

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.



Forest Park

2025-26

School Plan



**Springfield Public Schools
2025-2026 Student Calendar
Forest Park Middle School
46 Oakland Street, Springfield, MA 01108**



Student Hours	7:25 AM - 3:05 PM
Teacher Hours	7:20 AM - 3:10 PM; 7:20 AM - 4:15 PM (on specific extended Tuesdays)

<p>Aug 21: Welcome back BBQ</p> <p>Aug 25: School Begins</p>	<table border="1"> <thead> <tr><th colspan="5">August 2025</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table>	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	<p>Feb 13: Student Early Release at 1pm / Regular Day for Staff until 3:10pm</p> <p>Feb 16: Schools Closed - Presidents Day</p> <p>Feb 17 - 20: Schools Closed - Mid-Winter Vacation</p>	<table border="1"> <thead> <tr><th colspan="5">February 2026</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> </tbody> </table>	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
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2025-2026 Staff Calendar
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46 Oakland Street, Springfield, MA 01108**



Student Hours	7:25 AM - 3:05 PM
Teacher Hours	7:20 AM - 3:10 PM; 7:20 AM - 4:15 PM (on specific extended Tuesdays)

Aug 18-22: Teacher PD

Aug 21: Special Hours 12-7pm
Welcome Back BBQ

Aug 22: Convocation

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

Feb 13: Student Early Release

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 16: Extended Day

Sep 25: Family Event - Open House

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 3: Extended Day

Mar 20: Student Early Release

Mar 24: Family Event

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 7: Extended Day

Oct 10: Student Early Release at 1:10pm / Regular Day for Staff until 3:15pm

Oct 13: Schools Closed - Indigenous People's Day

Oct 28: Family Event

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
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Apr 3: Schools Closed - Good Friday

Apr 7: Extended Day

Apr 17: Student Early Release

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
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Nov 4: Schools Closed – Teacher PD Day

Nov 11: Schools Closed – Veterans Day

Nov 18: Extended 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
24	25	26	27	28

May 5: Extended Day

May 22: Student Early Release

May 25: Schools Closed - Memorial Day

May 28: Family Event

May 2026				
MON	TUE	WED	THU	FRI
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Dec 9: Extended Day

Dec 10: Family Event

Dec 19: Early Release for Students & Staff - Last day before holiday vacation

Dec 22 - 31: Schools Closed - Holiday Vacation

December 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
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15	16	17	18	19
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June 2: Extended Day

Jun 19: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students & Staff

June 2026				
MON	TUE	WED	THU	FRI
1	2	3	4	5
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Jan 1-5: Schools Closed - Holiday Vacation

Jan 6: Schools Closed - Teacher Professional Day

Jan 13: Extended Day

Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2026				
MON	TUE	WED	THU	FRI
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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 11:40am
- Special Staff PD Hours (see detail)
- Regular Day + PD until 4:15pm
- Full Day PD from 8am-3pm
- Regular Day / Family Event

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 Staff and Students	Regular Day	7:20 AM	3:10 PM	7:50
2.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
3.	No School for Students / Full Day Staff PD - Special Hours	Special Staff PD Hours	12:00 PM	7:00PM	7:00
4.	Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD	7:20 AM	4:15 PM	8:55
5.	Regular Day for Staff and Students / Family Event	Regular Day	7:20 AM	3:10 PM	7:50
6.	Early Release for Students and Staff	Early Release	7:20 AM	11:40 AM	4:20
7.	Early Release for Students/Full Day for Staff	Early Release Students	7:20 AM	3:10 PM	7:50

Part II: Additional educator hours

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

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 25-26 is August 18th, 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 18th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25		0 hrs

B. Other Events on or After August 18th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Open House	9/25/2025	2

Family Event #2	Varies	2
Family Event #3	Varies	2
Extra Help Weekly	30 mins weekly	19
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		25 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
Gr. 6-8 Staff Hours	0	1469.833	25	1494.833	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, behavioral and social-emotional progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with all members of the school community to improve one’s professional practices;
- Attending student-related meetings;
- Serving as a mentor and primary person to Advisory students;
- Participate in department, grade level, PLC and professional development opportunities; and
- Participate in staff recruitment and hiring processes as needed.

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; and
- Substitute coverage of classes and duties of others who are absent from school.

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 and counselors will work after school each week to provide after school help not exceeding 30 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.

Schools working to improve curricular offerings please describe here:

Exploring use of MyPersepctives for English Language Arts curriculum - According to EdReports: The instructional materials for myPerspectives 6-8 meet the expectations of alignment, building knowledge, and usability. The materials include anchor texts that are well-crafted, content-rich, and rich in language and academic vocabulary. The tasks, questions, and assignments are connected to the texts students read and require students to collect textual evidence. Units are grouped around topics/themes to grow students' knowledge over the course of the school year. Throughout the program, there are culminating tasks and research opportunities that require students to expand and show their knowledge and understanding of the topics/themes in each unit.

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, and beachwear is not permitted.

9. Class size

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

10. Bulletin boards

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

11. Family-teacher communication

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

12. TLT elections for the next school year

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 9/10/2025.

School Priority Levers Form: Forest Park Middle School**Ways in which the faculty was engaged in Phase 1 of School Planning:**

The following took place at Extended Days and in Grade Level PLCs:

- Collaborative Conversations: Staff provided input and feedback on current working conditions, the school calendar, and proposed adjustments.
- Data-Driven Discussions: Mid-year MAP assessment results and SQR findings were shared with staff to inform school priorities, ensuring that planning efforts were guided by data and educator insights.

Priority 1**Selected Level: Level 1****Text of Lever: Vision for Equitable Instruction, Educator Empowerment, and Leadership Responsibilities****What is our most concerning data, and what are some working theories of what needs to improve to drive better results?**

Data: Based on feedback from our October 2024 SQR Forest Park made progress on our Instructional Vision, with all classrooms using grade-level, standards-aligned curriculum. However, we lack clear and measurable school-wide goals (1d) to effectively monitor progress and ensure alignment across all instructional efforts. Without these goals, it is difficult to track student achievement, measure the impact of instructional strategies, and ensure consistency in practice. Additionally, we need to examine data points related to low-incidence classrooms to ensure equitable access to appropriate curricula and specialized supports.

Working Theory: Having clear school-wide goals will drive efforts to accelerate student learning while fostering social-emotional growth. Providing a focused direction for professional learning will ensure that all educators are aligned in their instructional practices. Clear goals will guide all stakeholders - including teachers, students, and families - toward a shared vision of success. They will encourage the use of student performance data to monitor progress, identify learning gaps, and adjust instruction accordingly. Shared goals also create accountability among staff and students, fostering a growth mindset where continuous improvement is prioritized. Creating an action plan, data analysis cycles, and benchmarks to monitor progress, will continue our work to provide access to grade-level curriculums (specialized skills in low-incidence classrooms) and support for an inclusive learning environment.

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

- What goals align with instructional vision? These should encompass both academic growth and achievement, social-emotional development, as well as the implementation of key instructional strategies.
- What existing structures or practices are effectively supporting our vision?
- What additional supports or new learning do staff need to consistently implement high-quality, aligned lessons that support the instructional vision and work to meet school-wide goals?
- How can we ensure that school-wide goals support all students, preparing them for high school and beyond?
- How can we align school goals so all educators understand how their grade level and content-specific goals contribute to their achievement?
- How should we define success for low-incidence classrooms, and what specific strategies will help us close opportunity gaps for these students?

Priority 2

Selected Lever: Lever 2

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

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

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

Data: Our School Quality Review (SQR) identified *Educator Feedback Systems (2i)* and *Aligned Feedback (2j)* as areas that are still developing. While we have increased classroom visits and provided more feedback since October, there remains work to be done to ensure all teachers receive consistent, aligned, and meaningful support. Additionally, teachers have expressed a desire for more individualized professional development rather than a one-size-fits-all approach.

Working Theory: By introducing instructional strategies with all educators and then providing individualized support and feedback, we will strengthen and grow the abilities of our teachers which will result in student growth and increased achievement. We will work with teachers to implement research-based instructional strategies and collaborate to produce aligned, targeted actionable feedback. Teachers will have a choice in their professional practice goals, which will drive the focus of their observations and classroom visits. Individualized teacher feedback will be driven by classroom visits, student work analysis and lesson planning.

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

- What instructional strategies are most aligned with our instructional vision?
- What systems are currently in place for feedback, and where are the gaps? How do they align to the instructional vision?
- How can professional practice goals better align with our instructional vision?
- What expectations should be set for reviewing and submitting student work, and how can feedback be effectively aligned with this process?
- How can peer classroom visits and model lessons be leveraged to support this work?
- How can we effectively differentiate professional development for staff?
- How can we effectively collect individual coaching data for reflection and next steps?