

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.



# **Springfield Realization Academy**

**2025-26  
School Plan**



**Springfield Public Schools  
2025-2026 Student Calendar  
Springfield Realization Academy  
46 Oakland Street, Springfield, MA 01108**



<b>Student Hours</b>	<b>7:40 AM - 3:35 PM</b> * see calendar for special student early release days
<b>Teacher Hours</b>	<b>7:35 AM - 3:40 PM (M-F)</b>

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**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	7:35 AM	3:40 PM	8:05
2.	Early Release for Students and Staff	Staff Early Release	7:35 AM	11:40 AM	4:05
3.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	4:00 PM	8:00
4.	Early Release day for Students/Afternoon PD	Student Early Release + PD	7:35 AM	3:40 PM	8:05

**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.

**A. Summer Events Prior to August 18<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
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. 6-8
Back to School Night	September 11, 2025	2
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25</b>		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
Gr. 6-8 Staff Hours	0	1511.00	2.00	1513.00	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:

- Provide a substitute teacher folder in a designated location in their classroom with student work should they happen to be absent from work.
- 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;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;
- Serve on various school committees such as hospitality committee, curriculum committee, culture committee etc.
- 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, but not limited to:

- 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
- Facilitating students’ transitions between classes
- Facilitating the end of day dismissal procedure which might include ushering students along in hallways,

**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

Educators will not be required to work after school hours to support students. However, if school leaders deem that targeted support for identified students becomes necessary during the school year, interested educators will be compensated for their time at the contractual rate of \$50/hour.

## 4. Professional learning

Teachers are required to participate in professional development activities throughout the school year, including before and after the school day for students, and immediately before or immediately after the school year starts and ends as outlined in section 1 above from the calendar tool. Most professional learning activities should be connected to TLT identified priority levers and the capacity and skill building needed to help the school reach their improvement goals.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal.

## **5. School curriculum issues**

The school's curriculum will be aligned with the Massachusetts State Curriculum Frameworks and receive a high rating for quality and rigor as defined by [Edreports](#). In instances where highly rated curriculum is not available, teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and will have an opportunity to provide feedback.

## **6. Notices and announcements**

Teachers will be notified in advance of special events which will involve students such as Zone, district, or school mandated assessments, health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept to an absolute minimum.

## **7. School health and safety issues**

The school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning. Security of school premises will be maintained. Visitors to the school will be required to check in upon entry and all members of the school community are expected to monitor visitors without badges and immediately report these instances to the main office or security desk.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

## **8. Staff dress code**

Staff are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beach wear, and flip flops is not permitted. Staff will also not wear hoodies since students are not allowed to wear them.

## **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 08/22/2025.

## School Priority Levers Form: Springfield Realization Academy

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

- TLT met with school administrators to discuss data and identify priorities levers
- TLT met with the principal to develop working theories, formulate questions to refine the theories, and set goals
- TLT shared the document with faculty at the February staff meeting and collected feedback
- Principal finalized document for sharing with SEZP.

### Priority 1

**Selected Lever::** Lever 2

**Text of Lever:** 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

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

#### Data:

- Only 34.6% of students met their growth target for ELA and 47.8% of students met their growth target for mathematics
- On the Fall 2024 Insight Survey, teachers rated instructional Planning for Student Growth at 1.4 out of a possible 10. Similarly, Observation and Feedback was rated at 1.9 out of a possible 10 by teachers.

**Working Theory:** The school continues to lack consistently executed standards-aligned instruction across all classrooms. Learning experiences are not always cognitively engaging and differentiated and students do not adequately have opportunities for meaningful discourse, or to make their thinking visible. These factors inhibit their development of robust understanding. Additionally, our instructional system is not adequately meeting the needs of our exceptional students and multilingual learners. Some teachers have not been able to cultivate a classroom climate that is conducive for learning for all students, especially those with behavioral challenges. The school's plan for supporting students with challenging behaviors needs improvement. The lack of a full complement of teachers affects teacher collaboration and coaching.

The school's system of educator observation, feedback, and coaching remains in need of improvement. The 2025 School Quality Review identified 11 of the 14 indicators as developing and three as beginning, including student ownership, educator collaboration and data-driven instruction

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

- How can the school's system for observation, feedback, and coaching be improved and aligned to the Framework for Equitable Schools?
- How can we collaboratively build an instructional vision that is embraced by all constituents of the school and enacted in every classroom every day?
- What can school leaders do to ensure that the school year begins with the full complement of teachers and other staff?
- How can school leaders support teachers in adopting classroom management practices that can help create positive affirming classroom environments conducive to learning?
- How can school leaders build a school schedule that prioritizes common planning time for PLC and GLT meetings?
- How can we ensure that administrators have protected time to conduct routine and consistent observation-feedback-coaching cycles?



- What is the best way to streamline our practices for supporting lesson planning through collaboration and feedback?
- How can we ensure that instructional decisions are driven by the school leaders and teachers' analysis of data and aligned with the needs of scholars?
- How can we ensure that the analysis of data results in differentiated and targeted support for students within lessons and in intervention classes?
- How can we improve our progress monitoring systems to better support student learning?
- What practices and teacher moves can best facilitate the development of student ownership of learning?
- How can school leaders and faculty engender student investment in their success that includes goal setting for successive iterations of the NWEA MAP tests and student ownership of learning.

## 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:**

- 49% of our students scored within the 0-20th percentile in the Winter administration of the the NWEA MAP ELA assessment
- 44% of them scored within the 0-20th percentile in the Winter administration of the the NWEA MAP math assessment

**Working Theory:** With so many students scoring below the 20th percentile in both reading and mathematics, we have not been able to successfully address unfinished learning of students. In many instances, the gaps they enter with persist into the second and third years. Our intervention system is not yet sufficiently developed to provide targeted support for students to overcome their learning loss. This is especially true for our exceptional learners and to a lesser extent, our newcomers.

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

- What are the strategies utilized by teachers during core instruction to make grade level curriculum accessible to exceptional learners and English learners?
- How are teachers planning for differentiation and scaffolded support for students who are not at grade level and what kinds of feedback do they receive on their planning?
- Is the intervention system effectively meeting the needs of all students? Is it sufficiently differentiated?
- How can the school constitute an Academic Treatment Team to plan, monitor, and assess the effectiveness of the intervention system?