

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.



Springfield Honors 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. Educators 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 educators calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

Part 1: School year hours

These hours reflect “**school year hours**” which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

			Grades 9-12		
	Day Type	Educator Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and educators	Regular Day	7:00 AM	3:00 PM	8:00
2.	Early Release for Students and educators	Educators Early Release	7:00 AM	11:45 AM	4:45
3.	Regular Day for Students / Friday Sched for educators	Special educators Early Release	7:00 AM	2:30 PM	7:30
4.	No School for Students / Full Day educators PD	Full Day PD	7:30 AM	3:30 PM	8:00
5.	Regular Day for Students / Extended Afternoon educators PD	Regular Day + PD until 4pm	7:00 AM	4:00 PM	9:00

Part II: Additional educator hours

Educators 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 educators 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 Educator Hours in gr. 9-12
NA	NA	NA
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25		0 HRS

B. Other Events on or After August 18th

Event Description	Date/Time	# of Educator Hours in gr. 9-12
Family Cookout	Aug 25, 2025	3
Family Conference	Oct 15, 2025	4
Student Led Conference	Apr 15, 2026	4

SHA Baccalaureate Night	June 2026	3
SHA Graduation	June 2026	3
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		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. 9-12 Educator Hours	0	1508.500	17	1525.500	187

2. Educator workday

- Educators will receive a 30-minute duty-free lunch
- Educators will have the equivalent of 5 self-directed preparatory periods per week. These hours will be allocated as evenly across the school week as possible. This self-directed time can be used to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time

In addition to traditional responsibilities in a typical workday, all educators 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:

- Serving as a mentor to a small cohort of students
- Participate in educators recruitment and hiring processes.
- Participation in 5 family events during the school year;
- There are 2 optional family events that educators will receive compensation for;
- Phone calls to families about the academic, behavioral, and social-emotional progress of students;
- Preparation of individual student progress reports and report cards;
- Preparation of reports for students on support plans;
- Working regularly with school administrators to improve one’s instructional practices;
- Provide intentional academic support for any student with an average of 68 or lower;
- Updating grades in PowerTeacher a minimum of once every two weeks; and
- Attending student-related meetings

3. Additional educator duties

A. During the Workday

During a typical Monday-Friday week, all educators members are expected to perform additional duties that are necessary to fulfill the mission of Springfield Honors Academy. To the extent possible, duties will be equitably distributed among educators members on a regular basis by school administrators. These duties may include, but are not limited to:

- Coverage of lunch periods, break periods or block periods, not exceeding 75 minutes per day
- Substitute coverage of classes and duties of others who are absent from school
- Proctoring of exams and tests
- educators members may be required to cover classes as needed. Class coverage will be assigned in the following way:
 - Preference would be to hire substitute teachers/educators.
 - Counselors are exempt from covering classes but they may be assigned to cover duties.
 - Educators may be asked to cover a class if a substitute teacher/educator is not available. Educators will not be asked to cover more than one class a day: every educator is guaranteed one prep period every day.
 - When possible, PLC or common planning time should not be used when teachers/educators are asked to cover class.
 - When possible, coverage will be rotated between different teachers/educators.

Educators may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation, but compensation should not be expected. Educators may also volunteer to work on Saturday for compensation.

If a teacher/educator 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 are required to offer after school help of up to (2) two half hour sessions per week. These hours are already built into the regular work day and accounted for within the total educator hours.

4. Professional learning

Educators may be required to participate in professional development activities throughout the school year, including after the school day for students, and before the school year starts. 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. If possible, at least one week's notice will be given for any educators expecting to attend professional development activities. All educators members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal. Any professional development required after the contractual hours will be compensated at the hourly rate of pay.

5. School curriculum issues

Springfield Honors Academy uses a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Teachers/educators assist in developing new and improved curricula for their own use and that of other teachers/educators in the school. The Director of Curriculum and Instruction will lead the development and revision of curricula across all content areas to ensure rigor and quality. To the best extent possible, teachers/educators will be made aware of curriculum changes in advance and have an opportunity to provide feedback. Educators will be supported to enhance and elevate the delivery of their curriculum.

Schools working to improve curricular offerings please describe here:

Based on our current course catalog, data and student interests, we will be reevaluating our course schedule which may include alternating AP offerings to an every other year rotation and implementing applied sciences, along with other offerings.

6. Notices and announcements

Teachers/educators will be notified by email in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be done by email or Google Chat. A 48-hour notice is expected and a day of reminder is required for all scheduled events when possible. Email notifications can be sent at any time, but are not expected to be seen/responded to during their teaching periods or off-contract hours. Teachers/educators will notify educators 3 weeks, 1 week out, and on the day of for field trips with rosters and dates to provide educators with adequate planning time.

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 migrate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

8. Educators dress code

educators at Springfield Honors Academy are asked to dress appropriately for a modern school setting throughout the week. Excessively casual clothing (e.g. ripped jeans, revealing clothing, apparel with inappropriate logos and messages, etc.) is never

permitted. Denim pants may be worn any day of the week. Educators are encouraged to wear school gear (SHA and/or college) once per week on Gear Days (typically Thursdays) to foster school spirit and awareness of higher educational institutions.

9. Class size

Springfield Honors Academy commits to ensuring a reasonable class size of no more than 24 students, and no less than 8 students for underclassmen core classes, for the benefit of students and teachers. Any class that does not meet these guidelines requires discussion and sign off from the teacher. If student interest wanes over two semesters then the number of class offerings during the year will be reassessed.

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

Parent/guardian meetings, in person or virtual, are required if a student's grade falls below a 68 average at interim (half way through any given marking period). The meeting should be attended by all teachers/educators so that the parent/guardian is aware of all strengths and challenges. As this information may be key to developing strategies to support the student. Teachers/educators are required to use best and, if necessary, multiple efforts to establish two-way communication with families. Once efforts are made to support a student, and a family/guardian does not respond, it should be brought to administration's attention for heightened assistance in family outreach. educators will be provided training as well as the appropriate time and space (ie late night) to support these requirements. Documentation of any form of communication with families/guardians must be documented in Powerschool.

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 9/16/2025.



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



Student Hours 7:15 AM - 2:20 PM; *see calendar for special student early release days

Teacher Hours 7:00 AM - 3:00 PM (Monday - Thursday); 7:00 AM - 2:30 PM (Friday)

Aug 19: Family Cookout 12pm-2pm
Aug 19: Freshman Orientation 4pm-5pm
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: School 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 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 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 - 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 19: Schools Closed - Juneteenth Day
Jun 25*: End of School Year - Early Release 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 Winter Vacation
Jan. 6: Schools Closed - Teacher Professional Day
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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29	30			

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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 Winter Vacation
 Jan. 6: Schools Closed - Teacher Professional Day
 Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day

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

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

- School Closed
- Staff Early Release at 11:45am
- Staff Early Release at 2:30pm
- Regular Day + PD until 4pm
- Full Day PD from 7:30am-3:30pm
- Student Orientation / First Day

School Priority Levers Form: Springfield Honors Academy

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

- Admin delivered mid-year data to TLT and ILT members presented mid-year data to the faculty at the February staff meeting
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to refine the draft of the Phase 1 templates (educator working conditions, priorities, calendar)

Priority 1

Selected Level: Level 1: Equity & Improvement

Text of Lever: Vision for Equitable Instruction, Educator Empowerment and Leadership Responsibilities

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

Data:

- Attendance Data
- AP Participation & Scores
- Fall 2024 SQR Data
- 2024-2025 Mid-Year Data (Insight Surveys, 2023-2024 Data)

Working Theory: If we collaboratively refine our instructional vision to clearly define what classrooms should look and sound like when students are engaged in critical thinking and taking ownership of their learning—and if we engage all staff in the process to ensure shared understanding and buy-in—then teachers will implement aligned instructional practices, and students will demonstrate deeper engagement, ownership, and academic growth.

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

- What does student engagement in critical thinking and ownership of learning look and sound like in practice?
- What are the key instructional practices that foster critical thinking and student ownership?
- How will we involve all staff in refining and owning the instructional vision?
- What structures (e.g., professional learning communities, focus groups, surveys) will facilitate collaboration and feedback?
- How will we address resistance or differing perspectives among staff?
- What professional learning or resources are needed to ensure staff can implement the vision effectively?
- How can we ensure that staff feel heard and valued in the process?
- What specific instructional strategies should all teachers implement to align with the vision?
- How will we ensure consistency while allowing for teacher autonomy and creativity?
- How will leaders and coaches support teachers in implementing these practices?
- What tools (e.g., lesson plan templates, observation protocols) will support alignment with the vision?
- How will we make the vision visible and actionable in classrooms?
- What indicators will show that students are engaging in critical thinking and taking ownership of their learning?
- How will we measure academic growth and goal-setting behaviors among students?
- How will we track progress toward deeper engagement over time (e.g., student work samples, classroom observations, student self-assessments)?
- What do tasks that allow students to develop critical thinking skills look like?
- Where do educators have time to discuss tasks that maximize student opportunities to think in these ways?
- What qualitative and quantitative data will we collect to assess impact?
- How will we use data to adjust and improve our approach?
- How will we monitor fidelity of implementation of the instructional vision?
- What structures will ensure ongoing reflection and adjustment (e.g., quarterly data reviews, instructional rounds)?
- How will we celebrate successes and share best practices across the staff?
- How will we ensure that this work remains a priority in future years?
- How will we evaluate the overall effectiveness of the theory of action?

Priority Levers Goals: Springfield Honors Academy**Priority 1: Lever 2****Text of Lever:** 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: If we assess our curriculum through an aligned rubric that ensures students are being provided with high-quality, rigorous, and culturally responsive curriculum and instruction we will increase their preparedness for college & career that will increase their acceptance and completion of 4 year colleges and/or be prepared to enter the workforce.

Progress made thus far (synthesis from faculty):

- Curriculum review rubric created and all staff submitted one unit for feedback
- Concise statement of instructional vision updated
- Professional development schedule created, systems reviewed and vision translated
- Identifying concrete classroom practices and policies
- Crafting and tuning the vision
- Norming coaching cycle with the creation of walkthrough tool and coaching feedback tool for coaches to use

Where we run into obstacles (synthesis from faculty):

- The structure of the schedule and the size of the school makes it difficult for IL's to see multiple classes and provide overarching feedback.
- Instructional vision may be clear to leaders but not to staff or students. Teachers may not fully internalize or apply the vision in lesson planning, interactions, or grading policies.
- What is written or created doesn't always translate into classroom practice.
- Coaches may interpret tools differently, give inconsistent feedback, or avoid hard conversations about equity and rigor.
- Sessions may be disconnected from classroom realities, too theoretical, or not followed up with coaching or modeling.

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

1. Increasing communication to staff through TLT to gain faculty input
2. How to ensure frequent follow-up, real-time coaching, and walkthroughs tied to implementation data, not just compliance
3. Repeated, scaffolded professional learning with real classroom examples. Use PLCs to unpack the vision in context and co-construct shared meaning
4. Provide coaching for coaches. Regularly calibrate observations and feedback using video samples or co-observations
5. Design PD around teacher needs, instructional data, and coaching cycles. Make PD interactive and tied to real artifacts of practice
6. Gather ongoing student feedback on curriculum relevance, engagement, and challenge. Involve student panels in unit reviews or instructional walkthroughs

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

- Internalize the Instructional vision by using scenarios or videos to identify aligned vs. misaligned practices.
- Teachers reflect on personal equity commitments aligned to the vision
- Examine a unit and provide feedback using the rubric, Co-develop exemplars of rigorous, representative curriculum units. Share and review submitted units in small groups with feedback protocols

Strategic Action Plan: Springfield Honors Academy**Priority 1: Level 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. Educators will utilize consistent routines and instructional practices that support authentic student discourse and high level tasks and ensure curriculum aligns to standards, imbeds rigor and prepares them for college and career readiness
2. Vertical Alignment & AP Readiness
3. Consistently implement a full year coaching cycle to ensure real-time coaching & feedback tied to the vision to build teacher capacity through professional learning
4. Create transparency and invite collaboration from families and students to strengthen the academic culture

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?):**

- Vision & Expectations Session: Unpack the schoolwide instructional vision and academic priorities for 2025–26, where the focus is on Curriculum Alignment, Quality of Questioning, Substance of Student Talk .
- Standards Alignment Deep Dive: Review curriculum maps and unit plans for alignment with MA frameworks and college/career readiness skills.
- Student-Centered Learning Practices: Explore questioning and student discourse.
- Designing High-Level Tasks: Training on task analysis using Webb’s DOK and how to adjust existing materials to meet rigorous expectations.
- Instructional Routines for Equity: Model and practice routines like turn and talk, accountable talk stems, and peer feedback.
- Introduction to Coaching Cycles & PLC Norms: Define expectations, data usage, coaching models (e.g., Get Better Faster), and PLC outcomes.
- Using Data to Drive Instruction: Training on formative assessment tools and using data to monitor progress and differentiate instruction.
- AP Alignment Kickoff: AP and feeder teachers analyze student data and begin alignment planning.
- Family Engagement for Academic Vision: Training on communicating academic expectations and partnering with families for support.

2. List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):

- **Instruction Partners-Director Curriculum & Instruction, ILT, EPL Coach** (Curriculum mapping and task rigor)
- **BetterLesson or Teaching Lab** (Student-centered learning practices)
- **Mass Insight Education** (AP alignment & vertical teaming)
- **Internal Coaches & Instructional Leaders** (Coaching and PLC facilitation)
- Other resource considerations: **AVID** (Equity-based instructional strategies) and **Panorama or EL Education** (Family engagement & student voice tools)

3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):

1. **Instructional Coaching Cycles:**
 - a. Individual and small group cycles
 - b. Targeted look-fors aligned to school’s vision
 - c. Real-time feedback and practice
2. **Biweekly PLCs:**
 - a. Use of student work protocols

- b. Shared planning and lesson study
- c. Reflective dialogue about engagement and rigor
- 3. Quarterly Data Days:**
 - a. Student achievement analysis
 - b. Re-teaching planning
 - c. Calibration of grading and student work expectations
- 4. Monthly Vertical AP/Pre-AP Meetings:**
 - a. Collaborative analysis of AP/PSAT/SAT data
 - b. Identification of instructional gaps
 - c. Sharing effective strategies and alignment tools
- 5. Instructional Rounds (2x per semester):**
 - a. Staff visit classrooms using observation tools aligned with student discourse, ownership, and task rigor
- 6. Micro-PD Series (After School/Asynchronous):**
 - a. Targeted short learning experiences: formative assessment, differentiation, discourse routines, grading equity, tech integration
- 7. Family Engagement Workshops (Quarterly):**
 - a. Co-led by staff and students to present learning goals, student work, and tools families can use at home

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

Task	Owner
Schedule and launch full-year coaching cycles	Principal, Instructional Coaches
Establish a monthly calendar vertical AP meetings	AP Coordinator, Director of Curriculum
Train PLC facilitators on protocols and data analysis	Instructional Coaches
Create a coaching cycle that includes walk-throughs and announced observations	Admin Team
Communicate, finalize a schoolwide walkthrough tool aligned to instructional vision	Admin Team
Design student surveys to gather feedback on engagement & ownership Gather ongoing student feedback on curriculum relevance, engagement, and challenge. Involve student panels in unit reviews or instructional walkthroughs	Admin, Coaches, Student Government
Host a Family Curriculum Night in September	Director of Curriculum
Communicate updates to staff through TLT to gain faculty input	Admin, TLT
Monitor implementation of high-level tasks through regular observations	Admin, DCI, Coaches, Teaching staff
Offer curriculum and tailoring in areas where the creation of curriculum needs more support	DCI, Coaches
Identify a shared understanding of high quality tasks	Admin, DCI, Coaches
Identify a shared understanding of what academic discourse looks like	Admin, DCI, Coaches
Celebrate teacher and student progress during staff meetings and family events	Principal