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

Forest Park

2026-27

School Plan

Calendars Revised 09/24/26

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

SEZP // Springfield Empowerment Zone Partnership

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

Aug 19: Welcome back BBQ (4:30-6:30pm)

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				

Sep 1: Schools Closed – Teacher PD Day

Sep 7: Schools Closed - Labor Day

Sep 11: 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		

Oct 6: Family Event - Open House (5-6:30pm)

Oct 9: Student Early Release at 1pm

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

Nov 3: Schools Closed – Teacher PD Day

Nov 5: Family Event (time TBD)

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				

Dec 9: Family Event (time TBD)

Dec 22: Early Release at 11:35am - Last day before holiday vacation

Dec 23 - 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	

Jan 1: Schools Closed - New Year's Day Observed

Jan 6: Schools Closed for Students & Staff

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

Feb 12: Student Early Release at 1pm

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

Mar 19: Student Early Release at 1pm

Mar 23: Family Event (time TBD)

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		

Apr 16: Student Early Release at 1pm

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

May 28: Student Early Release at 1:00 pm / Regular Day for Staff until 3:10pm

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				

Jun 3: Family Event (time TBD)

Jun 18: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students & Staff

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		

*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
- Early Dismissal - 11:35 a.m.
- Regular Day / Family Event
- Early Dismissal - 1:00 p.m.

REVISED 09/24/26

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

SEZP // Springfield Empowerment Zone Partnership

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

Aug 17-21: Teacher PD

Aug 19: Special Hours 12-7pm / Welcome Back BBQ

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
31				

Sep 1: Schools Closed – Teacher PD

Sep 7: Schools Closed - Labor Day

Sep 11: Schools Closed – Teacher PD

Sep 15: Extended Day until 4:15pm

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		

Oct 6: Ext. Day until 4:15pm & Open House (4:45-6:45pm)

Oct 9: Student Early Release at 1:00 pm / Regular Day for Staff until 3:10pm

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

Nov 3: Schools Closed – Teacher PD Day

Nov 5: Family Event (time TBD)

Nov 11: Schools Closed – Veterans Day

Nov 17: Extended Day until 4:15pm

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				

Dec 8: Extended Day until 4:15pm

Dec 9: Family Event (time TBD)

Dec 22: Early Release for Students & Staff - Last day before holiday vacation

Dec 23 - 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	

Jan 1: Schools Closed - New Year's Day Observed

Jan 6: Schools Closed for Students & Staff

Jan 12: Extended Day until 4:15pm

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

Feb 2: Extended Day until 4:15pm

Feb 12: Student Early Release at 1:00 pm / Regular Day for Staff until 3:10pm

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

Mar 2: Extended Day until 4:15pm

Mar 19:Student Early Release at 1:00 pm / Regular Day for Staff until 3:10pm

Mar 23: Family Event (time TBD)

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		

Apr 6: Extended Day until 4:15pm

Apr 16: Student Early Release at 1:00 pm / Regular Day for Staff until 3:10pm

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

May 4: Extended Day until 4:15pm

May 28: Student Early Release at 1:00 pm / Regular Day for Staff until 3:10pm

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				

Jun 1: Extended Day until 4:15pm

Jun 3: Family Event (time TBD)

Jun 18: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students & Staff

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		

*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 11:40am
- Special Staff PD Hours (see detail)
- Regular Day + PD until 4:15pm
- Full Day PD from 8am-3pm
- Regular Day / Family Event

REVISED 09/24/26

Educator Working Conditions: Guidance & Template

School Improvement Plans and Educator Working Conditions

School planning is a cycle through which schools develop an annual comprehensive plan for improvement the following school year and is a required element of SEA-SEZP's collective bargaining agreement (Articles 23+24) as well as MA state regulations. SEZP's process for improvement is a continuous improvement model where decisions are grounded in data from our performance management system - *SEZP's Framework for Equitable Student Outcomes* (v.2 of the performance management system, which was approved by the SEZP Board in June 2022). A school's principal, TLT, and faculty play essential roles in continuously analyzing the school's progress toward closing gaps in school performance data. Each December, any revisions to the annual school planning process will be made by SEZP Leadership and shared with the SEA Leadership Team. The TLT Advisory Team and SEZP Leadership will support TLTs throughout the process and TLTs will have access to support to answer questions.

Educator Working Conditions

According to the SEA-SEZP Collective Bargaining Agreement, each school produces a set of Educator Working Conditions (EWC) that outline certain educator working conditions, including a student and staff yearly calendar. It is our intent to post each school's EWC prior to the transfer process each year on the SEZP website as well as provide a copy to the SEA Leadership Team.

Since all schools are given flexibility to differentiate their school programs—including school schedule, hours, duties, and professional development—this document enables each school to inform current and prospective educators of their school level working condition requirements for the following school year. These working conditions are in addition to the Zone-wide working condition requirements in the SEA-SEZP collective bargaining agreement.

SEZP expects principals and TLTs to work together to define educator working conditions that create an academic environment and school culture aligned with their school's priorities and vision for student success. Prior to creating the next year's working conditions, SEZP will release a mid-year Roadmap for Equitable Student Outcomes report to schools and expect TLTs and the school community to engage in an analysis of mid-year data. Understanding the school's progress towards goals and benchmarks should inform new Educator Working Conditions for the upcoming school year. The following template provides TLTs with a set of topics to guide Phase 1 school-planning conversations. Certain areas, like hours, will require specific decisions. Others, such as expectations for notices and announcements, may not call for changes but are included to support thoughtful discussion and clarity.

Each building's Educator Working Conditions document must be approved by the principal and TLT and submitted in draft form per the instructions outlined in the School Planning Overview document. Once approved by the SEZP Board in June, Educator Working Conditions outline expectations for the following school year. If an unforeseen calendar issue emerges after the Board has approved your school's Educator Working Conditions, schools should consult the TLT Handbook for guidance on how to address it.

Deadlines & Review

Deadline	Action
Feb 12, 4pm	Principal & TLT submit ***draft*** EWC to SEZP via Google Drive following approval by principal and TLT w/ input from faculty
Feb 20	SEZP provides feedback on submitted EWC
Mar 11, 4pm	Principal & TLT submit ***final*** EWC to SEZP via Google Drive after approval by principal and TLT w/ input from faculty
Mid-Mar	SEZP posts EWC on the website as "Draft Pending SEZP Board Approval" around when the SPS transfer window opens
Early-June	SEZP posts EWC on the website as "Approved by the SEZP Board" following the June 2026 SEZP Board meeting.

***** *Phase I documents will also be shared with the SEA and SEZP Board.*

1. Staff work year calendar and calculating total educator time

The calendar tool is built to give schools flexibility on the types of days (known as 'day types') that their school will follow during the following school year. The calendar tool correctly determines the total hours and salary based on calculations aligned to our Collective Bargaining Agreement (CBA). Student and staff calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

Part 1: School year hours

These hours reflect **"school year hours"** which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

			Grades 6-8		
	Day Type	**Staff Category**	**Start time**	**End time**	**Hrs:Min**
1.	Regular Day for Staff and Students	Regular Day	7:20 AM	3:10 PM	7:50
2.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
3.	Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD	7:20 AM	4:15 PM	8:55
4.	Regular Day for Staff and Students / Family Event	Regular Day	7:20 AM	3:10 PM	7:50
5.	Early Release for Students and Staff	Early Release	7:20 AM	11:40 AM	4:20
6.	Early Release for Students/Full Day for Staff	Early Release Students	7:20 AM	3:10 PM	7:50

Part II: Additional educator hours

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

These hours will be included in the total educator work hours and payment will be calculated into an educator's annual compensation. This does not preclude educators from independently scheduling individual parent-educator meetings or other meetings as needed. Because compensation varies before the 'traditional' start of school, which in SY 26-27 is August 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	0
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
Open House	10/6/26 (4:45-6:45pm)	2

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

Part III: Total educator hours

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

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

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

2. Staff workday

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

- **Duty Free Lunch - Standard Contract Language**
  - Each educator will be provided with an uninterrupted thirty (30) minute duty free lunch period. Except in emergency or extenuating situations, educators shall be permitted to leave the school building during their 30-minute scheduled lunch period with advance notice of the principal or his or her designee and with the completion of a signed In and Out log.
  - In an emergency, educators who volunteer to provide lunch coverage during their own duty-free lunch period will be compensated at the rate set in Appendix B.

- **Prep Period - Standard Contract Language**
  - Educators will have – at minimum - one self-directed 40-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator must have an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If an educator cannot have access to their own teaching space during preparation periods, every effort will be made to provide a functional working space.
  - In service of a unique program (e.g. an adjunct professor teaching early college), an educator may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the educator schedule will be clearly noted in the respective job posting. Additionally, educators in these positions will be notified of any changes to their schedule, prior to the transfer window.

In addition to traditional responsibilities in a typical workday, all staff may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

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

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

3. Additional staff duties

A. <u>During the Workday</u>

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

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

If an educator is asked or directed to perform these duties during the contractual lunch break, self-directed preparation periods or during collaboration time, they shall be compensated at <u>$35 per/occurrence.</u>

B. <u>Afterschool Support for Students</u>

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

4. Professional learning

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

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

5. School curriculum issues

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

Schools working to improve curricular offerings please describe here:

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

6. Notices and announcements

Unit A educators will be notified in advance of special events which will involve students such as Zone, district, or school mandated assessments, health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept to an absolute minimum.

7. Bulletin boards

The Springfield Education Association (SEA) will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

8. Family-educator communication

Relationships between educators and families/caregivers are critically important to the overall academic success of a student's school experience. All Unit A educators may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year. Educators are not required to respond to families outside of the work week.

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

9. TLT elections for the next school year

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

School Priority Levers Form: Forest Park Middle School

Ways in which the faculty was engaged in Phase 1 of School Planning:
The following took place at Extended Days and in Grade Level PLCs:

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

Priority 1

Selected Lever: Lever 2

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

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

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

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

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

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

Priority 2

Selected Lever: Lever 2

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

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

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

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

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

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

SEZP 2026-27 School Improvement Planning

Priority Levers Goals: Forest Park Middle School

SEZP // Springfield Empowerment Zone Partnership

Priority 1: Lever 2: Coherent Actions for Improving Assurances for Educational Equity

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

Progress made thus far (synthesis from faculty): Faculty identified several areas of progress in instructional practices and student support systems. Teachers are increasingly using a variety of methods for students to demonstrate understanding, incorporating Bloom's Taxonomy, success criteria, activators, and exit tickets to strengthen engagement and learning. Staff have also begun deeper conversations around the use of data, including MAP and MCAS results, to guide interventions, enrichment opportunities, and writing instruction through LASW and other intervention programs. In addition, there has been greater consistency in the use of common formative checks for understanding (CFUs), peer critique, student work samples, and reflective practices, such as video-recorded instruction, to support professional growth.

Where we run into obstacles (synthesis from faculty): There are several areas where greater consistency, clarity, and structure are still needed to strengthen instructional practices and student support. Staff noted concerns about consistency across content areas, grading practices, pacing, and expectations for collaboration, and questioned what effective collaboration and checks for understanding should look like in practice. Teachers expressed the need for clearer systems and guidelines related to reteaching, intervention, and enrichment movement; behavioral and academic tracking; and opportunities to review the effectiveness of instructional practices over time. Additional challenges discussed included limited access to instructional coaches for some content areas, large intervention groups that are not yielding desired outcomes, focused grade-level collaboration and program development, and the need for questioning techniques that move beyond task completion toward deeper student understanding.

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

1. **Develop a stronger understanding of how to analyze and respond to multiple data sources (MAP, MCAS, PEAR, behavioral data) and establish consistent cycles for data review and planning of instructional next steps.**
2. **Create and implement a high-quality, schoolwide active monitoring tool that tracks real-time student understanding and supports instructional adjustments, including a shared bank of effective instructional practices.**
3. **Professional learning on data literacy, including how to interpret data, apply it to instruction, and build consistent systems and protocols across teams.**

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

- Revisit and strengthen our shared understanding of the school's instructional vision and what it looks like in practice across classrooms.
- Build staff capacity to conduct an initial data dive in smaller collaborative groups, including how to analyze data effectively and identify instructional next steps.
- Develop a shared understanding and implementation of the student monitoring system, including a variety of check-for-understanding (CFU) practices to support responsive instruction.

Priority 2: Lever 2: Coherent Actions for Improving Assurances for Educational Equity

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

Progress made thus far (synthesis from faculty): Progress toward this priority is evident through the school's focus on grade-level curriculum, providing interventions, and supporting all students in meeting grade-level expectations. Teachers are developing a stronger understanding of students' individual learning levels and are working to push students to perform at their best while monitoring growth and progress. MAP data shows evidence of student growth, and walkthroughs demonstrate strong alignment between standards and instruction.

Formal and informal intervention groups are designed around students' needs, with lessons directly supported by intervention teachers. Teachers are using modeling and instructional supports to provide students with greater access to learning opportunities. Staff recognize the continued need to foster student growth, motivation, and ownership, and scheduled team meeting time allows teachers to collaborate on student progress, current needs, and next steps. Additionally, two prep blocks have been dedicated to support staff in achieving these instructional goals.

Where we run into obstacles (synthesis from faculty): As the school continues to strengthen this priority, staff identified several areas for continued growth and refinement. There is a strong desire to expand intervention opportunities so that all students receive the level of support needed to accelerate learning. Staff expressed interest in increasing opportunities for smaller intervention groups and offering more strategic individualized supports.

Teachers also recognized the value of building greater consistency across instructional and intervention practices. Opportunities exist to strengthen collaboration across content areas, clarify structures for intervention curriculum and learning intentions, and provide more consistent meeting agendas, facilitation, and coaching support. Staff emphasized the importance of maintaining academic rigor while continuing to improve practices such as checking for understanding and ensuring students have access to appropriate supports and tools, particularly for ELLs and students with learning needs.

In addition, staff highlighted the importance of continuing to build a more cohesive schoolwide culture by consistently implementing PBIS, social-emotional supports, and systems for redirection and accountability. Scheduled team meetings and collaborative structures provide a strong foundation for ongoing reflection, problem-solving, and continuous improvement in these areas.

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

1. **Strengthen systems of support and intervention for all learners by improving Tier 2 & 3 interventions, adopting consistent intervention curriculum and structures, increasing understanding and implementation of IEP accommodations, and ensuring appropriate scaffolds while maintaining academic rigor.**
2. **Build stronger schoolwide systems and greater consistency through equitable meeting structures, real-time instructional adjustments, systems for student grouping and movement within interventions and enrichments, supports for chronic absenteeism, and restorative practices.**
3. **Foster a more supportive and connected school culture by increasing student engagement and community-building opportunities, such as student council, strengthening partnerships with outside organizations and volunteers, and expanding resources and supports for both students and staff.**

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

- Establish consistent schoolwide structures for team meetings, instructional planning, student grouping, and student support to ensure greater alignment across grades and departments.
- Develop a shared understanding of intervention systems, including appropriate scaffolds, IEP accommodations, and the maintenance of grade-level rigor for all students.
- Strengthen staff capacity to respond to student academic and social-emotional needs in real time.

SEZP 2026-27 School Planning Process

Phase I - Summer Learning Plan: Forest Park

SEZP // Springfield Empowerment Zone Partnership

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: Freddy Torres Jr. Phone: 413-250-3873 Email: torresfr@springfieldpublicschools.com
Summer Plan Logistics	**Summer Program Dates + Days of Week**: July 6 - July 30th, Monday through Thursday
	Type of Program: Early Start + Extended Year
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing the historical data Welcome rising 6th graders, with a focus on Math and Reading skills. Incorporate social emotional learning and team building activities
	Student Start Time: 7:45 am
	Student Dismissal Time: 1:15 pm
	Lunch Time: 11:30 am
	Busing Required (Y/N)? Yes, for low-incidence students only
	Estimated # of Students: 1. Gen ed student estimate = 70 2. Low-incidence student estimate by program: - LINKS = 16 - Life Skills = 39
	Estimated Total # of Student Learning Hours: 1. Gen ed student estimate = 5.5 2. Low-incidence student estimate by program: 5.5 - LINKS = 3 - Life Skills = 4
	Total # of Classrooms Needed: 1. Gen ed student estimate = 5 2. Low-incidence student estimate by program: - LINKS = 3 - Life Skills = 4
	Total # of Teachers Needed 1. Gen ed teachers: 5

FINAL - APPROVED BY SEZP BOARD

	2. Special ed teachers by Low Incidence Program: - LINKS = 3 - Life Skills = 4 **Total # of Paras Needed** 1. Paras by Low Incidence Program - LINKS = 6 (+ 4 1:1s) - Life Skills = 4 (+ 1 1:1)
	Total # of students estimate that require related services during ESY: - Speech = 26 - Counseling Services = 0 - Physical Therapy = 0 - Occupational Therapy =7 - Adaptive PE =0 - Behavior Specialist = 0 - Autism Specialist = 1 - Hearing = 1
	Shared Facility Needs (i.e. cafeteria, gym,): Cafeteria, gym, auditorium, courtyard
	OITA Programs/Apps Needed: Unique for LI programs
Name and contact information for questions over the summer. ***This information will be shared with SPS and FACE.***	***Primary*** Contact Name: Sara Macon Primary Contact Email: macons@springfieldpublicschools.com Primary Contact Phone: 413-787-7420 ext 43801 ***Backup*** Contact Name: Natalie Jensen Backup Contact Email: jensenn@springfieldpublicschools.com Backup Contact Phone: 413-787-7420 ext 43822