

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**

Chestnut TAG

2025-26

School Plan

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 6-8		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:25 AM	3:00 PM	7:35
2.	Early Release for Students and Staff	Staff Early Release	7:25 AM	11:15 AM	3:50
3.	Chestnut Early Release	Special Staff Early Release	7:25 AM	1:00 PM	5:35
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30
5.	Extended Day	Regular Day + PD	7:25 AM	3:30 PM	8:05
6.	Double Extended Day	Regular Day + PD until 5:00 pm	7:25 AM	5:00 PM	9:35

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
Back to School BBQ	8/21/2025	5
Family Advisory Night	10/8/2025 (3-7pm)	4
After School Hours	ongoing throughout year	49.5
Family Engagement Events (2)	Dec 18 2025 & May 7, 2026 (3-7pm)	8

	both events)	
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		61.5 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
Gr. 6-8 Staff Hours	0	1413.500	61.50	1475.00	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:

- 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;
- 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 (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

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 after school each week to provide after school help not exceeding 50 minutes per week and these hours are already built into - and accounted for - in the calendar and total educator hours.

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.

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 09/02/2025.



**Springfield Public Schools
2025-2026 Student Calendar
Chestnut TAG
355 Plainfield Street, Springfield MA 01104**



Student Hours 7:30 AM - 2:20 PM; *see calendar for special student early release days

Teacher Hours 7:25 AM - 3:00 PM (M - Fri) * see calendar for extended Tuesday's

Aug 21: Back-to-School BBQ
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

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 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 8: Family Advisory Night
Oct 10: Early Release at 1:00pm
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 3: Schools Closed - Good Friday
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 7: Family Engagement Event
May 22: Early Release at 1:00pm
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 18: Family Engagement Event
Dec 19: Early Release for Students 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 19: Schools Closed - Juneteenth Day
Jun 25*: End of School Year - Early Release for Students at 11:05am

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 - Teacher Professional Day
Jan 16: Early Release at 1:00pm
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
- Student Early Release
- Special Student Early Release



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2025-2026 Staff Calendar
Chestnut TAG
355 Plainfield Street, Springfield MA 01104**



Student Hours	7:30 AM - 2:20 PM; *see calendar for special student early release days
Teacher Hours	7:25 AM - 3:00 PM (M - Fri) * see calendar for extended Tuesday's

Aug 18 - 22: Teacher PD

Aug 21: Back-to-School BBQ

Aug 22: Convocation

Aug 25: School Begins

August 2025				
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				1
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22	23	24	25	26
29	30			

March 2026

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2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 8: Family Advisory Night (3-7pm)

Oct 10: Student & Staff Early Release at 1:00pm

Oct 13: Schools Closed - Indigenous People's Day

October 2025				
MON	TUE	WED	THU	FRI
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13	14	15	16	17
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				1
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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 11:15am
- Regular Day + PD until 3:30pm
- Full Day PD from 8:30am-3:00pm
- Staff Early Release at 1:00pm
- Regular Day + PD until 5:00pm

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

- TLT members presented mid-year data to the faculty at the February staff meeting
- We met with the TLT throughout the phase one of planning: 1/15, 1/29, and 2/5
- During TLT and ILT meeting we discussed how to bring in Pre-AP classes to accelerated student learning
- During ILT, we discussed priority lever one and the connection to our current work and progression in to next year which was then brought by the teacher leads for each department to their PLC
- Our leadership team (including our school counselors) reviewed the feedback and drafts together to get to the final document

Priority 1**Selected Lever: Lever 2**

Text of Lever: Equity and Improvement Lever #2: Coherent Actions for Improving Assurances for Educational Equity, 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:**

- **MAP Growth Percentile at Middle and MCAS data:**
 - 64.8% of students (identified as Tier 2A and 2B) who made projected growth in ELA
 - 73.2% of students (identified as Tier 2A and 2B) who made projected growth in Math
- **SQR Data**
 - Area of Focus #2: Targeted Planning (2m)
 - Area of Focus #3: Data-Driven Instruction (2f)
- **Teacher survey data:**
 - Teacher Insight Survey (Index Score) 8.2 with goal of 8.0
 - "I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks" Dropped from 86% to 60%
 - "An instructional leader at my school or district regularly reviews student work from my classes". Dropped from 73% to 60%
 - "Students at my school support their answers and explain their thinking." Went up from 64% to 81%

Working Theory: We exceeded both of our targets for MAP growth and there was a significant shift in the response from teachers around "students at my school support their answers and explain their thinking". However, our SQR feedback indicates that we need to continue to improve how we differentiate for those students who are at or above grade level and in our low incidence programming to ensure high levels of growth for all students. This is connected to educators planning and using the curriculum to ensure lessons are being written to accelerate learning across all classrooms along with instructional practices to support and push student ownership. Some classrooms still struggle with scaffolding rigorous tasks to meet the needs of all students in core instruction. (2e and 2f). There is a need to utilize PLC and PD structures such as looking at student work protocols, videotaping lessons and watching them, having coaching cycles etc. with more regularity to make more informed decisions about student growth and students carrying the cognitive load. During PLC's educators will be completing students facing summative assessment, writing prompts, readings, labs etc. There is also a need for leaders to collaborate on instructional plans based upon student work and outcomes.

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

- What is the impact of our comprehensive assessment system, where do we need to make adjustments, and how are we regularly utilizing the data in our day to day instructional decisions?
- Do our PLCs and professional learning sessions help teachers gain skills in common instructional practices informed by data cycles?
- Does feedback to teachers align to these practices and student data?
- How are teachers using the built-in assessments from our selected curricula to inform their instructional practices and planning decisions?
- How will teachers continue to work together in PLCs to support each other to plan for instruction informed by data cycles?
- What regular cycles of data analysis does the ILT engage with and utilize connected to ongoing coaching and feedback cycles?
- How do you help teachers plan for tasks that are at and above grade level?
- What are our followup procedures with Educators to provide them with effective feedback?

Priority 2

Selected Lever: Level 4

Text of Lever: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff. Families as Partners (4g)

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

Data: Deans List

Area of Strength: Staff buy in to internal communication platform and In class RCD

2023-2024 School Year

	(None)	Guidance RCD	In Class RCD	Total
(None)	7	1	1	9
ADMIN ONLY	7	11	0	18
Cultural Intolerance	20	24	16	60
Horseplay/Disturbance	20	42	23	85
Off Task	77	34	26	137
Out of Bound/ Bathroom	37	22	10	69
Uniform	10	0	2	12
Unsafe behavior	6	15	6	27
Verbal threats	3	3	0	6
Wellness Concern/ Check in	4	1	2	7
Total	191	153	86	430

Aug- Feb 2025

	(None)	Guidance RCD	In Class RCD	Total
(None)	1	0	1	2
ADMIN ONLY	0	10	2	12
Cultural Intolerance	5	33	61	99
Horseplay/Disturbance	8	23	57	88
Inappropriate use of Technology	1	6	21	28
Late to Class	0	11	3	14
Off Task	1	18	141	160
Out of Bound/ Bathroom	6	54	51	111
Uniform	0	2	9	11
Unsafe behavior	2	6	14	22
Verbal threats	0	0	3	3
Wellness Concern/ Check in	1	8	5	14
Total	25	171	368	564

Area for improvement: RCD approach stated in referral for better understanding of strategies used

Meeting Notes

Reported Details:

On 9/25, She was part of a group that was horseplaying around, running out of the gym and causing a disturbance.

Exemplar

Reported Details:

2nd day in a row student arrived late to class due to bathroom trip during transition. Tried to clarify expectation yesterday, and explain that student would need to notify me in case of an emergency. But it was only for emergencies. I talked with her and it didn't seem like there was anything urgent - just trying to test boundary on lateness.

Parent Survey Data

- “My child's school is a safe place” dropped from 90% to 79% on parent insight survey AND “My child's school is fun and joyful” went up from 58% to 69%
- “I have a voice in key decisions that affect my child's school experiences” dropped from 84% to 67% AND “My child's teachers listen to my suggestions about how to best support my child” dropped from 78% to 69% AND “My child's teachers work hard to build a trusting relationship with me” dropped from 85% to 75%

Teacher survey data

- In the insight survey data section around family and community engagement, all questions stayed relatively the same with only a 1-6% difference.

Working Theory: (Parent advisory board continued improvement, RCD next step) Our parent, teacher survey and Deans List data reveal that we need to continue to focus on creating a safe and inclusive school for our students and families. Our work with RCD has had an impact and now we are at the level of having families and students' voices being elevated with more intention and purpose. Further, review of our DeansList data demonstrates growth from last school year to this school year. Next year, we do not want to lose our focus on RCD so will continue to deepen our work together to continue to strengthen our communication and closing of the loop following incidents, student and family ownership and voice in the process, and the use of Give “Em Five conversations between teachers and students as a long term approach in the student’s SEL development. We need to revisit our advisory period to strengthen its role and purpose in the larger school community and how it supports building connections with families and students. Our goal here is to shift fully towards a model of teachers serving as SEL support and advisors through the use of RCD and advisory.

If TAG improves the use of the student advisory period to strengthen the connections between home and school and if TAG continues to build the purpose and engagement in the Family Advisory Council, then we anticipate that the family survey will improve in survey questions for building trusting relationships, engagement in key decisions about the school, and an overall better connection between each student and their families.

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

- How do we continue to deepen RCD practices across the entire school?
- How are we connecting with families in a two way communication model around instructional practices?
- How will we deepen the role of the advisor? How will we support this through professional learning cycles?
- How will we relate RCD practices with Social emotional Learning while continuing to do this work through the lens of anti-racisit policies and practices?
- Who will we partner with to ensure that we are working towards promoting students' voices within all aspects of the day and promoting more SEL for students during the day?
- How do we get more families involved with our Family Advisory Board and utilize them throughout our school day as volunteers and resources for our students?

Priority Levers Goals: Chestnut TAG**Priority 1: Lever 2**

Text of Lever: Equity and Improvement Lever #2: Coherent Actions for Improving Assurances for Educational Equity, Instructional Leadership for Equity, Curriculum and Instruction, Feedback System for Building Educator Capacity, Professional Learning and Collaboration

Working Theory of Change: We exceeded both of our targets for MAP growth and there was a significant shift in the response from teachers around “students at my school support their answers and explain their thinking”. However, our SQR feedback indicates that we need to continue to improve how we differentiate for those students who are at or above grade level and in our low incidence programming to ensure high levels of growth for all students. This is connected to educators planning and using the curriculum to ensure lessons are being written to accelerate learning across all classrooms along with instructional practices to support and push student ownership. Some classrooms still struggle with scaffolding rigorous tasks to meet the needs of all students in core instruction. (2e and 2f). There is a need to utilize PLC and PD structures such as looking at student work protocols, videotaping lessons and watching them, having coaching cycles etc. with more regularity to make more informed decisions about student growth and students carrying the cognitive load. During PLC’s educators will be completing students facing summative assessment, writing prompts, readings, labs etc. There is also a need for leaders to collaborate on instructional plans based upon student work and outcomes.

Progress made thus far (synthesis from faculty):

- We notice a lift to negotiate literacy in the core- with vocabulary, and literacy building in cross-curricular learning. We started this with CORE and implemented the vocabulary piece but need to continue it.
- We notice foundational agreements among all core disciplines but they need to be more clearly defined.
- Began coaching cycles this year in ELA and had a good outcome with them but need to ask ourselves. How do we use coaching to best support all teachers regardless of level of expertise and years served? With a focus on skill building. Skills like reading, writing, discussing critical and grade level or above grade level materials and tasks in all contents.
- Supporting all teachers to reach a clear vision of teacher moves.

Where we run into obstacles (synthesis from faculty):

- Meeting ALL students needs and providing scaffolds to students so that they all have an entry point into the work
- PLC and PD not always being the best use of time
- Providing exemplars and having teachers model the expectation for TAG Teacher Moves
- Providing exemplars for SEL expectations for TAG Moves

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

1. Calendar out PD for the year and PLC for the year
2. Develop better coaching cycles for ALL teachers and coaches
3. Revise the Mile Tracker

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

- Create a schedule for August PD where we model that expectation we are talking about.
- Have PLC time where Educators can work with their coaches on how to set up their rooms to meet the TAG Way in the mile tracker
- Create a uniform/streamlined classroom evaluation rubric
- Inform teachers they'll be uploading their own evidence to TeachPoint and training

Priority 2: Lever 4

Text of Lever: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff. Families as Partners (4g)

Working Theory of Change:(Parent advisory board continued improvement, RCD next step) Our parent, teacher survey and Deans List data reveal that we need to continue to focus on creating a safe and inclusive school for our students and families. Our work with RCD has had an impact and now we are at the level of having families and students' voices being elevated with more intention and purpose. Further, review of our DeansList data demonstrates growth from last school year to this school year. Next year, we do not want to lose our focus on RCD so will continue to deepen our work together to continue to strengthen our communication and closing of the loop following incidents, student and family ownership and voice in the process, and the use of Give “Em Five conversations between teachers and students as a long term approach in the student’s SEL development. We need to revisit our advisory period to strengthen its role and purpose in the larger school community and how it supports building connections with families and students. Our goal here is to shift fully towards a model of teachers serving as SEL support and advisors through the use of RCD and advisory.

If TAG improves the use of the student advisory period to strengthen the connections between home and school and if TAG continues to build the purpose and engagement in the Family Advisory Council, then we anticipate that the family survey will improve in survey questions for building trusting relationships, engagement in key decisions about the school, and an overall better connection between each student and their families.

Progress made thus far (synthesis from faculty):

- Continue to educate staff on the referral process and what it means to shift our mindset from punitive to restorative.
- Strengthen tier 1, tier2 and tier3 supports for students through DeansList. We took a step back this year with student culture and we need to get back on track for next school year.
- Staff needs to come in with the mindset that aligns with RCD and not fight against it. Having this feedback is the progress we needed to make the right adjustments for next school year.
- Knowing how to rewrite the categories in DeansList that families receive so that we are full circle and families can converse at home with their child.

Where we run into obstacles (synthesis from faculty):

- Different mindsets among staff around punitive consequences and the effectiveness of RCD
- Inconsistency among staff over expectations (example: cellphones)
- Focus on the “wrong thing”
- Mental health: Do you have the right mindset to be here with us today? (staff facing)

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

1. Including RCD on TeachPoint (Professional Culture, Meeting Diverse Needs)
2. Feedback on referrals will be provided to Educators
 - a. Understanding that documentation does not lead to punitive measures
3. Conversations with families will not feel like they are in the dark, but more of them being in the know.

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

- Create a schedule for August PD where we model that expectation we are talking about.
- Have GLT time where counselors review RCD strategies with Educators and Deans List write ups. Provide exemplars on both of these
- Begin our book study on RCD practices (need to pick a book)
- Family information around Dean’s List at the Back to school BBQ (cheat sheet)

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: Chestnut TAG	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Andrea Metzger Phone: 413-750-2333 Email: metzgera@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates: July 7, 2025 to July 31, 2025 (M-Th)
	Type of Program (select from dropdown): <input type="text" value="Enrichment"/>
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data : N/A
	Student Start Time: 9:00am
	Student Dismissal Time: 2:00pm
	Lunch Time: 12-12:30pm
	Estimated # of Students: 30 students
	Estimated Total # of Student Learning Hours: 2 hours per day
	Total # of Classrooms Needed: 3
	Shared Facility Needs (i.e. cafeteria): Cafeteria, Gyms, Auditorium,
OITA Programs/Apps Needed: N/A	
Name and contact information for questions over the summer. <i>This information will be shared with SPS and FACE.</i>	<ol style="list-style-type: none"> 1. Primary Contact Name: Herbert Delzie Email: delzieh@springfieldpublicschools.com Primary Contact Phone: 640-330-3616 2. Backup Contact Name Rosa Santiago Backup Contact Email: santiagoro@springfieldpublicschools.com Backup Contact Phone: 413-531-6803

Strategic Action Plan: Chestnut TAG

Priority 1: Lever 2

Text of Lever: Equity and Improvement Lever #2: Coherent Actions for Improving Assurances for Educational Equity Instructional Leadership for Equity, Curriculum and Instruction, Feedback System for Building Educator Capacity, Professional Learning and Collaboration

Goals for Priority 1:

1. Calendar out PD for the year and PLC for the year
2. Develop better coaching cycles for ALL teachers and coaches
3. Revise the Mile Tracker

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?):**
 - Review current state of instructional vision to where we want to go this year
 - Sharing the calendar for PD for the year
 - Review the mile tracker with teachers
 - Review the Coaching cycle with Teachers and what lesson maps will look like for planning purposes with their data goal in mind
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Ben Klompus–Relay Coach
 - Gary Bernise (Art)
 - CORE - for literacy
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Increase students conceptual Knowledge through high-level cognitive demand tasks
 - How to develop better coaching cycles for educators that help them reach their professional goals in the classroom for students.
 - PLCs will include lesson maps and data cycles

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

Task	Owner
Meet with Ben for coaching	Principal
Review mile marker and make edits	Principal, Coach
Create instructional Vision document for educators	Principal
Create coaching cycles	Admin, ILT
Create Agendas for PLC and Extended Days with Openers and Closers	Admin, ILT
Plan PLCs with Exit Ticket Survey	Admin, ILT, Counselors

Priority 2: Lever 4

Text of Lever: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and staff. Families as Partners (4g)

Goals for Priority 2:

1. Have the culture of TAG, especially in the classrooms, being focused around RCD
2. Feedback on referrals will be provided to Educators
 - a. Understanding that documentation does not lead to punitive measures
3. Conversations with families will not feel like they are in the dark, but more of them being in the know.

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?):**
 - Re Introduce RCD: what is the point, scenarios, what to do if, exits,
 - Make initial advisory call to families welcoming them to TAG
 - Overview on DeansList for both teachers and families
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Ben Klompus–Relay Coach
 - Deans List
 -
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - RCD Check- in’s through extended days
 - Weekly Dean’s List Check ins with counselors
 - GLT meetings weekly
 - Family Nights 3x throughout the year
 -

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

Task	Owner
RCD learning time	Counselors
Deanlist Refreshers	Tonika
Mapping out Extended PLAN	Admin
Mapping out GLT’s for the year	Admin
Planning for Family nights	Rosa Santiago
Revise Mile Tracker for RCD	Metzger