

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.



Emergence Academy

**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			Grades 9-12		
	Day Type	Staff Category	Start time	End time	Hrs: Min	Start time	End time	Hrs: Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	3:45 PM	8:30	7:15 AM	3:45 PM	8:30
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:05 AM	3:50	7:15 AM	11:05 AM	3:50
3.	No School for Students / Full Day Staff PD	Full Day PD	9:00 AM	3:00 PM	6:00	9:00 AM	3:00 PM	6:00
4.	Half Day Students/Afternoon Staff PD	Student Half Day Afternoon PD	7:15 AM	3:15 PM	8:00	7:15 AM	3:15 PM	8:00
5.	Friday Early Dismissal 1:05pm / Staff Early Release 1:15pm	Friday Early Release at 1:15pm	7:15 AM	1:15 PM	6:00	7:15 AM	1:15 PM	6:00
6.	Regular Day for Students & Late Staff PD Day	Student Regular Day Afternoon PD	7:15 AM	4:30 PM	9:15	7:15 AM	4:30 PM	9:15
7.	Summer PD #1 (pre-Aug 17)	Summer PD	9:00 AM	2:00 PM	5:00	9:00 AM	2:00 PM	5:00

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	# of Staff Hours in gr. 9-12
N/A	N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/17/26		0 HRS	0 HRS

B. Other Events on or After August 17th

Event Description	Date/Time	# of Staff Hours in gr. 6-8	# of Staff Hours in gr. 9-12
Back to School Night (3:15-5:15pm)	Thursday, August 20th	2	2
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26		2 HRS	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	25	1479.667	2.000	1506.667	190
Gr. 9-12 Staff Hours	25	1479.667	2.000	1506.667	190

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;
- Teaching a math or reading WIN block;
- Checking homework on a daily basis;
- Participating in weekly grade-level meetings;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes

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:

- Running homeroom activities, including morning homeroom and afternoon homeroom + homework support as needed
- 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 0 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:

We are continuing to work to re-evaluate our reading and math intervention programs, which we will do so by leveraging teacher voice and exploring research-based practices in spring working groups and summer projects. Further, we will continue to explore how to integrate more early-college and career programming for our 11th & 12th grade students.

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 a student's academic success, sense of belonging, and overall school experience. This importance is especially evident in school communities that serve families with varied linguistic, cultural, and educational backgrounds, where differences in language, prior schooling experiences, and access to resources may shape how families engage with schools.

All Unit A educators may be required to engage in regular, proactive communication with families to share timely, meaningful information about students' academic progress, learning strengths, areas for growth, attendance, engagement, and support needs. This communication may include phone calls, emails, written updates, or in-person meetings, and should be designed to foster clarity, partnership, and trust between school and home.

Educators are also expected to respond to family inquiries through appropriate communication channels throughout the school year. Communication with families should be accessible and culturally responsive, and, when appropriate, supported through district-provided interpretation and translation resources. 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, Dean's List, 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 09/09/2026.



Springfield Public Schools
2026-2027 Student Calendar
Emergence Academy
415 State Street, Springfield, MA 01105

SEZP

Springfield
Empowerment Zone
Partnership

Student Hours 7:15 AM - 3:25 PM (Monday - Thursday); 7:15 AM - 1:05 PM (Friday) *see calendar for additional special early release days at 1:05pm

Teacher Hours 7:15 AM - 3:45 PM (M, Tu, Th); 7:15AM - 4:30PM (W); 7:15 AM - 1:15 PM (Friday)

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 20: School Begins (early release at 1:05 pm) + Back to School /Family Event (3:15-5:15 pm)

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

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 1: No School - Staff PD Day

Sep 7: Schools Closed - Labor Day

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 10: Early Release at 1:05pm

Mar 26: Schools Closed - Good Friday

Mar 31: Early Release at 1:05pm

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

Oct 12: Schools Closed - Indigenous People's Day

Oct 21: Early Release at 1:05pm

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 14: Early Release at 1:05pm for Report Card Conferences

Apr 19: Schools Closed - Patriots Day

Apr 20 -23: Schools Closed - Spring 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				

Nov 3: Schools Closed – Teacher PD Day (Election Day) + Report Card Conferences

Nov 11: Schools Closed – Veterans Day

Nov 23- 27: Schools Closed - Thanksgiving Vacation

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				

May 31: Schools Closed - Memorial Day

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 16: Early Release at 1:05pm

Dec 18: Early Release at 11:05am

Dec 21- 31: Schools Closed - Holiday Vacation

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 18: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release at 11:05am for Students & Staff

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 1-6: Schools Closed - Extended Holiday Vacation

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

Jan 20: Early Release at 1:05pm for Report Card Conferences

*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
	District/Student Early Release 11:05AM
	Early Release 1:05PM
	Friday / Report Card Early Dismissal 1:05pm



Springfield Public Schools
2026-2027 Staff Calendar
Emergence Academy
415 State Street, Springfield, MA 01105



Student Hours 7:15 AM - 3:25 PM (Monday - Thursday); 7:15 AM - 1:05 PM (Friday) *see calendar for additional special early release days at 1:05pm

Teacher Hours 7:15 AM - 3:45 PM (M, Tu, Th); 7:15AM - 4:30PM (W); 7:15 AM - 1:15 PM (Friday)

Aug 10-14: Teacher PD from 9-2pm

Aug 17-19: Teacher PD from 9-3pm

Aug 20: School Begins (student early release at 1:05 pm) + Back-to-School Night (3:15-5:15pm)

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: Staff 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 10: Student Early Release at 1:05pm / Teacher PD Until 3:15pm

Mar 26: Schools Closed - Good Friday

Mar 31: Student Early Release at 1:05pm for Grading Afternoon

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 12: Schools Closed - Indigenous People's Day

Oct 21: Early Release at 1:05pm for Grading Afternoon

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 14: Student Early Release at 1:05pm for Report Card Conferences

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) + Report Card Conferences

Nov 11: Schools Closed – Veterans Day

Nov 23- 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 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: Student Early Release at 1:05pm/Grading Afternoon until 3:15pm

Dec 18: Early Release at 11:05am - Last day before holiday vacation

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/ Teacher Half Day PD

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

Jan 20: Student Early Release at 1:05pm / Report Card Conferences Until 3:15pm

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
 District/Student Early Release at 11:05am
 Full Day PD from 9:00am-3:00pm
 Student Early Release + PD until 3:15pm
 Summer PD from 9:00am-2:00pm
 Student Regular Day Afternoon PD until 4:30pm
 Friday Early Release at 1:15pm

School Priority Levers Form: Emergence Academy

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

- TLT and Content Chairs drafted priorities and solicited feedback from their constituents to inform revisions
- Faculty were invited to attend TLT meetings to share their thoughts

Priority 1

Selected Lever: Lever 2

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:

- On the SQR, we received a score of developing in 2f - Data Driven Instruction. Further, data-driven instruction was noted as a key Area of Focus from the SQR. The reviewer noted we need more consistency of systems related to data-driven instruction across classrooms.
- On the SQR, we received a score of developing on 3d - Progress Monitoring, denoting a need to build teacher capacity in responding to assessment data.
- In ELA, 46.6% of students met their MAP growth goal from fall to winter; in Math, 59.7% of students met the MAP growth goal from fall to winter. Despite 100 minutes of intervention time per day alongside core content instruction, we are not supporting 100% of students to meet their MAP growth goals.

Working Theory: If we improve our school-wide systems and our teacher skill set regarding data-driven instruction, we will ensure that all students receive equitable and effective learning opportunities. By building systems of continuous assessment, analysis, and modification of instructional methods, we can better meet the diverse needs of students. With the data, creating an action plan that meets the needs of those students to acquire the skills to meet those standards daily and consistently. We believe data-driven instruction would lead to the following outcomes:

1. **TARGETED INSTRUCTION & DIFFERENTIATION:** This allows for personalized learning plans, differentiated instruction (including individualized entry points for students), and strategic interventions.
 - a. Example: if data shows that a group of students struggles with fractions, we can plan a scaffolded, a small-group instruction, or conduct an error-analysis to uncover whether these are procedural or conceptual errors.
 - b. Example: Build teacher capacity to differentiate within grade-level instruction, using WIDA proficiency standards to scaffold for language and grade-level content using CAN-DO descriptors and SPEAKING and WRITING rubrics.
2. **INCREASED STUDENT ACHIEVEMENT:** Using data to track progress over time helps us adjust teaching strategies before students fall too far behind. Regular progress monitoring ensures students receive timely support, increasing their likelihood of meeting or exceeding standards. Research shows that data-informed instruction leads to higher student performance, especially when teachers act on insights promptly.
3. **MORE EFFECTIVE USE OF INSTRUCTIONAL TIME:** Data helps identify which topics need more instructional time and which can be condensed or skipped. This prevents wasting valuable classroom time on skills students have already mastered while focusing energy on critical areas.
 - a. Example: If exit tickets reveal students grasped a math concept quickly, we can move forward instead of reteaching unnecessarily.
 - b. Example: Strengthen CFU and real-time instructional adjustments to ensure students are processing and mastering content in the moment
4. **IMPROVED COLLABORATION AMONG TEACHERS:** When teachers share and discuss data during Professional

Learning Communities (PLCs) or team meetings, they can collaboratively problem-solve. Data helps us align strategies across grade levels and subjects, ensuring consistency and coherence in student learning. \

- a. Example: If multiple teachers notice a school-wide issue with reading comprehension, they can work together to implement cross-curricular literacy strategies.
- b. Example: Build teacher capacity in data literacy (MAP + language data where applicable)
5. **STRONGER STUDENT ENGAGEMENT & OWNERSHIP**: When students see their own progress visually represented (e.g., growth charts, goal-setting conferences), they become more motivated. Teachers can encourage goal-setting based on data, making students active participants in their learning journey.
 - a. Example: A student tracking their improvement in multiplication fluency is more likely to stay engaged in practicing it.
6. **INFORMED DECISION-MAKING FOR SCHOOL IMPROVEMENT**: Our schools leaders and teachers can use data to determine which instructional programs, interventions, or curricula are effective. Data trends help make evidence-based decisions rather than relying on intuition.
 - a. Example: If data reveals that a specific instructional strategy improves student comprehension, administrators can support training in that method.
7. **BETTER SUPPORT FOR ALL STUDENTS!** Early identification of struggling students allows for intervention before they fall too far behind. Emergence Academy can use data to determine which students need small-group tutoring, accommodations, or additional support services.
 - a. Example: If a student consistently underperforms on formative assessments, teachers can proactively involve parents, counselors, or specialists.

By leveraging student performance data, differentiated instruction, technology, and culturally responsive methods, educators can significantly accelerate learning and improve academic outcomes for multilingual learners.

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

- What data protocols exist that we could consider using so that we are not re-creating the wheel (i.e. DataWise)? If they exist, is there training that we can seek out?
- How do we create time within our weekly & daily schedule to allow for targeted data meetings?
- What type of data should we be asking teachers to collect and look at to make the most impactful changes? (i.e., MAP, exit tickets, active monitoring data on check for understanding questions & ACCESS data)
- What are the skill gaps for teachers - why is looking at data and responding to data not currently happening in all classrooms?
- Do teachers have a solid progress monitoring plan that helps see a road map of how their kids are doing?
- Are students aware of what they know they are working on? Are teachers tracking that growth?
- During PLCS - Are teams discussing trends and leveraging ideas from each other to incorporate in their daily practice?
- Do teachers understand a specific standard or standards they are teaching in each unit to make sure rigor is key?
- Should data protocols look different across different content areas? Where should they have consistency?
- How can we use current systems of data collection (i.e. DeansList) to support an easier collection of data?
- Consider a series of questions we should define when looking at data. Consider the following:
 - What concepts are students mastering?
 - Where are the gaps in understanding?
 - Which students are progressing slower?
 - Are there patterns? (e.g., certain misconceptions or frequent errors)?
- Conduct research to determine the most effective data-collection & data-response strategies, considering the following:
 - Conducting pre-assessments to understand the students language proficiency and academic skills.
 - Creating common formative assessments to track progress.
 - Efficiently creating plans to differentiate instruction based on students proficiency levels in both content knowledge and language skills. Implement tracking systems that allow educators to monitor individual and group progress.
 - Leverage technology to collect and analyze data

Priority 2

Selected Level: 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:

- ACCESS data overtime has not drastically improved and we continue to report on the same students year after year that have not grown significantly over time.
- SQR rates **2a Outcomes for All** as *Developing second year in a row*
 - Reviewers observed that **most classrooms did not provide multiple entry points** into grade-level tasks in their classroom walkthroughs.
 - Reviewers observed scaffolds were inconsistently planned or enacted, especially for multilingual learners, despite the majority of staff having the SEI endorsement and ESL licensed staff present on each grade level.
 - Reviewers observed instruction often looked the same for all students regardless of readiness or language needs which has been also observed over time in leadership walkthroughs.
- Our ELA and Math MAP data from fall to winter did not meet our goal of 60% for ELA meeting growth target and 80% for math. Currently, we have 46.6% meeting the growth target for ELA and 59.7% meeting their growth goal target for Math.

Working Theory: If teachers plan and enact instruction with intentional entry points, targeted scaffolds, and language supports aligned to student data, then all students, particularly emerging bilinguals, will be able to access grade-level curriculum and demonstrate progress toward linguistic and content specific outcomes. These outcomes will be reflected on ACCESS and MAP performances as well as classroom formative assessments.

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

- How are teachers determining which students need which supports, and what data are being used to make those decisions?
- What expectations do we have for student language production (reading, writing, speaking, listening) in every lesson, and how consistently are those expectations enacted across classrooms?
- To what extent are lessons planned with multiple entry points and targeted scaffolds, and how does this vary by content area and intervention blocks and student subgroups (especially emerging bilinguals)?
- What evidence do we currently have that students who historically struggle are accessing and succeeding with grade-level tasks, not just completing modified work?
- What professional learning structures and supports will most effectively build teachers' capacity to *plan and enact* scaffolds—through modeling, observation, and feedback—so that scaffolding practices are consistently visible in lesson plans and classroom instruction across content areas?
- What guidance, models, and exemplars are needed to clarify expectations for academic monitoring so that all teachers understand *how, when, and why* to use monitoring strategies during lessons, and can consistently apply a menu of strategies aligned to their content area?

Priority 1 - Lever 2: Data Driven Instruction

Working Theory of Change: If we improve our school-wide systems and our teacher skill set regarding data-driven instruction, we will ensure that all students receive equitable and effective learning opportunities. By building systems of continuous assessment, analysis, and modification of instructional methods, we can better meet the diverse needs of students. With the data, creating an action plan that meets the needs of those students to acquire the skills to meet those standards daily and consistently. We believe data-driven instruction would lead to stronger outcomes for students, as our teachers will be able to adjust instruction and respond to individual needs more effectively.

Progress made thus far (synthesis from faculty):

- Growth in teacher familiarity with MAP, ACCESS, exit tickets, and active monitoring practices.
- Stronger conversations around rigor, scaffolding, and differentiated instruction for multilingual learners.
- Increased emphasis on checks for understanding and responsive teaching practices during instruction.
- Growing recognition that intervention and Tier 1 instruction must be more aligned and data-informed.

Where we run into obstacles (synthesis from faculty):

- Inconsistent systems and expectations around how data is collected, analyzed, and acted upon across classrooms.
- Teachers often collect data but need more support translating it into immediate instructional decisions.
- Limited structures and time for collaborative data analysis and instructional planning.
- Variability in teacher understanding of grade-level standards, rigor, and differentiation for multilingual learners.
- Difficulty balancing real-time progress monitoring with instructional pacing and workload demands.
- Lack of consistent schoolwide protocols for CFUs, active monitoring, and progress tracking.

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

- 1. Develop consistent schoolwide systems and protocols for data-driven instruction,** including:
 - a. Consistent observations and actionable feedback
 - b. Checks for understanding
 - c. Active monitoring
 - d. Progress monitoring
 - e. And instructional response
- 2. Increase teacher data literacy** to:
 - a. Interpret MAP, ACCESS, and exit ticket/formative assessment data
 - b. Differentiate while maintaining rigor (standard aligned)
 - c. Effectively use WIDA Can Do Descriptors and entry points to interpret student data and provide accessible learning opportunities for MLLs
 - d. Make real-time instructional adjustments based on student evidence

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

- Data Deep- Dive Protocols where teachers practice analyzing real student data using schoolwide protocols
- Instructional walkthroughs and calibration around what high-quality data-driven instruction looks like across classrooms.
- Support with unpacking standards and maintaining grade-level rigor while scaffolding for WIDA and MLL entry points through workshops, so that teachers learn how to use WIDA Can Do Descriptors to maintain rigor while scaffolding instruction
- Training on effective CFUs, active monitoring systems, and responsive teaching moves.
- Opportunities for content teams to collaboratively practice looking at student work and planning instructional responses.

- Systems for helping students track goals and build ownership of their academic growth

Priority 2 - Lever 3: (Multiple Entry Points)

Working Theory of Change: If teachers plan and enact instruction with intentional entry points, targeted scaffolds, and language supports aligned to student data, then all students, particularly emerging bilinguals, will be able to access grade-level curriculum and demonstrate progress toward linguistic and content specific outcomes. These outcomes will be reflected on ACCESS and MAP performances as well as classroom formative assessments.

Progress made thus far (synthesis from faculty):

- Teachers have begun using targeted scaffolds and entry points, but the implementation is inconsistent across all classrooms.
- In some classrooms teachers are effectively using sentence frames, visuals, and modeling - while other teachers are still developing these practices.
- Teachers are looking at data, but the data is not consistently being used to drive instruction.
- There have been PD's on implementing scaffolds and using data to support language.

Where we run into obstacles (synthesis from faculty):

- We notice significant gaps in our instruction where year after year certain students are not exceeding or meeting growth. Through instruction, we are not seeing consistency around the board where scaffolds and multiple access points for our students are not meeting the bar. Thus, by looking at our data, this is causing some issues with growth that we want to address as a staff.
- Also, in our core content classes - we are seeing students are getting the same type of access points that are not equitable for specific students based on their level/language barrier that is making students not acquire the skills they need.
- Looking our MAP data for ELA we are not seeing strong points of growth for all students across the board and we want to make sure students are getting the necessary skills and have those access points with the material place in front of them to show A) They are making growth and B) We are celebrating their growth as well.

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

- 1. Developing a system to collect data**
 - Active monitoring
 - Exit Ticket Protocols
- 2. Implementation in using data effectively in our lessons**
 - Building concrete scaffolds
 - Making different versions(V1/ V2/ V3) for access point
 - Active monitoring plan with goals in mind of whole class or individual students
 - Daily feedback

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

- How to create different multiple access points in class work like for example Level 1-3 work where students are gaining the points there
- Active Monitoring - What does it look like? Why is it important? How can we effectively use the data to inform our teaching
- Learning what appropriate or high level scaffolds we can use in our lessons that will better help support our students (not modify)

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: Emergence Academy	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Brenna Woods Phone: (774) 345-0733 Email: woods@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates + Days of Week: Monday-Thursday; July 6th-July 30th **Will be in the Van Sickle Building due to Commerce roof repairs.
	Type of Program: Early Start + Extended Year
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data: We plan to invite all incoming 6th grade students to aid their transition to Emergence.
	Student Start Time: 8:00 am
	Student Dismissal Time: 1:00pm
	Lunch Time: 11:30-12:00pm
	Busing Required (Y/N)? Yes
	Estimated # of Students: 1. Gen ed student estimate = 100 2. Low-incidence student estimate by program: N/A
	Estimated Total # of Student Learning Hours: 1. Gen ed student estimate = 72 2. Low-incidence student estimate by program: N/A
	Total # of Classrooms Needed: 1. Gen ed student estimate = 7 2. Low-incidence student estimate by program: N/A
	Total # of Teachers Needed 1. Gen ed teachers (estimate) = 5-7 2. Special ed teachers by Low Incidence Program: N/A
	Total # of Paras Needed 1. Paras by Low Incidence Program: N/A
	Total # of students estimate that require related services during ESY: N/A
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>	<u>Primary</u> Contact Name: Brenna Woods Primary Contact Email: woodsb@springfieldpublicschools.com Primary Contact Phone: (774) 345-0733 <u>Backup</u> Contact Name: Amy Park Backup Contact Email: parka@springfieldpublicschools.com Backup Contact Phone: (908) 507-5969

Priority 1: Lever 2: Data Driven Instruction

Goals for Priority 1:

- 1. Develop consistent schoolwide systems and protocols for data-driven instruction, including:**
 - a. Consistent observations and actionable feedback
 - b. Checks for understanding
 - c. Active monitoring
 - d. Progress monitoring
 - e. And instructional response
- 2. Increase teacher data literacy to:**
 - a. Interpret MAP, ACCESS, and exit ticket/formative assessment data
 - b. Differentiate while maintaining rigor (standard aligned)
 - c. Effectively use WIDA Can Do Descriptors and entry points to interpret student data and provide accessible learning opportunities for MLLs
 - d. Make real-time instructional adjustments based on student evidence

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?):**
 - MLL Non-Negotiables
 - Student Ownership Profiles & Progress Monitoring
 - PLC Sessions & Grade Level Chair Sessions re: Active Monitoring Planning
- 2. List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Martha Vitte - SEI Strategies
 - DeansList - student data collection & dashboards
 - EPL - Alicia Wargo
- 3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Intervention Meetings - curriculum & student data review
 - Effective Strategies for MLLs
 - GLT meetings with 2 data-focused meetings per week

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

Task	Owner
Continue to work with Martha Vitte & other team members to lift learning that was completed at the QTEL training this summer	Ramos
Coordinate supports with coaches & EPL coach to support teacher leaders to lead work around data collection, data cycles, and student ownership profiles	Gauthier
Work with content chairs to ensure that PLC and Intervention meetings continue to have a data focus throughout the year	Gauthier

Priority 2: Lever 3: (Multiple Entry Points)

Goals for Priority 2:

1. **Developing a system to collect data**
 - Active monitoring
 - Exit Ticket Protocols
2. **Implementation in using data effectively in our lessons**
 - Building concrete scaffolds
 - Making different versions (V1/ V2/ V3) for access point
 - Active monitoring plan with goals in mind of whole class or individual students
 - Daily feedback

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?):**
 - Planning Sessions: Multiple Entry Points Planning & Guidance
 - PLC Meetings to Support Planning
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - EPL Coaching Support
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - GLT meetings with 2 data-focused meetings per week
 - PLC meetings with data cycles to review data collection strategies & teacher moves after reviewing data

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

Task	Owner
Utilize PLC time and coaching to norm on best practices around effectively using multiple entry points and active monitoring/exit ticket reflections	All APs & Content Chairs
Track consistency of instructional walkthroughs during core content + intervention plans; continue conversations during all coaching meetings	Ramos
Development of V3 tasks for all curriculum as teachers take what has been done over the summer with V1 & V2 tasks	All coaches