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

Springfield Legacy Academy

2026-27

School Plan

Calendars Revised 09/24/26

Springfield Public Schools
2026-2027 Student Calendar
Springfield Legacy Academy
355 Plainfield St. Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

Student Hours	**7:25 AM - 3:05 PM ;** see calendar for special early release days
Teacher Hours	**7:15 AM - 3:11 PM (M-Fri) ; 7:15 AM - 4:05 PM** (on extended days; see calendar for specific extended days)

Aug 20: Back-to-School BBQ (4:00-5:30pm)

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 9: Early Release at 1:00pm

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 (Election Day)

Nov 11: Schools Closed – Veterans Day

Nov 19: Fall Literacy Learning Showcase (4:00-5:30pm)

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 10: Progress Report Conferences (4:00-5:00pm)

Dec 22: Early Release at 11:05am - 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 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 4: Progress Report Conferences (4:00-5:00pm)

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 27: Spring STEAM Learning Showcase (4:00-5:30pm)

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 21*: 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 at 11:05am
- Special Student Early Release at 1:00pm
- Family Event

REVISED 09/24/26

Springfield Public Schools
2026-2027 Staff Calendar
Springfield Legacy Academy
355 Plainfield St. Springfield, MA 01104

SEZP // Springfield Empowerment Zone Partnership

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Teacher Hours	**7:15 AM - 3:11 PM (M-Fri) ; 7:15 AM - 4:05 PM** (on extended days; see calendar for specific extended days)

Aug 17-21: Teacher PD

Aug 20: Back-to-School BBQ (4:00-5:30pm)

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 Day

Sep 7: Schools Closed - Labor Day

Sep 11: Schools Closed – Teacher PD Day

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7	8	9	10	11
14	15	16	17	18
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Oct 9: Early Release for Students & Staff at 1:00pm

Oct 12: Schools Closed - Indigenous People's Day

October 2026

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

Dec 10: Progress Report Conferences (4:00-5:00pm)

Dec 22: Early Release for Students & Staff at 11:05am - Last day before holiday vacation

Dec 23 - 31: Schools Closed - Holiday Vacation

December 2026

MON	TUE	WED	THU	FRI
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14	15	16	17	18
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Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2027

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Mar 4: Progress Report Conferences (4:00-5:00pm)

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

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Jun 18: Schools Closed - Juneteenth Day

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

June 2027

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- School Closed
- Staff Early Release at 11:05am
- Regular Day + PD until 4:05pm
- Full Day PD from 8:00am-2:00pm
- Student & Staff Early Release at 1:00pm
- 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 Students and Staff	Regular Day	7:15 AM	3:11 PM	7:56
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:05 AM	3:50
3.	Regular Day + PD	Regular Day + PD	7:15 AM	4:05 PM	8:50
4.	Chestnut Early Release + PD	Student Early Release + PD	7:15 AM	3:00 PM	7:45
5.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	2:00 PM	6:00

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
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/17/26		N/A

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

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Back to School BBQ	August 20, 2026 (4-5:30pm)	1.5
Fall Literacy Showcase Event	November 19, 2026 (4-5:30pm)	1.5
Progress Report Conferences	December 10, 2026 (4-5pm)	1

Progress Report Conferences	March 4, 2027 (4-5pm)	1
Spring STEAM Showcase Event	May 27, 2027 (4-5:30pm)	1.5
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26		6.5 hrs

Part III: Total educator hours

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	1475.650	6.500	1482.150	187

2. Staff workday

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

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

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

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

- Phone calls to families about the academic 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;
- Checking homework on a daily basis;
- Attending student-related meetings;
- Serving as a mentor to a small cohort of students; and
- 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 (examples are below but a school can customize):

- Types of tasks educators may be asked to perform may include coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students;
- All educators will be required to complete lesson plans a week ahead and submitted via OneNote by 7:15 am the first day of the work week;
- All educators will be required to complete a minimum of 3 days of substitute lesson plans with clear directions and expectations for substitute (including but not limited to rosters, seating charts, student accommodations).
- 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 $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:

Springfield Legacy Academy will provide educators learning opportunities focused on culturally-responsive pedagogy to integrate lessons aligned to standards-based curricula.

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 09/01/2026 (Full PD Day).

SEZP 2026-27 School Improvement Planning

School Priority Levers Form: Springfield Legacy Academy

SEZP // Springfield Empowerment Zone Partnership

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

- TLT Members met one on one with colleagues
- Grade Level Meetings to review data and talk about draft priorities
- Surveys were administered to gather educator feedback related to Phase 1 of School Planning

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:

- 37.1% of all students who made projected **MAP growth in ELA** on the 2024-25 EOY Roadmap
- 36.3% of all students who made projected **MAP growth in Math** on the 2024-25 EOY Roadmap
- 31.7% of students (Tier 2A and 2B) who made projected **MAP growth in ELA** on 2025-26 MOY Roadmap
- 22.9% of students (Tier 2A and 2B) who made projected **MAP growth in Math** on 2025-26 MOY Roadmap
- Fall 2025 SQR feedback signal a need to focus on lesson planning and implementation of lessons:
    - Area of Focus 1: **Student Ownership (2b)** - Across classrooms, student work products and discussions demonstrate student ownership of the thinking - rated consistently developing 2021-25
    - Area of Focus 2: **Standards-Aligned-Instruction (2e)** - Across all classrooms, teaching practices are aligned to the grade-level standards and reflect an articulated and commonly shared set of beliefs about how students learn best and are informed by the teacher evaluation rubric, teacher feedback systems, and the instructional shifts required by the MA Curriculum Frameworks - rated “Developing” 2021-25.

Working Theory: IF we develop and are normed in a concrete instructional vision for teachers, THEN we can target professional development and individual coaching to support teachers’ instruction aligned to the vision.

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

- **Support teachers with lesson internalization with a focus on the lesson’s central objective of the lesson based on the standard.** During planning and coaching, help teachers break down the lesson standard into a few clear, student-friendly components, and use these to name criteria for success so students know what strong work looks like. Provide brief exemplars of strong and developing work, identify likely misconceptions in advance, and conduct academic monitoring laps using the criteria. TLT to design a plan for working with educators to identify what educators need for professional learning they need, specifically, if they are to develop skills and competencies that gets instruction closer to the vision. Work with ILT and TLT to more meaningfully embed the Legacy Instructional vision in grade level and content teams. Consider the question: Do educators have a full understanding of what the vision means and how it connects to planning for instruction?
- **Work with teachers in designing lessons with multiple entry points into the content.** Help teachers plan tasks and supports that allow all students to begin and persist with grade-level learning, including visual supports, sentence starters, language supports, and scaffolded questions that still lead to the same rigorous outcome. Encourage the use of flexible grouping, strategy choice, and multilingual resources while maintaining the task’s cognitive demand. Collect student work samples across groups to confirm that the supports lift access without lowering the bar.
- **Provide professional learning on facilitating student-led and student-rich discussions.** Support teachers in planning and practicing higher-order questions, structures for accountable talk, and routines that require every student in a group to contribute. Use the existing lesson planning feedback system and coaching cycles to give specific feedback on task design, questioning, and student participation, and monitor implementation through classroom observations. Build a small video library of examples, run short rehearsal protocols during team time, and track discussion data such as ratios, wait time, and student-to-student talk so that growth is visible (leaning on the collaboration between ESL and content teachers as an area of strength). Anchor student discussion to specific standards and student work outcomes, clarify the non-negotiables for every classroom, and ensure students are actively engaged in discourse. With ILT and TLT, identify how leadership will use discussion data to adjust coaching in real time.

Priority 2

Selected Lever: Lever 4

Text of Lever: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

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

Data:

- **Fall 2025 TNTP Teacher Insight Results** indicate:
  - 14% of Legacy Educators indicated a belief that "All students in my class can master grade-level standards by the end of the year."
  - 23% of Legacy Educators indicated a belief that "Because of where students began the year, I spend nearly all of my time on standards from earlier grades."
  - 23% of Legacy Educators indicated a belief that "One year is enough time for students in my class to master the standards."
- Fall 2025 SQR Area of Focus 1: **Adult Culture and Learner's Stance (4d)** - Teacher teams and leaders establish a culture based on mutual respect that consistently and publicly communicates anti-racist approaches, high expectations for all students, and ongoing opportunities for detailed feedback and guidance/advisement supports that prepare students for the next level - rated "Developing" 2021-25.

Working Theory: IF we build clear adult systems and routines that promote respect, shared accountability, and anti-racist practices, THEN teacher teams will strengthen their learner stance, hold high expectations for all students, and better prepare students for academic success.

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

- **Create the conditions for adult collaboration anchored in anti-racism.** How do teacher teams currently experience collaboration (PLC time, grade-level meetings, content teams)? Establish and implement schoolwide norms and agendas for PLCs and grade-level meetings that include shared language around equity, clear roles, and structured protocols for examining student work and data through an anti-racist lens. Work with ILT and TLT to get specific about how anti-racist practices are being taught, modeled, and monitored with all adults. Consider the following questions: What does professional learning in this area look like? Is it a one-time training, ongoing PLC integration, coaching cycles, affinity spaces, etc.? How are you ensuring that anti-racist practices translate into concrete instructional shifts — particularly in task rigor, feedback, and access to grade-level work?
- **Normalize receiving regular feedback and reflection among all adults.** How do teachers currently engage in reflection and goal-setting for their own growth? Implement consistent observation, coaching, and peer-feedback cycles with clear look-fors tied to learner stance and high expectations, and provide protected time for teams to reflect on feedback and adjust instructional practices. Work with ILT to better define grading practices that provide students and families an opportunity for regular feedback on the learning as aligned to standards. Clarify what adult look-fors will signal a strengthened learner stance. Consider: How will leadership know that beliefs are shifting? What will be observable in classrooms? How will you connect this work to student outcomes in a measurable way? If beliefs drive practice, what early indicators (student discourse, assignment rigor, subgroup growth) will show that expectations are rising?
- **Regularly monitoring and adjustment using a variety of data sources.** Consider whose voices (students, families) are missing from our understanding of what support is most effective. Review staff feedback, observation data, and disaggregated student outcomes on a regular schedule to assess consistency of expectations and equity of access, and refine adult systems and supports based on evidence. During coaching, work with educators to embed "Workshop 2.0" that supports a pivot towards having students engage in the majority of the work of the lesson before educator models and supports.
- **Design Systems of accountability.** Create a rhythm for regular walkthroughs to collect data and share out with staff.

Priority Levers Goals: Springfield Legacy Academy

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

Working Theory of Change: IF we develop and are normed in a concrete instructional vision for teachers, THEN we can target professional development and individual coaching to support teachers' instruction aligned to the vision.

Instructional Vision:
Through a lens of bilingualism and biliteracy, ensure instruction at Legacy is:

- fully aligned to content and language learning standards and objectives;
- student-centered with regular opportunities for higher-order thinking;
- constantly adjusted and refined in response to data.

Progress made thus far (synthesis from faculty):
Progress has been limited:

- Use of data to adjust instruction and alignment to standards and objectives

Where we run into obstacles (synthesis from faculty):

- Opportunities in PD to use data from academic monitoring
- Challenges with student centered opportunities.

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

1. **All educators have a clear understanding (backpocket questions for academic monitoring, differentiation, scaffolding vs. over scaffolding, language objectives, etc.) of how to provide all learned access to grade level curriculum (within our dual language model).**

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

1. Differentiation - Providing access to all learners, including MLLs and Special Education students, to grade-level standards in all classes.
2. Difference between Translanguaging vs. Translation
   —----------
3. Strategies for promoting Higher-order thinking for students
4. Curriculum PDs (IXL, myPerspectives)
5. Bilingualism and biliteracy
6. Anti-racist practices (culturally-responsive strategies, language-access strategies)
7. Deeply understand the STAT process as a vehicle for MTSS
8. Planning Time: Plan at least first two weeks; Look at big summative/performance tasks; Backwards planning!

Priority 2: Lever 4: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

Working Theory of Change: IF we build clear adult systems and routines that promote respect, shared accountability, and anti-racist practices, THEN teacher teams will strengthen their learner stance, hold high expectations for all students, and better prepare students for academic success.

Progress made thus far (synthesis from faculty):

Progress has been limited:

- Systems and routines that promote respect and share accountability

Where we run into obstacles (synthesis from faculty):

- Disconnect between culture and expectations
- Students are not coming to school to learn
- Inconsistency in approaching behavior
- Anti-racist practices are not discussed
- Feels like three separate schools

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

1. **All staff internalize systems and routines created by TLT that promote respect and shared accountability.**

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

- Student Readiness / How to promote (Systems for materials, Middle School skills such as typing, etc.)
- Anti-Racist Practices
- Professional Communication Protocol
- Vertical alignment (PLC, Fall/ Spring Showcase)

SEZP 2026-27 School Planning Process

Phase I - Summer Learning Plan: Springfield Legacy Academy

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: Springfield Legacy Academy	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Bonita Flores Phone: (413) 750-2333 Email: floresbo@springfieldpublicschools.com
Summer Plan Logistics	**Summer Program Dates + Days of Week**: July 6 - July 30, 2026, Mondays-Thursdays
	Type of Program: Early Start + Extended Year
	Plan for Rising Students (6th graders). Please describe your plan below after analyzing historical school-level data: In partnership with Summer Learn & Earn, a literacy enrichment program developed by the Western Massachusetts Literacy Collaborative (WMLC) to strengthen students' reading and comprehension skills through high-quality, culturally responsive instruction, Legacy's summer learning program will support students by providing targeted literacy intervention designed to meet diverse learning needs. Trained education students from American International College, Bay Path University, Elms College, Springfield College, and Westfield State University are recruited to serve as literacy interventionists or "lits" under the supervision of a Summer Learn & Earn Coordinator and in partnership with Legacy Educators hired to work summer school. "Lits" and Legacy Educators will deliver structured, evidence-based literacy instruction in supportive learning environments that are engaging, age-appropriate, and aligned to students' interests. Student progress will be monitored regularly through ongoing assessment to inform instruction and measure growth. Families will receive updates on student progress. Curriculum materials anchored in the Science of Reading will be utilized to provide direct instruction, small-group instruction, and high-dosage tutoring methods. Additionally, brain breaks, mentorship, and family engagement will be incorporated to reach students of varying levels and needs effectively. Additionally, we look to partner with NNCC (given their proximity to our school and existing strong relationships with our students and their families), to offer our students both academic and enrichment programming. The NNCC & Legacy summer collaboration aims to foster growth and creativity in youth by providing a safe, educational environment for artistic expression and leadership development. Participants will engage in collaborative art and media projects, learn advanced techniques, and explore industry practices through workshops and field trips. With a focus on empowering youth, the program encourages active participation in planning activities and creating young leaders. By the end of the program, youth will have developed key skills in art and media production, while feeling empowered to influence program decisions and articulate their personal experiences.
	Student Start Time: 8:00

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	Student Dismissal Time: 1:00
	Lunch Time: 11:00-11:30
	Busing Required (Y/N)? No for mainstream students; Yes for low incidence program only
	Estimated # of Students: 1. Gen ed student estimate = 30 2. Low-incidence student estimate by program: - SEBS = 12
	Estimated Total # of Student Learning Hours: 1. Gen ed student estimate = 80 2. Low-incidence student estimate by program: - SEBS = 80
	Total # of Classrooms Needed: 1. Gen ed student estimate = 2 2. Low-incidence student estimate by program: - SEBS = 1
	Total # of Teachers Needed 1. Gen ed teachers: 2 2. Special ed teachers by Low Incidence Program - SEBS = 1 **Total # of Paras Needed** 1. Paras by Low Incidence Program - SEBS = 1
	Total # of students estimate that require related services during ESY: - Speech = 4 - Counseling Services = 2 - Physical Therapy = 0 - Occupational Therapy = 0 - Adaptive PE = 0 - Behavior Specialist = 0 - Autism Specialist = 0
	Shared Facility Needs (i.e. cafeteria, gym,): Cafeteria, Gymnasium, Auditorium, Pool
	OITA Programs/Apps Needed: iReady
Name and contact information for questions over the summer. ***This information will be shared with SPS and FACE.***	***Primary*** Contact Name: **Anna Lugo** Primary Contact Email: **lugoan@springfieldpublicschools.com** Primary Contact Phone: (413) 750-2333 ***Backup*** Contact Name: **Michael Zeiner** Backup Contact Email: **zeinerm@springfieldpublicschools.com** Backup Contact Phone: (413) 750-2333

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Strategic Action Plan: Springfield Legacy Academy

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

Goals for Priority 1:

1. All educators have a clear understanding (backpocket questions for academic monitoring, differentiation, scaffolding vs. over scaffolding, language objectives, etc.) of how to provide all learned access to grade level curriculum (within our dual language model).

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?)*:**
   - Internalization of lesson for a strong start
   - Utilization of instructional tools that support dual language
   - Strategies for embedding literacy across the school
   - Anchor all in school's data as first step in focusing on data driven instruction

2. **List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*:**
   - Ben Klompus, Saltbox Strategy Group
   - Emily De La Cruz, CORE

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - Collection and analysis of interim assessment data
   - Data meetings using student data, classroom data, and walkthrough data
   - Literacy focused internal PDs
   - Session on writing clear and actionable language objectives

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

Task	Owner
Create assessment calendar to include interims and data meetings	Principal
Design interim assessments to be aligned to curriculum plans	Deans of Instruction
Internalize and roll out RELAY data protocol	ILT
Develop literacy alignment tool (SLA, ELA, SS) connected by theme and language functions	Dean of Instruction
Outline first 3 months of Extended Tuesday PD sessions	Principal
Individualize coaching plans for educators new to the school	Dean of Instruction
Meet with consultant to get feedback on walkthrough tool and rubric	Principal

Priority 2: Lever 4: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

Goals for Priority 2:

1. All staff internalize systems and routines created by TLT that promote respect and shared accountability.

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?)*:**
   - Daily practice-based PD sessions (based on Get Better Faster rubric and Teach Like a Champion) for consistent shared culture systems.
   - Internalization of the school's Minute-by-Minute plan for all major transitions.

2. **List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*:**
   - Ben Klompus, Saltbox Strategy Group

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - Differentiated practice-based PDs on major culture routines
   - Individualized coaching using culture rubric
   - Data meetings using student data, classroom data, and walkthrough data

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

Task	Owner
Meet with consultant to get feedback on culture walkthrough tool and rubric	AP & Dean of Instruction
Provide individualized coaching cycles focused on culture routines, transitions, and consistent implementation based on walkthrough evidence.	Dean of Instruction
Internalize and roll out RELAY data protocol using student behavior data	ILT
Create calendar of data meetings and send invites to culture team	Principal
Conduct weekly classroom walkthroughs using a common culture rubric and identify trends in implementation across the school.	ILT
Lead monthly data meetings analyzing classroom culture data, student behavior data, attendance, and walkthrough trends to identify successes and adjust supports.	AP & Dean of Instruction
Facilitate differentiated professional learning throughout the year based on educator needs (e.g., entry routines, restorative practices, transitions, positive narration, accountability).	Principal, AP, Dean of Instruction, TLT
Monitor implementation fidelity through staff surveys, classroom observations, and student feedback, and refine systems and routines as needed to ensure consistency across classrooms.	AP & Dean of Instruction