

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.



# Impact Prep

**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 6-8		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:25AM	3:20PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:25AM	11:05PM	3:40
3.	Special Student Early Release	Special Staff Early Release	7:25AM	1:00PM	5:35
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30AM	3:00PM	6:30
5.	Extended Day	Regular Day + PD	7:25AM	4:20PM	8:55

**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. 6-8
N/A	N/A	N/A
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25</b>		0 HRS

**B. Other Events on or After August 18<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
After School Extra Help Hours (M, W & Th.)	1x per month Sep-May	9
Back to School BBQ	8/21/25	2
Learning Showcase Event	10/16/25	2

Family Engagement Events	12/17/25 & 5/14/26	4
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25</b>		17 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	1462.500	17	1479.500	186

**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;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;

**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 9 hours per school year.

**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 09/09/2025.



**Springfield Public Schools**  
**2025-2026 Student Calendar**  
**Impact Prep**  
**355 Plainfield Street, Springfield MA 01104**



**Student Hours** 7:25 AM - 3:05 PM; \*see calendar for special student early release days

**Teacher Hours** 7:25 AM - 3:20 PM (M-Fri) ; 7:25 AM - 4:20 PM (on special extended Tuesdays)

Aug 21: Family Event / 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 10: Early Release at 1:00pm  
 Oct 13: Schools Closed - Indigenous People's Day  
 Oct 16: Family Event

October 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
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 14: Family 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 17: Family 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 for Students & Staff  
 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  
Impact Prep  
355 Plainfield Street, Springfield MA 01104**



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<b>Teacher Hours</b>	<b>7:25 AM - 3:20 PM (M-Fri) ; 7:25 AM - 4:20 PM (on special extended Tuesdays)</b>

Aug 18 - 21: Teacher PD  
Aug 21: Family Event  
Aug 25: School Begins

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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 10: Early Release for Students & Staff at 1:00pm  
Oct 13: Schools Closed - Indigenous People's Day  
Oct 16: Family Event

October 2025				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
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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 11:05am
- Regular Day + PD until 4:20pm
- Full Day PD from 8:30am-3:00pm
- Staff Early Release at 1:00pm
- Family Engagement Event (hours vary)

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

- TLT members reviewed mid-year MAP, SQR, and Insight survey data
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to inform the group around potential SY 25/26 priorities

**Priority 1**

**Selected Lever: Equity and Improvement 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:** The 2024-2025 school quality review identified the development of an intervention system as an area of focus for the school. This was also the only element of the rubric rated as “beginning” at the school.

**Working Theory:** Impact Prep intentionally focused on building a positive and anti-racist student and adult culture for the past couple of years and this has resulted in strong qualitative evidence in the school quality review. At this time, we feel the conditions are in place to enhance the Tier 2 and Tier 3 intervention system to support the academic growth of students. School leaders will focus on developing the materials to be used in Tier 2 and 3 interventions and using data to place students in groups. This area of focus will continue to be further developed in 2025-2026.

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

- What staffing needs are required to make sure students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student needs and based on real-time data and progress monitoring? What does the master schedule need to look like to support flexibility in scheduling students?
- What staff training/PD is required to make sure targeted interventions are personalized for each learner and are delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups?
- Who should the members of the RTI team be and how do we schedule?
- Are there aspects of the attendance RTI system that can be replicated for instruction?

## Priority 2

**Selected Lever:** Lever 2

**Text of Lever:** Coherent Actions for Improving Assurances for Educational Equity, which include the following:

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

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

**Data:** In our most recent school quality review Data Driven Instruction was identified as an area of focus. The SQR went on to state that “school leadership has set clear improvement goals centered around instructional planning. These goals include constructing exemplar responses, using those exemplars to monitor student progress during lessons, gathering evidence to provide real-time feedback, and strategically selecting students to share their work with the class. This expectation is prominently displayed in the associate principal’s office, and teachers mentioned it during the teacher panel. However, classroom observations revealed limited evidence of data-driven instruction and active monitoring being used effectively to assess student progress during lessons.”

**Working Theory:** While the school quality review Educator Feedback systems as an area of strength it is clear the systems need to be retooled in order to accelerate teacher development around data driven instruction.

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

- What software is out there to help plan, organize and support coaching and feedback cycles for educators?
- How do we develop a system to analyze teacher feedback over time to uncover trends in teachers’ strengths and areas for skill development

## Priority Levers Goals: Impact Prep

### Priority 1: Lever 3

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

**Working Theory of Change:** Impact Prep intentionally focused on building a positive and anti-racist student and adult culture for the past couple of years and this has resulted in strong qualitative evidence in the school quality review. At this time, we feel the conditions are in place to enhance the Tier 2 and Tier 3 intervention system to support the academic growth of students. School leaders will focus on developing the materials to be used in Tier 2 and 3 interventions and using data to place students in groups. This area of focus will continue to be further developed in 2025-2026.

**Progress made thus far (synthesis from faculty):** ELA Teachers received PD from Kim Menard (CORE) on how to give phonics surveys and fluency assessments. Selected teachers have begun piloting the surveys and assessments in their intervention classes. Teachers have found the tool to be extremely helpful in identifying students who need decoding or fluency support. Kim has also assisted in developing an intervention weekly schedule as well as a daily structure for intervention classes. The schedule/structure is being piloted by the lead SpEd teacher.

The Math team has received PD from Tawanna Scott (CORE) which included creating active math learning experiences and using multiple representations to build conceptual learning. The PD included instruction routines which could help to support Tier 2 interventions during class. Two of the 3 math teachers have experimented with the instructional routines and feel that, with practice, they could be very effective.

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

- Teachers are concerned about having enough time to practice the techniques they have learned
- With increased enrollment, ELA teachers are concerned about having time to give the phonics survey to every student with an identified need.
- The math team is still working to determine the most effective intervention strategies.
- Scheduling does not currently allow for students to easily move in and out of interventions.

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

1. Determine what the most appropriate data is to use for identifying the students with the most immediate need for the phonics survey (ELA)
2. Gain more familiarity with the intervention materials introduced by Kim Menard and more competence in implementing them (ELA)
3. Identify key prerequisite learning in order to identify Just-In-Time (JIT) interventions (Math)
4. Spend time as a content familiarizing ourselves with the vertical standards progression (Math)

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

- Identify students for immediate scheduling into intervention classes based on last years data
- Identify incoming 6th grade students for immediate Phonics testing
- Create initial groupings for students in intervention classes.
- Review weekly schedules and daily routines for intervention classes.

## Priority 2: Lever 2

**Text of Lever:** Coherent Actions for Improving Assurances for Educational Equity, which include the following:

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

**Working Theory of Change:** While the school quality review Educator Feedback systems as an area of strength it is clear the systems need to be retooled in order to accelerate teacher development around data driven instruction.

**Progress made thus far (synthesis from faculty):** The faculty continue to feel supported in their development despite losing their instructional coach before the school year started. The associate principal continued in his role as the instructional leader and provided coaching through PLCs and real-time coaching. Additional coaching support was provided by CORE literacy and Math consultants who performed 6 site-visits each.

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

- Not enough capacity for everyone to get a full coaching cycle
- Coaching is prioritized towards teachers of MCAS subjects

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

1. Identify software that will allow us to document and analyze teacher coaching cycles
2. Develop a process for analyzing teacher feedback over time to uncover trends in teachers' strengths and areas for skill development
3. Create an observation and feedback calendar to help foster predictability and accountability around the process
4. On-board new instructional coach to increase organizational coaching capacity

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

- Training around the new coaching software system for teachers and instructional leaders
- Review of the observation feedback cycle (tailored to individual educators based on their current level of development)

**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: Impact Prep	
INITIAL SUMMER PLANNING	
<b>Summer Coordinator</b>	Name: Bonnie Ramos Phone: (413) 240-8191 Email: ramosb@springfieldpublicschools.com
<b>Summer Plan Logistics</b>	<b>Summer Program Dates:</b> 7/7 - 7/31 (M-Th)
	<b>Type of Program:</b> Enrichment ▾
	<b>Plan for Rising Students (6th/ 9th graders).</b> Please describe your plan below after analyzing <a href="#">historical school-level data</a> : <ul style="list-style-type: none"> <li>Counselors and student support staff will conduct home visits for rising 6th graders considered at-risk</li> <li>Students will be scheduled for Tier 2 and Tier 3 interventions based on initial data. All students will be reassessed based on literacy fluency testing conducted in the first 2 weeks of school.</li> <li>IEP data will be reviewed by 6th grade teams during August PD and plans for individual student accommodations will be developed.</li> </ul>
	<b>Student Start Time:</b> 9am
	<b>Student Dismissal Time:</b> 2pm
	<b>Lunch Time:</b> 12:30pm
	<b>Estimated # of Students:</b> 20
	<b>Estimated Total # of Student Learning Hours:</b> 80
	<b>Total # of Classrooms Needed:</b> 3
	<b>Shared Facility Needs (i.e. cafeteria):</b> Gym, Cafeteria Auditorium
<b>OITA Programs/Apps Needed:</b> N/A	
<b>Name and contact information for questions over the summer.</b>  <i>This information will be shared with SPS and FACE.</i>	<p><b>Primary</b> Contact Name: Bonnie Ramos Primary Contact Email: (413) 240-8191 Primary Contact Phone: ramosb@springfieldpublicschools.com</p> <p><b>Backup</b> Contact Name: Shauna Staine Backup Contact Email: staines@springfieldpublicschools.com Backup Contact Phone: (413) 218-8273</p>

## Strategic Action Plan: Impact Prep

**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. Determine what the most appropriate data is to use for identifying the students with the most immediate need for the phonics survey (ELA)
2. Gain more familiarity with the intervention materials introduced by Kim Menard and more competence in implementing them (ELA)
3. Identify key prerequisite learning in order to identify Just-In-Time (JIT) interventions (Math)
4. Spend time as a content familiarizing ourselves with the vertical standards progression (Math)

**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?):**
  - I-Ready training
  - SpEd training
  - Conceptual Math Training Module
  - Core Phonics Survey training
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - CORE Literacy (Literacy for Liberation)
  - Jounce Partners (Math Tier II intervention)
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Coaching for Math Teachers on Conceptual Methods and Essential Big Ideas
  - Math Instructional Leader Coaching
  - Literacy for Liberation Coaching/PD

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

Task	Owner
Identify Literacy for Liberation Leads	Associate Principal
Schedule Jounce Partners Site Visits	Associate Principal
Develop/Implement RTI system monitoring/evaluation cycle	Academic RTI Team
Support Teachers in using data to support instructional decision making	Academic RTI Team

**Priority 2: Level 2**

**Text of Level:** Coherent Actions for Improving Assurances for Educational Equity, which include the following:

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

**Goals for Priority 2:**

1. Identify software that will allow us to document and analyze teacher coaching cycles
2. Develop a process for analyzing teacher feedback over time to uncover trends in teachers’ strengths and areas for skill development
3. Create an observation and feedback calendar to help foster predictability and accountability around the process
4. On-board new instructional coach to increase organizational coaching capacity

**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?):**
  - Introduce new coaching software
  - Review self evaluation/goal setting
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - Core Literacy
  - Level Data, Inc.
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - How to use Instructional Leadership coaching “to identify and name the specific next steps for adult learning” (Literacy for Liberation)
  - How to support teachers in using coaching cycle feedback for accelerated growth

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

Task	Owner
Configure Level Data Grow software for our school, teachers and coaching cycles.	Associate Principal Dean of Instruction
Integrate Literacy for Liberation into our coaching/professional development cycles	Associate Principal Dean of Instruction Lead Interventionist
Integrate math conceptual modeling into our coaching/professional development cycles	Associate Principal Dean of Instruction