

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**

Van Sickle Academy

**2024-25
School Plan**

Educator Working Conditions: Van Sickle 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	7:15 AM	3:10 PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:15 AM	4:00
3.	Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD	7:15 AM	3:45 PM	8:30
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
5.	Regular Day for Students/ Extended Afternoon Staff - Parent Conferences	Special Staff Hrs - PC	7:15 AM	3:45 PM	8:30
6.	Regular Day for Students/ Extended Afternoon Staff - Extra Help	Special Staff Hrs - EH	7:15 AM	3:45 PM	8:30
7.	Regular Day for Students/Extended Afternoon Staff - Guided Planning	Special Staff Hrs - GP	7:15 AM	4:05 PM	8:50

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
None	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
Family Event #1 Open House	10/01/2024 (4:00-6:00 pm)	2
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24		2 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	1502	2	1504	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/behavior progress of students (hours are already built into the calendar for specific Tuesday’s of each month;
- 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 including, but not limited to IEPs and/or 504s;
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes.

3. Additional staff duties

A. During the Workday

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

- All educators will be required to complete weekly lesson plans using the VSA Lesson Planning Template. Lesson plans must be completed - and submitted digitally - to administration each Monday morning by

7:15 am. If Monday is a holiday then lesson plans will be due - digitally - to administration on Tuesday morning by 7:15 am.

- On specifically designated Mondays (please see exact dates below and also highlighted in the calendar), after the regular school day ends for students, core academic teachers (ELA, Math, Science, Social Studies, LLD, Life Skills, Special Education Inclusion) will be required to attend guided planning for 60 minutes, from 3:05-4:05 pm, and will be compensated at the contractual hourly rate of \$22.50/hour. **Please note:** Interventionists and Specialists (Art & PE) will not be required to participate in guided planning and therefore will not be required to stay after school on Mondays.
 - The following Mondays are when specified staff will be required to stay after:
 - September 23rd
 - October 21st
 - November 18th
 - December - none
 - January 27th
 - February 24th
 - March 24th
- 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;
- Staff will video record themselves utilizing Swivl/Reflectivity teaching a one-block period a minimum of 3 times between September 1, 2024 and March 31, 2025 to be used exclusively for training and coaching. Not to be used for evaluation.

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 offer extra help/makeup sessions - to support students - one day after school from 3:05 pm - 3:45 pm for 25 weeks as designated in the calendar and beginning the week of September 16th. The day of the week that educators will be required to stay after is dependent on the subject taught - **Wednesday** = ELA, Social Studies, ESL, LLD and Special Education Inclusion Teachers and **Thursday** = Math, Science, Art, PE, Life Skills. 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.

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 9/3/2024.



**Springfield Public Schools
2024-2025 Student Calendar
Van Sickle Academy
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:25 AM - 3:05 PM

Teacher Hours 7:15 AM - 3:10 PM (M - Fri) *see calendar for specific extended M, Tu., W & Th.

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 1: Open House (4-6pm)
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 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
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 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 Professional Day
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



**Springfield Public Schools
2024-2025 Staff Calendar
Van Sickle Academy
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:25 AM - 3:05 PM

Teacher Hours 7:15 AM - 3:10 PM (M - Fri) *see calendar for specific extended M, Tu., W & Th.

Aug 19 - 23: Teacher PD

Aug 22: Special Staff Hours (for 6th grade only)

Aug 23: Convocation

Aug 26: School Begins

August 2024				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
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Feb 17: Schools Closed - Presidents Day

Feb 18 - 21: Schools Closed - Mid-Winter Vacation

February 2025				
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10	11	12	13	14
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Sep 2: Schools Closed - Labor Day

Sep 3: Schools Closed - Teacher PD Day

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MON	TUE	WED	THU	FRI
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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 1: Open House (4-6pm)

Oct 9: 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

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MON	TUE	WED	THU	FRI
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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 for Students / Staff Release at 11:15am

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
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13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Staff Early Release at 11:15am
- Regular Day + PD until 3:45pm
- Full Day PD from 8:00am-3:00pm
- Regular Day + Thursday Extra Help until 3:45pm
- Regular Day + Wednesday Extra Help until 3:45pm
- Regular Day + Parent Conferences until 3:45pm
- Regular Day + Guided Planning until 4:05pm

School Priority Levers Form: Van Sickle Academy

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

- TLT members met with their teams that they represented and contributed to the working conditions during the TLT meeting in January.

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:

MAP Fall to Winter Gap Analysis							
	Emergent Bilinguals		Non-EB			EB Gap Analysis	
	Reading	Math	Reading	Math		Reading	Math
Fall	193.96	199.35	209.6	210.9	Fall	15.64	11.55
Winter	201.87	203.13	213.02	215.91	Winter	11.15	12.78
Growth	7.91	3.78	3.42	5.01	Gap	Decreased by 4.49	Increased by 1.23
	Exceptional Learners		Non-EL			EL Gap Analysis	
	Reading	Math	Reading	Math		Reading	Math
Fall	197.3	200.39	212.25	213.44	Fall	14.95	13.05
Winter	202.52	204.41	215.27	218.27	Winter	12.75	13.86
Growth	5.22	4.02	3.02	4.83	Gap	Decreased by 2.2	Increased by .81

School Quality Review from 2023-2024 School Year

- 2a Outcomes for All was marked as Developing

Working Theory:

Our student outcomes on our MAP test indicate that our school needs to increase the quality of differentiated practices within the classroom to better service our Emergent Bilinguals and Exceptional Learners. Our School Quality Review indicated that while we are making progress in outcomes for all, we are not seeing the attention paid to differentiation of instruction and scaffolding that will effectively service our exceptional learners and emergent bilingual learners. Teachers indicated that they struggle understanding the skill shifts within standards and are unsure of how to properly scaffold tasks to accommodate specific students. Some teachers indicated in the SQR interview and the Insight survey that they need help implementing strategies around how students learn best and assistance in the planning process to effectively differentiate their lessons. SQR sighted a need to focus on the use of co-teachers as instructional strategists to better differentiate lessons.

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

- Have all teachers and paraprofessionals received training in effective scaffolds and how to implement them?
- Do we effectively allow for productive struggle or are we over scaffolding for our students?
- Are we allowing for planning time between the core academic teachers and the special education teachers so that they can provide correct instruction during reteaching and monitoring aggressively?
- Are teachers planning for implementation of specific scaffolds and misconceptions within the lesson to help students succeed?
- What tools and professional development can we provide to help teachers effectively scaffold their lessons and anticipate misconceptions, specifically in math?
- How do we better provide feedback in Guided Planning that addresses scaffolding and language development?

Priority 2

Selected Level: Level 2

Text of Level: 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:

MAP RIT Score Analysis (fall to winter)

- 6th Grade ELA 44.9% Average Growth Rate
- 7th Grade ELA 49.1% Average Growth Rate
- 6th Grade Math 44.1% Average Growth Rate

School Quality Review from 2023-2024 School Year

- 2f Data Driven Instruction was marked as Developing
- 2L Effective Planning

Working Theory:

We believe that the lower growth rates in both 6th and 7th grade in ELA and Math are directly linked to implementation of key reteaching strategies to correct misconceptions. The School Quality Review addressed the progress made with the utilization of monitoring aggressively, but found that teachers struggle with the implementation of the reteach method within the lesson. Teachers indicated that they understand the data collected during monitoring aggressively but are unsure of what steps to take next in order to implement a proper treatment to correct misconceptions. We need to research evidence-based strategies for reteaching and provide time for teachers to practice these strategies in live settings with guided feedback from quality coaching.

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

- Do teachers truly understand how to implement the different best practices and tools that we utilize to further correct misconceptions in the classroom?
- Do we offer PD that targets specifically the reteach method and supports teacher development?
- How do we better monitor educators and provide effective feedback specifically around the implementation of reteaching tools?
- How can teachers work together in PLC and planning periods to support one another in the implementation of reteaching strategies?

Priority Levers Goals: Van Sickle 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: Our student outcomes on our MAP test indicate that our school needs to increase the quality of differentiated practices within the classroom to better service our Emergent Bilinguals and Exceptional Learners. Our School Quality Review indicated that while we are making progress in outcomes for all, we are not seeing the attention paid to differentiation of instruction and scaffolding that will effectively service our exceptional learners and emergent bilingual learners. Teachers indicated that they struggle understanding the skill shifts within standards and are unsure of how to properly scaffold tasks to accommodate specific students. Some teachers indicated in the SQR interview and the Insight survey that they need help implementing strategies around how students learn best and assistance in the planning process to effectively differentiate their lessons. SQR sighted a need to focus on the use of co-teachers as instructional strategists to better differentiate lessons.

Progress made thus far (synthesis from faculty):

During the 2023-2024 school year, VSA hired a Special Education Assistant Principal who provided guided professional learning time for special education teachers along with coaching for each of our special education teachers. PLC time was spent beginning to delve into the topic of co-teaching, but more work needs to be done to ensure proper roll out. Focus was placed on addressing the data of our exceptional learners and how to help them within the class through the use of EdModified. An emphasis was made in the past two years to add a component of social emotional learning to students' everyday life with the addition of counselor led Character Strong lessons. This year in particular, the program was added to all low incidence programs (ie. Life skills and LLD). A select group of individuals, through the EPL program, designed a unit of focus around providing targeted vocabulary instruction for our emergent bilingual students which showed promising growth in the 2022-2023 data. Staff continued to utilize this unit, but the model needs to be rolled out further to the staff.

Where we run into obstacles (synthesis from faculty):

- Based on our SQR feedback and observations, we are not utilizing the most effective co-teaching model as our special education teachers often take on the role of compliance manager instead of providing reteaching for misconceptions and targeted/individualized scaffolds.
- Staff have stated that they are unsure of what scaffolds to provide and when to provide them which has led to over scaffolding and at times modification of an assessment.
- Staff would like to have guided planning with the special education teachers instead of separating them out so that they are planning scaffolds effectively with guidance from special education teachers and the ESOL teacher.

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

1. **We need to focus our planning on backwards design and craft a task with specific scaffolds that will allow all students to access and perform the task to the highest level of the standard.**
 - We need to ensure that we are providing specific vocabulary support and follow the WIDA Can Do Descriptors to scaffold the task properly for our Emergent Bilinguals.
 - We need to map out our scaffolds for each unit and within the year so that we are not over scaffolding, but building towards student ownership and independence with gradual release. We need to look at the IEP process and ensure that we are not over-scaffolding/accommodating once students have mastered goals and objectives.
 - We need to better understand the differentiation methods including the differences between scaffolding, accommodating, and modifying. This will ensure that we are holding high

academic expectations for all students while allowing students access to grade level content.

2. **We need to understand and embrace the co-teaching model with our special education and ESOL teachers to provide effective services for our Emergent Bilingual and Exceptional Learners.**
 - We need to ensure that we are planning with and utilizing our co-teacher's to the fullest, varying our methods (ie parallel teaching, station teaching, etc). How could they help scaffold and correct misconceptions within the class instead of monitoring for compliance?
 - How do we properly prioritize checking and planning with our ESOL teacher to ensure that we are providing appropriate vocabulary development and tasks that our Emergent Bilingual students can access and grow through.
 - Within Guided Planning time, we need to effectively engage our special education teachers to assist our content teams to ensure that we are providing student/grade/subject appropriate scaffolds within our planning.

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

- Establish an understanding of differentiation methods including the differences between scaffolding, accommodating, and modifying. This should include mapping out of when to implement the scaffold and when to gradual release the scaffold to build student independence. A focus on Universal Design for Learning (UDL) will be the guide for this PD.
- Learn how to plan for and utilize an effective co-teaching model that would allow for our special education teachers and ESOL teacher to be an active member of the lesson, targeting misconceptions and providing reteaching and scaffolding as they aggressively monitor.
- Ensure that all teachers understand and are planning for academic vocabulary embedded within lessons to ensure that our Emergent Bilingual students' needs are met and that they understand and are following the WIDA Can Do Descriptors.

Priority 2: 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: We believe that the lower growth rates in both 6th and 7th grade in ELA and Math are directly linked to implementation of key reteaching strategies to correct misconceptions. The School Quality Review addressed the progress made with the utilization of monitoring aggressively, but found that teachers struggle with the implementation of the reteach method within the lesson. Teachers indicated that they understand the data collected during monitoring aggressively but are unsure of what steps to take next in order to implement a proper treatment to correct misconceptions. We need to research evidence-based strategies for reteaching and provide time for teachers to practice these strategies in live settings with guided feedback from quality coaching.

Progress made thus far (synthesis from faculty):

Over the past years, VSA has had a strong focus on the steps of Monitoring Aggressively: checking for understanding, crafting effective laps, collecting and analyzing the data, and reteaching. VSA has formed a partnership with RELAY to provide rigorous Professional Development to address the different areas of Aggressive Monitoring. There has been noted improvement with the consistent monitoring and data discussions surrounding tasks that are happening within the class. Teachers within VSA meet weekly within the grade level team to discuss specific students and their progress. Teachers also have the opportunity to meet once a week in guided planning with the content teams to discuss misconceptions and planning. From discussions with our staff, it has become clear that we are stalling out on the final step of reteaching.

Where we run into obstacles (synthesis from faculty):

- As evidenced in our SQR, teachers are in different places on the Monitoring Aggressively. A majority of teachers collect the data and can tell which students are struggling, but struggle with what reteach

method to do next, either Guided Discourse or Modeling.

- We need to understand what we are looking for during monitoring aggressively and to utilize the targeted data we collect to inform how and what we reteach.
- We need to ensure that an exemplar is created with fidelity, so that teachers understand the process and areas in which misconceptions may appear and what they may look like. Without this teachers have struggled to identify the misconception that is highest in priority.

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

1. **We need to understand what misconception to focus on and reteach based upon the data we have collected.**
 - We need to focus our planning by addressing possible misconceptions that could be present in the lesson. Does our lesson plan template help teachers focus on this?
 - We need to ensure that we are creating an effective exemplar/model of the desired outcome so that we can connect the example to the highest level of the standard.
 - We need to utilize Guided planning to review models of Unit Assessment/Project/Essay to receive feedback from our peers and identify areas in which misconceptions might occur
 - In Data Meetings, we need to focus on which misconception is the highest priority based on the standard and the data collected.
2. **We need to practice in Professional Development, Professional Learning Community, Data Meetings, and Reflectivity Videos what treatment is needed for reteach and how to apply the treatment (Guided Discourse or Modeling)**
 - We need to ensure that all staff understand what effective guided discourse and modeling looks and sounds like.
 - In PD/PLC we need to practice with data sets to identify the correct misconception and script out how we would reteach the specific misconception with either Guided Discourse or Modeling and would it be individual, small group, or whole group.
 - In Data Meetings, we need to focus our time on what treatment the teacher should utilize for the reteach and help script out the lesson for reteach.
 - We need to utilize our Reflectivity Videos to specifically target the second half of the lesson to observe Monitoring Aggressively and reteach methods and provide targeted feedback to help with further planning and execution.

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

- Targeted planning for misconceptions with standards, task and the exemplar so that teachers are prepared for Aggressive Monitoring.
- Practice with specific data sets on the following:
 - a. How to analyze the data to identify the specific misconception to teach
 - b. Identifying whether the reteach should be individual, small group, or whole group
 - c. Deciding whether to use Guided Discourse or Guided Models
 - d. Scripting out the scenario for the model or discourse
 - e. How are we assessing the impact of the reteach?

Phase II - Summer Learning Plan: Van Sickle 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: Van Sickle Academy	
INITIAL SUMMER PLANNING	
Design Team Members	<ul style="list-style-type: none"> ● Robert Francesca, Principal ● Meaghan Becker, Assoc. Principal ● Ronnie McCoy, AP ● Elizabeth Swoboda, AP
Summer Plan Vision	VSA is committed to summer learning that engages students, boosts academic achievement through targeted instruction, and supports the social-emotional well-being of students through enrichment activities.
Summer Plan Logistics	<ol style="list-style-type: none"> 1. Dates of Summer Academy: 6/24 - 7/19 2. Type of Program: Extended year & early start 3. Days per week: M - Fri 4. Student Start Time: 8:00 AM 5. Student End Time: 12: 30 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 10. IT Programs/Apps Needed: MAP Accelerator 11. Coordinator(s) Name(s): Meaghan Becker
Targeted Student Population and Total Projected Enrollment	Recruitment Round 1 <ul style="list-style-type: none"> ● 20 Students per each grade ● Students that are currently in levels 3-5 of intervention (lowest 3 levels) ● Specific targeting of students in ESOL & Inclusion Recruitment Round 2 <ul style="list-style-type: none"> ● Remainder of open seats will be offered to all students regardless of intervention level
Proposed Summer Partnerships (Student or teacher facing)	N/A - All planned community partnerships (Hope for Youth & Families and Audubon Society) were canceled by the organization due to staffing shortages.

Family Communication and Recruitment Planning Action Steps	<ul style="list-style-type: none"> ● Informational flier distributed to students ● School Messenger call ● VSA Website ● Individual parent/guardian call from counselor/administration ● Parent conference 																						
After Recruitment Steps																							
Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	<p>1. ELA -</p> <ul style="list-style-type: none"> ● Incoming 6th <ul style="list-style-type: none"> ○ Introducing the VSA Analysis Checklist Tool ○ character, plot, figurative language ○ Narrative Writing ● Rising 7th grade - <ul style="list-style-type: none"> ○ A-NEZZ-C Writing Tool Review ○ VSA Analysis Checklist Tool review - focusing on Figurative Language, Author's Purpose, and Tone ○ Informational Writing ● Rising 8th grade <ul style="list-style-type: none"> ○ Argumentative Writing ○ A-NEZZ-C Review ○ Analysis Checklist ○ Poetry Prep with VSA Analysis Checklist Tool - Focusing on structure, figurative language, diction, and Tone <p>2. Math -</p> <ul style="list-style-type: none"> ● Incoming 6th <ul style="list-style-type: none"> ○ Skills Identified in an analysis of unfinished learning through MCAS Data and data submitted from sending schools. ● Rising 7th <ul style="list-style-type: none"> ○ MAP Accelerator ○ The Educator will utilize MAP data to identify key skills and standards to focus on unfinished learning. ● Rising 8th <ul style="list-style-type: none"> ○ MAP Accelerator <p>The Educator will utilize MAP data to identify key skills and standards to focus on unfinished learning.</p>																						
Family and Student Communication Action Steps - once students have accepted	<ul style="list-style-type: none"> ● Call parents to remind of upcoming summer academy dates/times between 6/10 & 6/11 																						
Staffing Plan	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th style="text-align: left;">Staff Name</th> <th style="text-align: left;">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td>Meaghan Becker</td> <td>Coordinator</td> </tr> <tr> <td>Elizabeth Swoboda</td> <td>Coordinator</td> </tr> <tr> <td>Sheena Zerfas</td> <td>Math</td> </tr> <tr> <td>Lea McGarvey</td> <td>Math</td> </tr> <tr> <td>Pablo Rivera</td> <td>Math</td> </tr> <tr> <td>Patricia Gates</td> <td>ELA</td> </tr> <tr> <td>Brian Damboise</td> <td>ELA</td> </tr> <tr> <td>Carla Velez</td> <td>Science</td> </tr> <tr> <td>Caitlin McGaughey</td> <td>PE</td> </tr> <tr> <td>Paul Rivest</td> <td>PE</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	Meaghan Becker	Coordinator	Elizabeth Swoboda	Coordinator	Sheena Zerfas	Math	Lea McGarvey	Math	Pablo Rivera	Math	Patricia Gates	ELA	Brian Damboise	ELA	Carla Velez	Science	Caitlin McGaughey	PE	Paul Rivest	PE
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Name and contact information for questions over the summer	<ol style="list-style-type: none"> 1. <i>Primary</i> Contact Name: Meaghan Becker Primary Contact Email: beckerme@springfieldpublicschools.com Primary Contact Phone: 413-896-9324 2. <i>Backup</i> Contact Name: Elizabeth Swoboda Backup Contact Email: Swobodae@springfieldpublicschools.com Backup Contact Phone: 315-436-2159 																																															

Strategic Action Plan: Van Sickle 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. We need to focus our planning on backwards design and craft a task with specific scaffolds that will allow all students to access and perform the task to the highest level of the standard.
 - We need to ensure that we are providing specific vocabulary support and follow the WIDA Can Do Descriptors to scaffold the task properly for our Emergent Bilinguals.
 - We need to map out our scaffolds for each unit and within the year so that we are not over scaffolding, but building towards student ownership and independence with gradual release. We need to look at the IEP process and ensure that we are not over-scaffolding/accommodating once students have mastered goals and objectives.
 - We need to better understand the differentiation methods including the differences between scaffolding, accommodating, and modifying. This will ensure that we are holding high academic expectations for all students while allowing students access to grade level content.
2. We need to understand and embrace the co-teaching model with our special education and ESOL teachers to provide effective services for our Emergent Bilingual and Exceptional Learners.
 - We need to ensure that we are planning with and utilizing our co-teacher's to the fullest, varying our methods (i.e. parallel teaching, station teaching, etc). How could they help scaffold and correct misconceptions within the class instead of monitoring for compliance?
 - How do we properly prioritize checking and planning with our ESOL teacher to ensure that we are providing appropriate vocabulary development and tasks that our Emergent Bilingual students can access and grow through.
 - Within Guided Planning time, we need to effectively engage our special education teachers to assist our content teams to ensure that we are providing student/grade/subject appropriate scaffolds within our planning.

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?):**
 - Universal Design for Learning will be paired with Backwards Design to craft rigorous and standards aligned Unit Tasks
 - Crafting an Exemplar with explicit scaffolds to help all students access and attain the task
 - Providing Scaffolds for Exceptional Learners and Emergent Bilinguals.
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Relay
 - SEZP Special Education Department
 - Jill Grayson
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Professional Learning Community PLC/PD Calendar provides time for support on the key priorities.
 - Relay will continue to provide professional development on our priorities in September, November and January.

- Teacher Leadership team and Administration will complete walkthroughs that will inform further professional development surrounding differentiation and scaffolding within classrooms
- Coaching with administration

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

Task	Owner
Creating Professional Development around Planning	AP Becker
Creating Professional Development Around Scaffolding	AP Swoboda
Create a Literacy team to help provide scaffolding within the Intervention program and further training to teachers around techniques to teach reading in all classrooms	Literacy Team - Swoboda and Becker Lead
Book Study beginning in September around the Writing Revolution to help scaffold the reading and Writing process for all students	Becker
Administrative walkthroughs with feedback around scaffolding and attending to vocabulary within the lesson	Administration
Coaching with Administration ongoing throughout the year regarding differentiation and scaffolding with focus on release of scaffolds as the year continues.	Staff and Administration
PLC will focus on specific styles of scaffolds and planning to ensure that teachers are focusing on misconceptions within the lesson and the introduction to the focus on vocabulary inclusion for all students.	Admin
Teachers will engage in monthly planning in departments to continue to craft high level tasks with appropriate scaffolds and access points	Staff and Administration
Feedback given in observations for round two will focus on ensuring teaching to all students	Staff and Administration
Data Meetings Conducted to ensure that Educators are reviewing their results and determining reteach strategies that will further scaffold a concept for all students to access.	Administration and Staff

Priority 2: 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 2:

1. We need to understand what misconception to focus on and reteach based upon the data we have collected.

- We need to focus our planning by addressing possible misconceptions that could be present in the lesson. Does our lesson plan template help teachers focus on this?
- We need to ensure that we are creating an effective exemplar/model of the desired outcome so that we can connect the example to the highest level of the standard.
- We need to utilize Guided planning to review models of Unit Assessment/Project/Essay to receive feedback from our peers and identify areas in which misconceptions might occur
- In Data Meetings, we need to focus on which misconception is the highest priority based on the standard and the data collected.

2. We need to practice in Professional Development, Professional Learning Community, Data Meetings, and Reflectivity Videos what treatment is needed for reteach and how to apply the treatment (Guided Discourse or Modeling)

- We need to ensure that all staff understand what effective guided discourse and modeling looks and sounds like.
- In PD/PLC we need to practice with data sets to identify the correct misconception and script out how we would reteach the specific misconception with either Guided Discourse or Modeling and would it be individual, small group, or whole group.
- In Data Meetings, we need to focus our time on what treatment the teacher should utilize for the reteach and help script out the lesson for reteach.
- We need to utilize our Reflectivity Videos to specifically target the second half of the lesson to observe Monitoring Aggressively and reteach methods and provide targeted feedback to help with further planning and execution.

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?):

- UDL focus on planning with teachers to ensure that teachers are planning for reteach and misconceptions
- Crafting Exemplars
- Scaffolding and Differentiation for Exceptional Learners and Emergent Bilinguals

2. List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):

- Relay
- Literacy Team within the School
- SEZP Resources and Trainings

3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):

- Review of Monitoring Aggressively with a focus on Reteaching during PLC
- Review and Introduce concepts within Modeling and Discourse to present a reteach during PLC
- Focus on Data analysis and feedback cycles in PLC and November Professional Development
- Data Meetings address individual needs of teachers

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

Task	Owner
Craft and present professional development around crafting lesson plans with a focus on misconceptions and planning for reteaching	Becker

PLC will focus on strategies of reteaching and data analysis throughout the year.	Administration
Teacher Leadership Team will complete walkthroughs with peer feedback focused on misconceptions, teacher feedback, and reteaching	Teacher Leadership Team
PLC focusing on assessing the reteach and further misconceptions	Administration
Administrative Walkthroughs with a focus on teacher's reteaching and or feedback to students on Aggressive monitoring	Administration
One observation will focus on the second half of the lesson surrounding reteaching and aggressive monitoring.	Administration
Utilize SWIVL videos to have teachers hone in on their feedback to students in the lesson and how they address misconceptions for the moment.	Teachers and Admin
Data Meetings Conducted to ensure that Educators are reviewing their results and determining reteach strategies that will further scaffold a concept for all students to access and correct misconceptions.	Administration and Staff