

This SY' 23-24 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**

Kiley Prep

2023-24

School Plan



Springfield Public Schools
2023-2024 Student Calendar
Kiley Prep
180 Cooley Street, Springfield, MA 01128



Student Hours	7:20 AM - 3:00 PM ; see calendar for additional special student early release days
Teacher Hours	7:15 AM - 3:20 PM (Mon, Wed, Thur & Fri) ; 7:15 AM - 4:00 PM (Tue)

Aug 28: School Begins

August 2023				
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	

Feb 16: Early Release at 1:05pm

Feb 19: Schools Closed - Presidents Day

Feb 20 - 23: Schools Closed - Mid-Winter Vacation

February 2024				
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	

Sep 4: Schools Closed - Labor Day

Sep 12: Schools Closed - Teacher PD Day

September 2023				
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

Mar 5: Schools Closed - Teacher PD Day

Mar 19: Early Release at 1:05pm

Mar 29: Schools Closed - Good Friday

March 2024				
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

Oct 6: Early Release at 1:05pm

Oct 9: Schools Closed - Indigenous People's Day

October 2023				
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	31			

Apr 12: Early Release at 1:05pm

Apr 15: Schools Closed - Patriots Day

Apr 16 - 19: Schools Closed - Spring Vacation

April 2024				
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			

Nov 7: Schools Closed - Teacher PD Day (Election Day)

Nov 10: Schools Closed - Veterans Day

Nov 21: Early Release at 1:05pm

Nov 22 - 24: Schools Closed - Thanksgiving Vacation

November 2023				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 24: Early Release at 1:05pm

May 27: Schools Closed - Memorial Day

May 2024				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Dec 22: Early Release at 11:35am

Dec 25 - 29: Schools Closed - Holiday Vacation

December 2023				
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

Jun 19: Schools Closed - Juneteenth Day

Jun 20*: End of School Year - Early Release for Students & Staff

June 2024				
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

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

Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day

Jan 19: Early Release at 1:05pm

January 2024				
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		

*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



**Springfield Public Schools
2023-2024 Staff Calendar
Kiley Prep
180 Cooley Street, Springfield, MA 01128**



Student Hours 7:20 AM - 3:00 PM ; see calendar for additional special student early release days
Teacher Hours 7:15 AM - 3:20 PM (Mon, Wed, Thur & Fri) ; 7:15 AM - 4:00 PM (Tue)

Aug 21-25: Teacher PD Aug 25: Convocation Aug 28: School Begins	August 2023					Feb 16: Student Early Release at 1:05pm / Teacher PD until 3:20pm Feb 19: Schools Closed - Presidents Day Feb 20 - 23: Schools Closed - Mid-Winter Vacation	February 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
		1	2	3	4					1	2
	7	8	9	10	11		5	6	7	8	9
	14	15	16	17	18		12	13	14	15	16
21	22	23	24	25	19	20	21	22	23		
28	29	30	31		26	27	28	29			

Sep 4: Schools Closed - Labor Day Sep 12: Schools Closed – Teacher PD Day	September 2023					Mar 5: Schools Closed – Teacher PD Day Mar 19: Student Early Release at 1:05pm / Teacher PD until 3:20pm Mar 29: Schools Closed - Good Friday	March 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
					1						1
	4	5	6	7	8		4	5	6	7	8
	11	12	13	14	15		11	12	13	14	15
18	19	20	21	22	18	19	20	21	22		
25	26	27	28	29	25	26	27	28	29		

Oct 6: Student Early Release at 1:05pm / Teacher PD until 3:20pm Oct 9: Schools Closed - Indigenous People's Day	October 2023					Apr 12: Student Early Release at 1:05pm / Teacher PD until 3:20pm Apr 15: Schools Closed - Patriots Day Apr 16 -19: Schools Closed - Spring Vacation	April 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	2	3	4	5	6		1	2	3	4	5
	9	10	11	12	13		8	9	10	11	12
	16	17	18	19	20		15	16	17	18	19
23	24	25	26	27	22	23	24	25	26		
30	31				29	30					

Nov 7: Schools Closed – Teacher PD Day (Election Day) Nov 10: Schools Closed – Veterans Day Nov 21: Student Early Release at 1:05pm / Teacher PD until 3:20pm Nov 22 - 24: Schools Closed - Thanksgiving Vacation	November 2023					May 24: Student Early Release at 1:05pm / Teacher PD until 3:20pm May 27: Schools Closed - Memorial Day	May 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
			1	2	3				1	2	3
	6	7	8	9	10		6	7	8	9	10
	13	14	15	16	17		13	14	15	16	17
20	21	22	23	24	20	21	22	23	24		
27	28	29	30		27	28	29	30	31		

Dec 22: Early Release at 11:35am Dec 25 - 29: Schools Closed - Holiday Vacation	December 2023					Jun 19: Schools Closed - Juneteenth Day Jun 20*: End of School Year - Early Release for Students & Staff Jun 21: Schools Closed - Teacher PD Day	June 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
					1						
	4	5	6	7	8		3	4	5	6	7
	11	12	13	14	15		10	11	12	13	14
18	19	20	21	22	17	18	19	20	21		
25	26	27	28	29	24	25	26	27	28		

Jan 1: Schools Closed - New Year's Day Observed Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day Jan 19: Student Early Release at 1:05pm / Teacher PD until 3:20pm	January 2024					*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. <div style="display: flex; flex-direction: column; gap: 5px;"> <div> School Closed</div> <div> Staff Early Release at 11:45am</div> <div> Regular Day + PD until 4:00pm</div> <div> Student Early Release + PD until 3:20pm</div> <div> Full Day PD from 8:00am-3:20pm</div> </div>	
	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					

Educator Working Conditions: Kiley Prep**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 (M, W, Th., F)	Regular Day + 3:20pm release	7:15 AM	3:20 PM	8:05
2.	Regular Day + PD (Tu.)	Regular Day + 4pm release	7:15 AM	4:00 PM	8:45
3.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:45 AM	4:30
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:20 PM	7:20
5.	Early Release for Students / Afternoon PD	Student Early Release + PD	7:15 AM	3:20 PM	8:05

Part II: Additional educator hours

Teachers 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 teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 23-24 is August 21st, 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 21st

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/21/23		0 hrs

B. Other Events on or After August 21st

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Open House	exact date TBD	1
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		1 hr

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	1538	1	1539	189

2. Staff workday

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.

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;
- Open house for students and families (exact date TBD);
- 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 crew, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

- Substitute coverage of classes and duties of others who are absent from school. To the extent possible, coverage will be assigned equitably and on a rotating basis; the preference is to hire building substitute teachers.

If a teacher 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

Teachers will work after school each week to provide after school help not exceeding (N/A)minutes per week.

4. Professional learning

Teachers 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](#). In instances where highly rated curriculum is not available, teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and will have an opportunity to provide feedback.

6. Notices and announcements

Teachers 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. School health and safety issues

The school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning. Security of school premises will be maintained. Visitors to the school will be required to check in upon entry and all members of the school community are expected to monitor visitors without badges and immediately report these instances to the main office or security desk.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

8. Staff dress code

Staff are asked to dress professionally for a school setting. Excessively casual clothing such as beach wear will not be permitted.

9. Class size

Efforts are made to ensure a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development and/or to support a school's specific model (e.g., co-teaching, dual language, etc.).

10. 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.

11. Family-teacher communication

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. Teachers may be required to regularly communicate with 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. Teachers are not required to respond to families outside of the working hours.

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

- TLT and leadership team utilized Ladder of Inference and ATLAS protocol with staff to review Winter MAP data.
- TLT and leadership team reviewed Mid-year Roadmap data: SQR, Teacher Insight Survey, and Family Feedback Survey with staff.
- TLT met with grade level teams in PLC to gather feedback on 2022-23 school wide structures, including school calendar and working conditions. Teachers shared ideas for 2023-24 improvements.

Priority 1

Selected Lever: Lever 2

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

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

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

2b Across classrooms, student work products and discussions demonstrate student ownership of the thinking.

Data: Only 44.2% of our students identified as Emerging Bilinguals or Exceptional Learners met projected growth on ELA Winter MAP and 57.4% of our Emerging Bilinguals or Exceptional Learners met projected growth on Math Winter MAP. SQR feedback indicates “there are too few planned occasions for students to demonstrate ownership over their thinking processes”.

Working Theory: Our data indicates student work products and discussion opportunities are inconsistent across classes. If Kiley Prep increases opportunities for students to demonstrate their thinking during core instruction and transition instruction from being student-centered to being self-directed, then students' outcomes and learning, particularly for emerging bilinguals and exceptional learners, will improve.

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

- Does the current instructional vision reflect your desire to see classrooms where students are ‘self-directed’?
- How do we define student ownership? Is it students monitoring and keeping track of their own progress or do we mean that students are doing the ‘cognitive load’ in the lesson - or both?
- What do these practices (student ownership) look like in classrooms now?
- What do teachers need to know and be able to do to have a class where students are demonstrating self-directed learning?
- What are the self- directed learning strategies that empower learners, and promote agency?
- How will we involve students in the process of receiving and issuing feedback through 1-1 student conferences or peer feedback?
- What ultimate goals can our community set to ensure that students are able to drive their own learning while owning their next steps?
- How will we share best practices across content and grade level teams?
- What is the best way to utilize the existing coaching cycle to provide teachers with support and feedback on the use of identified strategies?

Priority 2

Selected Lever: Lever 2

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

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

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

2.f. Data-Driven Instruction

Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real time to further student learning.

Data: Overall 50% of Kiley Prep students met projected growth targets for ELA Winter MAP. Only 32.1% of our 6th graders met projected growth targets. While overall 61.8% of our Kiley Prep students met Math Winter MAP projected growth targets. Only 47.5% of our 6th grade students met projected growth on Math Winter MAP. Our SQR data indicates that “across all classrooms, teachers do not yet consistently incorporate sufficient checks for understandings (CFU’s) nor collect sufficient data to then tailor instruction in real time and advance student learning”.

Working Theory: Our student outcomes indicate an urgent need to regularly incorporate checks for understanding and collect data through aggressive monitoring to tailor instruction in real time. We will make data collection efforts transparent to students when appropriate and create systems for students to receive consistent feedback on their progress in order for them to monitor their own development and take ownership over their learning (priority 1). If we leverage PLC time to ensure that teachers are planning for common student misconceptions and formulate questions that facilitate students’ thinking and discussion, we will make a positive impact on student outcomes.

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

- How will we coach teachers to arrive at strategies for addressing student knowledge, skills gaps, and needs in the classroom?
- What are the best ways to engage teachers in regularly planning for student misconceptions and incorporating CFU’s to ensure that key data collection moments are not missed?
- How can we leverage PLC time in order to analyze data that compares common errors on exams to common misconceptions and plan ahead for upcoming units of study?
- What structures can we establish in order to make data transparent to students (aggressive monitoring, exit tickets, summative assessments) to create a shared responsibility for learning?

Priority Levers Goals: Kiley Prep

Priority 1: Coherent Actions for Improving Assurances for Educational Equity.

Working Theory of Change: *Our data indicates student work products and discussion opportunities are inconsistent across classes. If Kiley Prep increases opportunities for students to demonstrate their thinking during core instruction and transition instruction from being student-centered to being self-directed, then students' outcomes and learning, particularly for emerging bilinguals and exceptional learners, will improve.*

Progress made thus far (synthesis from faculty):

- Teacher Leadership Team (TLT) gathered feedback from staff through surveys, professional learning communities (PLCs), and held TLT meetings around priority language and implementation.
- Teacher feedback indicates that the majority of students are able to self-advocate for basic needs, but still need to develop a deeper understanding of agency and ownership.
 - Currently the majority of students are able to ask clarifying questions, but need practice asking higher order thinking questions.
- Students have taken ownership of MAP scores.
 - The majority of students know their fall to spring scores and can articulate the purpose of MAP as a growth assessment.
- Leadership team has leveraged new learning and insights from Equitable Pathways to Leadership (EPL).
- The Plan-Do-Study-Act (PDSA) gathered data on the implementation and success of Think / Write / Pair / Share protocol that will be launched as a school-wide best practice to ensure consistency across grade levels for students to demonstrate their thinking.
- Grade level teams are launching the work of developing student ownership habits of character and habits of scholarship for each grade level.

Where we run into obstacles (synthesis from faculty):

- Novice educators within their first 3 years lack the classroom management skills necessary to feel confident in creating a more student centered learning environment. Educators articulated a need for more foundational classroom and behavior management strategies before releasing students to assume individual and group responsibility within a self-directed classroom.
- Educators articulated a tension between aligned curriculum scope and sequence and the integration of student choice in more authentic interest based projects.
- Learning walks and qualitative feedback indicate students struggle engaging in more challenging material during independent work time. Work avoidance antecedent behaviors often escalate during student productive struggle.
- Students' accountability of technology impacts the implementation of online curriculum.

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

1. **We need to develop an actionable and observable schoolwide mission and vision around student ownership that defines student directed and teacher directed experiences.**
 - a. Identify the self-directed learning strategies that empower learners, and promote agency.
 - b. Identify the learning walk tool we will use to monitor consistency and provide teachers with support and feedback on the use of identified strategies.
 - c. Identify and implement protocols to anchor PLC to ensure a system in which teachers share best practices across content and grade level teams.
2. **We need to continue to build stronger family partnerships that support and co-own Kiley Prep's school culture and student ownership vision.**
 - a. Further develop crew-family relationships to ensure transparency, understanding, and follow through around code of conduct, behavior expectations, and tiered behavior interventions.
 - b. Create partnerships with families around technology challenges that impede learning such as

- cellphones and appropriate laptop usage.
- c. Encourage family access to communication platforms such as PowerSchool and Schoology.
 - d. Regularly and consistently share NWEA MAP data with families.

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

- Share the instructional vision, common language, and best practices that promote student directed learning.
- Grade level teams identify the cognitively and developmentally appropriate student ownership “habits of scholarship”, and “habits of character” in order to explicitly teach, model, and provide feedback.
- Model, practice, provide feedback around schoolwide instructional best practices expected across all contents and grade levels.
- Identify the academic strategies to be explicitly taught and provide opportunities within the lesson for students to monitor understanding.
- Share outcomes of Plan-Do-Study-Act (PDSA) research and pilot program anchored in student discourse protocols to support students ability to demonstrate thinking.
- Content planning to identify opportunities to incorporate authentic student voice and self directed pathways within aligned curriculum.

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

Working Theory of Change: *Our student outcomes indicate an urgent need to regularly incorporate checks for understanding and collect data through aggressive monitoring to tailor instruction in real time. We will make data collection efforts transparent to students when appropriate and create systems for students to receive consistent feedback on their progress in order for them to monitor their own development and take ownership over their learning (priority 1). If we leverage PLC time to ensure that teachers are planning for common student misconceptions and formulate questions that facilitate students' thinking and discussion, we will make a positive impact on student outcomes.*

Progress made thus far (synthesis from faculty):

- Launched skills and standards based aggressive monitoring (clipboarding); exemplary teachers modeled and supported in the role out.
- Facilitated professional development for “checking for understanding”.
- Students can articulate their NWEA MAP growth from fall to spring.
- Positive teacher-student relationships motivated students to take ownership of academic outcomes.
- Created a positive, growth-oriented mindset around test taking and MAP growth as part of school culture.

Where we run into obstacles (synthesis from faculty):

- Inconsistency across contents and grade levels in utilizing checking for understanding, aggressive monitoring, and student feedback protocols.
- Teachers need professional development to better utilize “in the moment” classroom data from checks for understanding and aggressive monitoring.
- We need to develop a clear schoolwide protocol to ensure that teachers consistently plan for misconceptions in the lesson.
- Provide a transparent schoolwide system for providing students with feedback throughout the lesson so that students can self-monitor and track daily target mastery.

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

1. **We need to continue targeted professional development, modeling, and feedback on school wide aggressive monitoring, clipboarding, checking for understanding.**
 - a. Engage teachers in regularly planning for student misconceptions and incorporating checks for understanding to ensure that key data collection moments are not missed.
 - b. Leverage PLC time in order to analyze data that compares common errors on exams to common misconceptions and plan ahead for upcoming units of study.
2. **Establish structures in order to make data transparent to students (aggressive monitoring, exit tickets, summative assessments) to create a shared responsibility for learning.**

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

- Tying team building into the goals of Kiley Prep, creating a (psychologically safe) tight-knit community of teachers within the building.
- Weekly PLC “living the lesson” and “unit dives” to analyze standards in order to plan for skill gaps and misconceptions for tier 2, tier 3, Exceptional Learners, and Multi-Language Learners.
- Common planning time dedicated to identifying moments to “check for understanding” within the curriculum to support aggressive monitoring.
- Coaches model and teachers practice aggressive monitoring (plan the pathway, name the loop) so that teachers feel confident gathering in the moment data and providing specific feedback based on individual and common misconceptions.
- Provide opportunities for peer observation and learning walks so that teachers can observe school wide instructional best practices, but also internally monitor implementation and consistency across grade level and content teams