

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**

# **Springfield Realization Academy**

**2024-25  
School Plan**

**Educator Working Conditions: Springfield Realization Academy**

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

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

**Part 1: School year hours**

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

			Grades 6-8		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:50 AM	3:55 PM	8:05
2.	Early Release for Students and Staff	Staff Early Release	7:50 AM	11:45 AM	3:55
3.	No School for Students / Full Day Staff PD	Full Day PD	7:50 AM	4:00 PM	8:10
4.	Early Release day for Students/Afternoon PD	Student Early Release + PD	7:50 AM	4:00 PM	8:10

**Part II: Additional educator hours**

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

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

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

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

**B. Other Events on or After August 19<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Back to School Night	August 29, 2024	2

<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24</b>	2 hrs
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**Part III: Total educator hours**

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

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

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
<b>Gr. 6-8 Staff Hours</b>	0	1512.50	2	1514.50	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;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;
- Serve on various school committees such as hospitality committee, curriculum committee, culture committee etc.
- Participate in staff recruitment and hiring processes.

**3. Additional staff duties**

**A. During the Workday**

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school’s mission, operations, safety, and overall improvement efforts. This may include, but not limited to:

- 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
- Facilitating students’ transitions between classes
- Facilitating the end of day dismissal procedure which might include ushering students along in hallways,

supporting students at lockers, distributing phones to scholars, and outside duty to facilitate family pick up and dispersal of students from the school grounds.

**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 activities. Each teacher will work no less than one day per week not exceeding 1.5 hours per occurrence.

#### **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. Staff will also not wear hoodies since students are not allowed to wear them.

## **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 08/22/2024.



**Springfield Public Schools  
2024-2025 Student Calendar  
Springfield Realization Academy  
46 Oakland Street, Springfield, MA 01108**



**Student Hours** 7:55 AM - 3:50 PM \* see calendar for special student early release days

**Teacher Hours** 7:50 AM - 3:55 PM (M-F); \*see calendar for extended PD days (7:50 AM - 4:00 PM)

<p>Aug 26: School Begins</p> <p>Aug 29: Family Event - Back to School Celebration</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">August 2024</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	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	<p>Feb 17: Schools Closed - Presidents Day</p> <p>Feb 18 - 21: Schools Closed - Mid-Winter Vacation</p> <p>Feb 26: Early Release at 11:35 AM</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">February 2025</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </tbody> </table>	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
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<p>Sep 2: Schools Closed - Labor Day</p> <p>Sep 3: Schools Closed - Teacher PD Day</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">September 2024</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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					<p>Mar 19: Early Release at 11:35 AM</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">March 2025</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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				
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<p>Oct 7: Early Release at 11:35 AM</p> <p>Oct 14: Schools Closed - Indigenous People's Day</p> <p>Oct 25: Early Release at 11:35 AM</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">October 2024</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	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		<p>Apr 17: Mar 19 - Early Release at 11:35 AM</p> <p>Apr 18: Schools Closed - Good Friday</p> <p>Apr 21: Schools Closed - Patriots Day</p> <p>Apr 22 -25: Schools Closed - Spring Vacation</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">April 2025</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	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		
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<p>Nov 5: Schools Closed - Teacher PD Day (Election Day)</p> <p>Nov 11: Schools Closed - Veterans Day</p> <p>Nov 27 - 29: Schools Closed - Thanksgiving Vacation</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">November 2024</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table>	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	<p>May 19: Early Release at 11:35 AM</p> <p>May 26: Schools Closed - Memorial Day</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="5">May 2025</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	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
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**Springfield Public Schools  
2024-2025 Staff Calendar  
Springfield Realization Academy  
46 Oakland Street, Springfield, MA 01108**



**Student Hours** 7:55 AM - 3:50 PM \* see calendar for special student early release days

**Teacher Hours** 7:50 AM - 3:55 PM (M-F); \*see calendar for extended PD days (7:50 AM - 4:00 PM)

<p>Aug 19 - 23: Teacher PD</p> <p>Aug 23: Convocation</p> <p>Aug 26: School Begins</p> <p>August 29: Family Event - Back to School Celebration</p>	<table border="1"> <thead> <tr><th colspan="5">August 2024</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	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	<p>Feb 17: Schools Closed - Presidents Day</p> <p>Feb 18 - 21: Schools Closed - Mid-Winter Vacation</p> <p>Feb 26: Student Early Release at 11:35 AM / Teacher PD until 4:00pm</p>	<table border="1"> <thead> <tr><th colspan="5">February 2025</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </tbody> </table>	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
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## School Priority Levers Form: Springfield Realization Academy

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

- Met with the TLT to review data and identify and discuss priorities
- Met with the administrative team to review the work done with the TLT and to tweak where necessary
- Shared the draft Priority Levers with the faculty and provided an opportunity for feedback and questions

## Priority 1

### Selected Lever: Level 2

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

- 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:

- Only 42% of all students met their ELA Winter MAP Growth Target and 56% met in mathematics.
- Only 34.5% of ELLs met their ELA Winter MAP Growth Target and 56% met in mathematics.
- Only 28.2% of Exceptional Students met their ELA Winter MAP Growth Target and 60.5% met in mathematics

**Working Theory:** Students' progress is affected by the lack of consistent execution of standards-aligned instruction in all classrooms across the school. Learning experiences are not always cognitively engaging and differentiated. Students do not adequately have opportunities for meaningful discourse, or to make their thinking visible. These factors inhibit their development of robust understanding. Additionally, our instructional system is not adequately meeting the needs of our exceptional students and multilingual learners. Their performance lags behind that of their peers in ELA. Overall students perform better in math than in ELA.

The school's system of educator feedback and coaching is undeveloped. The 2024 School Quality Review identified 13 of the 14 indicators in this lever as developing.

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

- What are our observation-feedback-coaching systems for teacher development and do they align to best practices in the Framework for Equitable Schools?
- How can we actualize the instructional vision in every classroom every day to positively impact student learning?
- How can we leverage common planning times and the expertise of some teachers to provide effective support for teaching and learning
- How can we ensure that administrators have protected time to conduct routine and consistent observation-feedback-coaching cycles?
- What is the best way to streamline our practices for supporting lesson planning through collaboration and feedback?
- How can we ensure that instructional decisions are driven by the school leaders and teachers' analysis of data and aligned with the needs of scholars?
- How can we ensure that the analysis of data results in differentiated and targeted support for students within lessons and in intervention classes?
- How can we improve our progress monitoring systems to better support student learning?
- What practices and teacher moves can best facilitate the development of student ownership of learning?



## Priority 2

**Selected Lever: Lever 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:**

The school's 2023 Report Card indicates an out-of-school suspension rate three times that of the district and seven times that of the state and an in-school suspension rate three times that of both the district and the state. Additionally, on an internal survey of staff, 72.1% of teachers indicated that they are not satisfied with the classroom management support they receive at the school.

**Working Theory:** Teachers lack the classroom management practices to effect positive classroom environments that are conducive to learning. Routines and procedures are not established and supportive relationships have not been effectively cultivated with students. Classroom norms are not widely enforced, students do not respect their teachers, and teachers often put students out of their classrooms or ask student support staff to remove them. Restorative practices are not fully developed and the school has resorted to a punitive approach to discipline, which has resulted in a high suspension rate.

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

- How can the school continue to leverage the support and resources of the Student Support Services Team at SEZP?
- How can school leaders support teachers in adopting classroom management practices that can help create positive affirming classroom environments conducive to learning?
- How can the school involve students in the construction of classroom norms to improve the classroom and school culture?
- How can the school build a robust restorative culture with incentives and affirmations for positive behaviors, restorative practices for when students do not meet expectations, and tiered responses for behavioral infractions?
- How can the school involve families and the community in supporting the improvement of the school culture?

**Priority Levers Goals: Springfield Realization Academy****Priority 1: Coherent Actions for Improving Assurances for Educational Equity:**

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

**Working Theory of Change:** If we support teachers to implement standards-aligned instruction in all classrooms and ensure that students' learning experiences are cognitively engaging and differentiated, and provide opportunities for meaningful discourse and to make their thinking visible, and if we ensure that teachers receive consistent and effective feedback and coaching, then student outcomes will improve.

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

- Working together with our EPL coach we tweaked the instructional vision and facilitated stakeholder understanding and buy-in.
- Conducted a Root Cause Analysis to ensure we were treating causes and not symptoms.
- Developed a tool for measuring classroom climate - Positive Learning Environment Ratings.
- Analyzed the data to determine overall ratings for - academic engagement, learned helplessness, % of students leaving classrooms, relationships, safety and locus of control.
- Provided professional learning on questioning and effective instruction.
- Conducted individual teacher coaching, mostly around classroom management and engaging students.
- Worked on a draft of a three-year strategic plan.

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

- Providing protected time for PLC and Grade Level Team meetings.
- Providing a consistent observation-feedback-coaching system.
- Enacting elements of the instructional vision in classrooms everyday so that they become part of the lived experiences of students.
- Tools to increase the cognitive rigor for students during instruction.
- Differentiating for a diverse student population.
- Duration of some classes.
- Scheduling for students with documented needs (inclusion and pull-out time to cover content and goals).
- Multilingual Learners do not currently have math intervention due to scheduled ESOL services.
- Support for Exceptional Education students during science.
- Systems for communicating missing assignments and providing opportunities for students to make up assignments.

**Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):****1. By the end of the school year teachers will:**

- Be adept at planning and delivering standards aligned lessons with scaffolds and differentiated activities that meet the needs of all scholars.
- Incorporate instructional routines in lessons that promote cognitive engagement for students.
- Provide opportunities and the requisite classroom structures for student discourse, asking questions, and making their thinking visible.

**2. Administration will develop an instructional system that includes:**

- Protected time for PLC meetings and GLT meetings and ensured that those meetings actually occur.
- Routine observation of teachers, with meaningful feedback, and coaching sessions aligned with teachers' needs.
- Professional development aligned with student and teacher needs.

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

- How to read and understand IEPs to build familiarity with goals, triggers, strategies, etc.
- Training in supplemental learning tools (IXL, Freckle, etc.)
- Supporting MLLs during core instruction through comprehensible input strategies and opportunities to make cross-linguistic connections.
- Curriculum training.
- Classes for teachers and administrators to acquire Spanish.

**Priority 2:** Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

**Working Theory of Change:** If we clearly articulate expectations for procedures and routines and support teachers in adopting management practices that develop classroom climates conducive to learning, build supportive relationships, and are grounded in restorative practices, then the school culture will improve and we will see a decrease in student removal from classrooms and a reduction in suspension rates.

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

- Provided training on classroom management and restorative practices.
- Conducted student perception surveys about their experiences at school.
- Conducted staff perception surveys.
- Conducted training at the beginning of the school year on how to establish procedures and routines and hold students accountable.
- Worked with the student support team at SEZP to develop a behavior matrix grounded in restorative practices.

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

- Working with students who display the most challenging behaviors either because of trauma or an identified disability.
- Not consistently implementing behavior management systems aligned to restorative practices.
- Our promotion of prosocial and positive behaviors is not yet developed.
- Lack of effective and consistent parental engagement.

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

- 1. By the end of the school year teachers will:**
  - a. Establish procedures and routines that support a classroom climate conducive to learning.
  - b. Develop a system for students to monitor their own academic and behavioral progress.
  - c. Cultivate supportive and trusting relationships with students that facilitate productive and respectful interactions.
  - d. Engage students in promoting productive, respectful interactions among themselves and with teachers.
- 2. Administrators will:**
  - a. Provide continuing training and support for staff on classroom management, cultivating positive relationships, and enacting restorative practices.
  - b. Support all staff to effectively and consistently implement the behavior matrix.
  - c. Further develop a system that holds both staff and students accountable for meeting expectations.

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

- Support in how to implement systems to fidelity and clarify systems of documentation.
- Systems for further involving families and fostering effective two-way communication and strong partnerships.
- Modeling and practicing classroom routines, structures, and educator “moves” .

## Phase II - Summer Learning Plan: Springfield Realization Academy

### SEZP's Summer Learning Design Principles:

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

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

Summer 2024 Learning Plan for: Springfield Realization Academy	
INITIAL SUMMER PLANNING	
<b>Design Team Members</b>	<ul style="list-style-type: none"> <li>● Blanca Castro</li> <li>● Celines Cruz</li> <li>● Hayden Lyons</li> <li>● Melissa Saporito</li> <li>● Jill Michelhaugh</li> </ul>
<b>Summer Plan Vision</b>	SRA's summer program seeks to provide learning experiences for students that accelerate their academic performance in readiness for the next school year and acclimate incoming sixth graders to the ways of SRA. Additionally, emphasis will be on the development of strong social-emotional competencies, as well as the provision of learning opportunities beyond the classroom that scholars would not otherwise have.
<b>Summer Plan Logistics</b>	<ol style="list-style-type: none"> <li>1. Dates of Summer Academy: 7/1 - 8/2</li> <li>2. Type of Program: Early start and extended school year</li> <li>3. Days per week: M-Fri</li> <li>4. <b>Student</b> Start Time: 8:00 AM</li> <li>5. <b>Student</b> End Time: 1:00 PM * (1-4pm extended program for HFYF &amp; Spfld. Ballers)</li> <li>6. Lunch Time: 12:30 - 1pm (30 mins)</li> <li>7. Estimated # of Students: 60</li> <li>8. Total # of Classrooms Needed: 6</li> <li>9. Shared Facility Needs: Gym, Cafeteria, Auditorium, Courtyard</li> <li>10. IT Programs/Apps Needed:</li> </ol>
<b>Targeted Student Population and Total Projected Enrollment</b>	<ol style="list-style-type: none"> <li>11. Coordinator(s) Name(s): Celines Cruz</li> <li>● Exceptional students (20% of total student body)</li> <li>● ELLs (33% of total student body)</li> <li>● Students performing at or below the 21st percentile in reading and math on Winter MAP</li> </ol> <p>                     ELA - 47% of 6th graders                      56% of 7th graders                      34% of 8th graders                      Math - 52% of 6th graders                 </p>

	<p>56% of 7th graders 35% of 8th graders Total projected enrollment: 60 students (20 6th grade, 20 7th grade, 20 8th grade)</p>																						
<b>Proposed Summer Partnerships (Student or teacher facing)</b>	<ol style="list-style-type: none"> <li>Name: Mass Audubon Role: Summer Camp Experiences</li> <li>Name: South End Community Center (SECC) Role: Recreation</li> <li>Name: Hope for Youth &amp; Families Role: Summer Camp Experiences</li> <li>Name: Springfield Ballers Role: Recreation/Enrichment</li> </ol>																						
<b>Family Communication and Recruitment Planning Action Steps</b>	<ul style="list-style-type: none"> <li>Formulate messaging</li> <li>Target specific students</li> <li>Coordinate with counselors at sending elementary schools</li> <li>Visit sending elementary schools to talk with students and submit packets</li> </ul>																						
<b>After Recruitment Steps</b>																							
<b>Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?</b>	<ol style="list-style-type: none"> <li>Targeted academic support in math and reading</li> <li>Social-emotional learning</li> <li>Acclimation to the ways of SRA for 6th graders and leadership development for 7th and 8th graders</li> </ol>																						
<b>Family and Student Communication Action Steps - once students have accepted</b>	<ul style="list-style-type: none"> <li>Flyers sent to families</li> <li>TalkingPoint messages</li> <li>Phone calls</li> <li>Summer school and school information packages taken to sending elementary schools for in-coming 6th graders</li> </ul>																						
<b>Staffing Plan</b>	<table border="1"> <thead> <tr> <th>Staff Name</th> <th>Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td>Celines Cruz</td> <td>Coordinator</td> </tr> <tr> <td>Melissa Saporito</td> <td>Administrator</td> </tr> <tr> <td>Andre Bandiaky</td> <td>Teacher</td> </tr> <tr> <td>Aryleda Jimenez</td> <td>Teacher</td> </tr> <tr> <td>Eric Figueroa</td> <td>Teacher</td> </tr> <tr> <td>Ashlie Goitia</td> <td>Teacher</td> </tr> <tr> <td>Blanca Castro</td> <td>Teacher</td> </tr> <tr> <td>Julie Colon</td> <td>Family Liaison</td> </tr> <tr> <td>Otobong William</td> <td>Student Support</td> </tr> <tr> <td>Hayley Lyons</td> <td>Student Support</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	Celines Cruz	Coordinator	Melissa Saporito	Administrator	Andre Bandiaky	Teacher	Aryleda Jimenez	Teacher	Eric Figueroa	Teacher	Ashlie Goitia	Teacher	Blanca Castro	Teacher	Julie Colon	Family Liaison	Otobong William	Student Support	Hayley Lyons	Student Support
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<b>Final Program Schedule</b>	<p>6-8th grade - 14 day summer school:</p> <ul style="list-style-type: none"> <li>7 days academic treatment</li> <li>6 days off site w/ program partner</li> <li>1 day convocation and close</li> </ul>																						

<b>Name and contact information for questions over the summer</b>	<ol style="list-style-type: none"><li>1. <b><i>Primary</i></b> Contact Name: Celines Crus Primary Contact Email: ccruz@srasp.org Primary Contact Phone: 860-815-7226</li><li>2. <b><i>Backup</i></b> Contact Name: Melissa Saporito Backup Contact Email: msaporito@srasp.org Backup Contact Phone: 413-204-7260</li><li>3. <b><i>Backup</i></b> Contact Name: Hayden Lyons Backup Contact Email: hylons@srasp.org Backup Contact Phone: 917-783-5778</li></ol>
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**Strategic Action Plan: Springfield Realization Academy**

**Priority 1:** Coherent Actions for Improving Assurances for Educational Equity:

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

**Goals for Priority 1:**

1. By the end of the school year teachers will:
  - a. Be adept at planning and delivering standards aligned lessons with scaffolds and differentiated activities that meet the needs of all scholars.
  - b. Incorporate instructional routines in lessons that promote cognitive engagement for students.
  - c. Provide opportunities and the requisite classroom structures for student discourse, asking questions, and making their thinking visible.
2. Administration will develop an instructional system that includes:
  - a. Protected time for PLC meetings and GLT meetings and ensure that those meetings actually occur.
  - b. Routine observation of teachers, with meaningful feedback, and coaching sessions aligned with teachers’ needs.
  - c. Professional development aligned with student and teacher needs.

**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?):**
  - Questioning to promote student discourse and use of protocols
  - Facilitating collaborative/cooperative groups
  - Planning for discourse as part of lesson planning - Introduce new planning template, writing standards aligned objectives
  - Utilizing differentiation and scaffolding strategies to meet the needs of all students aligned to IEP’s, 504’s, MLLs, and gifted students
  - Using instructional software (IXL, Freckle)
  - Teaching multilingual learners - Comprehensible Input strategies, cross linguistic connections
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - SEN Coach - Dr. Edna Attias
  - SEZP - Student Support and Services Team
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Collecting, analyzing and Using data to inform instruction
  - Ongoing training on promoting student discourse
  - Ongoing training on differentiation and scaffolding
  - Ongoing training on lesson planning

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

Task	Owner
Identifying discourse protocols and training to use them	AP for Culture

Preparing and delivering training on promoting student discourse	Principal
Preparing and delivering training on IEP's, 504 plans, and Freckle	AP for SPED
Preparing and delivering training on teaching Multilingual Learners	AP for Dual Language
Develop Mile Markers of implementation of new learning for staff	AP for Dual Language
Routine observation of teachers, with meaningful feedback, and coaching sessions aligned with teachers' needs.	Admin Team

**Priority 2:** Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

**Goals for Priority 2:**

1. By the end of the school year teachers will:
  - a. Establish procedures and routines that support a classroom climate conducive to learning.
  - b. Develop a system for students to monitor their own academic and behavioral progress.
  - c. Cultivate supportive and trusting relationships with students that facilitate productive and respectful interactions.
  - d. Engage students in promoting productive, respectful interactions among themselves and with teachers.
2. Administrators will:
  - a. Provide continuing training and support for staff on classroom management, cultivating positive relationships, and enacting restorative practices.
  - b. Support all staff to effectively and consistently implement the behavior matrix.
  - c. Further develop a system that holds both staff and students accountable for meeting expectations.

**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?):**
  - Co-constructing Classroom Norms
  - Restorative Practices and Community Circles
  - Understanding the Behavior Matrix
  - Training on Behavior Specific Praise, 2 x 10 (frequency for teacher conferences with challenging students), Student Shout-outs, Classroom Routines and Procedures
  - Training on CREW (Advisory) procedures including students tracking their academic and behavioral goals
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - Dr. Turner
  - SEZP Student Support and Services Team
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Encouraging and building students' adoption of normed prosocial and community behaviors
  - Utilizing an incentives program
  - Communicating with families and documenting in PowerSchool

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

Task	Owner
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Develop a tool for Culture Classroom Walkthroughs	AP for Culture
Collection and analysis of data for designing future professional learning for staff	Admin Team
Develop an accountability system for staff and students	Admin Team
Administer Teacher and students perception surveys	Admin Team
Develop and install a Family Empowerment Council	AP for SPED