

This SY' 25-26 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, and is final pending SEZP Board approval later this school year.



# **Aspire Academy**

## **2025-26 School Plan**



**Springfield Public Schools  
2025-26 Student Calendar  
Aspire Academy  
415 State Street Springfield, MA 01105**



**Student Hours** 7:15 AM - 2:20 PM

**Teacher Hours** 7:00 AM - 3:00 PM (Monday - Thursday); 7:00 AM - 2:30 PM (Friday)

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**Student Hours** 7:15 AM - 2:20 PM  
**Teacher Hours** 7:00 AM - 3:00 PM (Monday - Thursday); 7:00 AM - 2:30 PM (Friday)

Aug 18 - 22: Teacher PD  
 Aug 22: Family Event (4-6:30pm)  
 Aug 25: School Begins

August 2025				
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

Feb 3: Extended day until 4pm  
 Feb 12: Open House/Family Event (4:30-6:30pm)  
 Feb 16: Schools Closed - Presidents Day  
 Feb 17 - 20: Schools Closed - Mid-Winter Vacation

February 2026				
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

Sep 1: Schools Closed - Labor Day  
 Sep 2: Extended Day until 4pm  
 Sep 25: FamilyNight/Open House (4:30-6:30pm)

September 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

March 3: Extended Day until 4pm

March 2026				
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			

Oct 2: School Closed for Students & Staff - Yom Kippur  
 Oct 7: Extended Day until 4pm  
 Oct 13: Schools Closed - Indigenous People's Day

October 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

Apr 2: Early Release for Students & Staff at 11:05am  
 Apr 3: Schools Closed - Good Friday  
 Apr 7: Extended Day until 4pm  
 Apr 9: Open House/Family Night (4:30-6:30pm)  
 Apr 20: Schools Closed - Patriots Day  
 Apr 21 -24: Schools Closed - Spring Vacation

April 2026				
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	

Nov 4: Schools Closed – Teacher PD Day (Election Day)  
 Nov 11: Schools Closed – Veterans Day  
 Nov 26 - 28: Schools Closed - Thanksgiving Vacation

November 2025				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
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May 5: Extended Day until 4pm  
 May 25: Schools Closed - Memorial Day

May 2026				
MON	TUE	WED	THU	FRI
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Dec 2: Extended Day until 4pm  
 Dec 18: Open House/Family Night (4-6:30pm)  
 Dec. 19: Early Release - Last day before holiday vacation  
 Dec 22 - 31: Schools Closed - Holiday Vacation

December 2025				
MON	TUE	WED	THU	FRI
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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2: Extended Day until 4pm  
 Jun 19: Schools Closed - Juneteenth Day  
 Jun 25\*: End of School Year - Early Release for Students & Staff  
 Jun: Graduation (date TBD, 6-8pm)

June 2026				
MON	TUE	WED	THU	FRI
1	2	3	4	5
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15	16	17	18	19
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Jan 1-5: Schools Closed - Extended Holiday Vacation  
 Jan. 6: Schools Closed for Students & Staff  
 Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2026				
MON	TUE	WED	THU	FRI
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5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
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\*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Staff Early Release at 11:45am
- Staff Early Release at 2:30pm
- Full Day PD from 8:00am-3:00pm
- Tuesday Extended Day until 4:00pm

**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 9-12		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:00 AM	3:00 PM	8:00
2.	Early Release for Students and Staff	Staff Early Release at 11:45am	7:00 AM	11:45 AM	4:45
3.	Regular Day for Students/ 2:30 Schedule for Staff	Staff Early Release at 2:30pm	7:00 AM	2:30 PM	7:30
4.	Regular Day for Students/Extended day for staff until 4pm	Tuesday Extended Day until 4pm	7:00 AM	4:00 PM	9:00
5.	No school for Students/ Full day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00

**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 25-26 is August 18<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 18<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 9-12
N/A	N/A	N/A
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25</b>		0 HRS

**B. Other Events on or After August 18<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 9-12
Back to school celebration	8/22/25 4:00-6:30	2.5
Family Night #1	9/25/25 4:30-6:30	2
Family Night #2	12/18/25 4:30-6:30	2
Family Night #3	2/12/26 4:30-6:30	2

Family Night #4	4/9/26 4:30-6:30	2
Aspire Graduation	6/13/26 6-8	2
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25</b>		12.5 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.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
<b>Gr. 9-12 Staff Hours</b>	0	1462.75	12.50	1475.25	186

**2. Staff workday**

- Educators 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 students and families about the attendance and academic progress of students;
- Preparation and analysis of individual student goal setting, weekly reports, progress reports, and report cards;
- Participation in a minimum if 4 family events
- Active participation in Professional Learning Communities (PLCs) and trainings
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Providing intentional and strategic academic support to students on a daily basis;
- Updating grades and regularly collecting, analyzing and reporting out on computer based academic program
- Attending student-related meetings;
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes; and
- Participation in transformative learning experiences if applicable
- Participation in coaching and feedback cycles

**3. Additional staff duties**

**A. During the Workday**

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

- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students;
- Substitute coverage of classes and duties of others who are absent from school;
- Development and maintenance of hallway bulletin boards;
- Substitute coverage of classes and duties of others who are absent from school;
- Development and maintenance of hallway bulletin boards;
- Proctoring school -based, district and/or state assessments;

- Potential night school coverage if applicable (staff will be paid at the contractual rate of \$22.50/hr for any coverage); and
- When possible class coverage will be rotated among staff.

**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. Afterschool Support for Students**

- All educators will work a minimum of 30 minutes per week after school to provide intentional academic support to students. These hours are already built into the total educator hours.
- Teachers may be asked to volunteer to cover night school. Any staff that works in the night school program will be paid an hourly rate of \$50.00/hour for that additional time worked.

**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 instructional coaching, 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:

Aspire's academic model includes both computer- based instruction and live, direct instruction. Transformative Learning Experiences are project and competency based and will be offered for specific course work. Educators are required to teach a Blended Model.

**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 08/21/2025.

**School Priority Levers Form: Aspire Academy****Ways in which the faculty was engaged in Phase 1 of School Planning:**

- TLT worked in collaboration with staff members and Administrator to thoughtfully discuss systems and develop goal setting based on the Levers
- Staff members met weekly to plan for priority levers

**Priority 1****Selected Lever: 1**

**Text of Lever:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities - 1.b. Instructional Vision  
School leaders establish, communicate, and promote a vision for equitable instruction that drives teaching and learning, professional learning, coaching structures and educator feedback required for students to succeed at their grade level according to MA Curriculum Frameworks and 21st century and college/career readiness standards.

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

**Data:** Although an increase 19% from 2023/2024 school year, only 57% of students met their MAP growth goals.

**Working Theory:** If we implement our instructional vision *“Through personalized learning, innovation, equitable access to early college, career and technical education, Aspire Academy will improve educational equity and career pathways cultivating students for the 21st century”* with fidelity, we will ensure all students have equitable access to rigorous, grade-level learning. By leveraging personalized pathways, culturally responsive teaching, and data-driven supports, we will close opportunity gaps and empower students to master the Massachusetts Curriculum Frameworks. Through strong coaching, professional learning, and continuous feedback, we will build instructional excellence that prepares every student to earn a high school diploma and succeed in college, career, and beyond.

**What questions or information will be needed to refine your theory of action and set goals in this priority area?****1. Clarifying the Instructional Vision**

- What does "implementing with fidelity" look like in daily classroom practice?
- How will we ensure consistency in instructional approaches across all grade levels and subjects?
- What specific instructional strategies (e.g., personalized learning, scaffolding, culturally responsive teaching) will be prioritized?

**2. Equity & Access Considerations**

- How do we define and measure equitable access to grade-level learning?
- What barriers (academic, social-emotional, resource-based) might prevent students from engaging with rigorous instruction?
- How will we differentiate support to ensure that all students, including those with IEPs, ELLs, and high-achievers, thrive?

**3. Data-Driven Decision Making**

- What key data points (e.g., pacing percentages, assessment scores, engagement metrics) will be used to track progress?



- How frequently will we analyze and adjust based on data insights?
- What role will students, teachers, and leaders play in reflecting on and using data?

#### 4. Professional Development & Coaching

- What training and coaching structures are necessary to support high-quality instruction?
- How will professional learning be aligned with the instructional vision?
- How will educators receive real-time feedback to improve practice?

#### 5. Accountability & Continuous Improvement

- What systems and structures will ensure that instructional priorities remain a focus?
- How will we measure teacher and student growth over time?
- How will we use PLC meetings, peer observations, and coaching cycles to drive continuous improvement?

## Priority 2

**Selected 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:** Average attendance rate is 75% a decrease in 9% from the 2023/2024 school. Chronic Absentee rates are 88% an increase of 13% from the 2023/2024 school year.

**Working Theory:** By fostering a personalized, student-centered learning environment with flexible scheduling, individualized support plans, and strong relationships, we will create an inclusive school culture that improves student engagement and belonging thereby reducing chronic absenteeism, ensuring that all students have equitable access to academic success and future opportunities.

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

#### 1. Current Data & Baseline Information

- What is the current rate of chronic absenteeism at Aspire Academy?
- What are the current levels of student engagement and belonging?
- How is academic success currently measured at the school?

#### 2. Personalized Learning & Flexible Scheduling

- How is personalized learning currently implemented at Aspire Academy?
- What challenges or barriers have you encountered when it comes to flexible scheduling or individualized support plans?

#### 3. Support Systems & Relationships

- What kind of individualized support plans are in place for students, and how are they developed? Are these plans effectively addressing students' unique needs?
- How are relationships between students and staff currently fostered and maintained? Are there specific programs or initiatives?

#### **4. Equity & Access**

- What steps have been taken to ensure equitable access to academic resources, college/career readiness programs, and extracurricular activities for all students?

#### **5. School Culture & Climate**

- Do students feel that the environment is inclusive and supportive?
- What feedback have students, families, and staff given regarding the school culture, and what areas have been identified for improvement?

#### **6. Collaboration & Professional Development**

- How is Aspire staff collaborating to support personalized learning and student engagement?
- What strategies can be used to ensure all staff are equipped to implement personalized learning and flexible scheduling effectively?

#### **7. Measurement & Monitoring**

- What metrics will be used to track progress in reducing absenteeism, increasing student engagement, and improving academic success?
- How often will data be collected and reviewed to assess the effectiveness of the strategies put in place?

#### **8. External Supports & Partnerships**

- Are there any partnerships with external organizations, community groups, or local businesses that can support the goals?
- How can the school engage families and the community to support students' attendance and academic success?

#### **9. Student Voice**

- How will student feedback be incorporated into shaping the personalized learning experience and improving school culture?