

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.



Van Sickle 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	11:15 AM	4:00
3.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
4.	Regular Day for Students/ Extended Afternoon Staff - Parent Conferences	Special Staff Hrs - PC	7:15 AM	3:45 PM	8:30
5.	Regular Day for Students/ Extended Afternoon Staff - Extra Help	Special Staff Hrs - EH	7:15 AM	3:45 PM	8:30
6.	Regular Day for Students/Extended Afternoon Staff - Guided Planning	Special Staff Hrs - GP	7:15 AM	4:00 PM	8:45

Part II: Additional educator hours

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

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 25-26 is August 18th, please be sure to use the correct table to record (and transfer) events from your calendar tool into this document.

A. Summer Events Prior to August 18th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
None	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
Family Event #1 Open House	9/30/2025 (4:00-6:00 pm)	2
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		2 HRS

Part III: Total educator hours

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

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	0	1493.333	2	1495.333	188

2. Staff workday

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

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

- Phone calls/in-person meeting with families/guardians/care-takers about the academic/behavior progress of students (hours are already built into the calendar for specific Tuesday’s of each month)
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings 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.
- Attend/Participate in the Guided Lesson planning meeting as designated on the staff calendar. These extra help hours are accounted for in the total educator hours on the calendar.
- Attend/Participate in Parent conferences as designated on the staff calendar. These extra help hours are accounted for in the total educator hours on the calendar.

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):

- Coverage of arrival, dismissal, hallway, and Advisory periods; and
- Substitute coverage of classes and duties of others who are absent from school.
- All educators will be required to complete weekly lesson plans using the VSA Lesson Planning Template. Lesson plans must be completed - 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.
- On specifically designated Mondays (please see exact dates below and also highlighted in the calendar), after the regular school day ends for students, all Unit A members will be required to attend guided planning for 55 minutes, from 3:05-4:00 pm, and will be compensated at the contractual hourly rate of \$22.50/hour.

The following Mondays are when specified staff will be required to stay after:

- September 22nd
- October 20th

- November 17th
 - January 26th
 - February 23rd
 - March 23rd
- 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;
 - Staff will video record themselves utilizing Swivl/Reflectivity teaching a one-block period a minimum of 3 times between September 1, 2025 and April 18, 2026 to be used exclusively for training and coaching. Not to be used for evaluation.

If an 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 will offer extra help/makeup sessions - to support students - one day after school from 3:05 pm - 3:45 pm for 22 weeks as designated in the calendar and beginning the week of September 16th. These extra help hours are accounted for in the total educator hours on the calendar. The day of the week that educators will be required to stay after is dependent on the subject taught :

- **Wednesday** = ELA, Social Studies, ESL, LLD and Special Education Inclusion teachers.
- **Thursday** = Math, Science, Art, PE, Life Skills teachers.
- Counselors will also be required to stay after from 3:05 PM - 3:45 PM on either Wednesday or Thursday, and they will be able to determine which day (Wednesday or Thursday) works best to support students either through academic or social/emotional support.

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, sweat pants, revealing clothing, beach wear, hats, baseball style caps, tank tops,, open toe shoes/slides/flip flops/sandals, sports/athletic jerseys 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 08/22/2025.



**Springfield Public Schools
2025-2026 Student Calendar
Van Sickle Academy
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:25 AM - 3:05 PM

Teacher Hours 7:15 AM - 3:10 PM (M - Fri) *see calendar for specific extended M, Tu. & Th. hours

Aug 25: School Begins

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

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

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

Sep 1: Schools Closed - Labor Day
Sep 9: Schools Closed - Teacher PD Day
Sep 30: Open House (4-6pm)

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 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 at 11:05am

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

Jan 1-5: Schools Closed - Extended Holiday Vacation
Jan 6: Schools Closed - Teacher Professional Day
Jan 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



**Springfield Public Schools
2025-2026 Staff Calendar
Van Sickle Academy
1170 Carew Street, Springfield, MA 01104**



Student Hours 7:25 AM - 3:05 PM

Teacher Hours 7:15 AM - 3:10 PM (M - Fri) *see calendar for specific extended M, Tu., W & Th. hours

Aug 18 - 22: Teacher PD

Aug 21: Special Staff Hours (for 6th grade only, 10am-5pm)

Aug 22: Convocation

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

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1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

March 2026

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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
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18	19	20	21	22
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Dec 19: Early Release at 11:05am for Students / Staff Release at 11:15am

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 at 11:05am for Students / Staff Release at 11:15am

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

Jan 1-5: Schools Closed - Extended Holiday Vacation

Jan 6: Schools Closed - Teacher Professional Day

Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2026				
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19	20	21	22	23
26	27	28	29	30

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

- School Closed
- Staff Early Release at 11:15am
- Regular Day + PD until 3:45pm
- Full Day PD from 8:00am-3:00pm
- Regular Day + Thursday Extra Help until 3:45pm
- Regular Day + Wednesday Extra Help until 3:45pm
- Regular Day + Parent Conferences until 3:45pm
- Regular Day + Staff Meeting until 3:45pm
- Regular Day + Guided Planning until 4:00pm

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

- TLT members presented mid-year data to the faculty during PLC
- TLT members sought faculty input through their individual teams and brought their feedback to the TLT meetings in January.

Priority 1

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:

- The School Quality Review cites Targeted Planning (2m) as an area of focus to support a continued area of progress in Data Driven Instruction (2f).

Working Theory: We believe that the growth within our Data Driven Instruction lever has been a direct result of monitoring aggressively and the work done within the classroom. Teachers have demonstrated an understanding of the data that is collected in aggressive monitoring however they have stated they struggle with the next step. This would lead to an adjustment to the way that we are planning so that teachers utilize lesson planning to hone in on misconceptions and how to address them in the moment to close the loop on aggressive monitoring.

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

- Do all teachers know how to read the data that they are collecting at the moment?
- Do teachers have the tools to effectively predict and plan for misconceptions within their lesson?
- Do teachers have time to vertically plan and understand where students have struggled in the past and or may struggle in the future regarding that specific skill or standard?
- Do teachers receive targeted feedback on misconceptions?
- How do we better utilize Guided Planning and Coaching to push all teachers forward?

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:

- The School Quality Review cites Student Ownership (2b) as an area of focus for us and it has been a targeted area of improvement for the past 3 SQR's
- Review of MCAS data indicates in Math and ELA a drop in our written scores from previous years
- The SQR cites that not all classrooms offer opportunities to push students with higher order thinking skills and activities.

Working Theory: We believe that our declining writing scores and our highlighted area of growth are directly linked from our lack of consistent higher order tasks to push students to the full level of the standard. While we have had growth in the past year in student ownership and there have been consistent markers that teachers are asking students to complete the lift within the classroom, the level of work that they are challenged to do is not consistently at the highest level of the standard with high order thinking in mind.

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

- Do we provide feedback to teachers regarding actual tasks and assessments as opposed to just lesson plans?
- Do we utilize guided planning to better focus on higher order thinking tasks?
- How can we review our current Instructional Vision to better incorporate a focus on higher order thinking tasks?
- How can we better utilize PLC to work on planning horizontally to ensure that the rigor is held across a grade level?
- How can we better support teachers in their content understanding of the standards in partnership with the principles of higher order thinking?
- How can we better define our expectations around writing for higher order thinking?

Priority Levers Goals: Van Sickle Academy**Priority 1: 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: We believe that the growth within our Data Driven Instruction lever has been a direct result of monitoring aggressively and the work done within the classroom. Teachers have demonstrated an understanding of the data that is collected in aggressive monitoring however they have stated they struggle with the next step. This would lead to an adjustment to the way that we are planning so that teachers utilize lesson planning to hone in on misconceptions and how to address them in the moment to close the loop on aggressive monitoring.

Progress made thus far (synthesis from faculty): Over the past three years, Van Sickle Academy has made a concerted effort to focus on data driven instruction with the implementation of aggressive monitoring. We have crafted two aggressive monitoring tools for teachers to utilize within their lesson and teachers have actively tracked student progress throughout the lesson. Data meetings have allowed teachers and admin to identify individualized areas of growth for both students and teachers. MAP and MCAS data have shown consistent growth over the past few years and this year's data is trending in an upwards pattern meeting our 50% growth targets in both Math and Reading.

Where we run into obstacles (synthesis from faculty):

- We need a more consistent coaching scheduled that is anchored by goals to help teacher improvement around response to data
- We need to edit and tailor our instructional vision around our growing needs to respond to data
- We specifically need to evaluate and understand where each teacher is in their data journey so as to tailor professional development around individualized needs.

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

1. **We need to provide professional development about reading data, prioritizing the common skill of error, and planning for reteaching.**
 - We need to help teachers unpack specific data sets and understand what the data is telling them about specific errors.
 - Teachers need time to look over data sets and decide which approach would work best for the given error and data set - whole group, small group, individualized reteach.
 - We need to help teachers develop reteach plans that utilize guided discourse of modeling to highlight the error and correct the misconception.
 - We need to help teachers focus on planning for misconceptions in their lessons so that they know how to respond to the errors as they arise.
2. **We need to utilize coaching to provide individualized guidance on goals around responding to data**
 - We need to help teachers craft meaningful goals to help them push their individual practice around responding to data
 - We need to have a consistent schedule around data cycles to check in on misconceptions and reteaching application
 - We need to utilize reflectivity/swivl to have teachers intentionally review their response to data live within the classroom.
 - Administration needs to complete periodic walkthroughs that focus on the lesson activity and

provide feedback to teachers on their response to data and reteaching.

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

- Teachers will work with Data sets to evaluate student work, decide skill of focus and plan for addressing misconceptions with mock data
- Focus on planning for misconceptions within the standards, lesson plans and data

Priority 2: Level 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: We believe that our declining writing scores and our highlighted area of growth are directly linked from our lack of consistent higher order tasks to push students to the full level of the standard. While we have had growth in the past year in student ownership and there have been consistent markers that teachers are asking students to complete the lift within the classroom, the level of work that they are challenged to do is not consistently at the highest level of the standard with high order thinking in mind.

Progress made thus far (synthesis from faculty): Van Sickle Academy has implemented guided planning within departments to focus on scaffolding lessons to meet the requirements of given assessments. This has led to an increase in our exceptional learners meeting and surpassing their MAP goals. We have implemented best practices around writing within all classes to ensure that we are pushing students to make growth within their writing. In the past we have placed focus on guided discourse to encourage student voice within the classroom.

Where we run into obstacles (synthesis from faculty):

- Teachers have attempted to implement discourse in multiple areas of class which has caused a slowing in pace of lesson and not a targeted approach to have students grapple with the main concept of the lesson
- Teachers have worked to incorporate writing protocols in their classroom but have not always pushed students to the highest expectation required to meet the writing standards.
- We need more time to properly roll out writing protocols for all subjects and provide more thorough professional development around how to coach students to utilize our writing protocols.
- We need to have a common understanding of what student ownership looks/sounds/feels like within a classroom.

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

1. We need to focus on the multiple ways in which students can demonstrate ownership within the classroom.

- Teachers need time to plan and execute scaffolded approaches that allow for all students to participate and show ownership through our lesson activity
- We need to focus on implementing writing expectations within the class so that students are reaching the appropriate level of the standards within each classroom.
- We need to understand and apply coaching methods around our response to student writing and what it should look like within a classroom (ie. Aggressive monitoring, data collection, and appropriate reteach)
- We need to tailor our interventions to ensure that we are focused on students' individual area of growth and allow them ways in which they can show ownership and mastery around their areas of focus.

2. We need to refocus what meaningful student discourse looks/sounds/feels like within the classroom

- We need to discuss how we plan and execute student centered discussion within class providing

tools for teachers and students to implement

- We need to adjust our interventions so that we are incorporating student voice and discussion to allow for ownership and shared knowledge of the content and areas of misconception.
- Teachers need to understand the layers of bloom's taxonomy in order to push for higher order thinking within discourse
- We need training for teachers and students around what we would like to hear within student-led discourse so that all participating know the expectations (Modeling for the teachers who then model for the students).

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

- Explicit writing instruction to help teachers better understand the writing standards and how to implement the VSA writing best practices (A-NEZZ-C) into their curriculum.
- Modeling discourse within the classroom and allowing teachers time to practice the expectations so as to properly model for the students the expectations.
- We need to review and practice scaffold approaches and differentiated practices that give all students access to demonstrate ownership.

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: Van Sickle Academy	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Meaghan Becker Phone: 413-750-2887 Email: beckerme@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates: 6/23 - 7/18 (M-Fri)
	Type of Program (select from dropdown): Early Start + Extended Year ▾
	<p>1. ELA -</p> <ul style="list-style-type: none"> ● Incoming 6th <ul style="list-style-type: none"> ○ Introducing the VSA Analysis Checklist Tool ○ character, plot, figurative language ○ Narrative Writing ● Rising 7th grade - <ul style="list-style-type: none"> ○ A-NEZZ-C Writing Tool Review ○ VSA Analysis Checklist Tool review - focusing on Figurative Language, Author's Purpose, and Tone ○ Informational Writing ● Rising 8th grade <ul style="list-style-type: none"> ○ Argumentative Writing ○ A-NEZZ-C Review ○ Analysis Checklist ○ Poetry Prep with VSA Analysis Checklist Tool - Focusing on structure, figurative language, diction, and Tone <p>2. Math -</p> <ul style="list-style-type: none"> ● Incoming 6th <ul style="list-style-type: none"> ○ Skills Identified in an analysis of unfinished learning through MCAS Data and data submitted from sending schools. ● Rising 7th <ul style="list-style-type: none"> ○ MAP Accelerator ○ The Educator will utilize MAP data to identify key skills and standards to focus on unfinished learning. ● Rising 8th <ul style="list-style-type: none"> ○ MAP Accelerator

	The Educator will utilize MAP data to identify key skills and standards to focus on unfinished learning.
	Student Start Time: 8:00 AM
	Student Dismissal Time: 12:30 PM
	Lunch Time: 12:00 - 12:30 PM
	Estimated # of Students: 50
	Estimated Total # of Student Learning Hours: 76
	Total # of Classrooms Needed: 8
	Shared Facility Needs (i.e. cafeteria): cafeteria, gym, outdoor field
	OITA Programs/Apps Needed: MAP Accelerator, Perspectives, IM Math, StemScopes
Name and contact information for questions over the summer. <i>This information will be shared with SPS and FACE.</i>	<p><u>Primary</u> Contact Name: Meaghan Becker Primary Contact Email: Meaghan Becker beckerme@springfieldpublicschools.com Primary Contact Phone: 413-750-2887</p> <p><u>Backup</u> Contact Name: Elizabeth Swoboda Backup Contact Email: swobodae@springfieldpublicschools.com Backup Contact Phone: 413-750-2887</p>

Strategic Action Plan: Van Sickle Academy**Priority 1: 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

Goals for Priority 1:

1. We need to provide professional development about reading data, prioritizing the common skill of error, and planning for reteaching.
 - We need to help teachers unpack specific data sets and understand what the data is telling them about specific errors.
 - Teachers need time to look over data sets and decide which approach would work best for the given error and data set - whole group, small group, individualized reteach.
 - We need to help teachers develop reteach plans that utilize guided discourse of modeling to highlight the error and correct the misconception.
 - We need to help teachers focus on planning for misconceptions in their lessons so that they know how to respond to the errors as they arise.
2. We need to utilize coaching to provide individualized guidance on goals around responding to data
 - We need to help teachers craft meaningful goals to help them push their individual practice around responding to data
 - We need to have a consistent schedule around data cycles to check in on misconceptions and reteaching application
 - We need to utilize reflectivity/swivl to have teachers intentionally review their response to data live within the classroom.
 - Administration needs to complete periodic walkthroughs that focus on the lesson activity and provide feedback to teachers on their response to data and reteaching.

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?):**
 - Vertical Planning Standards and Aligning Curriculum to Pacing
 - Crafting Meaningful Tasks - Standards Aligned
 - Utilizing Discourse in Service of Student Ownership - This will also allow teachers to spot misconceptions and respond with a reteach strategy
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Core Literacy
 - Teacher Leadership Team
 - Curriculum Instruction Team
 - Administrative Team
 - Jill Grayson
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Assessing the Gap - What is our Data Showing Us

- Initial Coaching Cycle - Individual Goal Setting Around School Priorities
- Monthly Coaching Cycles - Data Meetings Focused on addressing the gap and planning for reteach

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

Task	Owner
Craft a coaching schedule with admin staff	Administrative Team
Develop a coaching rubric to norm coaching expectations	Administrative Team
Create a Tracker for Teacher Feedback	Administrative Team
Create the Curriculum Instruction Team - Walkthroughs with feedback around closing the gap and attending to the data - to Inform PLC and PD	Curriculum Instruction Team
Teacher Leadership Team - Walkthrough focusing on Priorities to inform Professional Development	Teacher Leadership Team

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

Goals for Priority 2:

1. We need to focus on the multiple ways in which students can demonstrate ownership within the classroom.
 - Teachers need time to plan and execute scaffolded approaches that allow for all students to participate and show ownership through our lesson activity
 - We need to focus on implementing writing expectations within the class so that students are reaching the appropriate level of the standards within each classroom.
 - We need to understand and apply coaching methods around our response to student writing and what it should look like within a classroom (ie. Aggressive monitoring, data collection, and appropriate reteach)
 - We need to tailor our interventions to ensure that we are focused on students' individual area of growth and allow them ways in which they can show ownership and mastery around their areas of focus.
2. We need to refocus what meaningful student discourse looks/sounds/feels like within the classroom
 - We need to discuss how we plan and execute student centered discussion within class providing tools for teachers and students to implement
 - We need to adjust our interventions so that we are incorporating student voice and discussion to allow for ownership and shared knowledge of the content and areas of misconception.
 - Teachers need to understand the layers of bloom's taxonomy in order to push for higher order thinking within discourse
 - We need training for teachers and students around what we would like to hear within student-led discourse so that all participating know the expectations (Modeling for the teachers who then model for the students).

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?):**
 - Student Ownership - Crafting Standards Aligned Meaningful Tasks (Formative and Summative)
 - Implementing Scaffolds to Ensure Access for All and When to Remove Scaffolds (Gradual Release)
 - Utilizing Discourse in Service of Student Ownership and Scaffolding
 - Core Literacy - Focus on Literacy Across Curriculum with Vocabulary and Fluency
 - Interventions - Refocusing our ELA Intervention to Focus on a Structured Literacy Approach Rooted in the Science of Reading

2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - CORE Literacy
 - SEZP Core Literacy Team
 - VSA Curriculum Instruction Team
 - VSA Admin Team - Monthly Coaching

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Core Literacy - Vocabulary and Oral Reading
 - Student Ownership - Planning Small Tasks to scaffold to unit assessments
 - Core Interventions - Reviewing Intervention Shifts and Oral Fluency Importance

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

Task	Owner
Complete Core’s Online Learning for Literacy Course to become trainers to train the staff.	Swoboda and Becker
Formation of the Curriculum Instruction Team to help assess and focus our work on Literacy across the curriculum. Select proficient and exemplary teachers to complete walkthroughs and assess implementation of strategies.	Swoboda and Becker
Revise Instructional Vision to include priorities	Administrative Team
Model Classrooms for Best Practices around Vocabulary, Discourse, and Student Ownership	Curriculum Instruction Team
Develop a weekly pacing guide for ELA intervention	Becker
Hold Administrative Retreat to calibrate and align priorities to reflect literacy for all focus	Administrative Team