

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.



# **The Academy at Kiley**

**2023-24  
School Plan**



**Springfield Public Schools**  
**2023-2024 Student Calendar**  
**The Academy @ Kiley**  
**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** 7:20 AM - 3:05 PM (Mon - Fri); 7:20 AM - 4:20 PM (only on extended Tuesday's)

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: Half Day - Student Dismissal 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  
The Academy at Kiley  
180 Cooley Street, Springfield, MA 01128**



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**Teacher Hours** 7:20 AM - 3:05 PM (Mon - Fri); 7:20 AM - 4:20 PM (only on extended Tuesday's)

Aug 14-16: New Staff Orientation  
Aug 17-25: Teacher PD  
Aug 25: Convocation  
Aug 28: School Begins

August 2023				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
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- School Closed
- Staff Early Release at 11:35am
- Staff Early Release at 1:05pm
- Regular Day + PD until 4:20pm
- Full Day PD from 8:30am-3:00pm
- Student Early Release + PD until 4:20pm

**Educator Working Conditions: The Academy at Kiley****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.

**Important Note:** Newly hired Academy at Kiley staff will be required to attend “new staff orientation” Academy at Kiley on August 14<sup>th</sup>, 15<sup>th</sup> & 16<sup>th</sup> from 9:00am - 3:00pm and will be paid at an hourly rate of \$36.61/hour for a total of 18 hours.

			Grades 6-8		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:20 AM	3:05 PM	7:45
2.	Regular Day + PD (Tuesday)	Regular Day + Extended Day PD	7:20 AM	4:20 PM	9:00
3.	Half Day	Staff Early Release	7:20 AM	11:35 AM	4:15
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30
5.	Early Release for Students and Staff	Staff Early Release	7:20 AM	1:05 PM	5:45
6.	Early release and PD extended day	Student Early Release + PD	7:20 AM	4:20 PM	9:00
7.	Summer PD #1 (pre-Aug 22)	Summer PD	8:30 AM	3:00 PM	6:30

**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 21<sup>st</sup>, 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 21<sup>st</sup>**

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

## B. Other Events *on or After* August 21<sup>st</sup>

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Orientation/Family BBQ	August	2
Open House	October	2
Parent Conference # 1	November	2
Parent Conference # 2	February	2
Parent Conference # 3	varies	3
School Celebrations	TBD	5
<b>TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23</b>		16 hrs

### Part III: Total educator hours

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

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

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	13	1460	15	1488	191

## 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;
- 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; and
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes.

## 3. Additional staff duties

### A. During the Workday

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that

the Principal and the TLT have determined are necessary to fulfill the school's mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

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

**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. After School Support for Students**

Teachers may work after school each week to provide after school help to students. If teachers decide to provide after school tutoring, it would need prior approval by the building's Principal, and educators will be paid at the contractual hourly rate. Clubs and afterschool support are encouraged.

### **4. Professional learning**

All staff are required to participate in professional development activities and/or GLTs and Content Team meetings, 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.

### **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 ripped jeans, revealing clothing, beach wear, and flip flops is not 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 make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via Class Dojo, email, phone or in-person meetings throughout the school year. Teachers are not required to respond to families outside of the work week.

## **12. Grading**

If an assignment is not turned in, teachers score it as a 35 and mark it as "Missing" and/or "Absent" (as fits the situation) using the UC codes. If assignment is turned in/completed and is not passing quality, the lowest grade assigned is a 35. Full grading policy can be found in the handbook.

## **13. Handbook**

In addition to the topics named in Zone guidance the handbook will list policies regarding behavior management practices, common structures, crew policies, Staff responsibilities and Expectations, Conditions for Success, Grading, and Absence + Substitute Procedures. Staff will receive a handbook during PD week in August. The Handbook is a live document, and any changes made to it throughout the year will be voted on in TLT prior to being implemented.

## School Priority Levers Form: The Academy at Kiley

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

- Review of working conditions, priorities and all mid year data by TLT, that was shared in GLT
- SQR report and MAP data shared with staff

## Priority 1

### Selected Lever: Level 2

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

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback Systems 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?

**Data:** The Academy at Kiley will focus on increasing student achievement for students across all grade levels and subjects by ensuring that all instructional staff effectively implement a high-quality, standards-aligned, and strategy-based curriculum grounded in a cohesive instructional focus that builds student stamina, mastery of content-specific skills and criticality.

Average scaled scores are 18-23 points below the state target of 500, an increase from the previous school year. Student growth percentile scores increased from the previous year but in some groups were still 20 points below the 30% target. Classroom structures and consistency of teaching grade-level standards during core instruction did increase student scores and helped to start to close the achievement gap, and a continuing focus on this will show additional improvement. Additionally, a named area of focus during the SQR visit was Educator feedback systems. Most teachers stated that they received less than 3 observations and pieces of feedback by the time of the SQR visit. Although we were above the zone average in Observation and Feedback on the Teacher Survey, We saw a .4 point dip from the previous school year. We have a largely new staff who are either new to the curricular materials we use and/ or new to the teaching profession as a whole. Of the 29 direct instructors, more than 60% have taught 3 years or less.

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 06 - ENGLISH LANGUAGE ARTS	14	41	0	8	14	33	42	36	44	22	108	100	477	47	92	10
GRADE 06 - MATHEMATICS	8	42	0	5	8	37	47	43	45	15	106	98	474	30	92	5
GRADE 07 - ENGLISH LANGUAGE ARTS	24	41	0	5	24	36	45	40	31	19	84	100	482	53	79	20
GRADE 07 - MATHEMATICS	19	37	1	7	18	31	51	44	30	19	83	99	482	56	78	26
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	18	41	0	6	18	35	43	42	39	17	192	100	479	50	171	8
GRADES 03 - 08 - MATHEMATICS	13	39	1	6	12	33	49	43	39	17	189	99	478	42	170	10

**Working Theory** We believe that the fastest way to develop all staff is with regular feedback and coaching that addresses both content knowledge and pedagogy as well as classroom management and building relationships. If all educators receive timely feedback that is aligned to their practice, and tied to the school vision, student achievement will improve.

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

- How does the instructional vision currently drive feedback and coaching at the Academy at Kiley?



- Funding: What funds are available to provide staffing for this?
- How can we use the schedule to allow for more vertical time ( dedicated observation blocks)
- Sustainability : How do we leverage growing leaders in the building and help them to expand their impact
- What structures can we put in place this year to provide teachers and teams with more feedback.
- Are there some content areas/ grade levels that need more support than others?
- *How does the instructional vision currently drive feedback and coaching at the Academy at Kiley?"*

## Priority 2

**Selected Level: Level 3**

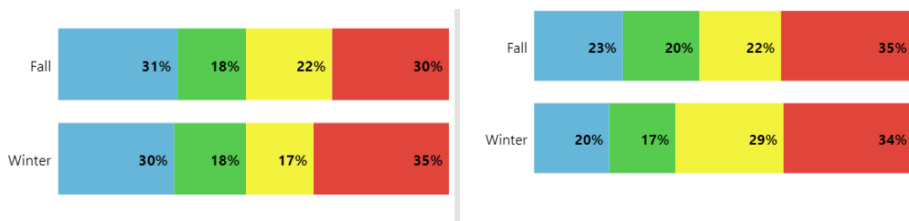
**Text of Level:** : Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

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

Attendance data shows a 37.3% Chronically Absent rate, with data showing a 41% and 43.1% chronically absent rate in 6th and 7th grades respectively. MAP data shows that around a third of students are entering in Tier 3, and that number is not decreasing throughout the year. This year we developed a very strong Special Ed Team, and as such, exceptional learners are showing more growth than non-exceptional learners. While there are tiered supports for struggling readers, the current model does not support the immense need in the building (ex there is space for 20% of students to receive targets tier 3 instruction in 7th grade, but around 33% of students may require it)

Language Arts:

Math:



**Working Theory:**.. If we increase access to tiered supports through staff training and regular embedding in core classes, and provide targeted supports to families of students who are chronically absent, student achievement will improve.

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

- To what extent are teachers using the available resources ( MAP accelerator, Amplify Reading) to support student growth
- What existing structures can be leveraged to support teacher capacity to respond to data effectively
- Outside of medical reasons, what are the biggest barriers to student attendance

## Priority 3

**Selected Level: Level 4**

**Text of Level:** Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

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

**Data:** There have been 96 suspensions thus far this school year, while this is a decrease from last school year, it is still a significant amount. A strengthening of our behavioral intervention system, with a specific focus on restorative practices, paired with our other priorities will help to limit these behaviors and increase positive outcomes for students. Also, the SQR

visit named that we were “Developing” in our partnerships and relationships with family. In addition to the family survey results there was a 5% decrease in students' desire to come to school, and slight decreases in perception of students receiving challenging work, and providing opportunities that will support students in the future. **SQR report rates us as ‘established’ in Safe, Trusting, and Inclusive School Culture (4b), but it is still named as an area of Focus, particularly in the way we leverage crew and other ‘non-academic’ times to build student and staff rapport as well as a sense of community.**

**Working Theory:** If we develop a culture of achievement within our school community by strengthening our partnerships with families and the community as well as focusing on integrating the four pillars of the habits of scholarship: respect, responsibility, perseverance and quality, then we will build student ownership of their learning and growth, improving students' self esteem. This focus will be integrated into our communication with families as well as core content through character learning targets and supported through our school events, morning crew, enrichment programs, and student reset system.

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

- How do families get on dojo?
- What structures are in place to support families, and invite them into the school community?
- How many families are already engaged with us with our current communication plan?
- Which would have a bigger impact on student success: intentional team building, building student and staff capacity to have student led conferences?

## Priority Levers Goals: The Academy at Kiley

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

**Working Theory of Change:** *We believe that the fastest way to develop all staff is with regular feedback and coaching that addresses both content knowledge and pedagogy as well as classroom management and building relationships. If all educators receive timely feedback that is aligned to their practice, and tied to the school vision, student achievement will improve.*

**Progress made thus far (synthesis from faculty):**

- This year we have been adapting the curriculum to meet the needs of students, as well as creating tools to help streamline processes in the Special ED process.
- We have made sure that PD has been relevant to the students and front of us and their as well as our needs.
- We have provided additional vertical team time, and there has been some tiered coaching support.

**Where we run into obstacles (synthesis from faculty):**

- In the beginning of the year we struggled with timely access to curricular materials, and throughout the year we have struggled to support chronically absent students.
- Due to staffing changes, not all teachers have received regular feedback on their instruction.

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

1. **We need to have meaningful feedback for teachers that meets them at their level.**
  - a. How can we leverage our existing teacher meeting times to better develop teachers?
  - b. Where are the gaps in existing informal feedback?
  - c. What does meaningful feedback mean to staff?
  - d. How do we measure the effectiveness of teacher supports?
  - e. How do we ensure that all teachers receive the supports that they need?
2. **We need supports to develop and retain Early Career Teachers.**
  - a. What are school specific supports that new teachers need to thrive?
  - b. What should first- year teacher training include( what skills/ beliefs/ processes do new teachers need to have in order to be successful)?
  - c. How do we decide what supports teachers need?
  - d. How do we ensure that teachers new to the building/ district know how to navigate school/district specific programs ( powerschool, schoology,) if they come in the middle of the school year, or the beginning of the year?

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

- Universal design for learning PD.
- Additional content-specific PD.
- Mentor set up and introductions.
- Access to curricular materials.
- PD on school systems for new teachers as well as mentor setups.

**Priority 2:** Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.

**Working Theory of Change:** *If we increase access to tiered supports through staff training and regular embedding in core classes, and provide targeted supports to families of students who are chronically absent, student achievement will improve.*

**Progress made thus far (synthesis from faculty):**

- There has been a lot of support for reading, many students have tested out of tier III reading intervention, and some have tested out of math intervention as well.
- Having designated instructors for intervention/ extension classes, as well as having a set structure for intervention classes has been useful.
- Content Teams have also worked together to make adjustments and additions to core curriculum to better meet the needs of students as identified through NWEA MAP and pre unit assessments.

**Where we run into obstacles (synthesis from faculty):**

- The current tier 1 intervention, Amplify, is not meeting the needs of students or teachers. The sheer need for tier 3 reading support has meant that there is not enough room in intervention classes.
- The program leveled literacy intervention (LLI) has not been meeting the needs of our students, who are demonstrating an inability to decode words.
- Other obstacles have included a lack of key staff in ESOL and intervention.

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

1. **We need to improve student access to grade level material.**
  - a. Where can teachers receive lesson-level feedback on differentiation?
  - b. How do we build the capacity of educators to differentiate for the students in front of them?
  - c. Can all staff go to a reading intervention training? (Just Words)
  - d. How can we improve communication between core and intervention teachers?
2. **Decrease Chronically absent students by 15%.**
  - a. What supports are available for chronically absent students?
  - b. What are the main reasons for student absences?

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

- Just Word's training for all ELA/ Intervention staff.
- Content and curriculum-specific PD.
- Effective ways to differentiate within the curriculum.

**Priority 3:** Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

**Working Theory of Change:** *If we develop a culture of achievement within our school community by strengthening our partnerships with families and the community as well as focusing on integrating the four pillars of the habits of scholarship: respect, responsibility, perseverance and quality, then we will build student ownership of their learning and growth, improving students' self esteem. This focus will be integrated into our communication with families as well as core content through character learning targets and supported through our school events, morning crew, enrichment programs, and student reset system.*

**Progress made thus far (synthesis from faculty):**

- Using grade-level teams (GLTs) to aid student success, as well as grade-level content team meetings.
- Having a crew for every student.
- Earn events in the first few months of school.

**Where we run into obstacles (synthesis from faculty):**

- Common expectations from families and school.
- Common expectations for shared spaces and communal spaces.
- Student esteem and agency.
- Communication at critical junctures such as field trips and earned initiatives.

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

1. **We will improve students' self-esteem by building ownership of their learning and growth.**
  - a. How can we leverage expanded crew time?
  - b. What school-wide routines need to be in place?
  - c. Where are spaces that we can put student voice and experiences at the forefront (featured in crew lessons and family newsletters, school's social media etc.)?
2. **We need to improve our relationships with families and the community.**
  - a. Can we reach at least 90% of families on ClassDojo?
  - b. How can we change the perception of the school with our current families?
  - c. What would we need to do, to have a more effective community engagement team?
  - d. What is a reasonable goal for family engagement?
  - e. What prevents families from coming to events?

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

- Conflict resolution, peer mediation and restorative justice practices.
- Reset system and relationships.
- Expectations for shared and communal spaces.