team
Select coaching rubric and create coaching tracker	Leadership Team

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

Goals for Priority 2:
1. During weekly PLC's, educators will have the opportunity to learn from each other on how to support all learners.
    a. Educators will be supported in identifying specific scaffolds to ensure that all learners (including exceptional learners and multilingual learners) have full access to grade-level, standards-aligned work during core academic blocks
    b. Educators will group students according to their instructional needs, at the skill level
    c. Educators will be supported in using MAP and lesson level data to identify skill-level needs of students and the most appropriate intervention to apply during the WIN block
    d. Engage in lesson study cycles based on peer observations
2. Utilize data to differentiate instruction for all learners
    a. Establish a bi-weekly cycle for data analysis in PLCs (content teams)
    b. Utilize research-based data analysis protocols to ensure educators own the data analysis process, culminating in an action plan
    c. Engage in monthly MTSS/RIT meetings at the grade level

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?)***:**
    ● How to use Kickboard and data analysis
    ● Practice using EdMod to respond to tier 1 academic, behavior, or SEL needs
    ● Deep dive into MAP data as foundation for intervention work

2. **List partners/consultants for August PD** *(who are our partners that will support educator learning in August or throughout the year?)***:**
    ● Dr. Ruth Turner (consultant)
    ● Marc Lewis, member of Kisha's team
    ● Equity Imperative (consultant)
    ● Sara Nino, MTSS Academy (DESE)
    ● CORE Literacy
    ● UnboundEd
    ● MABE

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
    ● Establishing a positive school culture of learning
    ● Language and Literacy in all classrooms

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

Task	Owner
Effective use of Kickboard data	Miller
Practicing Edmod	Leadership Team
MAP data analysis	Zeiner

Coaching Teachers on specific proactive behavior management strategies through EdMod & MTSS	APs
Restorative Practices in School Culture	Miller (with Dr. Turner)
Revamping of school culture systems	Miller (with Equity Imperative)
Embedding language in all content areas	APs (with MABE)
Embedding literacy in all content areas	APs (with CORE)