

This SY' 25-26 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**

# **Aspire Academy**

**2025-26**

**School Plan**

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## **Educator Working Conditions Addendum**

Approved 9/2/25 for insertion into final SEZP Continuous Improvement Plans for SY 25-26

The 25-26 Educator Working Conditions template used by Teacher Leadership Teams (TLTs) to develop educator working conditions was developed using the agreed upon language from the Agreement Between the Springfield Education Association and the Springfield School Committee for the Springfield Empowerment Zone Partnership Schools, which expired on June 30, 2025.

A new Collective Bargaining Agreement - effective July 1, 2025 through June 30, 2028 - was reached after these plans were approved by the SEZP Board. Therefore, language in the new Agreement will supersede language approved by Teacher Leadership Team's Educator Working Conditions in the following 3 areas:

2. Staff workday
8. Staff dress code
9. Class size

### **New Language:**

#### **Article 25, Section 2, Part A. will replace provisions of the Educator Working Conditions 2. Staff work day**

##### Duty Free Lunch

- A. Each teacher will be provided with an uninterrupted thirty (30) minute duty free lunch period. Except in emergency or extenuating situations, teachers shall be permitted to leave the school building during their 30-minute scheduled lunch period with advance notice of the principal or his or her designee and with the completion of a signed In and Out log.
- B. In an emergency, teachers who volunteer to provide lunch coverage during their own duty-free lunch period will be compensated at the rate set in Appendix B.

##### Prep Periods

Educators will have – at minimum - one self-directed 40-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator must have an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If an educator cannot have access to their own teaching space during preparation periods, every effort will be made to provide a functional working space.

In service of a unique program (e.g. an adjunct professor teaching early college), a teacher may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the teacher schedule will be clearly noted in the respective job posting. Additionally, educators in these positions will be notified of any changes to their schedule, prior to the transfer window.

Every effort will be made to ensure that the 40 minutes of preparation time is not adjacent to any other

scheduled activity (e.g., STAT meetings, grade-level team meetings) that is less than 15 minutes in duration, in order to preserve the integrity and utility of the preparation period.

**Article 25, Section 10 will replace Educator working conditions 8. Staff Dress Code**

Dress Code

All employees covered under this collective bargaining agreement must:

- Dress in a neat and clean manner appropriate to their role and responsibilities.
- Use good judgment in attire that is respectful of students, families, and colleagues.

School spirit days may be designated by the administration in collaboration with staff.

**Article 23, Section B, Part 1 will replace Educator Working Conditions 9. Class Size:**

A. Components of Annual Continuous Improvement Plans

1. Each TLT will review class sizes by February 1 and provide the principal with recommendations for addressing any challenges or opportunities related to class size for the following school year.

**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.



**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)

Aug 22: Open House/Family Night (4-6:30pm)  Aug 25: School Begins	<b>August 2025</b> <table border="1"> <thead> <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 align="center">1</td></tr> <tr><td align="center">4</td><td align="center">5</td><td align="center">6</td><td align="center">7</td><td align="center">8</td></tr> <tr><td align="center">11</td><td align="center">12</td><td align="center">13</td><td align="center">14</td><td align="center">15</td></tr> <tr><td align="center">18</td><td align="center">19</td><td align="center">20</td><td align="center">21</td><td align="center">22</td></tr> <tr><td align="center">25</td><td align="center">26</td><td align="center">27</td><td align="center">28</td><td align="center">29</td></tr> </tbody> </table>	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 12: Open House/Family Night (4:30-6:30pm)  Feb 16: Schools Closed - Presidents Day  Feb 17 - 20: Schools Closed - Mid-Winter Vacation"	<b>February 2026</b> <table border="1"> <thead> <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 align="center">2</td><td align="center">3</td><td align="center">4</td><td align="center">5</td><td align="center">6</td></tr> <tr><td align="center">9</td><td align="center">10</td><td align="center">11</td><td align="center">12</td><td align="center">13</td></tr> <tr><td align="center">16</td><td align="center">17</td><td align="center">18</td><td align="center">19</td><td align="center">20</td></tr> <tr><td align="center">23</td><td align="center">24</td><td align="center">25</td><td align="center">26</td><td align="center">27</td></tr> </tbody> </table>	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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October 2: School Closed for Students & Staff - Yom Kippur  Oct 13: Schools Closed - Indigenous People's Day	<b>October 2025</b> <table border="1"> <thead> <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 align="center">1</td><td align="center">2</td><td align="center">3</td></tr> <tr><td align="center">6</td><td align="center">7</td><td align="center">8</td><td align="center">9</td><td align="center">10</td></tr> <tr><td align="center">13</td><td align="center">14</td><td align="center">15</td><td align="center">16</td><td align="center">17</td></tr> <tr><td align="center">20</td><td align="center">21</td><td align="center">22</td><td align="center">23</td><td align="center">24</td></tr> <tr><td align="center">27</td><td align="center">28</td><td align="center">29</td><td align="center">30</td><td align="center">31</td></tr> </tbody> </table>	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 at 11:05am Apr 3: Schools Closed - Good Friday Apr 9: Open House/Family Night (4:30-6:30pm) Apr 20: Schools Closed - Patriots Day Apr 21 -24: Schools Closed - Spring Vacation	<b>April 2026</b> <table border="1"> <thead> <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 align="center">1</td><td align="center">2</td><td align="center">3</td></tr> <tr><td align="center">6</td><td align="center">7</td><td align="center">8</td><td align="center">9</td><td align="center">10</td></tr> <tr><td align="center">13</td><td align="center">14</td><td align="center">15</td><td align="center">16</td><td align="center">17</td></tr> <tr><td align="center">20</td><td align="center">21</td><td align="center">22</td><td align="center">23</td><td align="center">24</td></tr> <tr><td align="center">27</td><td align="center">28</td><td align="center">29</td><td align="center">30</td><td></td></tr> </tbody> </table>	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	
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Nov 4: Schools Closed – Teacher PD Day (Election Day)  Nov 11: Schools Closed – Veterans Day  Nov 26 - 28: Schools Closed - Thanksgiving Vacation	<b>November 2025</b> <table border="1"> <thead> <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 align="center">3</td><td align="center">4</td><td align="center">5</td><td align="center">6</td><td align="center">7</td></tr> <tr><td align="center">10</td><td align="center">11</td><td align="center">12</td><td align="center">13</td><td align="center">14</td></tr> <tr><td align="center">17</td><td align="center">18</td><td align="center">19</td><td align="center">20</td><td align="center">21</td></tr> <tr><td align="center">24</td><td align="center">25</td><td align="center">26</td><td align="center">27</td><td align="center">28</td></tr> </tbody> </table>	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	<b>May 2026</b> <table border="1"> <thead> <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 align="center">1</td></tr> <tr><td align="center">4</td><td align="center">5</td><td align="center">6</td><td align="center">7</td><td align="center">8</td></tr> <tr><td align="center">11</td><td align="center">12</td><td align="center">13</td><td align="center">14</td><td align="center">15</td></tr> <tr><td align="center">18</td><td align="center">19</td><td align="center">20</td><td align="center">21</td><td align="center">22</td></tr> <tr><td align="center">25</td><td align="center">26</td><td align="center">27</td><td align="center">28</td><td align="center">29</td></tr> </tbody> </table>	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
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**Springfield Public Schools  
2025-26 Staff 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)

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
24	25	26	27	28

May 5: Extended Day until 4pm  
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 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
1	2	3	4	5
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
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

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
- 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

**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?

**Priority 1:** 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 drive 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.

**Working Theory of Change:** 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.

**Progress made thus far (synthesis from faculty):**

- **Implementation of Personalized Learning:** Aspire has made significant progress in adopting personalized learning pathways. Many students are engaging in self-paced learning with increased ownership over their academic progress, reflected in pacing data.
- **Early College and Career Pathways:** Aspire has expanded access to career technical education opportunities and early college. Enrollment in dual enrollment and career technical pathways has increased.
- **Instructional Coaching and Feedback:** There is a consistent cycle of coaching, feedback, and instructional learning walks. Teachers receive targeted support aligned with the instructional vision.
- **Culture of Equity and High Expectations:** The school has promoted a vision centered on equitable access and rigorous, grade-level learning. Teachers are using data to identify and close opportunity gaps and there is a consistent expectation of Rigor Maps.
- **Professional Collaboration Structures:** PLCs, Success Teams, and ILT meetings are established and used to reflect on student data, instructional practices, and student behavior systems.
- **Transportation Services:** To combat chronic absenteeism, transportation services have been established.

**Where we run into obstacles (synthesis from faculty):**

- **Consistency in Instructional Practice:** Despite a clear vision, instructional execution across classrooms remains uneven. Some teachers need more support in implementing personalized and rigorous instruction.
- **Student Academic Endurance and Ownership:** While progress has been made, some students still struggle with attendance, consistent engagement, academic stamina, and accountability in a self-paced model.
- **Staff Capacity and Bandwidth:** Staffing shortages have made it difficult to maintain consistency in implementation, follow-through, and planning for long-term initiatives.
- **Feedback Loops and Systems Execution:** Systems like data-driven instruction, first 10/last 10 norms, and thresholding are in place but not always consistently implemented. Personalized learning schedules and competency and mastery grading systems need to be fully fleshed out.

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

- **Clarify the “Non-Negotiables” in Instruction:** Develop a shared understanding of what high-quality blended, personalized, culturally responsive, and rigorous instruction looks like in practice.
- **Build Consistent Systems Execution:** Strengthen daily execution of routines (entry expectations, pacing checks, student feedback, goal-setting), supported by walkthroughs and coaching.
- **Differentiate Support and Professional Learning:** Use educator input and data to tailor coaching and PD based on teacher needs
- **Use Data to Drive Pacing and Instruction:** Deepen staff capacity to use pacing trackers, formative data, and behavior trends to plan interventions and enrichments.
- **Strengthen Feedback Loops:** Ensure teachers get timely, actionable feedback from ILT, coaches, and peers, and that it leads to visible changes in practice.

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

- **Reground in the Instructional Vision:** Provide concrete examples, walkthrough videos, and planning protocols that demonstrate blended, personalized, rigorous, culturally responsive instruction.
- **Model and Practice Key Routines:** Ensure staff can execute and teach entry routines, goal-setting protocols, feedback cycles, and student conferencing from day one.
- **Collaboratively Set Goals:** Use August PD to align team goals for instruction, culture, and student outcomes, tied to the Working Theory of Change.
- **Build Shared Tools for Data-Driven Teaching:** Train and practice using pacing trackers, formative assessments, and data protocols to adjust instruction.
- **Focus on Adult Culture and Collaboration:** Strengthen team trust, feedback culture, and collective ownership of student success through structured team-building and reflective conversations.
- **Plan for the First 30 Days:** Co-create detailed plans for Week 1–4, ensuring every teacher feels confident about launching learning routines, behavior systems, and instructional expectations.

**Priority 2:** Lever 4

**Text of Lever:** Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

**Working Theory of Change:** 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.

**Progress made thus far (synthesis from faculty):**

- **Stronger Student-Staff Relationships:** Staff report deeper relationships with students due to smaller class sizes, and increased 1:1 support. Many staff are using proactive check-ins to build trust and connection.
- **Flexible, Student-Centered Systems:** The school has implemented flexible scheduling and personalized learning plans, allowing students to have more autonomy in their pacing and receive support that meets their unique needs.
- **Safe Spaces for Staff Input:** Staff voice has been elevated through surveys, TLT feedback loops, and safe spaces to raise equity concerns.
- **Improved Attendance Data Monitoring:** The chronic absenteeism problem is being addressed with more consistent tracking, tiered supports, and targeted interventions.

**Where we run into obstacles (synthesis from faculty):**

- **Inconsistency in Implementation of Inclusive Practices:** While some teachers excel at

relationship-building and culturally responsive strategies, others need more training and modeling to implement equitably and consistently.

- **Chronic Absenteeism Remains High:** Despite interventions, some students remain disengaged due to external barriers (e.g., work and parental responsibilities, housing instability, transportation, mental health), and the connection between academics and real-world goals is not always clear to them.
- **Student Sense of Belonging Is Uneven:** Some student groups report feeling unsupported, suggesting that our inclusivity efforts are not fully reaching all.
- **Family Engagement is Still Surface-Level for Some:** Many caregivers remain disconnected from the school community.
- **Staff Burnout and Morale Challenges:** Staffing shortages, low enrollment, chronic absenteeism, high disengagement and academic pressure, some staff feel stretched thin and emotionally exhausted.

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

- **Establish a Clear Vision of Inclusive Culture:** Define what an equity-centered classroom and success team look like at Aspire. Develop non-negotiables and best practices in inclusive teaching and student support.
- **Deepen Staff Capacity for Relationship-Based Practices:** Provide more tools, time, and training for teachers to build connections with students, especially those who are disengaged or chronically absent, while maintaining appropriate boundaries.
- **Ensure Belonging for All Student Groups:** Identify and address gaps in support for high-need groups. Include student voice in shaping classroom culture, and family engagement strategies.
- **Improve Consistency in Family Partnerships:** Norm how teachers communicate with families about progress, behavior, and goals. Support multilingual and tech-accessible communication practices.
- **Use Data to Target Support:** Leverage qualitative (student and family voice) and quantitative (attendance, behavior, survey) data to drive weekly culture moves and interventions.
- **Strengthen Adult Culture Around Equity Work:** Use TLT and ILT spaces to create a strong feedback culture, and provide support for adult identity work, burnout prevention, and staff-to-staff belonging.

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

- **Build a Unified Definition of Inclusive Culture:** Co-create norms and shared language around equity, inclusion, and belonging. Anchor our PD's in the Aspire Theory of Change and Priority Levers.
- **Train on Proactive Relationship:** Provide concrete protocols, modeling, and role-play for check-ins, family calls, restorative conversations, and trauma-informed interactions.
- **Practice Differentiated Behavior and Attendance Interventions:** Equip staff with clear tools to understand Tier 1, Tier 2, and Tier 3 interventions and how to partner with families and support staff in these systems.
- **Plan Strategic Family Engagement Touchpoints:** Map out quarterly communication goals for all classrooms and create time-saving templates and strategies to ensure follow-through.
- **Reground Our Purpose and Build Staff Belonging:** Dedicate time to adult culture-building—include moments of joy, reflection, and shared purpose to reconnect staff with their "why."

**SEZP's Summer Learning Design Principles:**

1. Focuses on equity and develops 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, enrichment and addresses unfinished learning
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
8. 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
9. Reminder: low-incidence programming and traditional summer school academy dates must align
  - a. Particularly important for schools who purchase SPS Special Education services as the District will determine the summer schedule.

**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 2025 Learning Plan for: Aspire Academy	
INITIAL SUMMER PLANNING	
<b>Summer Coordinator</b>	Name: Tiffany M. Carr Phone: 413.495.2459 Email: carrt@springfieldpublicschools.com
<b>Summer Plan Logistics</b>	<b>Summer Program Dates:</b> 7/7 - 8/1 (M-Fri)
	<b>Type of Program (select from dropdown):</b> Other (please describe below) ▾ Cycle 5 at Aspire Academy is an essential opportunity for students to catch up on credits and stay on track for graduation. Functioning as a "Quarter 5," this cycle provides targeted support for students who need to complete coursework from previous quarters. During this time, students will engage in personalized, self-paced learning pathways designed to help them recover missed credits while reinforcing key academic skills.
	The focus of Cycle 5 is to ensure that students demonstrate progress toward their academic goals by completing outstanding assignments, improving pacing percentages, and mastering essential competencies. Educators will provide structured guidance, interventions, and additional resources to support student success
	<b>Plan for Rising Students (6th/ 9th graders).</b> Please describe your plan below after analyzing <a href="#">historical school-level data</a> :N/A: Referral based
	<b>Student Start Time:</b> 9:00am
	<b>Student Dismissal Time:</b> 2:00pm
	<b>Lunch Time:</b> 12:00-12:30pm
	<b>Estimated # of Students:</b> 30-35
	<b>Estimated Total # of Student Learning Hours:</b> 5
	<b>Total # of Classrooms Needed:</b> 4
<b>Shared Facility Needs (i.e. cafeteria):</b> cafeteria, gym,field	
<b>OITA Programs/Apps Needed:</b> Clever, Edgenuity, Powerschool	

<p><b>Name and contact information for questions over the summer.</b></p> <p><i>This information will be shared with SPS and FACE.</i></p>	<p><b><u>Primary</u></b> Contact Name: Tiffany M. Carr Primary Contact Email: carrt@springfieldpublicschools.com Primary Contact Phone: 413.495.2459</p> <p><b><u>Backup</u></b> Contact Name: Raymond Burton Primary Contact Email: burtonr@springfieldpublicschools.com Primary Contact Phone: 413.301.3110</p>
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## Strategic Action Plan: Aspire Academy

### Priority 1: 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.

#### Goals for Priority 1:

1. Clarify the “Non-Negotiables” in Instruction: Develop a shared understanding of what high-quality blended, personalized, culturally responsive, and rigorous instruction looks like in practice.
2. Build Consistent Systems Execution: Strengthen daily execution of routines (entry expectations, pacing checks, student feedback, goal-setting), supported by walkthroughs and coaching.
3. Differentiate Support and Professional Learning: Use educator input and data to tailor coaching and PD based on teacher needs
4. Use Data to Drive Pacing and Instruction: Deepen staff capacity to use pacing trackers, formative data, and behavior trends to plan interventions and enrichments.
5. Strengthen Feedback Loops: Ensure teachers get timely, actionable feedback from ILT, coaches, and peers, and that it leads to visible changes in practice.

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?):**
  - Reground in the Instructional Vision with examples, videos, and planning protocols
  - Model and practice key routines: entry, goal-setting, feedback cycles, conferencing
  - Train on pacing trackers, formative assessments, and data protocols
  - Build trust and collaboration through team-building and reflective conversations
  - Co-create detailed plans for the first 30 days of instruction
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - None
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Monthly PLCs focused on data-driven instruction and pacing
  - Ongoing coaching cycles aligned to instructional vision
  - Peer observation and feedback rounds
  - Quarterly PD on culturally responsive and blended learning strategies
  - Mid-year and end-of-year instructional vision calibration

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

Task	Owner
Finalize and distribute “Instructional Non-Negotiables”	ILT
Schedule and implement weekly instructional walkthroughs	Admin Team
Launch coaching cycles with differentiated goals	Admin Team
Facilitate monthly data dives in PLCs	ILT

**Priority 2:** Lever 4**Text of Lever:** Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff**Goals for Priority 2:**

1. Establish a Clear Vision of Inclusive Culture: Define what an equity-centered classroom and success team look like at Aspire. Develop non-negotiables and best practices in inclusive teaching and student support.
2. Deepen Staff Capacity for Relationship-Based Practices: Provide more tools, time, and training for teachers to build connections with students, especially those who are disengaged or chronically absent, while maintaining appropriate boundaries.
3. Ensure Belonging for All Student Groups: Identify and address gaps in support for high-need groups. Include student voice in shaping classroom culture, and family engagement strategies.
4. Improve Consistency in Family Partnerships: Norm how teachers communicate with families about progress, behavior, and goals. Support multilingual and tech-accessible communication practices.
5. Use Data to Target Support: Leverage qualitative (student and family voice) and quantitative (attendance, behavior, survey) data to drive weekly culture moves and interventions.
6. Strengthen Adult Culture Around Equity Work: Use TLT and ILT spaces to create a strong feedback culture, and provide support for adult identity work, burnout prevention, and staff-to-staff belonging.

**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?):**
  - Build a Unified Definition of Inclusive Culture
  - Train on proactive relationship-building strategies
  - Practice differentiated behavior and attendance interventions
  - Plan strategic family engagement touchpoints
  - Reground staff in purpose and build belonging through team-building
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - NA
  - Modern Classroom
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Monthly equity-focused PD sessions
  - Ongoing training on trauma-informed and restorative practices
  - Quarterly student and family voice panels
  - Staff wellness and burnout prevention workshops
  - Equity audits and reflection protocols in TLT/ILT

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

Task	Owner
Define and publish inclusive culture “non-negotiables”	Principal
Launch student success teams with clear protocols	Culture Team
Implement weekly attendance and behavior data reviews	Attendance Team
Monitor and support staff wellness initiatives	Principal