

This SY' 26-27 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, and is final pending SEZP Board approval later this school year.



# Forest Park

**2026-27**

**School Plan**



**Springfield Public Schools  
2026-2027 Student Calendar  
Forest Park Middle School  
46 Oakland Street, Springfield, MA 01108**



<b>Student Hours</b>	<b>7:25 AM - 3:05 PM</b>
<b>Teacher Hours</b>	<b>7:20 AM - 3:10 PM; 7:20 AM - 4:15 PM (on specific extended Tuesdays)</b>

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**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 Staff and Students	Regular Day	7:20 AM	3:10 PM	7:50	
2. No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00	
3. Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD	7:20 AM	4:15 PM	8:55	
4. Regular Day for Staff and Students / Family Event	Regular Day	7:20 AM	3:10 PM	7:50	
5. Early Release for Students and Staff	Early Release	7:20 AM	11:40 AM	4:20	
6. Early Release for Students/Full Day for Staff	Early Release Students	7:20 AM	3:10 PM	7:50	

**Part II: Additional educator hours**

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

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude educators from independently scheduling individual parent-educator meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 26-27 is August 17<sup>th</sup>, please be sure to use the correct table to record (and transfer) events from your calendar tool into this document.

**A. Summer Events Prior to August 17<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	0
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/17/26</b>		0 HRS

**B. Other Events on or After August 17<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Open House	10/6/26 (4:45-6:45pm)	2

Family Event #2	Varies	2
Family Event #3	Varies	2
Extra Help Weekly	30 mins weekly	19
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26</b>		25 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.

The calendar tool automatically calculates these numbers based on your day types so no additional calculations are needed. If you have a strictly a 6-8 or a 9-12, feel free to leave the row that does not apply blank. Schools with educators in grades 6-12 should use both rows as time requirements may differ. Either way, this information is coming directly from your school’s calendar tool.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
<b>Gr. 6-8 Staff Hours</b>	0	1468.750	25	<b>1493.750</b>	188

**2. Staff workday**

Hours of school operations include daily start and end times for students and educators. Schedule for staff and students provided that all educators will continue to receive duty-free lunch and regular student-free preparatory time. Decisions of TLTs can not override the standard contract language below:

- **Duty Free Lunch - Standard Contract Language**
  - Each educator will be provided with an uninterrupted thirty (30) minute duty free lunch period. Except in emergency or extenuating situations, educators 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.
  - In an emergency, educators who volunteer to provide lunch coverage during their own duty-free lunch period will be compensated at the rate set in Appendix B.
  
- **Prep Period - Standard Contract Language**
  - 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), an educator may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the educator 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.

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, behavioral and social-emotional progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with all members of the school community to improve one’s professional practices;
- Attending student-related meetings;

- Serving as a mentor and primary person to Advisory students;
- Participate in department, grade level, PLC and professional development opportunities; and
- Participate in staff recruitment and hiring processes as needed.

### 3. Additional staff duties

#### A. During the Workday

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school's mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students; and
- Substitute coverage of classes and duties of others who are absent from school.

**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 Unit A educators will work after school each week to provide after-school help not exceeding 30 minutes per week.

### 4. Professional learning

All Unit A educators are required to participate in professional development activities throughout the school year, including before and after the school day for students, and immediately before or immediately after the school year starts and ends, as outlined in section 1 above from the calendar tool. Most professional learning activities should be connected to TLT identified priority levers and the capacity and skill building needed to help the school reach their improvement goals.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal.

### 5. School curriculum issues

The school's curriculum will be aligned with the Massachusetts State Curriculum Frameworks and receive a high rating for quality and rigor as defined by [Edreports](#). School curriculum decisions maintain educators' ability to scaffold grade level curriculum to meet students' needs.

**Schools working to improve curricular offerings please describe here:**

iReady - Return to using iReady for math and reading interventions next school year.

### 6. Notices and announcements

Unit A educators 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. 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.

## **8. Family-educator communication**

Relationships between educators and families/caregivers are critically important to the overall academic success of a student's school experience. All Unit A educators 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. Educators are not required to respond to families outside of the work week.

It should be noted that, starting in the school year 2026-27, each school must offer a line of communication between educators and families (Power Teacher, Kickboard, Class Dojo, etc.). This line of communication must be primarily maintained by administration or a designated appointee.

## **9. TLT elections for the next school year**

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 9/1/2026.

**School Priority Levers Form: Forest Park Middle School****Ways in which the faculty was engaged in Phase 1 of School Planning:**

The following took place at Extended Days and in Grade Level PLCs:

- Collaborative Conversations: Staff provided input and feedback on current working conditions and the school calendar.
- Data-Driven Discussions: SQR findings and mid-year MAP assessment results were shared with staff to inform school priorities, ensuring that planning efforts were guided by data and educator insights.

**Priority 1****Selected Lever: Level 2**

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

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

**Data:** Our School Quality Review (SQR) identified *Data-Driven Instruction* (2f) as an area that is still developing and noted that teachers are beginning to incorporate CFUs, but practices are not yet consistent across classrooms.

**Working Theory:** If teachers consistently implement high-quality checks for understanding (CFUs) for both process and product and use student data to adjust instruction in real time, and if the school establishes shared expectations, common tools, and structured opportunities for teachers to collaboratively analyze data, then instruction across classrooms will become more responsive, aligned, and equitable. As a result, teachers will make more intentional instructional decisions, student engagement will increase, and student learning outcomes will improve schoolwide.

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

- What data do we currently collect?
- How is data being used? Where is it effective/ineffective?
- What does a “high-quality CFU” look like in our building?
- Are CFUs aligned to the lesson objective and success criteria? \*tied to grade and content standards
- How will vertical planning support our students as they progress through grades 6 to 8?
- How are teachers responding when CFU data shows students are not meeting the objective?
- Are instructional adjustments happening in real time or after instruction? And what are they?
- How often are data discussions happening in teams or coaching cycles?
- Where and how are we using data with students to set goals and track progress?

## Priority 2

### Selected Lever: Level 2

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

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

**Data:** *Outcomes for All (2a)* is also rated as developing in our recent SQR and noted as a focus area. Student work and classroom discourse do not yet consistently show that all students are engaged in high-level thinking and taking responsibility for their learning across classes, content areas, and grade levels. Additionally, school-based instructional vision work and walkthrough data show improvement across the school; however, it continues to vary by teacher and by lesson.

**Working Theory:** A focus on Outcomes for All is grounded in the understanding that students achieve at higher levels when instruction is intentionally designed to be accessible and challenging for every learner from the outset. This priority reflects a commitment to equity through rigor: ensuring tasks meet grade-level expectations and providing students with access where they are, while still propelling them forward. When these practices are embedded across a school, student learning becomes more consistent, gaps narrow, and all learners gain the opportunity to demonstrate their full potential.

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

- To what extent are students across classrooms engaging with true grade-level work, and who is not yet accessing it?
- How consistently do teachers provide multiple entry points and scaffolds that support access without lowering rigor?
- What do student outcomes and student work samples show about the level of challenge and progress for different groups of learners (emerging bilinguals, exceptional learners, etc.)?
- What is the current teacher understanding of practices that support access and challenge (e.g., UDL, scaffolding, sheltered instruction)?
- How effectively do school structures (scheduling, intervention, co-teaching, multilingual and special education services) support inclusive access to grade-level learning?
- What common expectations exist across classrooms for rigor, and how aligned are teachers around what “grade-level” actually means?
- What strategies are currently in place/do we need to develop to build student ownership over their learning?
- What systems for collaboration—such as PLCs—currently support teachers in analyzing student work and adjusting instruction?

**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 2026 Learning Plan for:	
INITIAL SUMMER PLANNING	
<b>Summer Coordinator</b>	Name: Tabatha Rivera-Earley Phone: 413-364-9184 Email: rivera-earlyt@springfieldpublicschools.com
<b>Summer Plan Logistics</b>	<b>Summer Program Dates + Days of Week:</b> July 6 - July 30th, Monday through Thursday
	<b>Type of Program:</b> Early Start + Extended Year
	<b>Plan for Rising Students (6th/ 9th graders).</b> Please describe your plan below after analyzing the historical data Welcome rising 6th graders, with a focus on Math and Reading skills. Incorporate social emotional learning and team building activities
	<b>Student Start Time:</b> 7:45 am
	<b>Student Dismissal Time:</b> 1:15 pm
	<b>Lunch Time:</b> 11:30 am
	<b>Busing Required (Y/N)?</b> Yes, for low-incidence students only
	<b>Estimated # of Students:</b> <ol style="list-style-type: none"> <li>1. Gen ed student estimate = 70</li> <li>2. Low-incidence student estimate by program:                             <ul style="list-style-type: none"> <li>- LINKS = 16</li> <li>- Life Skills = 39</li> </ul> </li> </ol>
	<b>Estimated Total # of Student Learning Hours:</b> <ol style="list-style-type: none"> <li>1. Gen ed student estimate = 5.5</li> <li>2. Low-incidence student estimate by program: 5.5                             <ul style="list-style-type: none"> <li>- LINKS = 3</li> <li>- Life Skills = 4</li> </ul> </li> </ol>
	<b>Total # of Classrooms Needed:</b> <ol style="list-style-type: none"> <li>1. Gen ed student estimate = 5</li> <li>2. Low-incidence student estimate by program:                             <ul style="list-style-type: none"> <li>- LINKS = 3</li> <li>- Life Skills = 4</li> </ul> </li> </ol>
<b>Total # of Teachers Needed</b> <ol style="list-style-type: none"> <li>1. Gen ed teachers: 5</li> </ol>	

	<p>2. Special ed teachers by Low Incidence Program:</p> <ul style="list-style-type: none"> <li>- LINKS = 3</li> <li>- Life Skills = 4</li> </ul> <p><b>Total # of Paras Needed</b></p> <p>1. Paras by Low Incidence Program</p> <ul style="list-style-type: none"> <li>- LINKS = 6 (+ 4 1:1s)</li> <li>- Life Skills = 4 (+ 1 1:1)</li> </ul>
	<p><b>Total # of students estimate that require related services during ESY:</b></p> <ul style="list-style-type: none"> <li>- Speech = 26</li> <li>- Counseling Services = 0</li> <li>- Physical Therapy = 0</li> <li>- Occupational Therapy =7</li> <li>- Adaptive PE =0</li> <li>- Behavior Specialist = 0</li> <li>- Autism Specialist = 1</li> <li>- Hearing = 1</li> </ul>
	<p><b>Shared Facility Needs</b> (i.e. cafeteria, gym, ): Cafeteria, gym, auditorium, courtyard</p>
	<p><b>OITA Programs/Apps Needed:</b> Unique for LI programs</p>
<p><b>Name and contact information for questions over the summer.</b></p> <p><i>This information will be shared with SPS and FACE.</i></p>	<p><b><u>Primary</u></b> Contact Name: Sara Macon  Primary Contact Email: macons@springfieldpublicschools.com  Primary Contact Phone: 413-787-7420 ext 43801</p> <p><b><u>Backup</u></b> Contact Name: Natalie Jensen  Backup Contact Email: jensenn@springfieldpublicschools.com  Backup Contact Phone: 413-787-7420 ext 43822</p>