

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**

Springfield Legacy 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		
	Day Type	Staff Category	Start time	End time	Hrs: Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	3:10 PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:05 AM	3:50
3.	Regular Day + PD	Regular Day + PD	7:15 AM	4:05 PM	8:50
4.	Chestnut Early Release + PD	Student Early Release + PD	7:15 AM	3:00 PM	7:45
5.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	2:00 PM	6:00

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 Staff Hours in gr. 6-8
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25		0 hrs

B. Other Events on or After August 18th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Back to School BBQ	August 21, 2025	1.5
Progress Report Conferences	October 2, 2025	1
Fall Learning Showcase Event	November 20, 2025	1.5
Progress Report Conferences	December 11, 2025	1
Progress Report Conferences	February 26, 2026	1

Winter Learning Showcase Event	March 12, 2026	1.5
Spring Learning Showcase Event	May 28, 2026	1.5
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		9 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	1485.833	9.000	1494.833	187

2. Staff workday

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

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

- Phone calls to 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;
- Providing timely feedback to students, including exit tickets and homework;
- Attending student-related meetings including but not limited to IEPs and/or 504s;
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes.

3. Additional staff duties

A. During the Workday

During a typical Monday-Friday school day work week, all Unit A staff 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;
- All educators will be required to complete lesson plans. Lessons plans must be completed a week ahead - and submitted digitally - to administration each Monday morning by 7:15 am. If Monday is a holiday, then lesson plans will be due digitally - to administration on Tuesday morning by 7:15 am.
- All educators will be required to complete a minimum of 3 days of substitute lesson plans with clear directions and expectations for substitute (including but not limited to rosters, seating charts, student accommodations).
- Substitute coverage of classes and duties of others who are absent from school;

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

Educators will work after school each week to provide after school help not exceeding 0 minutes per week.

4. Professional learning

Educators 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.

Schools working to improve curricular offerings please describe here:

Springfield Legacy Academy will add culturally-responsive materials to lessons to align with standards-based curriculum. In PLC's educators will collaborate and explore the topics to include in the current curriculum.

6. Notices and announcements

Teachers will be notified in advance a minimum of one school week 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 educators. 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 educators and families/caregivers are critically important to the overall academic success of a student's school experience. Educators are 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. Educators 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
Springfield Legacy Academy
355 Plainfield St. Springfield, MA 01104**



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

Teacher Hours 7:15 AM - 3:10 PM (M-Fri) ; 7:15 AM - 4:05 PM (on extended days; see calendar for specific extended days)

Aug 21: Back-to-School BBQ
Aug 25: School Begins

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

Feb 16: Schools Closed - Presidents Day
Feb 17 - 20: Schools Closed - Mid-Winter Vacation
Feb 26: Progress Report Conferences

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			

Mar 12: Winter Learning Showcase Event

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

Oct 2: Progress Report Conferences
Oct 10: Early Release at 1:00pm
Oct 13: Schools Closed - Indigenous People's Day

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

Apr 3: Schools Closed - Good Friday
Apr 20: Schools Closed - Patriots Day
Apr 21 -24: Schools Closed - Spring Vacation

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

Nov 4: Schools Closed - Teacher PD Day (Election Day)
Nov 11: Schools Closed - Veterans Day
Nov 20: Fall Learning Showcase
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 22: Early Release at 1:00pm
May 25: Schools Closed - Memorial Day
May 28: Spring Learning Showcase

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 11: Progress Report Conferences
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 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 - New Year's Day Observed & Extended Holiday Break
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 at 11:05am
- Special Student Early Release at 1:00pm
- Family Event at 4:00-5:30pm



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Aug 22: Convocation

Aug 25: School Begins

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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 2: Progress Report Conferences

Oct 10: Early Release for Students at 1:00pm / Staff PD until 3:00pm

Oct 13: Schools Closed - Indigenous People's Day

October 2025				
MON	TUE	WED	THU	FRI
		1	2	3
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13	14	15	16	17
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*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 4:05pm
- Full Day PD from 8:00am-2:00pm
- Student Early Release at 1:00pm + Staff PD until 3:00pm
- Family Event at 4:00-5:30pm

School Priority Levers Form: Springfield Legacy Academy

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

- TLT Members met one on one with colleagues
- Grade Level Meetings to review data and talk about draft priorities
- Written email feedback loop

Priority 1

Selected Lever: Lever 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity

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

Data: SQR feedback signal a need to focus on lesson planning:

- Area of Focus 1: Outcomes for All (2a); rated consistently developing 2021-24
- Area of Focus 2: Effective Planning (2I); rated consistently developing 2021-24

Fall to Winter MAP data:

- 37.1% of students (identified as Tier 2A and 2B) made projected growth in ELA
- 31.1% of students (identified as Emerging Bilingual and/or Exceptional Learner) who made projected growth in ELA
- 29.0% of students (identified as Tier 2A and 2B) made projected growth in Math
- 39.2% of students (identified as Emerging Bilingual and/or Exceptional Learner) who made projected growth in Math

Working Theory: If we develop and are normed in a concrete instructional vision for teachers, we can target professional development and individual coaching to support teachers' instruction aligned to the vision.

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

- Through our work with the **School Empowerment Network's Equitable Pathways to Leadership (EPL) program**, we will:
 - Write an instructional vision, grounded in evidence-based practices, with concrete expectations for classroom instruction
 - Norm on look-fors, expectations, and highest leverage feedback to move teachers forward
 - Identify teachers implementing the instructional vision in their classrooms as a way to target professional development and coaching
- **Ensure that data guides teacher planning.** Support teachers' use of curricular resources including strategies for scaffolding for special populations and lesson planning guidance documents in professional learning communities (PLCs) and coaching sessions by centering formative assessment data from exit tickets, conferencing, and curricular assessments. Centering will allow teachers to: Provide appropriate scaffolding, plan targeted questions, and differentiate based on student need.
- **Streamline planning so that teachers focus on school priorities.** Priorities to emphasize include grade-level tasks, culturally-responsive teaching, building bilingual/bicultural students, and creating independent learners through use of appropriate scaffolds and discourse opportunities. Questions to consider include:
 - Are there common teaching practices connected to Legacy's instructional vision which are nonnegotiable?
 - Is the current/dominant Legacy lesson structure a gradual-release model? If not, how do we make it one?
 - How will we leverage coaching/PLC time to plan appropriate scaffolding and frame planning guidance?

- **Help teachers plan for appropriate scaffolding.** Support teachers to integrate appropriate scaffolding into the internalization process. Guide them in planning targeted supports for students who need them and in doing so without over-scaffolding. Encourage reflection by asking questions such as:
 - “Who is in each group? Why? What data supports these grouping decisions?”
 - “What supports will help students better understand concepts rather than just complete tasks?”
 - “How will we assess student understanding? How will students monitor their own progress?”
 - “What other support structures are or might be necessary?”
- **Ensure that teachers use student data to inform lesson planning.** Encourage teachers to use student work samples, exit tickets, and assessments to plan intentional groupings, identify common misconceptions, and prepare for reteaching moments. Emphasize the importance of planning high-impact questions which are likely or reasonably expected to drive student engagement and critical thinking.
 - “How will we ensure that teachers are using data to inform lesson planning?”
 - “How will lesson plans that are turned in weekly reflect use of data to inform lesson planning?”
 - “Where in the lesson planning document/PLC agenda will academic monitoring be included?”
 - “How will we create time and space for teacher reflection on their lesson plans?”
- **Select discourse strategies for all teachers to learn about and practice using.** Analyze their results. Language learners need consistent opportunities to think and discuss. They also require routines. By selecting a few school-wide discourse strategies to focus on as a faculty, teachers will be better equipped to ensure that students across content areas will get more practice and use out of appropriate strategies in their learning. Examples of these include Think-Pair-Share and Write-Turn-Talk strategies.

Priority 2

Selected Lever: Lever 4

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

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

4b: Safe, Trusting, and Inclusive School Culture - The school’s approach to culture-building, discipline, and social-emotional support results in a safe and trusting environment in which race, gender, and specialized needs data is frequently analyzed for bias. Students know they are physically and emotionally safe and know that they belong. Adults in the building intentionally build relationships with students which is necessary for two-way respect. Student voice is encouraged/sought out, welcomed, and valued.

Data:

TNTP Teacher Insight Survey

- 6.3 Index Score
- 26% of Teachers Planning to Leave This Year or Next Fall

TNTP Family Survey

- -8 Net Promoter Score on Parent perception of effectiveness of middle school

Suspension Data

- 21 Total suspensions, 48 Total discipline events
- Students that identify as Black are 1229.2% more likely to have had discipline events

Kickboard Behavior Data

- 139 average behaviors per student
- 3 average referrals per student

Working Theory: If we develop and are normed in a concrete culture vision for the school, we can target professional development and individual coaching to support teachers’ and Student Support Team members’ practices aligned to the vision.

- **Trauma-Informed Practices.** Develop Tier 1 expectations for classroom culture and guidance on how teachers react to off-culture behavior based on trauma-informed practices. Implement practices to support students who are consistently dysregulated.
- **Grade Level Collaboration.** Develop opportunities for grade-level teams to communicate with student support staff about students of concern to discuss root causes of behavior and how to support specific students.
- **Professional Learning.** Build opportunities for staff to learn about community culture and how and why to develop relationships with students.
- **Community Building.** Develop systems for improved communication of whole-school, grade level, and classroom student celebrations.

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

- What programming is right for our school?
- What is feasible within the constraints of the school's budget?
- What sort of system do we need to integrate that supports professional learning?
- What structures (team meetings) are needed?
- What people are needed and how many of them?
- What is the role of advisory in lifting this work?
- Do students have multiple ways to engage in grade level learning?
- Do students know what content-specific expectations are? Are task expectations clear to students?
- Do students understand the purpose for their learning?
- How do we get more student voice and diversity around cultural celebrations?

Priority Levers Goals: Springfield Legacy Academy

<p>Priority 1: Lever 2</p>
<p>Text of Lever: Coherent Actions for Improving Assurances for Educational Equity</p>
<p>Working Theory of Change: If we develop and are normed in a concrete instructional vision for teachers, we can target professional development and individual coaching to support teachers’ instruction aligned to the vision.</p>
<p>Progress made thus far (synthesis from faculty): Significant progress with ILT norming around a rubric to more clearly define expectations around lesson planning. Based on walkthrough data, adjustments were made to the instructional vision for the school. As a result of this work, a clear system was designed for educators to regularly receive feedback on their lesson plans and clarity of the expectations around lesson planning were clarified with the use of a rubric.</p>
<p>Where we run into obstacles (synthesis from faculty):</p> <ul style="list-style-type: none"> ● Communication about progress towards proficiency on lesson planning ● Feedback consistently provided across the whole school (including SPED)
<p>Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):</p> <ol style="list-style-type: none"> 1. Create an instructional vision aligned to evidence-based practices, with clearly articulated expectations for classroom instruction and share with all stakeholders. 2. Establish & norm on classroom look-fors and high-leverage feedback practices aligned to the instructional vision by conducting calibration walkthroughs, utilizing rubrics, and engaging the TLT. 3. Identify 3–5 model classrooms that demonstrate implementation of the instructional vision to support peer learning and PD targeting. 4. PLCs ensure there is a coherent approach to the implementation of the instructional priorities (standards-alignment, student-centered, responding to data). 5. Design, implement, and monitor the use of a comprehensive instructional coaching model.
<p>What we would like to learn and accomplish in August PD (faculty input, TLT thinking):</p> <ul style="list-style-type: none"> ● Continued clarity on Instructional Priorities ● Internalize Legacy lesson planning expectations ● Understand Legacy’s coaching model

<p>Priority 2: Lever 4</p>
<p>Text of Lever: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff</p>
<p>Working Theory of Change: If we develop and are normed in a concrete culture vision for the school, we can target professional development and individual coaching to support teachers’ and Student Support Team members’ practices aligned to the vision.</p>
<p>Progress made thus far (synthesis from faculty): The Student Support Team was freed up to be available to provide a more consistent response to teachers in relation to Tier 2 & 3 behaviors. As a result, staff attendance improved and the cycle was interrupted. Additionally, there has been an increase in student programming aligned to school values that both recognizes the students and provides an incentive to students to continue to align to school values.</p>

Where we run into obstacles (synthesis from faculty):

- A number of educators are resistant to addressing Tier 1 behaviors inside their classroom.
- Still, many feel like there are limited or inconsistent consequences when students don't meet the expectations.

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

Quarter 1:

1. By August 2025, co-create and implement a school-wide culture vision with staff and student input, and ensure 100% of staff receive professional development aligned to the vision by October 2025.
2. By September 2025, establish monthly grade-level team meetings with student support staff to discuss student behavior and well-being. Each team will document interventions for students of concern.
3. By October 2025, establish a student advisory or voice council in grades 6–8 to inform school policies, celebrations, and culture initiatives, with at least one representative per grade.

Quarter 2:

1. By November 2025, 90% of teachers will be observed using classroom culture practices aligned with the school's culture vision, as measured by classroom walk-throughs and coaching logs.
2. By December 2025, 100% of staff will participate in at least three professional learning sessions focused on trauma-informed practices, cultural competency, and relationship-building.

Quarter 3:

1. By January 2026, all classrooms will implement a consistent set of Tier 1 trauma-informed classroom behavior expectations, with fidelity measured through a monthly observation tool.
2. By March 2026, reduce the average number of behavior incidents per student by 25% by implementing trauma-informed Tier 1 strategies and supports for dysregulated students.

Quarter 4:

1. By May 2026, 90% of students will report feeling a sense of belonging and safety in the school (measured through a student climate survey), an increase from baseline collected in Fall 2025.

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

- All staff will have input into a school-wide culture vision.
- All staff will internalize the Legacy Behavior Matrix and engage in scenario-based practice.

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: Springfield Legacy Academy	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Travis Vaz Phone: (413) 750-2333 Email: vzt@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates: 7/7 - 8/1 (Monday-Friday)
	Type of Program (select from dropdown): Early Start + Extended Year ▾
	Plan for Rising Students (6th- 8th graders). Please describe your plan below after analyzing historical school-level data : The summer learning plan aims to provide participants with a variety of targeted academic supports and extracurricular activities that reinforce Math and Literacy curriculum. In partnership with Hope for Youth and Families, educators will utilize a curriculum developed by national experts that blends the Science of Reading with hi-low texts specifically designed for middle and high school students who are behind in reading. This curriculum includes direct instruction, small-group instruction, and high-dosage tutoring methods. A 1:5 educator-to-student ratio will be maintained to maximize impact. Additionally, brain breaks, mentorship, and family engagement will be incorporated to reach students of varying levels and needs effectively. By including all these elements, a holistic approach will be taken to supporting every student's unique needs.
	Student Start Time: 8:00am
	Student Dismissal Time: 4:00pm
	Lunch Time: 12:30-12:50pm
	Estimated # of Students: 75
	Estimated Total # of Student Learning Hours: 160
	Total # of Classrooms Needed: 4
	Shared Facility Needs (i.e. cafeteria): Cafeteria (8:00-8:30 & 12:30-12:50), Gym (1:45-4:00 pm)
OITA Programs/Apps Needed: Story Shares (digital library)	

<p>Name and contact information for questions over the summer.</p> <p><i>This information will be shared with SPS and FACE.</i></p>	<p><u>Primary</u> Contact Name: Anna Lugo Primary Contact Email: lugoan@springfieldpublicschools.com Primary Contact Phone: (413) 540-6748</p> <p><u>Backup</u> Contact Name: Dexter Miller Backup Contact Email: millerd@springfieldpublicschools.com Backup Contact Phone: (413) 750-2333</p>
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Strategic Action Plan: Springfield Legacy Academy

Priority 1: Lever 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity

Goals for Priority 1:

1. Create an instructional vision aligned to evidence-based practices, with clearly articulated expectations for classroom instruction and share with all stakeholders.
2. Establish & norm on classroom look-fors and high-leverage feedback practices aligned to the instructional vision by conducting calibration walkthroughs, utilizing rubrics, and engaging the TLT.
3. Identify 3–5 model classrooms that demonstrate implementation of the instructional vision to support peer learning and PD targeting.
4. PLCs ensure there is a coherent approach to the implementation of the instructional priorities (standards-alignment, student-centered, responding to data).
5. Design, implement, and monitor the use of a comprehensive instructional coaching model.

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?):**
 - Share instructional vision with all educators and norm on “look-fors” that align with the instructional vision (e.g., student discourse, evidence of differentiation, use of data) anchored in a rubric.
 - Introduce PLC structure that aligns to the implementation of the instructional priorities (standards-alignment, student-centered, responding to data).
 - Present the design and application of a comprehensive instructional coaching model.
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - EPL Coach, Dr. Rod Bowen
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Implementation of in-house Science of reading training
 - Focus on practices that shift classrooms to being increasingly student-centered with opportunities for higher order thinking (discourse, criteria for success, tiered questioning)
 - Understanding how exit ticket data informs planning
 - How to provide ‘just-in-time’ scaffolds to avoid lowering the cognitive lift for students

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

Task	Owner
Flesh out Look Fors for Educators & Students aligned to rubric	ILT
Develop PLC Structure & Agenda Template	Deans of Instruction
Implement new coaching system	Deans of Instruction
Identify menu of high impact instructional strategies aligned to student-centered classrooms	ILT

Priority 2: Lever 4

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

Goals for Priority 2:

Quarter 1:

1. By August 2025, co-create and implement a school-wide culture vision with staff and student input, and ensure 100% of staff receive professional development aligned to the vision by October 2025.
2. By September 2025, establish monthly grade-level team meetings with student support staff to discuss student behavior and well-being. Each team will document interventions for students of concern.
3. By October 2025, establish a student advisory or voice council in grades 6–8 to inform school policies, celebrations, and culture initiatives, with at least one representative per grade.

Quarter 2:

1. By November 2025, 90% of teachers will be observed using classroom culture practices aligned with the school’s culture vision, as measured by classroom walk-throughs and coaching logs.
2. By December 2025, 100% of staff will participate in at least three professional learning sessions focused on trauma-informed practices, cultural competency, and relationship-building.

Quarter 3:

1. By January 2026, all classrooms will implement a consistent set of Tier 1 trauma-informed classroom behavior expectations, with fidelity measured through a monthly observation tool.
2. By March 2026, reduce the average number of behavior incidents per student by 25% by implementing trauma-informed Tier 1 strategies and supports for dysregulated students.

Quarter 4:

1. By May 2026, 90% of students will report feeling a sense of belonging and safety in the school (measured through a student climate survey), an increase from baseline collected in Fall 2025.

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?):**
 - Relationship Building 101
 - Classroom Management Differentiated sessions
 - Dean’s List Implementation
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Academic Leadership Association (ALA)
 - Think Kids (Collaborative Problem Solving)
 - Raquel Cabrera (Juvenile Court)
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Grade Level Team Meetings - Focus on using behavior as data and determining root cause
 - Continued relationship building strategies
 - Flesh out restorative practices as embedded in school-wide behavior management system

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

Task	Owner
Dean’s List Configuration	Principal, AP, Dean of Culture

Develop GLT Meeting Structure & Agenda Template	Dean of Culture
Culture Calendar	Dean of Culture & Counselors
Community Circles	Dean of Culture