

This SY' 26-27 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

2026-27

School Plan

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.	Report Card Early Release (Student Release at 1:30)	Regular Day	7:15 AM	3:10 PM	7:55
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
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 - Staff Meeting	Special Staff Hours - SM	7:15 AM	3:45 PM	8:30

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 HRS

B. Other Events on or After August 17th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Welcome Back Parent Event	8/19/2026 (3-5pm)	2
Open House	9/3/2026 (4-6pm)	2

Q1 RC Conferences	11/12/2026 (3:10-5:10pm)	2
Q2 RC Conferences	2/4/2027 (3:10-5:10pm)	2
Q3 RC Conferences	4/15/2027 (3:10-5:10pm)	2
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26		10 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
Gr. 6-8 Staff Hours	0	1493.167	10.000	1503.167	187

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/behavior progress of students (hours are already built into the calendar for specific Tuesdays 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 VSP Lesson Planning Templates. 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.
- 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; and
- 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 educators will offer extra help/makeup sessions - to support students - one day after school from 3:05 pm - 3:45 pm for 19 weeks as designated in the calendar and beginning the week of September 14th. 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

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 09/08/2026.



**Springfield Public Schools
2026-2027 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

Aug 19: Welcome Back Parent Event (3-5pm)

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				

Aug 24: School Begins

Feb 4: Early Release at 1:30 for Report Card Conferences (1:30pm-5:10pm)

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

Feb 15: Schools Closed - Presidents Day

Feb 16 - 19: Schools Closed - Mid-Winter Vacation

Sep 1: Schools Closed - Teacher PD 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		

Sep 3: Open House (4-6pm)

Sep 7: Schools Closed - Labor Day

Mar 10: Early Release at 1:30pm for Teacher PD

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		

Mar 26: Schools Closed - Good Friday

Oct 12: Schools Closed - Indigenous People's Day

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 15: Early Release at 1:30 for Report Card Conferences (1:30pm-5:10pm)

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

Apr 19: Schools Closed - Patriots Day

Apr 20 -23: Schools Closed - Spring Vacation

Nov 3: Schools Closed - Teacher PD Day (Election Day)

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

Nov 11: Schools Closed - Veterans Day

Nov 12: Early Release at 1:30 for Report Card Conferences (1:30pm-5:10pm)

Nov 24: Early Release at 11:05am

Nov 25 - 27: Schools Closed -Thanksgiving Vacation

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 18: Early Release at 11:05am

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	

Dec 21 - 31: Schools Closed - Holiday Vacation

Jun 18: Schools Closed - Juneteenth Day

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		

Jun 25*: End of School Year - Early Release at 11:05am

Jan 1-6: Schools Closed - Extended Holiday Vacation

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

Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day

*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
- After School Event
- Student Early Release 1:30



**Springfield Public Schools
2026-2027 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 Tu., W & Th. hours

Aug 17 - 21: Teacher PD

Aug 19: Welcome Back Parent Event (3-5pm)

Aug 21: Convocation

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
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Sep 1: Schools Closed – Teacher PD Day

Sep 3: Open House (4-6pm)

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 10: Student Early Release at 1:30pm/Report Card Conferences until 3:10pm

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		

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19	20	21	22	23
26	27	28	29	30

Apr 15: Student Early Release at 1:30pm/Report Card Conferences until 5:10pm

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

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16	17	18	19	20
23	24	25	26	27
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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
- 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
- Report Card Early Release at 1:30pm

School Priority Levers Form: Van Sickle Prep

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

- TLT members completed walkthroughs of classrooms to help set priorities around continuous professional development and August PD for 2026-2027
- TLT members utilized PLC to collect needs assessment regarding priorities after presenting mid-year data

Priority 1

Selected Lever: Equity and Improvement Lever 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:

- SQR Area of Focus Indicator 2a Outcomes for all and 2b Student Ownership
- Winter MAP - only 31% of students made growth in math and only 44% of students made growth in Reading

Working Theory: We believe that the low levels of growth and progress are related to the buy-in to a school wide vision that all students are able to achieve at the highest level of the standard. The results of our School Quality Review reveal that many teachers are not on the same page with what administration expects around effective student engagement and demonstrating understanding. The Insight Survey highlighted an increase in professional development from previous years however 38% of staff expressed a want to practice the concepts they are learning with direct coaching and feedback. This can be seen in which only 46% of the staff received actionable feedback and coaching in order to make growth within their class.

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

- What is our school wide vision for student engagement and ownership within the classroom?
- Is our instructional vision aligned to the needs of our students with supports for our staff?
- How could we better align time in Professional Development to practice the skills that are being learned?
- How can we observe these skills internally to create supports and feedback systems so that we are all holding each other accountable for the implementation of the best practices?
- What ways can we better communicate and implement our expectations for student achievement (ie.rubrics,reflections)?
- How can we ensure that our coaching is aligned to teacher needs and is ensuring that it supports their growth?

Priority 2

Selected Lever: Equity and Improvement 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

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

Data:

- Winter MAP - only 31% of students made growth in math and only 44% of students made growth in Reading
- MCAS Math
- SQR Indicator 2e Standards Aligned Instruction - Area of Focus

Working Theory: We believe that the lack of consistent growth and forward movement is a direct correlation to teachers not implementing curriculum with fidelity. Based upon walkthrough/observation and School Quality Review data, teachers are at varying stages of implementing standards aligned curriculum within their class. We need to further investigate each teacher's knowledge and comfort with the standards and how to implement them within their classrooms to ensure that all students are exposed to and measured by the appropriate grade level standards

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

- Are we accurately assessing students' understanding and mastery of the standard?
- How do we accurately measure staff's understanding and implementation of the standards?
- Do staff have the tools needed to unpack aligned curriculum and implement them with fidelity?
- Are staff utilizing guided planning and professional development to hold themselves accountable to the level and need of the standard? Are administration effectively communicating the seriousness of the trainings and meetings?
- Is coaching and feedback aligned to the teacher and their implementation of the standards? When not, what follow up and follow through can occur to ensure teacher growth and effective implementation?

Priority Levers Goals: Van Sickle Prep**Priority 1: Lever 1:** Vision for Equitable Instruction, Educator Empowerment, and Leadership Actions

Working Theory of Change: We believe that the low levels of growth and progress are related to the buy-in to a school wide vision that all students are able to achieve at the highest level of the standard. The results of our School Quality Review reveal that many teachers are not on the same page with what administration expects around effective student engagement and demonstrating understanding. The Insight Survey highlighted an increase in professional development from previous years however 38% of staff expressed a want to practice the concepts they are learning with direct coaching and feedback. This can be seen in which only 46% of the staff received actionable feedback and coaching in order to make growth within their class.

Progress made thus far (synthesis from faculty): Van Sickle Prep made strides in implementing Core instructional practices such as vocabulary strategies and progress monitoring of students to ensure growth in key foundational literacy skills. Teachers designed vocabulary lessons to help students tackle tier 2 vocabulary across all curriculum areas. During professional development, teachers regularly interact with the standards and vertically aligning specific skills that need to be taught at different levels to ensure they are making growth.

Where we run into obstacles (synthesis from faculty):

- Regular feedback needs to happen equitably for all teachers
- Teachers need to implement feedback and continue to work through targeted areas of growth - Teachers tried once and abandoned it for the comfortable/easy way.
- Walkthroughs need to happen consistently throughout the year to give targeted feedback around professional development implementation and expectations
- Several staff were not licensed or trained and therefore at times lacked skills necessary to implement feedback, curriculum, and or effective standards aligned lessons to students, causing major gaps.

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

1. **Revise Instructional Vision with the input of staff and students to reflect what learning could and should look like at Van Sickle Prep each day.**
2. **Provide coaching support for coaches to be able to provide feedback connecting back to the instructional vision with a clear instructional rubric that is shared with all staff members.**

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

- Determine common terms and teaching routines that are non-negotiables in classrooms to be able to begin to develop strategies around common systems and routines for learning outcomes to increase.
- Determine coaching cycles and begin to develop coaching relationships during PD to help support growth and learning on an individual basis.

Priority 2: Lever 2: 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 lack of consistent growth and forward movement is a direct correlation to teachers not implementing curriculum with fidelity. Based upon walkthrough/observation and School Quality Review data, teachers are at varying stages of implementing standards aligned curriculum within their class. We need to further investigate each teacher's knowledge and comfort with the standards and how to implement them within their classrooms to ensure that all students are exposed to and measured by the appropriate grade level standards.

Progress made thus far (synthesis from faculty): All teachers aligned the standards and could articulate the vertical mapping and what each grade level is responsible for. Teachers utilized a lesson planning tool to craft lessons from the curriculum. Teachers implemented a common vocabulary practice using CORE tools and vocabulary strategies provided in professional development. Guided planning time was implemented to help provide thought partners in areas of need in implementing the curriculum.

Where we run into obstacles (synthesis from faculty):

- Vocabulary taught in classes but needs to be consistently utilized and revisited to cement understanding
- Teachers are not taking the time in planning to unpack the curriculum to ensure they are teaching to the appropriate level of the standard presented
- Pacing guides were created but then not followed which left gaps in student knowledge and preparation for the next grade level.
- Teachers over scaffolded and did not provide opportunities for student ownership and did a majority of the lift of work in the lesson.
- Teachers struggle as they tend to focus on teaching a text instead of a skill which leads to misconception and lack of transferable skills across curricular areas.

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

1. **Teachers will receive weekly or biweekly coaching that provides support and feedback on implementation of the curriculum alongside pacing guides.**
2. **Biweekly Tuesday PLC meetings (as part of the extended day) will support teachers on impacting their curriculum and being ready to**

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

- As a new team for the next year, August PD will be learning the strengths and areas of growth of each team and developing and strengthening team relationships as well as coaching relationships.
- Implement a PLC meeting structure that is approachable and structured for support in curriculum implementation and unpacking standards.

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: Van Sickle Prep	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Emily Burdick Phone: 413-218-2353 Email: burdicke@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates + Days of Week: July 6th - July 30th, Monday - Thursday
	Type of Program: Early Start + Extended Year ▾
	Plan for Rising Students (6th/ 9th graders). Rising 6th graders - we will reach out to the families of rising 6th grade students to invite them to the summer programming.
	Student Start Time: 8:00
	Student Dismissal Time: 1:00
	Lunch Time: 12:30
	Busing Required (Y/N)? Y, for LI only
	Estimated # of Students: <ol style="list-style-type: none"> 1. Gen ed student estimate = 50 2. Low-incidence student estimate by program: <ul style="list-style-type: none"> - SEBS = 36
	Estimated Total # of Student Learning Hours: <ol style="list-style-type: none"> 1. Gen ed student estimate = 72 2. Low-incidence student estimate by program: <ul style="list-style-type: none"> - SEBS = 72
	Total # of Classrooms Needed: <ol style="list-style-type: none"> 1. Gen ed student estimate = 3 2. Low-incidence student estimate by program: <ul style="list-style-type: none"> - SEBS = 3
Total # of Teachers Needed <ol style="list-style-type: none"> 1. Gen ed teachers = 3 2. Special ed teachers by Low Incidence Program <ul style="list-style-type: none"> - SEBS =3 	
Total # of Paras Needed	

	1. Paras by Low Incidence Program - SEBS = 6
	Total # of students estimate that require related services during ESY: - Counseling Services = 36 - Behavior Specialist = 0
	Shared Facility Needs (i.e. cafeteria, gym,): Cafeteria, gym
	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>	<u>Primary</u> Contact Name: Emily Burdick Primary Contact Email: burdicke@springfieldpublicschools.com Primary Contact Phone: 413-218-2353 <u>Backup</u> Contact Name: Karla Vazquez Backup Contact Email: vazquezk@springfieldpublicschools.com Backup Contact Phone: 413-867-8740