

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**

Van Sickle Prep

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 Hours - PC	7:15 AM	3:45 PM	8:30
5.	Regular Day for Students/Extended Afternoon Staff - Extra Help	Special Staff Hours - EH	7:15 AM	3:45 PM	8:30
6.	Regular Day for Students/Extended Afternoon Staff - Guided Planning	Special Staff Hours - GP	7:15AM	4:00PM	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
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
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 to families 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):

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 VSP 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 15th. 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, SEBS ELA/Social Studies and Special Education Inclusion teachers.
- **Thursday** = Math, Science, Art, PE, SEBS Math/Science 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, and 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 Prep
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

<p>Aug 25: School Begins</p> <table border="1"> <thead> <tr> <th colspan="5">August 2025</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> </tbody> </table>	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	<p>Feb 16: Schools Closed - Presidents Day</p> <p>Feb 17 - 20: Schools Closed - Mid-Winter Vacation</p> <table border="1"> <thead> <tr> <th colspan="5">February 2026</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> </tbody> </table>	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
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<p>Sep 1: Schools Closed - Labor Day</p> <p>Sep 9: Schools Closed - Teacher PD Day</p> <table border="1"> <thead> <tr> <th colspan="5">September 2025</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>29</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	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				<table border="1"> <thead> <tr> <th colspan="5">March 2026</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	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			
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<p>Oct 7: Open House (4-6pm)</p> <p>Oct 13: Schools Closed - Indigenous People's Day</p> <table border="1"> <thead> <tr> <th colspan="5">October 2025</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> </tr> </tbody> </table>	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	<p>Apr 3: Schools Closed - Good Friday</p> <p>Apr 20: Schools Closed - Patriots Day</p> <p>Apr 21 -24: Schools Closed - Spring Vacation</p> <table border="1"> <thead> <tr> <th colspan="5">April 2026</th> </tr> <tr> <th>MON</th> <th>TUE</th> <th>WED</th> <th>THU</th> <th>FRI</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td></td> </tr> </tbody> </table>	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	
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Springfield Public Schools
2025-2026 Staff Calendar
Van Sickle Prep
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 18 - 22: Teacher PD

Aug 22: 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

Feb 16: Schools Closed - Presidents Day

Feb 17 - 20: Schools Closed - Mid-Winter Vacation

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

Sep 1: Schools Closed - Labor Day

Sep 9: Schools Closed - Teacher PD Day

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

March 2026

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 7: Open House (4-6pm)

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 for Students / Staff Early 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 Early 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				
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 11:15am
- 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

School Priority Levers Form: Van Sickle Prep

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

- TLT presented and discussed data and working conditions with individual team
- TLT brought suggestions and ideas to the planning sessions representative of the school collective

Priority 1

Selected Lever: Level 1

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

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

Data:

- School Quality Review indicated that teachers are in need of more frequent feedback to guide them in the implementation and follow through on school priorities and best practices.
- SQR areas of focus indicate that we need to target (2i) Effective Educator Feedback Systems, specifically focusing on a common standards and tools
- Insight Survey - 25% of teachers discuss best Practices and 44% of teachers believe that the expectations of effective teaching are clearly communicated and the same percent agree with the standards that they are held to in regards to effective teaching practices.

Working Theory: We believe that the feedback from our School Quality Review and our Teacher Insight Survey indicates that we need a consistent tool in which to provide feedback to teachers from administration. The results of both survey and SQR indicate the need for consistent and clear communication between administration and teachers regarding academic and behavioral expectations within the classroom and methods on which to improve classroom practices. The need for further professional development around classroom best practices was sighted through the Insight Survey with 25% of teachers reporting that teachers use common vocabulary to discuss effective teaching practices.

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

- What are our feedback systems for teacher development and do they align to best practices in the Framework for Equitable Schools?
- Do all teachers have the supports and resources to help them implement best practices consistently within their classrooms?
- What levels are each of our individual teachers on when looking at the “Get Better Faster Guide” and how can we provide more individualized coaching?

Priority 2

Selected Level: Level 2

Text of Level: 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

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

Data:

- Scored Beginning on School Quality Review on 2f:Data Driven Instruction. This has been flagged as our area of focus for SQR. The Report states that questions are being asked infrequently and data is not used to effectively tailor the lessons to students needs.
- Areas of Focus from the School Quality Review indicates Effective Planning (2I) and Aligned and Culturally Responsive Curriculum (2H) as areas of focus to improve.
- Our Winter MAP Data indicates that 6th and 8th grade made little to no growth in our RIT score in Reading and only 40% of students met their growth targets in Reading.

Working Theory: We believe that the low growth rates and lack of movement for our RIT scores directly correlates to the evidence cited within our School Quality Review focusing on checking for understanding, and or the lack thereof. Our MAP results, learning walks, TLT observations, and administrative observations indicate that there is a lack of implementation with fidelity of grade level lessons during core instruction across all classrooms. In guided coaching and planning sessions, teachers indicate that they understand the surface level of the standards and lessons but need further guidance on going deeper into the lesson and understanding the higher order thinking push at the core of the lessons. During checking for understanding, it was observed that teachers completed a major portion of the answer for students and at times offered students an incorrect answer.

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

- Do we have a clear instructional vision and do our PLCs and professional learning sessions help teachers gain skills in common instructional practices?
- Does feedback to teachers align to these practices?
- Do we utilize guided planning or coaching to ensure continued feedback and professional development on an individualized level?
- Do we have a system of regular informal feedback to teachers regarding the implementation of these practices?
- Do teachers regularly unpack the standards and skills to anticipate misconceptions?
- Do teachers understand the levels of higher order thinking within the standards to scaffold questions to push students deeper understanding of the standards?

Priority Levers Goals: Van Sickle Prep**Priority 1: Lever 1**

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

Working Theory of Change: We believe that the feedback from our School Quality Review and our Teacher Insight Survey indicates that we need a consistent tool in which to provide feedback to teachers from administration. The results of both survey and SQR indicate the need for consistent and clear communication between administration and teachers regarding academic and behavioral expectations within the classroom and methods on which to improve classroom practices. The need for further professional development around classroom best practices was sighted through the Insight Survey with 25% of teachers reporting that teachers use common vocabulary to discuss effective teaching practices.

Progress made thus far (synthesis from faculty): Over the past year, we have taken the suggestions of the School Quality Review and instituted coaching cycles with our core content and special education teachers focusing on their individual points of growth. We have also developed a walkthrough procedure and tool for our Teacher Leadership Team to utilize and provide peer feedback. The TLT tool and Admin tool are aligned to the school priorities and steps for improvement. We have worked with Relay and consultant Jill Grayson to improve school culture and academic progress. When we speak to staff, it has become clear that the Administrative team needs to be on the same page in providing feedback and setting expectations for staff.

Where we run into obstacles (synthesis from faculty):

- We have crafted a walkthrough tool that administration utilizes, however we need to complete more frequent walkthroughs as a team and norm on feedback to ensure that we are all aligned and consistent.
- We need to ensure that behavioral expectations are clear for all students and educators and that all students and educators are held to that standard.
- We need to ensure that we craft a schedule for TLT so that they know when they should be completing walkthroughs so that they consistently happen on a monthly basis.
- Educators appreciated getting feedback from peers, but would like to participate in walkthroughs to get ideas from peers.

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

1. We need to revisit and refine the vision for a positive overall school culture within Van Sickle Prep (Staff and Students)
 - We need to prioritize building positive and respectful relationships with all of our students in support of creating a strong school culture
 - We need to discuss, design and implement common routines and procedures to have in our classrooms to support consistent expectations
 - We need to refine tools to support student buy in and accountability for expectations within VSP.
 - We need to craft a schedule for professional learning throughout the year that further develops our best practices and allows teachers to dive deeper into the methodology and variety of the practices.
 - Our walkthroughs need to be scheduled with the goal of supporting our best practices and evaluating their efficacy.
2. We need to develop a tiered plan for coaching with a consistent and feasible schedule, vision for professional growth, and scaffolded approach that all administration implement with fidelity
 - How will we track and share the data among administration so that we are giving feedback aligned to not only school goals but also individualized teacher goals
 - How can we better utilize reflectivity/swivl to allow teachers to learn from their own teaching practices and set goals for their own growth and improvement.

- How can we incorporate peer feedback and or a buddy system so that we are learning from one another to push or own practice (teacher and admin)

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

- We need to learn about and explore our school routines and procedures and have a common understanding of the expectations for all staff
- We need to understand and embrace a growth mindset and how it directly impacts building positive relationships with our students.
- We need to set a common understanding of our discipline policy and procedures so that teachers understand the expectations of what is handled within the classroom and where administration will need to intervene.
- We need time to work with our coaching groups in August to lay out goals and expectations for both staff and administration.

Priority 2: 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: We believe that the low growth rates and lack of movement for our RIT scores directly correlates to the evidence cited within our School Quality Review focusing on checking for understanding, and or the lack thereof. Our MAP results, learning walks, TLT observations, and administrative observations indicate that there is a lack of implementation with fidelity of grade level lessons during core instruction across all classrooms. In guided coaching and planning sessions, teachers indicate that they understand the surface level of the standards and lessons but need further guidance on going deeper into the lesson and understanding the higher order thinking push at the core of the lessons. During checking for understanding, it was observed that teachers completed a major portion of the answer for students and at times offered students an incorrect answer.

Progress made thus far (synthesis from faculty): Over the past year, Van Sickle Prep has focused on implementing curriculum in ELA, Math, and Science where there previously was none. Teachers crafted lessons utilizing a Van Sickle Campus lesson plan template and made growth in planning around the standards. We have begun to have more focused conversations about planning around our data that we collect which demonstrates where our gaps are. There is correlation between our MAP growth data in Reading demonstrating those teachers who adapted their teaching to the data.

Where we run into obstacles (synthesis from faculty):

- As we began to implement our curriculum, through the coaching process, we realized that educators struggled to unpack and implement the curriculum with fidelity.
- Educators could utilize VSC common lesson planning tool with the curriculum but struggled to bring the curriculum to life or reach the full depth of the standard
- We needed a stronger instructional vision to help educators understand the importance of holding students to high expectations and the grade level standards.
- Teachers need time to dive into the full scope and sequence of their standards to better understand the expectations and benchmarks that their students need to reach.

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

1. We need to develop an instructional vision statement that is collaboratively created in which all staff own and execute. The statement should evolve with our practices and expectations as we continue to improve and reach for our next goal.
 - We need to unpack and know the expectations within our standards and curriculum so that we

- understand the true goals and outcomes for our individual classes
 - We need to understand, practice and incorporate best teaching practices (Teach Like a Champion) into our daily lessons that help us better formulate and evolve our work as educators.
 - We need to put a focus on outcomes for all students and how we will provide accommodations to ensure mastery for all.
 - How do we ensure a focus on rigor, engagement, culturally responsive teaching practices, and whole student learning and incorporate it in our vision?
2. We need to understand, unpack, and implement our curriculum and standards
- We need time to unpack the scope and sequence of our standards to understand the level in which our students need to reach
 - We need to explore Blooms Taxonomy and DOK charts to better correlate to the level of the standards that we are teaching
 - How do we help teachers monitor progress towards mastery of the standards
 - We need time to explore, digest, and internalize the curriculum so that teachers are implementing with fidelity at the appropriate standard level while making the content applicable to their students.
 - We need to examine how we properly build scaffolds within the curriculum to ensure the curriculum is accessible to all.

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

- We need to further unpack the chosen curriculum that we will be utilizing and practice how we break down the curriculum into our lesson plan template.
- Collaboration within the department to better horizontally and vertically plan within the curriculum to craft an effective pacing guide.

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 Prep	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Robert Francesca Phone: 413-750-2887 Email: francescar@springfieldpublicschools.com
	Summer Program Dates: 6/23 - 7/18 (M-Fri)
	Type of Program: 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

	○ 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, My 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: Marc Gomes Primary Contact Email: Marc.Gomes@springfieldpublicschools.com Primary Contact Phone: 413-750-2887</p> <p><u>Backup</u> Contact Name: Ashley Leger Backup Contact Email: legera@springfieldpublicschools.com Backup Contact Phone: 413-750-2887</p>

Strategic Action Plan: Van Sickle Prep**Priority 1: Lever 1**

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

Goals for Priority 1:

1. We need to revisit and refine the vision for a positive overall school culture within Van Sickle Prep (Staff and Students)
 - We need to prioritize building positive and respectful relationships with all of our students in support of creating a strong school culture
 - We need to discuss, design and implement common routines and procedures to have in our classrooms to support consistent expectations
 - We need to refine tools to support student buy in and accountability for expectations within VSP.
 - We need to craft a schedule for professional learning throughout the year that further develops our best practices and allows teachers to dive deeper into the methodology and variety of the practices.
 - Our walkthroughs need to be scheduled with the goal of supporting our best practices and evaluating their efficacy.
2. We need to develop a tiered plan for coaching with a consistent and feasible schedule, vision for professional growth, and scaffolded approach that all administration implement with fidelity
 - How will we track and share the data among administration so that we are giving feedback aligned to not only school goals but also individualized teacher goals
 - How can we better utilize reflectivity/swivl to allow teachers to learn from their own teaching practices and set goals for their own growth and improvement.
 - How can we incorporate peer feedback and or a buddy system so that we are learning from one another to push or own practice (teacher and admin)

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?):**
 - Building Culture and Behavior Expectations - With Jill Grayson
 - Crafting Team Routines and Expectations that Build Successful Learning Environments
 - The Cultural Revolution of Van Sickle Prep
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Jill Grayson
 - Teacher Leadership Team
 - Administrative Team
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Coaching Cycles with Data Focus
 - Administrative and Teacher Leadership Team Walkthroughs with feedback around priorities
 - Implementing Routines and Procedures to create a successful learning environment
 - Ongoing PBIS and Training with Jill Grayson to promote school culture and response to students

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

Task	Owner
Administrative Retreat Around School Priorities	Administrative Team
Craft Coaching cycles and Calendar with Admin Team	Administrative Team
Revise the VSC walkthrough tool for TLT	Becker
Establish Walkthrough Priorities and Schedule for feedback	Administrative Team
Develop a Coaching Rubric and tool that all Administration utilize	Administrative Team

Priority 2: 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

Goals for Priority 2:

1. We need to develop an instructional vision statement that is collaboratively created in which all staff own and execute. The statement should evolve with our practices and expectations as we continue to improve and reach for our next goal.
 - We need to unpack and know the expectations within our standards and curriculum so that we understand the true goals and outcomes for our individual classes
 - We need to understand, practice and incorporate best teaching practices (Teach Like a Champion) into our daily lessons that help us better formulate and evolve our work as educators.
 - We need to put a focus on outcomes for all students and how we will provide accommodations to ensure mastery for all.
 - How do we ensure a focus on rigor, engagement, culturally responsive teaching practices, and whole student learning and incorporate it in our vision?
2. We need to understand, unpack, and implement our curriculum and standards
 - We need time to unpack the scope and sequence of our standards to understand the level in which our students need to reach
 - We need to explore Blooms Taxonomy and DOK charts to better correlate to the level of the standards that we are teaching
 - How do we help teachers monitor progress towards mastery of the standards
 - We need time to explore, digest, and internalize the curriculum so that teachers are implementing with fidelity at the appropriate standard level while making the content applicable to their students.
 - We need to examine how we properly build scaffolds within the curriculum to ensure the curriculum is accessible to all.

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?):**
 - Unpacking Expectations - Behavioral and Academic
 - Vertical Planning and Diving Into the Standards
 - Crafting Meaningful, Standards Driven Tasks
 - Core Literacy - Vocabulary Focus

- Foundational Literacy Skills - Scaffolding Intervention Meaningfully

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

- Core Literacy
- Van Sickle Academy Curriculum Instruction Team
- Teacher Leadership Team

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

- Monthly Guided Planning Sessions
- Implementing best practices (Aggressive Monitoring and Checking for Understanding) to ensure student response to lessons
- Core Literacy - Shift to focus on Literacy Across the Curriculum and Vocabulary Instruction
- Closing the Gap - Responding to data and implementing reteach
- Planning for misconceptions and scaffolding

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

Task	Owner
Revise Instructional Vision Statement	Administration
Administrative Retreat around School Priorities	Administrative Team
Craft a Professional Development and Professional Learning Community Schedule	Becker
Develop walkthrough schedule to provide direct feedback on stages of the school priorities	Administrative Team
Organize and set priorities in coaching for each individual teacher with goals anchored in the priorities	Admin with Staff - one to one
Craft a coaching tracker for admin to help streamline feedback and check in on teacher progress	Administrative Team