

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 Prep

(formerly Rise Academy)

2024-25

School Plan

Educator Working Conditions: Van Sickle Prep

1. Staff work year calendar and calculating total educator time

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

Part 1: School year hours

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

			Grades 6-8		
Day Type	Staff Category	Start time	End time	Hrs: Min	
1. Regular Day for Students and Staff	Regular Day	7:15 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 + 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 Hours - PC	7:15 AM	3:45 PM	8:30	
6. Regular Day for Students/Extended Afternoon Staff - Extra Help	Special Staff Hours - EH	7:15 AM	3:45 PM	8:30	
7. Regular Day for Students/Extended Afternoon Staff - Staff Meeting	Special Staff Hours - SM	7:15 AM	4:00 PM	8:45	

Part II: Additional educator hours

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

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

A. Summer Events Prior to August 19th

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

B. Other Events on or After August 19th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Open House	10/8/24, 4-6pm	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	1501.50	2	1503.50	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/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):

- Coverage of arrival, dismissal, homeroom, and Focus periods; and
- Substitute coverage of classes and duties of others who are absent from school.
- All educators will be required to complete weekly lesson plans using the Van Sickle Prep 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.
- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students;
- Substitute coverage of classes and duties of others who are absent from school;
- Development and maintenance of hallway bulletin boards.

If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed preparation periods or during collaboration time, they shall be compensated at \$35 per/occurrence.

B. After School Support for Students

Teachers will 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.

Schools working to improve curricular offerings please describe here:

- | |
|--|
| <ul style="list-style-type: none"> ● ELA curriculum change to Savvas - My Perspective ● Science curriculum to STEMScopes |
|--|

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, hats, baseball caps, sports/athletic jersey not permitted.

9. Class size

Efforts are made to ensure a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development and/or to support a school's specific model (e.g., co-teaching, dual language, etc.).

10. Bulletin boards

The Springfield Education Association (SEA) will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

11. Family-teacher communication

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. Teachers may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year. Teachers are not required to respond to families outside of the work week.

12. TLT elections for the next school year

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 09/3/2024.



**Springfield Public Schools
2024-2025 Student Calendar
Van Sickle Prep
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					Feb 17: Schools Closed - Presidents Day Feb 18 - 21: Schools Closed - Mid-Winter Vacation	February 2025				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
				1	2						
	5	6	7	8	9		3	4	5	6	7
	12	13	14	15	16		10	11	12	13	14
	19	20	21	22	23		17	18	19	20	21
26	27	28	29	30	24	25	26	27	28		

Sep 2: Schools Closed - Labor Day Sep 3: Schools Closed - Teacher PD Day	September 2024					March 2025	March 2025				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	2	3	4	5	6		3	4	5	6	7
	9	10	11	12	13		10	11	12	13	14
	16	17	18	19	20		17	18	19	20	21
	23	24	25	26	27		24	25	26	27	28
30					31						

Oct 8: Open House (4-6pm) Oct 14: Schools Closed - Indigenous People's Day	October 2024					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		MON	TUE	WED	THU	FRI
		1	2	3	4			1	2	3	4
	7	8	9	10	11		7	8	9	10	11
	14	15	16	17	18		14	15	16	17	18
	21	22	23	24	25		21	22	23	24	25
28	29	30	31		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					May 26: Schools Closed - Memorial Day	May 2025				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
					1					1	2
	4	5	6	7	8		5	6	7	8	9
	11	12	13	14	15		12	13	14	15	16
	18	19	20	21	22		19	20	21	22	23
25	26	27	28	29	26	27	28	29	30		

Dec 20: Early Release at 11:05am Dec 23 - 31: Schools Closed - Holiday Vacation	December 2024					Jun 19: Schools Closed - Juneteenth Day Jun 23*: End of School Year - Early Release at 11:05am	June 2025				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	2	3	4	5	6		2	3	4	5	6
	9	10	11	12	13		9	10	11	12	13
	16	17	18	19	20		16	17	18	19	20
	23	24	25	26	27		23	24	25	26	27
30	31				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					<p>*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.</p> <p> School Closed</p> <p> Student Early Release</p>
	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		



Springfield Public Schools
2024-2025 Staff Calendar
Van Sickle Prep
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
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 8: 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

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 for Students / Staff Early 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
30	31			

Jun 19: Schools Closed - Juneteenth Day

Jun 23*: End of School Year - Early Release at 11:05am for Students / Staff Early Release at 11:15am

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
- 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 + Staff Meeting until 4:00pm

School Priority Levers Form: Van Sickle Prep**Ways in which the faculty was engaged in Phase 1 of School Planning:**

- TLT members conducted a written survey of the faculty
- TLT members conversed with faculty at grade level and content meetings
- All faculty was invited to TLT meetings and notes were publicly shared

Priority 1**Selected Lever: Lever 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 emerging theories of what needs to improve to drive better results?**Data:**

- Inconsistent growth results in reading scores fall to winter, with 6th grade only at 36.4% meeting growth targets
- Insight survey: lowest score was in the domain of academic rigor (4.0)
- Focus area from the SQR stating that reviewers saw “evidence that student work products and discussions inconsistently demonstrate student ownership of cognitive lift and thinking across classrooms.”
- All but one area in Lever 2 is listed as developing or beginning over the past three years.

Working Theory: We believe that our inconsistent results are related to the lack of academic rigor in our current curriculum and implementation with fidelity of our academic programs. Our staff have cited, in both the SQR and Insight Survey, that the level of rigor in the curriculum is insufficient and our SQR results cite a lack of consistent coaching and aligned feedback to implement effective change within the classrooms. We need to evaluate our curriculum needs, effective academic practices, and coaching strategies to ensure growth within all of our classrooms.

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

- What is our Instructional Vision for success in the classroom and what systems are in place (PD, PLC, Coaching) to support teachers and support staff?
- Does our current curriculum choices set us up for success and or meet the high academic expectations and rigorous standards that we have?
- Are there any best practices that we want to highlight and roll out that will help improve rigor in the classroom?
- How can we respond to students’ opting out or producing low quality work in a way that is consistent with our beliefs and promotes academic excellence?
- What feedback systems need to be put in place to ensure that programs are being implemented with fidelity?
- What types of professional development do teachers need and or want to help implement best practices and curriculum within their classrooms?

Priority 2

Selected Lever: Lever 1

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

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

Data:

- 87.8% daily attendance rate
- Persistent feedback from staff that our discipline system is not working as intended, and that we have yet to consistently adopt restorative practices

Working Theory: Vans Sickle Prep will develop and implement a system of routines and procedures that establish a strong staff and student culture rooted in high behavior and academic expectations, supported by restorative practices, strong coaching, and open channels of communication. We will guide all our students through personal growth and academic success; to prepare them for high school and beyond while embracing their diversity and life experiences.

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

- How can we effectively organize staff and administration to better support consistent routines and procedures, while continuing to offer social-emotional and behavioral support?
- What skills and tools do staff need to create a strong classroom culture that mirrors the school culture regarding high academic and behavioral expectations?
- What level of coaching and guidance will individual teachers need to implement strategic routines and procedures within their classes and feel supported in the process?
- How do we develop the skills of students, teachers, and the support team to enable restorative practices as part of what we do?
- What professional development do teachers need in order to support a restorative mindset in order to build positive relationships, repair harm, and promote accountability within the school community?

Priority Levers Goals: Van Sickle Prep

Priority 1: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

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

Working Theory of Change: We believe that our inconsistent results are related to the lack of academic rigor in our current curriculum and implementation with fidelity of our academic programs. Our staff have cited, in both the SQR and Insight Survey, that the level of rigor in the curriculum is insufficient and our SQR results cite a lack of consistent coaching and aligned feedback to implement effective change within the classrooms. We need to evaluate our curriculum needs, effective academic practices, and coaching strategies to ensure growth within all of our classrooms.

Progress made thus far (synthesis from faculty):

In the 2023-2024 school year, Rise Academy staff have adopted an ELA and math curriculum and made attempts to streamline practices across the grade levels. In the 2024-2025 school year, it has been announced that the school will be renamed Van Sickle Prep under the leadership of Executive Principal Robert Francesca. As of the announcement, the VSP TLT has begun to meet with Mr. Francesca to discuss concerns about curriculum and coaching. The TLT has sought input from peers to ensure that all voices and concerns are heard around the focus of curriculum and coaching.

Where we run into obstacles (synthesis from faculty):

- Lack of consistent and targeted feedback from administration that would lead to meaningful change within the classroom resulting in a lack of accountability.
- Not all subject areas have a consistent and or rigorous curriculum to follow and staff have cited a want for guidance and feedback around the implementation of curriculum that they do have.
- We need to rebuild trust between teachers and administration so that we can return to a growth mindset and embrace change.
- Lack of behavior management has disrupted the implementation of effective and rigorous curriculum within classes.

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

1. **We need to develop and embody a shared instructional vision for our school that can be seen throughout all of our classrooms.**
 - We need to have a rigorous, standards aligned curriculum that is taught in every classroom with fidelity.
 - We need to develop and implement a lesson plan template that is used by all and has examples of what they should look like when filled out.
 - We need to utilize our resources and leverage peer modeling to have effective examples of what exemplary teaching looks, sounds, and feels like.
 - We need to have a system of coaching in place to provide feedback on planning and implementing lessons so as to ensure that they are implemented with fidelity.
2. **We need to research and implement best practice strategies that utilize behavior management in service of implementing a rigorous, student centered curriculum.**
 - What best practices are we utilizing regularly and how can we share them across classrooms?
 - How can we better utilize professional learning communities and professional development to learn about and practice strategies that will help us successfully deliver curriculum.
 - How can we utilize partners within our building to showcase model classrooms implementing best

practices in a highly effective and applicable way.

3. **We need to implement tiered interventions to address gaps in learning and provide students with targeted instruction around the standards and concepts they struggle with.**
 - What systems do we have in place that can help us be successful at addressing students' specific needs?
 - What resources and programs could we implement and utilize to better help service and support all of our students, specifically our bilingual and exceptional learners?
 - How can we build capacity in all teachers to ensure that we are all helping students move to the next level?

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

- We need to unpack the chosen curriculum that will be utilized in the 2024-2025 school year and practice how we break down the curriculum into our lesson plan template.
- We need to learn new techniques on how to effectively engage our classroom and utilize professional development time to practice these techniques.

Priority 2: Vision for Equitable Instruction, Educator Empowerment, and Leadership ActionEquity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

Working Theory of Change: We believe that if Vans Sickle Prep develops and implements a system of routines and procedures that establish a strong staff and student culture rooted in high behavior and academic expectations, supported by restorative practices, strong coaching, and open channels of communication, then our school climate will improve and students will increase their engagement in school as demonstrated by improved attendance and increased adherence to the SPS Student Code of Conduct.

Progress made thus far (synthesis from faculty):

Over the years, Rise Academy has strived to focus on restorative practices and worked to establish positive relationships with students in order to develop a safe learning environment. In the 2024-2025 school year, it has been announced that the school will be renamed Van Sickle Prep under the leadership of Executive Principal Robert Francesca. As of the announcement, the VSP TLT has begun to meet with Mr. Francesca to discuss concerns around student and staff culture. The TLT has sought input from peers to ensure that all voices and concerns are heard around the focus of culture within VSP.

Where we run into obstacles (synthesis from faculty):

- School based routines and procedures are not carried out consistently by all staff leading to unsafe situations with a lack of consequences and follow through.
- Staff have cited a lack of understanding of "restorative practices" - specifically what they look like and what administrative response will be to specific situations.
- There is a current lack of consistent communication between teachers and administration regarding behavioral expectations and discipline issues.

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

1. **In August, Van Sickle Prep will come together to learn about and implement a series of school wide routines and procedures centered around improving school culture and climate.**
 - Van Sickle Prep will review the VSP handbook with detailed minute-by-minute instructions that will communicate the expectations for school wide routines and procedures.
 - We need to understand our expectations around tiered behavior management within our restorative practices and communicate each person's part of restoring a positive culture within VSP (VSP Handbook & Counselor's Handbook)
 - We need to practice and discuss school wide best practices and the process in which we will receive feedback and coaching regarding these practices.

2. **We need to develop and implement a series of best practices for our classrooms that allow teachers to develop a strong class culture centered on both high behavioral and academic expectations.**
- We need to all understand how to build respectful relationships with our students and understand how that supports a strong academic culture within our classrooms.
 - We need to establish team wide non-negotiables and implement them with fidelity within our individual classrooms to ensure that we are all upholding a strong behavioral culture.
 - We need to understand the ways in which administration will be providing feedback and coaching around the implementation of our best practices.

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

- We need to establish and implement common expectations for routines and procedures centered around our VSP & Counselor's Handbook.
- We need to establish, observe, and practice school wide best practices that will set high expectations for both behavioral and academic culture within VSP.
- We need to learn more about restorative practices within the school and the classroom and practice how to implement these practices with fidelity.

Phase II - Summer Learning Plan: Van Sickle Prep

SEZP's Summer Learning Design Principles:

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

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

Summer 2024 Learning Plan for: Van Sickle Prep	
INITIAL SUMMER PLANNING	
Design Team Members	<ul style="list-style-type: none"> ● Robert Francesca
Summer Plan Vision	Address unfinished learning in a small group setting while providing a safe and inclusive learning environment for our students in current 6th and 7th grade, SEBS, and incoming 6th grade.
Summer Plan Logistics	<ol style="list-style-type: none"> 1. Dates of Summer Academy: 6/24 - 7/19 2. Type of Program: Early start and extended year 3. Days per week: M- Fri. 4. Student Start Time: 8:00am 5. Student End Time: 12:30pm 6. Lunch Time: 12- 12:30pm 7. Estimated # of Students: 40 8. Total # of Classrooms Needed: 8 9. Shared Facility Needs: cafeteria, gym 10. IT Programs/Apps Needed: PowerSchool 11. Coordinator(s) Name(s): Robert Francesca
Targeted Student Population and Total Projected Enrollment	<ul style="list-style-type: none"> ● 25, 6th and 7th grade students recommended by guidance counselors with unfinished learning in reading and math based on MAP, grades, and other assessments. ● 15 students in the SEBS program and other students with extended year on IEPs. ● Remaining spots for incoming 6th grade students recommended for early start.
Proposed Summer Partnerships (Student or teacher facing)	N/A

Family Communication and Recruitment Planning Action Steps	<ul style="list-style-type: none"> ● Grade levels propose a list of students - by May 17th. ● Special ed coordinator gives list of EY students - by May 17th. ● Guidance counselors will recruit students, and contact families, based on data and academic analysis/needs by May 24th. 														
After Recruitment Steps															
Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	<ol style="list-style-type: none"> 1. Reading instruction - practice with close reading on engaging text 2. Writing instruction - practice with the writing process 3. Math skills instruction - focusing on algebra readiness skills 														
Family and Student Communication Action Steps - once students have accepted	<ul style="list-style-type: none"> ● Guidance counselors will contact students/parents to coordinate summer academy by May 24th. ● Guidance counselors will follow up with parents by June 12th. 														
Staffing Plan	<table border="1" data-bbox="456 695 1515 961"> <thead> <tr> <th data-bbox="456 695 987 737">Staff Name</th> <th data-bbox="987 695 1515 737">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 737 987 772">TBD</td> <td data-bbox="987 737 1515 772">Coordinator</td> </tr> <tr> <td data-bbox="456 772 987 808">TBD</td> <td data-bbox="987 772 1515 808">ELA Teacher (2)</td> </tr> <tr> <td data-bbox="456 808 987 844">TBD</td> <td data-bbox="987 808 1515 844">Math Teacher (2)</td> </tr> <tr> <td data-bbox="456 844 987 879">TBD</td> <td data-bbox="987 844 1515 879">Enrichment teacher (1)</td> </tr> <tr> <td data-bbox="456 879 987 915">TBD</td> <td data-bbox="987 879 1515 915">Paras for SEBS (3)</td> </tr> <tr> <td data-bbox="456 915 987 951">TBD</td> <td data-bbox="987 915 1515 951">Support Staff (2)</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	TBD	Coordinator	TBD	ELA Teacher (2)	TBD	Math Teacher (2)	TBD	Enrichment teacher (1)	TBD	Paras for SEBS (3)	TBD	Support Staff (2)
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TBD	Support Staff (2)														
Final Program Schedule	8:00 - 9:30: ELA 9:30 - 11:00: Math 11:00 - 12:00: Enrichment 12:00 - 12:30: Lunch														
Name and contact information for questions over the summer	<ol style="list-style-type: none"> 1. Primary Contact Name: Robert Francesca Primary Contact Email: francescar@springfieldpublicschools.com Primary Contact Phone: 413-750-2887 2. Backup Contact Name: AP, Marc Gomes Primary Contact Email: @springfieldpublicschools.com Primary Contact Phone: 413-750-2887 														

Strategic Action Plan: Van Sickle Prep

Priority 1: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

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

Goals for Priority 1:

1. We need to develop and embody a shared instructional vision for our school that can be seen throughout all of our classrooms.
 - We need to have a rigorous, standards aligned curriculum that is taught in every classroom with fidelity.
 - We need to develop and implement a lesson plan template that is used by all and has examples of what they should look like when filled out.
 - We need to utilize our resources and leverage peer modeling to have effective examples of what exemplary teaching looks, sounds, and feels like.
 - We need to have a system of coaching in place to provide feedback on planning and implementing lessons so as to ensure that they are implemented with fidelity.
2. We need to research and implement best practice strategies that utilize behavior management in service of implementing a rigorous, student centered curriculum.
 - What best practices are we utilizing regularly and how can we share them across classrooms?
 - How can we better utilize professional learning communities and professional development to learn about and practice strategies that will help us successfully deliver curriculum.
 - How can we utilize partners within our building to showcase model classrooms implementing best practices in a highly effective and applicable way.
3. We need to implement tiered interventions to address gaps in learning and provide students with targeted instruction around the standards and concepts they struggle with.
 - What systems do we have in place that can help us be successful at addressing students' specific needs?
 - What resources and programs could we implement and utilize to better help service and support all of our students, specifically our bilingual and exceptional learners?
 - How can we build capacity in all teachers to ensure that we are all helping students move to the next level?

To accomplish the goals above and make improvements in this priority area, our August PD will include:

1. **August PD sessions (what will educators learn in August professional learning time?):**
 - Crafting Rigorous and Standards Based Lessons
 - Department Based PD - Focus on Implementing Curriculum with Fidelity
 - Interventions and Intervention Systems
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - RELAY
 - Van Sickle Academy Staff
 - SEZP Resources and Trainings
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - PLC will focus on continuing to improve best practices and implementing aggressive monitoring

- Data Meeting and Individualized coaching with Administration
- Teacher Leadership Team Walkthroughs to determine further areas of focus and growth

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

Task	Owner
Implement common lesson plan template with all staff	Becker
Implement a common curriculum across the department that is standards aligned	Admin & Departments
Professional Learning Community - Focus in the beginning months on areas of concern by staff and administration (planning, crafting objectives, tasks, Scripting I DO, We Do, You Do, planning for misconceptions, etc)	Admin
Administrative Walkthroughs - Focus on Standards aligned teaching practices	Admin
Individualized Coaching and Data Meetings with Key Admin	Teacher and Admin
Teacher Leadership Team Walkthrough - Focus on Key areas of growth and concern that further inform PLC and Professional Development	TLT
Observations - Focus on crafting, standards alignment, and pacing of the lesson	Administration

Priority 2: Vision for Equitable Instruction, Educator Empowerment, and Leadership Action Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

Goals for Priority 2:

1. In August, Van Sickle Prep will come together to learn about and implement a series of school wide routines and procedures centered around improving school culture and climate.
 - Van Sickle Prep will review the VSP handbook with detailed minute-by-minute instructions that will communicate the expectations for school wide routines and procedures.
 - We need to understand our expectations around tiered behavior management within our restorative practices and communicate each person's part of restoring a positive culture within VSP (VSP Handbook & Counselor's Handbook)
 - We need to practice and discuss school wide best practices and the process in which we will receive feedback and coaching regarding these practices.
2. We need to develop and implement a series of best practices for our classrooms that allow teachers to develop a strong class culture centered on both high behavioral and academic expectations.
 - We need to all understand how to build respectful relationships with our students and understand how that supports a strong academic culture within our classrooms.
 - We need to establish team wide non-negotiables and implement them with fidelity within our individual classrooms to ensure that we are all upholding a strong behavioral culture.
 - We need to understand the ways in which administration will be providing feedback and coaching around the implementation of our best practices.

To accomplish the goals above and make improvements in this priority area, our August PD will include:

1. **August PD sessions (what will educators learn in August professional learning time?):**
 - School wide Routines and Procedures
 - Classroom Management Best Practices
 - School Wide GOals and Expectations

2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Jill Grayson
 - RELAY
 - SEZP Trainings and Resources

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Professional Learning Community will continue to provide trainings around the areas of routines and procedures
 - Behavior Management and Relationship Building will be coached by Jill Grayson
 - Staff will receive further training around true Restorative Practices from the Zone and Ms. Grayson.

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

Task	Owner
Craft and Implement School Wide Routines and Procedures	Admin Team
Introduce and Implement a system of behavior management, including an understanding of school wide expectations	Admin and Teachers
Crafting and Mapping out Minute-by-minute routines and procedures to be enacted in class during professional development	Teachers and Admin
Implement a system of coaching for staff with consistent feedback	Admin
Administrative Walkthroughs within the first weeks of school to provide feedback and support for correction of implementation of Routines and Procedures	Admin
Teacher Leadership Team Walkthrough - Focus on Key areas of growth and concern that further inform PLC and Professional Development	TLT
Ongoing Coaching from Jill Grayson around behavior management and relationship building	Teachers and Jill Grayson