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

Impact Prep

2026-27

School Plan

Calendars Revised 09/24/26

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

SEZP // Springfield Empowerment Zone Partnership

Student Hours	**7:25 AM - 3:05 PM;** *see calendar for special student early release days
Teacher Hours	**7:25 AM - 3:20 PM (M-Fri) ; 7:25 AM - 4:20 PM** (on special extended Tuesdays)

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

Aug 24: School Begins

August 2026

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

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 9: Early Release at 1:00pm

Oct 12: Schools Closed - Indigenous People's Day

Oct 15: Family Event (5pm - 7pm)

October 2026

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Nov 3: Schools Closed – (Election Day)

Nov 11: Schools Closed – Veterans Day

Nov 25 - 27: Schools Closed - Thanksgiving Vacation

November 2026

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Dec 16: Family Event (5pm - 7pm)

Dec 18: Early Release for Students at 11:05am

Dec 21 - 31: Schools Closed - Holiday Vacation

December 2026

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

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

Jan 6: Schools Closed for Students & Staff

Jan 15: Early Release at 1:00pm

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

January 2027

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

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 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 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 13: Family Event (5pm - 7pm)

May 28: Early Release at 1:00pm

May 31: Schools Closed - Memorial Day

May 2027

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Jun 18: Schools Closed - Juneteenth Day

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

June 2027

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

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

- School Closed
- Student Early Release
- Special Student Early Release

REVISED 09/24/26

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

SEZP // Springfield Empowerment Zone Partnership

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Sep 11: Schools Closed – Teacher PD Day

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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Dec 17: Family Event (5pm - 7pm)

Dec 22: Early Release for Students at 11:05am

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
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Apr 20 -23: Schools Closed - Spring Vacation

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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 11:05am
- Regular Day + PD until 4:20pm
- Full Day PD from 8:30am-3:00pm
- Staff Early Release at 1:00pm
- Family Engagement Event (hours vary)

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

Part II: Additional educator hours

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

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

A. Summer Events *Prior to* August 17th

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

B. Other Events *on or After* August 17th

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

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

Part III: Total educator hours

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

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

2. Staff workday

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

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

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

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

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

3. Additional staff duties

A. During the Workday

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

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

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

B. Afterschool Support for Students

All Unit A educators will work after school each week to provide after school help not exceeding 9 hours per school year.

4. Professional learning

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

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

5. School curriculum issues

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

6. Notices and announcements

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

7. Bulletin boards

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

8. Family-educator communication

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

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

9. TLT elections for the next school year

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 09/15/2026.

School Priority Levers Form: Impact Prep

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

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

Priority 1

Selected Lever: Equity and Improvement Lever 3

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

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

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

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

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

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

Priority 2

Selected Lever: Lever 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

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

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

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

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

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

Priority Levers Goals: Impact Prep

Priority 1: Lever 3: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

Progress made thus far (synthesis from faculty): All students with IEPs that identified a disability that could impact reading and writing were given ORF tests and placed into literacy interventions at the appropriate level. All other students whose MAP test results were 2 or more grade levels below average were also assigned small group literacy intervention. The schedule was redesigned mid-year to make it easier to move kids into and out of interventions based on need.

Where we run into obstacles (synthesis from faculty):

- Most intervention classes for students with IEPs have the maximum of 12 students scheduled. For non-IEP students the class sizes can balloon to 17. Educators found that the most effective classroom size for effective intervention was 8 or less. This allows for more teacher-led direct instruction.
- Educators are unable to use the full capabilities of the I-Ready software we purchased as we haven't been able to run the full diagnostic with fidelity. The diagnostic would have to be administered like MAP testing which would add another building wide test to our schedule.
- The math intervention team feels that our current intervention software options make it difficult to pinpoint exactly where the conceptual gaps are.

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

1. **We need to research what other intervention platforms are available (possibly through SPS or SEZP) that use the MAP data as a diagnostic.**
2. **Work within the Timely scheduling software to limit intervention class sizes.**
3. **Learn how to use manipulatives to close gaps in math conceptual understanding**
4. **Refine intervention classroom cycles to maximize teacher-led direct instruction.**
5. **Complete development of our data tracking plan for RTI**

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

- Professional development on new intervention software (if necessary)
- Provide professional development on how to use manipulatives to support closing conceptual gaps in math.
- PD/training on comprehensive RTI data tracking.

Priority 2: Lever 2: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

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

Progress made thus far (synthesis from faculty): 12 educators received coaching cycles consisting of varying intervals based on their current practice level. Overall educators feel like the coaching has been supportive and effective in improving their practice. 6 educators (2 SpEd, 1 Math, 1 Science, 2 ELA) were identified as model teachers. These teachers will serve in varying capacities including but not limited to Dept. Leads, Grade Level Team leads and ILT members.

Where we run into obstacles (synthesis from faculty):

- We had one instructional coach this year who was at max capacity so there were 12 teachers who did not receive coaching cycles.
- It can be hard to schedule coaching meetings without encroaching on prep time. Especially given the high volume of IEP meetings.
- Some educators still view coaching skeptically based on previous bad experiences.

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

1. **Include specific non-prep coaching time in the schedule**
2. **Coach model teachers in supporting their colleagues with a goal of developing more instructional coaches.**
3. **Develop transparent criteria around the goals of coaching and measurements of its effectiveness.**

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

- Introduce educators to their coach (Teron or Shauna) and hold initial planning meetings
- Present sample goals, structure and career development ladders to staff

SEZP 2026-27 School Planning Process

Phase I - Summer Learning Plan: Impact Prep

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: Terrell Williams Phone: (516) 642-8210 Email: williamste@springfieldpublicschools.com
Summer Plan Logistics	**Summer Program Dates + Days of Week**: 7/6 - 7/30, M-Th.
	Type of Program: Extended Year
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data: Rising 6th graders will attend summer orientation sessions. Caregivers of students with historically low attendance rates will be contacted and offered additional resources and support.
	Student Start Time: 8:00am
	Student Dismissal Time: 1:45pm
	Lunch Time: 11:30 am
	Busing Required (Y/N)? Y, for low-incidence student only
	Estimated # of Students: 1. Gen ed student estimate = 0 2. Low-incidence student estimate by program: - LINKS = 19 - SEBS = 2 - LLD = 11
	Estimated Total # of Student Learning Hours: 1. Gen ed student estimate = 0 2. Low-incidence student estimate by program: - LINKS = 84 - SEBS = 84 - LLD = 84
	Total # of Classrooms Needed: 1. Gen ed student estimate = 0 2. Low-incidence student estimate by program: - LINKS = 2 - SEBS = 1

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	- LLD = 1
	Total # of Teachers Needed 1. Gen ed teachers = 0 2. Special ed teachers by Low Incidence Program - LINKS = 2 - SEBS = 1 - LLD = 1 **Total # of Paras Needed** 1. Paras by Low Incidence Program - LINKS = 5 - SEBS = 2 - LLD = 1
	Total # of students estimate that require related services during ESY: - Speech = 11 - Counseling Services = 2 - Physical Therapy = 3 - Occupational Therapy = 7 - Adaptive PE = N/A - Behavior Specialist = 2 - Autism Specialist = 19
	Shared Facility Needs (i.e. cafeteria, gym,): cafeteria, gym, auditorium
	OITA Programs/Apps Needed: N/A
Name and contact information for questions over the summer. ***This information will be shared with SPS and FACE.***	***Primary*** Contact Name: Terrell Williams Primary Contact Email: williamste@springfieldpublicschools.com Primary Contact Phone: (516) 642-8210 ***Backup*** Contact Name: Shauna Staine Backup Contact Email: staines@springfieldpublicschools.com Backup Contact Phone: (413) 342-1408

Strategic Action Plan: Impact Prep

Priority 1: Lever 3: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

Goals for Priority 1:

1. **We need to research what other intervention platforms are available (possibly through SPS or SEZP) that use the MAP data as a diagnostic.**
2. **Work within the Timely scheduling software to limit intervention class sizes.**
3. **Learn how to use manipulatives to close gaps in math conceptual understanding**
4. **Refine intervention classroom cycles to maximize teacher-led direct instruction.**
5. **Complete development of our data tracking plan for RTI**

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?)*:**
   - Utilizing MAP data to drive instructional planning and differentiated interventions.
   - Best practices for Tier 2 and Tier 3 intervention instruction.
   - Data meeting protocols and expectations for collaborative student problem solving.
   - Using math manipulatives to strengthen conceptual understanding and address unfinished learning.

2. **List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*:**
   - School based instructional coaches
   - SPS ELA/Math District Leads
   - Jounce Partners

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - Meetings focused on MAP growth, intervention effectiveness, and student progress
   - Ongoing professional learning on effective Tier 2 and Tier 3 instructional practices.
   - Coaching cycles focused on intervention instruction and differentiation
   - Continued learning around conceptual mathematics instruction and effective use of manipulatives.

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

Task	Owner
Research intervention platforms compatible with MAP data	Principal, Assistant Principal, Instructional Leadership Team
Build intervention master schedule using Timely	Principal, Scheduling Team
Limit intervention class sizes through scheduling adjustments	Principal
Provide teacher training on manipulatives	Math Coach

Priority 2: Lever 2: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

Goals for Priority 2:

1. **Include specific non-prep coaching time in the schedule**
2. **Coach model teachers in supporting their colleagues with a goal of developing more instructional coaches.**
3. **Develop transparent criteria around the goals of coaching and measurements of its effectiveness.**

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?)*:**
   - Purpose and vision of instructional coaching at the school.
   - Effective observation and feedback practices.
   - Introduction to instructional look-fors aligned to school priorities.
   - Building professional trust through coaching conversations.

2. **List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*:**
   - School Leadership Team
   - Experienced Teacher Leaders/Model Teachers
   - Building Administrators

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - PLCs focused on instructional improvement.
   - Data analysis meetings tied to coaching goals.
   - Reflection on student achievement trends connected to coaching.
   - Expansion of teacher leadership opportunities throughout the year.

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

Task	Owner
Build dedicated coaching blocks into the master schedule	Principal
Establish coaching cycle expectations	Principal and Instructional Coach
Collect coaching feedback from staff	Leadership Team
Develop teacher leadership pathway for future instructional coaches	Principal