

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.



# **Emergence Academy**

**2025-26  
School Plan**



**Springfield Public Schools  
2025-2026 Student Calendar  
Emergence Academy  
415 State Street, Springfield, MA 01105**



**Student Hours** 7:15 AM - 3:40 PM (Monday - Thursday); 7:15 AM - 1:05 PM (Friday) \*see calendar for additional special early release days at 1:05pm  
**Teacher Hours** 7:15 AM - 3:45 PM (Monday - Thursday); 7:15 AM - 1:15 PM or 2:30 PM (Friday; see calendar for specific Friday early release schedule)

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 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 9: Schools Closed - Teacher PD Day  
Sep 10: Back to School /Family Event

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			

Mar 11: Early Release at 1:05pm

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 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 1: Early Release at 1:05pm  
Apr 3: Schools Closed - Good Friday  
Apr 15: Early Release at 1:05pm for Report Card Conferences  
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 19: Early Release at 1:05pm for Report Card Conferences  
Nov 25: Early Release at 1:05pm  
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
24	25	26	27	28

May 25: Schools Closed - Memorial Day

May 2026				
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

Dec 19: Early Release at 11:05am  
Dec 22-31: Schools Closed - Holiday Vacation

December 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	31		

Jun 10: Early Release at 1:05pm  
Jun 19: Schools Closed - Juneteenth Day  
Jun 25\*: End of School Year - Early Release at 11:05am for Students & Staff

June 2026				
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			

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  
Jan 21: Early Release at 1:05pm for Report Card Conferences

January 2026				
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

\*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
- District/Student Early Release 11:05AM
- Early Release 1:05PM
- Friday / Report Card Early Dismissal 1:05pm



**Springfield Public Schools**  
**2025-2026 Staff Calendar**  
**Emergence Academy**  
**415 State Street, Springfield, MA 01105**



**Student Hours** 7:15 AM - 3:40 PM (Monday - Thursday); 7:15 AM - 1:05 PM (Friday) \*see calendar for additional special early release days at 1:05pm

**Teacher Hours** 7:15 AM - 3:45 PM (Monday - Thursday) ; 7:15 AM - 1:15 PM or 2:30 PM (Friday; see calendar for specific Friday early release schedule)

Aug 11-15: Teacher PD from 9-2pm  
 Aug 18-21: Teacher PD from 9-3pm  
 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 16: Schools Closed - Presidents Day  
 Feb 17 - 20: Schools Closed - Mid-Winter Vacation

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16	17	18	19	20
23	24	25	26	27

Sep 1: Schools Closed - Labor Day  
 Sep 9: Schools Closed - Teacher PD Day  
 Sep 10: Back to School /Family Event

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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			

Mar 11: Student Early Release at 1:05pm / Teacher PD Until 3:15pm

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 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 1: Student Early Release at 1:05pm / Teacher PD Until 3:15pm  
 Apr 3: Schools Closed - Good Friday  
 Apr 15: Student Early Release at 1:05pm / Teacher PD Until 3:15pm  
 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 19: Student Early Release at 1:05pm / Teacher PD Until 3:15pm  
 Nov 25: Student Early Release at 1:05pm / Staff Early Release at 1:15 pm  
 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
24	25	26	27	28

May 25: Schools Closed - Memorial Day

May 2026				
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

Dec 19: Early Release at 11:05am - Last day before holiday vacation  
 Dec 22 - 31: Schools Closed - Holiday Vacation

December 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	31		

Jun 10: Student Early Release at 1:05pm / Teacher PD Until 3:15pm  
 Jun 19: Schools Closed - Juneteenth Day  
 Jun 25\*: End of School Year - Early Release for Students/ Teacher Half Day PD  
 Jun 26: Schools Closed - Teacher Professional Development Day

June 2026				
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			

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  
 Jan 21: Student Early Release at 1:05pm / Teacher PD Until 3:15pm

January 2026				
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

\*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
- District/Student Early Release at 11:05am
- Full Day PD from 9:00am-3:00pm
- Student Early Release + PD until 3:15pm
- Summer PD from 9:00am-2:00pm
- Friday Early Dismissal + PD until 2:30pm
- Student Regular Day Afternoon PD until 4:30pm
- Friday Early Release at 1:15pm

**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			Grades 9-12		
	Day Type	Staff Category	Start time	End time	Hrs: Min	Start time	End time	Hrs: Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	3:45 PM	8:30	7:15 AM	3:45 PM	8:30
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:05 AM	3:50	7:15 AM	11:05 AM	3:50
3.	No School for Students / Full Day Staff PD	Full Day PD	9:00 AM	3:00 PM	6:00	9:00 AM	3:00 PM	6:00
4.	Half Day Students/Afternoon Staff PD	Student Half Day Afternoon PD	7:15 AM	3:15 PM	8:00	7:15 AM	3:15 PM	8:00
5.	Friday and Report Card Conference Early Dismissal	Friday 2:30pm Dismissal	7:15 AM	2:30 PM	7:15	7:15 AM	2:30 PM	7:15
6.	Friday Early Dismissal 1:05pm / Early Release 1:30pm	Friday Early Release at 1:30pm	7:15 AM	1:15 PM	6:00	7:15 AM	1:15 PM	6:00
7.	Regular Day for Students & Late Staff PD Day	Student Regular Day Afternoon PD	7:15 AM	4:30 PM	9:15	7:15 AM	4:30 PM	9:15
8.	Summer PD #1 (pre-Aug 19)	Summer PD	9:00 AM	2:00 PM	5:00	9:00 AM	2:00 PM	5:00

**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. 6-8	# of Staff Hours in gr. 9-12
N/A	N/A	N/A	N/A
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25</b>		0 HRS	0 HRS

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

Event Description	Date/Time	# of Staff Hours in gr. 6-8	# of Staff Hours in gr. 9-12
Back to School Night	Wednesday, 9/10	2	2
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25</b>		2 HRS	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.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
<b>Gr. 6-8 Staff Hours</b>	25	1507.167	2.000	1534.167	193
<b>Gr. 9-12 Staff Hours</b>	25	1507.167	2.000	1534.167	193

**2. Staff workday**

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.

In addition to traditional responsibilities in a typical workday, all staff may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Phone calls to families about the academic progress of students
- Preparation of individual student weekly reports, progress reports, and report cards
- Working regularly with school administrators and colleagues to improve one’s instructional practices
- Checking homework on a daily basis
- Reflecting daily on exit ticket data to make remediation plans
- Attending student-related meetings
- Serving as a mentor to a small cohort of students
- Teaching small group interventions, including Phonics, Shared Reading, or Math
- 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:

- Running homeroom activities, including morning homeroom and afternoon homeroom + homework support as needed
- 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. Afterschool Support for Students**

Unit A educators will work after school each week to provide after school help not exceeding 0 minutes per week.

#### **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.

We are working to improve our curricular offerings in the following ways:

We are working to re-evaluate our reading and math intervention programs, which we will do so by leveraging teacher voice and exploring research-based practices in spring working groups. Further, we will explore how to integrate more early-college and career programming for our 11th & 12th grade students.

#### **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 at Emergence Academy are asked to dress professionally for a school setting, Monday-Thursday. This includes a polo shirt, button-up, sweater, or Emergence top, or jeans, with no shorts, flip flops or other excessively casual clothing. On Fridays staff can participate in Community Pride Shirt day by wearing a college or school shirt, social justice shirt, or any other inspirational shirt or Emergence sweatpants. When dress down days are awarded to students as an incentive, staff can also dress down in school-appropriate, casual clothing.

#### **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 9/19/2025.

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

- TLT members solicited feedback from their teams after we made an initial list by reflecting on SQR and MAP data
- Sent out a staff survey to ensure all staff were able to weigh in on the priorities.

**Priority 1****Selected Lever: Level 2****Text of Lever:** Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics**What is our most concerning data, and what are some working theories of what needs to improve to drive better results?****Data:**

- On the SQR, we received a score of developing in 2f - Data Driven Instruction. Further, data-driven instruction was noted as a key Area of Focus from the SQR. The reviewer noted we need more consistency of systems related to data-driven instruction across classrooms.
- On the SQR, we received a score of developing on 3d - Progress Monitoring, denoting a need to build teacher capacity in responding to assessment data.
- In ELA, 51.6% of students met their MAP growth goal from fall to winter; in Math, 68.6% of students met the MAP growth goal from fall to winter. Despite 100 minutes of intervention time per day alongside core content instruction, we are not supporting 100% of students to meet their MAP growth goals.

**Working Theory:** If we improve our school-wide systems and our teacher skill set regarding data-driven instruction, we will ensure that all students receive equitable and effective learning opportunities. By building systems of continuous assessment, analysis, and modification of instructional methods, we can better meet the diverse needs of students. We believe data-driven instruction would lead to the following outcomes:

**TARGETED INSTRUCTION & DIFFERENTIATION:** This allows for personalized learning plans, differentiated instruction (including individualized entry points for students), and strategic interventions.

- *For example*, if data shows that a group of students struggles with fractions, we can plan small-group instruction or scaffolded lessons.

**INCREASED STUDENT ACHIEVEMENT:** Using data to track progress over time helps us adjust teaching strategies before students fall too far behind. Regular progress monitoring ensures students receive timely support, increasing their likelihood of meeting or exceeding standards. Research shows that data-informed instruction leads to higher student performance, especially when teachers act on insights promptly.

**MORE EFFECTIVE USE OF INSTRUCTIONAL TIME:** Data helps identify which topics need more instructional time and which can be condensed or skipped. This prevents wasting valuable classroom time on skills students have already mastered while focusing energy on critical areas.

- *Example:* If exit tickets reveal students grasped a math concept quickly, we can move forward instead of reteaching unnecessarily.

**IMPROVED COLLABORATION AMONG TEACHERS:** When teachers share and discuss data during Professional Learning Communities (PLCs) or team meetings, they can collaboratively problem-solve. Data helps us align strategies across grade levels and subjects, ensuring consistency and coherence in student learning.

- *Example:* If multiple teachers notice a school-wide issue with reading comprehension, they can work together to



implement cross-curricular literacy strategies.

**STRONGER STUDENT ENGAGEMENT & OWNERSHIP:** When students see their own progress visually represented (e.g., growth charts, goal-setting conferences), they become more motivated. Teachers can encourage goal-setting based on data, making students active participants in their learning journey.

- **Example:** A student tracking their improvement in multiplication fluency is more likely to stay engaged in practicing it.

**INFORMED DECISION-MAKING FOR SCHOOL IMPROVEMENT:** Our schools leaders and teachers can use data to determine which instructional programs, interventions, or curricula are effective. Data trends help make evidence-based decisions rather than relying on intuition.

- **Example:** If data reveals that a specific instructional strategy improves student comprehension, administrators can support training in that method.

**BETTER SUPPORT FOR ALL STUDENTS!** Early identification of struggling students allows for intervention before they fall too far behind. Emergence Academy can use data to determine which students need small-group tutoring, accommodations, or additional support services.

- **Example:** If a student consistently underperforms on formative assessments, teachers can proactively involve parents, counselors, or specialists.

By leveraging student performance data, differentiated instruction, technology, and culturally responsive methods, educators can significantly accelerate learning and improve academic outcomes for multilingual learners.

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

- What data protocols exist that we could consider using so that we are not re-creating the wheel (i.e. DataWise)? If they exist, is there training that we can seek out?
- How do we create time within our weekly & daily schedule to allow for targeted data meetings?
- What type of data should we be asking teachers to collect and look at to make the most impactful changes? (i.e, MAP & ACCESS data)
- What are the skill gaps for teachers - why is looking at data and responding to data not currently happening in all classrooms?
- Should data protocols look different across different content areas? Where should they have consistency?
- How can we use current systems of data collection (i.e. DeansList) to support an easier collection of data?
- Consider a series of questions we should define when looking at data. Consider the following:
  - What concepts are students mastering?
  - Where are the gaps in understanding?
  - Which students are progressing slower?
  - Are there patterns? (e.g., certain misconceptions or frequent errors)?
- Conduct research to determine the most effective data-collection & data-response strategies, considering the following:
  - Conducting pre assessments to understand the students language proficiency and academic skills.
  - Creating common formative assessments to track progress.
  - Efficiently creating plans to differentiate instruction based on students proficiency levels in both content knowledge and language skills. Implement tracking systems that allow educators to monitor individual and group progress.
  - Leverage technology to collect and analyze data

## Priority 2

### Selected Lever: Lever 3

**Text of Lever:** Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

##### Data:

- Only 68.6% of students met their Math MAP Data and only 51.6% of students met their ELA Data from fall to winter. Our goal is for 100% of students to meet these benchmarks throughout the year.
- Increased enrollment has also made it challenging for groups to remain at the level that students need to address unfinished learning. We started the year at 327 students and have 420 students currently.
- Our SQR 3a Intervention Systems was given a developing score.

**Working Theory:** If we improve interventions by creating intentional groups by using relevant data, providing training for teachers around resources and teaching foundational reading and math skills, and providing resources and curriculum that is easy to access and able to effectively implement then we will increase the number of students who met their growth goal on MAP and receive an established rating on SQR in 3a Interventions Systems. This will require intentional professional development at the beginning of the year as well as a systemic way to create groupings based on MAP RIT band data. This will also include coaching for teachers throughout the year to ensure best practices are being met for all students within the various groups.

Defining terms from above:

- Relevant data: MAP data collected in the fall and winter
- Training for teachers: Completed in August but continues throughout the year. (CORE Learning?)
- Resources and Curriculum: Curriculum that is research based and turnkey for the teachers to be able to access and meets the needs of a variety of students.

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

- Where are teachers struggling most with regard to intervention implementation?
- What are teachers collecting to ensure students are making progress? (exit tickets = measuring daily progress) What does the research say about the best methodology around interventions (i.e. small group, conferencing, station work, AI generated programming, etc)?
- What are the baselines to track student growth and success in intervention classes?
- Is there coaching available for interventions specifically?
- How do we use the data collected to inform our grouping decisions but also maintain a consistent environment?
- Is grade level grouping the best practice?
  - What comparative alternate models might show promise in relation to this question?