

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**

Emergence Academy

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

Part II: Additional educator hours

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

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 25-26 is August 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	# of Staff Hours in gr. 9-12
N/A	N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25		0 HRS	0 HRS

B. Other Events on or After August 18th

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

Part III: Total educator hours

The total educator hours are a combination of “school year hours” and planned “additional events” that require educators’ presence that fall outside of the typical workday.

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

2. Staff workday

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

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

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

3. Additional staff duties

A. During the Workday

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school’s mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to:

- Running homeroom activities, including morning homeroom and afternoon homeroom + homework support as needed
- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students
- Substitute coverage of classes and duties of others who are absent from school
- Development and maintenance of hallway bulletin boards

If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed

preparation periods or during collaboration time, they shall be compensated at \$35 per/occurrence.

B. Afterschool Support for Students

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

4. Professional learning

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

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

5. School curriculum issues

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

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

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

6. Notices and announcements

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

7. School health and safety issues

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

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

8. Staff dress code

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

9. Class size

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

language, etc.).

10. Bulletin boards

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

11. Family-teacher communication

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

12. TLT elections for the next school year

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 9/19/2025.



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



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

Aug 25: School Begins

August 2025				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Feb 16: Schools Closed - Presidents Day
Feb 17 - 20: Schools Closed - Mid-Winter Vacation

February 2026				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

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

September 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Mar 11: Early Release at 1:05pm

March 2026				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 13: Schools Closed - Indigenous People's Day

October 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Apr 1: Early Release at 1:05pm
Apr 3: Schools Closed - Good Friday
Apr 15: Early Release at 1:05pm for Report Card Conferences
Apr 20: Schools Closed - Patriots Day
Apr 21 -24: Schools Closed - Spring Vacation

April 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Nov 4: Schools Closed - Teacher PD Day (Election Day)
Nov 11: Schools Closed - Veterans Day
Nov 19: Early Release at 1:05pm for Report Card Conferences
Nov 25: Early Release at 1:05pm
Nov 26-28: Schools Closed -Thanksgiving Vacation

November 2025				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 25: Schools Closed - Memorial Day

May 2026				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

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

December 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

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

June 2026				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Jan 1-5: Schools Closed - Extended Holiday Vacation
Jan. 6: Schools Closed for Students & Staff
Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day
Jan 21: Early Release at 1:05pm for Report Card Conferences

January 2026				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

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



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



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

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

Aug 11-15: Teacher PD from 9-2pm
 Aug 18-21: Teacher PD from 9-3pm
 Aug 25: School Begins

August 2025				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Feb 16: Schools Closed - Presidents Day
 Feb 17 - 20: Schools Closed - Mid-Winter Vacation

February 2026				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

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

September 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

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

March 2026				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 13: Schools Closed - Indigenous People's Day

October 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Apr 1: Student Early Release at 1:05pm / Teacher PD Until 3:15pm
 Apr 3: Schools Closed - Good Friday
 Apr 15: Student Early Release at 1:05pm / Teacher PD Until 3:15pm
 Apr 20: Schools Closed - Patriots Day
 Apr 21 -24: Schools Closed - Spring Vacation

April 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Nov 4 Schools Closed – Teacher PD Day (Election Day)
 Nov 11: Schools Closed – Veterans Day
 Nov 19: Student Early Release at 1:05pm / Teacher PD Until 3:15pm
 Nov 25: Student Early Release at 1:05pm / Staff Early Release at 1:15 pm
 Nov 26- 28: Schools Closed - Thanksgiving Vacation

November 2025				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 25: Schools Closed - Memorial Day

May 2026				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

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

December 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

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

June 2026				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Jan 1-5: Schools Closed - Extended Holiday Vacation
 Jan 6: Schools Closed for Students & Staff
 Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day
 Jan 21: Student Early Release at 1:05pm / Teacher PD Until 3:15pm

January 2026				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

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

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

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

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

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

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

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

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

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

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

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

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

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

implement cross-curricular literacy strategies.

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

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

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

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

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

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

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

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

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

Priority 2

Selected Lever: Lever 3

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

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

Data:

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

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

Defining terms from above:

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

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

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

Priority Levers Goals: Emergence Academy

Priority 1: Lever 3: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

- **TARGETED INSTRUCTION & DIFFERENTIATION:** This allows for personalized learning plans, differentiated instruction (including individualized entry points for students), and strategic interventions.
 - **For example**, if data shows that a group of students struggles with fractions, we can plan small-group instruction or scaffolded lessons.
- **INCREASED STUDENT ACHIEVEMENT:** Using data to track progress over time helps us adjust teaching strategies before students fall too far behind. Regular progress monitoring ensures students receive timely support, increasing their likelihood of meeting or exceeding standards. Research shows that data-informed instruction leads to higher student performance, especially when teachers act on insights promptly.
- **MORE EFFECTIVE USE OF INSTRUCTIONAL TIME:** Data helps identify which topics need more instructional time and which can be condensed or skipped. This prevents wasting valuable classroom time on skills students have already mastered while focusing energy on critical areas.
 - **For Example**, if exit tickets reveal students grasped a math concept quickly, we can move forward instead of reteaching unnecessarily.
- **IMPROVED COLLABORATION AMONG TEACHERS:** When teachers share and discuss data during Professional Learning Communities (PLCs) or team meetings, they can collaboratively problem-solve. Data helps us align strategies across grade levels and subjects, ensuring consistency and coherence in student learning.
 - **For Example**, if multiple teachers notice a school-wide issue with reading comprehension, they can work together to implement cross-curricular literacy strategies.
- **STRONGER STUDENT ENGAGEMENT & OWNERSHIP:** When students see their own progress visually represented (e.g., growth charts, goal-setting conferences), they become more motivated. Teachers can encourage goal-setting based on data, making students active participants in their learning journey.
 - **For Example**, a student tracking their improvement in multiplication fluency is more likely to stay engaged in practicing it.
- **INFORMED DECISION-MAKING FOR SCHOOL IMPROVEMENT:** Our schools leaders and teachers can use data to determine which instructional programs, interventions, or curricula are effective. Data trends help make evidence-based decisions rather than relying on intuition.
 - **For Example:** If data reveals that a specific instructional strategy improves student comprehension, administrators can support training in that method.
- **BETTER SUPPORT FOR ALL STUDENTS:** Early identification of struggling students allows for intervention before they fall too far behind. Emergence Academy can use data to determine which students need small-group tutoring, accommodations, or additional support services.
 - **For Example:** If a student consistently underperforms on formative assessments, teachers can proactively involve parents, counselors, or specialists.

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

Progress made thus far (synthesis from faculty):

- Having more conversations about data in professional learning communities (PLC) or grade-level teams (GLT)
- Discussing strategies to support progress monitoring, such as identifying checks for understanding
- Have the general structure/system for collecting exit ticket data [can improve in utilizing the data more effectively]
- Collecting & utilizing instructional walkthrough data to drive teacher development plans

Where we run into obstacles (synthesis from faculty):

- Knowing what to do after you collect data - some teachers stronger at this skill than others
- Needing every staff member to utilize strategies to analyze data
- There is no uniformed way the school collects data throughout the year
- We don't have a standardized system for how we talk about data; no data culture yet
- Using data well can take a lot of time - how do we help teachers prioritize their prep time?

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

1. Instructional Leadership Team (ILT) defining the look-fors for the Effective Data-Collection & Feedback Systems pillar on the Instructional Vision
2. Need to develop an foundational structure that guides how we talk about data - i.e. DataWise
3. Identify protocols that we can implement in coaching, PLC, PD, Grade Level Meetings to support having meaningful conversations about data
4. Support teachers to develop skills to know **what** to do with the data after you have collected the data - i.e. reteach, prioritize, scaffold, actively monitor etc.

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

- Establishing a common understanding of our vision for Effective Data-Collection & Feedback Systems
- Differentiated PD for new/experienced teachers in how to collect (new teachers) + how to respond to data that is aligned to our overall vision of Effective Data-Collection & Feedback Systems
- Figuring out where we have bright spots re: folks who are great at data-driven instruction

Priority 2: Lever 3: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

Defining terms from above:

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

Progress made thus far (synthesis from faculty):

- We implemented a new way of creating interventions that was a bit more manageable for the school.
- Seems class transition to intervention is better
- Interventions have been more grade level based than pulling all grades together to help coach through specific skills

Where we run into obstacles (synthesis from faculty):

- Free range of intervention curriculum, activities, and benchmarks
- Class sizes are too large
- Placing new students into interventions due to numbers, not data
- Faculty training in foundations of reading, ESL interventions
- Student buy-in is dwindling

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

1. Equip teachers with best practices for shared reading routines that model fluency, support vocabulary development, and build comprehension.
2. Train teachers in systematic, explicit phonics instruction, including sound-letter correspondence, blending, and decoding strategies.
3. Provide strategies for improving reading fluency, including repeated reading, echo reading, and progress monitoring using fluency assessments.
4. Is there a way to make elective classes larger for credits to free up space for intervention classes to be more targeted and smaller.

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

- Intervention planning committee to plan and map out the year for phonics, shared reading, and fluency.
- Training teachers on the specific interventions they will be teaching throughout the year to be effective

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: Emergence Academy	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Amy Park Phone: (908) 507-5969 Email: parka@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates: 7/7 - 7/31 (M-Th)
	Type of Program: Other (please describe below) ▾ We will have credit recovery for high school students and enrichment for middle school.
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data : We will invite rising 6th & 9th graders to attend. Historically, our rising 9th graders are already 8th graders with us. We also historically partner with the Internationals Program at Rebecca Johnson to coordinate with our rising 6th grade students.
	Student Start Time: 8am
	Student Dismissal Time: 1pm
	Lunch Time: 11:30-12:00
	Estimated # of Students: 100-150
	Estimated Total # of Student Learning Hours: 4.5 hours x 4 days (M-Th) x 4 weeks = 72 hours
	Total # of Classrooms Needed: 10-12
	Shared Facility Needs (i.e. cafeteria): Cafeteria, Gym, 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>	<p>Primary Contact Name: Amy Park Primary Contact Email: parka@springfieldpublicschools.com Primary Contact Phone: (908) 507-5969</p> <p>Backup Contact Name: Amanda Gauthier Backup Contact Email: gauthiera@springfieldpublicschools.com Backup Contact Phone: (413) 885-5355</p>

Priority 1: Lever 3

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

Goals for Priority 1:

1. Instructional Leadership Team (ILT) defining the look-fors for the Effective Data-Collection & Feedback Systems pillar on the Instructional Vision
2. Need to develop a foundational structure that guides how we talk about data - i.e. DataWise
3. Identify protocols that we can implement in coaching, PLC, PD, Grade Level Meetings to support having meaningful conversations about data
4. Support teachers to develop skills to know what to do with the data after you have collected the data - i.e. reteach, prioritize, scaffold, actively monitor etc.

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?):**
 - We will introduce Data Wise to all staff
 - Student discourse and how to active monitor to either reteach at the moment or the next day
 - ILT to determine the walkthrough look-fors for Data Collection & Feedback pillars
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - School Empowerment Network (Alicia Wargo)
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Bi-weekly intervention meetings will take place to practice data protocols and determine how to remediate/move students between tiers
 - Bi-weekly PD will address teacher needs based on instructional walkthrough data collection
 - PLC meetings will support instructional priorities as determined by the AP & Content Lead

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

Task	Owner
Complete reading of the Datewise book	Gauthier
Meet with Alicia Wargo to determine Datewise PD Planning	Gauthier
Coordinate Datewise work with APs & Content Team leads to ensure the work is seamless between PD & PLC	Gauthier
Create ILT meeting plan to review revised instructional walkthrough tool to integrate look-fors for Data Collection & Feedback	Burdick

Priority 2: Lever 3

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

Goals for Priority 2:

1. Equip teachers with best practices for shared reading routines that model fluency, support vocabulary development, and build comprehension.
2. Train teachers in systematic, explicit phonics instruction, including sound-letter correspondence, blending, and decoding strategies.
3. Provide strategies for improving reading fluency, including repeated reading, echo reading, and progress monitoring using fluency assessments.
4. Is there a way to make elective classes larger for credits to free up space for intervention classes to be more targeted and smaller.

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?):**
 - Intervention Overview
 - Train ESOL teachers in systematic, explicit phonics instruction, including sound-letter correspondence, blending, and decoding strategies.
 - Train ESOL teachers on improving reading fluency
 - Train Math/Science teachers on utilizing tiered materials for new math intervention system
 - Schedule will run around what students need including making electives larger so intervention classes are smaller
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Core Learning - Literacy Intervention support
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Bi-weekly intervention meetings will take place to practice data protocols and determine how to remediate/move students between tiers
 - Bi-weekly PD will address teacher needs based on intervention walkthrough data collection

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

Task	Owner
Revise ESOL intervention curriculum scope based on new grouping system	Burdick
Complete reading assessments to determine intervention groupings + plan for fall assessments	Burdick/Ryan
Complete math intervention curriculum scope based on new grouping system	Ramos/Mujagic
Group + schedule students for interventions	Gauthier/McEnaney
Plan Intervention sessions for August PD	Burdick/Ramos