

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.



Impact Prep

2026-27

School Plan



**Springfield Public Schools
2026-2027 Student Calendar
Impact Prep
355 Plainfield Street, Springfield MA 01104**



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

Teacher Hours 7:25 AM - 3:20 PM (M-Fri) ; 7:25 AM - 4:20 PM (on special extended Tuesdays)

Aug 20: Family Event / Back-to-school BBQ (4pm - 6pm)
Aug 24: School Begins

August 2026				
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
31				

Feb 15: Schools Closed - Presidents Day
Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2027				
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

Sep 1: Schools Closed – Teacher PD Day
Sep 7: Schools Closed - Labor Day

September 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Mar 26: Schools Closed - Good Friday

March 2027				
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		

Oct 9: Early Release at 1:00pm
Oct 12: Schools Closed - Indigenous People's Day
Oct 15: Family Event (5pm - 7pm)

October 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

Apr 19: Schools Closed - Patriots Day
Apr 20 -23: Schools Closed - Spring Vacation

April 2027				
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

Nov 3: Schools Closed – Teacher PD Day (Election Day)
Nov 11: Schools Closed – Veterans Day
Nov 25 - 27: Schools Closed - Thanksgiving Vacation

November 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				

May 13: Family Event (5pm - 7pm)
May 28: Early Release at 1:00pm
May 31: Schools Closed - Memorial Day

May 2027				
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
31				

Dec 16: Family Event (5pm - 7pm)
Dec 18: Early Release for Students at 11:05am
Dec 21 - 31: Schools Closed - Holiday Vacation

December 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Jun 18: Schools Closed - Juneteenth Day
Jun 25*: End of School Year - Early Release for Students at 11:05am

June 2027				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Jan 1-6: Schools Closed - Extended Holiday Vacation
Jan 15: Early Release at 1:00pm
Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2027				
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

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

School Closed
 Student Early Release
 Special Student Early Release



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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	7:25AM	3:20PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:25AM	11:05PM	3:40
3.	Special Student Early Release	Special Staff Early Release	7:25AM	1:00PM	5:35
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30AM	3:00PM	6:30
5.	Extended Day	Regular Day + PD	7:25AM	4:20PM	8:55

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 17th, 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 17th

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

B. Other Events on or After August 17th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
After School Extra Help Hours (M, W & Th.)	1x per month Sep-May	9
Back to School BBQ	8/20/26 (4pm - 6pm)	2

Learning Showcase Event	10/15/26 (5pm - 7pm)	2
Family Engagement Events	12/17/26 & 5/13/27 (5pm - 7pm)	4
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26		17 HRS

Part III: Total educator hours

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

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	0	1462.500	17	1479.500	186

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 progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;

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:

- 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

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 9 hours per school year.

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.

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 09/15/2026.

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

- TLT members reviewed mid-year MAP, SQR, and Insight survey data
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to inform the group around potential SY 26/27 priorities

Priority 1

Selected Lever: Equity and Improvement Lever 3

Text of Lever: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

Data: The 2025-2026 school quality review identified the development of an intervention system as an area of focus for the school. This was also the only element of the rubric rated as “beginning” at the school during the previous year’s SQR. We have also completed Oral Reading Fluency (ORF) tests for all students with IEPs and all students who scored Low range on the reading MAP test.

Working Theory: Based on performance and SQR data Impact Prep began a comprehensive overhaul of its Intervention System for the 2025-2026 school year. As a result our 2025-2026 SQR report noted that Indicator 3a: Intervention System had improved from Beginning to Developing. We believe that continuing to focus on the development of these systems as well as its supporting school structures (i.e. schedules) will have a direct positive impact on indicator 3a and also Indicator 3b: Effective Response to Intervention Team which was also rated Developing. Based on the results of our ORF testing, literacy has emerged as the most urgent area for intervention and will be our primary focus followed by numeracy.

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

- How do we effectively transition the RTI team from implementation of the intervention system to the monitoring and assessment present in a mature RTI system?
- How do we make sure we incorporate clear entry/exit criteria?
- Did the pilot master schedule introduced on 2/9 achieve its goal of flexibility in scheduling students?
- What staff training/PD is required to make sure targeted interventions are personalized for each learner and are delivered in three distinct “tiers” during primary core instruction, specialized secondary intervention classes, and intensive tertiary intervention groups?
- What staffing needs are required to make sure students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student needs and based on real-time data and progress monitoring?

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: Indicator 2a: Outcomes for All and lever 2d: Analyzing Students' Demonstration of Learning were both rated as Developing in the 2025-2026 SQR report.

Working Theory: The Standard of Practice for indicator 2a is : Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including emerging bilinguals and exceptional learners, are engaged in appropriately challenging tasks and are moving toward or beyond grade-level work performance. The Standard of Practice for indicator 2d is: Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students. We believe that the best way to address both of these indicators is to lean into one of our Areas of Strength; Indicator 2i: Educator Feedback Systems. We've made strides in the current year but there remain opportunities to strengthen this system in order to support teachers in teams in addressing the standards of the developing indicators.

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

- Where are some of these practices currently happening? What can we do to highlight the classrooms and teams where we see this already?
- How do we create a shared understanding of what it means to provide multiple entry points? What resources can we make available to educators?
- Do we currently have the capacity to provide high quality consistent coaching cycles to all educators so we can incorporate this work into our current teacher feedback system?
- What can we provide to teacher teams (protocols, training, data, etc.) to support their analysis of assessment data and student work.

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	
Summer Coordinator	Name: Terrell Williams Phone: (516) 642-8210 Email: williamste@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates + Days of Week: 7/6 - 7/30, M-Th.
	Type of Program: Extended Year ▾
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data: Rising 6th graders will attend summer orientation sessions. Caregivers of students with historically low attendance rates will be contacted and offered additional resources and support.
	Student Start Time: 8:00am
	Student Dismissal Time: 1:45pm
	Lunch Time: 11:30 am
	Busing Required (Y/N)? Y, for low-incidence student only
	Estimated # of Students: <ol style="list-style-type: none"> 1. Gen ed student estimate = 0 2. Low-incidence student estimate by program: <ul style="list-style-type: none"> - LINKS = 19 - SEBS = 2 - LLD = 11
	Estimated Total # of Student Learning Hours: <ol style="list-style-type: none"> 1. Gen ed student estimate = 0 2. Low-incidence student estimate by program: <ul style="list-style-type: none"> - LINKS = 84 - SEBS = 84 - LLD = 84
	Total # of Classrooms Needed: <ol style="list-style-type: none"> 1. Gen ed student estimate = 0 2. Low-incidence student estimate by program: <ul style="list-style-type: none"> - LINKS = 2 - SEBS = 1

	- LLD = 1
	Total # of Teachers Needed 1. Gen ed teachers = 0 2. Special ed teachers by Low Incidence Program <ul style="list-style-type: none"> - LINKS = 2 - SEBS = 1 - LLD = 1
	Total # of Paras Needed 1. Paras by Low Incidence Program <ul style="list-style-type: none"> - LINKS = 5 - SEBS = 2 - LLD = 1
	Total # of students estimate that require related services during ESY: <ul style="list-style-type: none"> - Speech = 11 - Counseling Services = 2 - Physical Therapy = 3 - Occupational Therapy = 7 - Adaptive PE = N/A - Behavior Specialist = 2 - Autism Specialist = 19
	Shared Facility Needs (i.e. cafeteria, gym,): cafeteria, gym, auditorium OITA Programs/Apps Needed: N/A
Name and contact information for questions over the summer. <i>This information will be shared with SPS and FACE.</i>	Primary Contact Name: Terrell Williams Primary Contact Email: williamste@springfieldpublicschools.com Primary Contact Phone: (516) 642-8210 Backup Contact Name: Shauna Staine Backup Contact Email: staines@springfieldpublicschools.com Backup Contact Phone: (413) 342-1408