

This SY' 24-25 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.



# **Academy at Kiley**

## **2024-25 School Plan**

## Educator Working Conditions: 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” at Academy at Kiley on August 14th, 15th and 16th 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	3:08 PM	7:48
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	3:00 PM	7:40

#### 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 24-25 is August 19<sup>th</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 19<sup>th</sup>

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/19/24</b>		0 hrs

**B. Other Events on or After August 19<sup>th</sup>**

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Orientation/Family BBQ	August 22nd	2
Open House	October 2024 ( exact date TBD)	2
Parent Conference # 1	November 2024 ( exact date TBD)	2
Parent Conference # 2	February 2025 ( exact date TBD)	2
Parent Conference # 3	Varies- determined by GLT	3
School Celebrations	Various dates throughout year	4
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24</b>		15 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
<b>Gr. 6-8 Staff Hours</b>	0	1463.36	15	1478.36	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;
- 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:

- 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
- Be a participating member of a committee that focuses on a school priority or event

**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, if this brings their self-directed time to under 350 minutes per 10 days.**

#### **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.

#### **14. 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 09/3/2024.



**Springfield Public Schools**  
**2024-2025 Student Calendar**  
**The Academy @ Kiley**  
**180 Cooley Street, Springfield, MA 01128**



**Student Hours** 7:25 AM - 3:06 PM ; see calendar for additional special student early release days

**Teacher Hours** 7:20 AM - 3:08 PM (Mon - Fri); 7:20 AM - 4:20 PM (only on extended Tuesday's)

<p>Aug 26: School Begins</p> <table border="1"> <thead> <tr><th colspan="5">August 2024</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	August 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	30	<p>Feb 14: Early Release at 1:05pm</p> <table border="1"> <thead> <tr><th colspan="5">February 2025</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </tbody> </table> <p>Feb 17: Schools Closed - Presidents Day</p> <p>Feb 18 - 21: Schools Closed - Mid-Winter Vacation</p>	February 2025					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
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**Springfield Public Schools**  
**2024-2025 Staff Calendar**  
**The Academy at Kiley**  
**180 Cooley Street, Springfield, MA 01128**



**Student Hours** 7:25 AM - 3:06 PM ; see calendar for additional special student early release days

**Teacher Hours** 7:20 AM - 3:08 PM (Mon - Fri); 7:20 AM - 4:20 PM (only on extended Tuesday's)

Aug 14-16: New Staff Orientation (9am - 3pm)

Aug 19-23: Teacher PD

Aug 23: Convocation

Aug 26: School Begins

August 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	30

Feb 14: Student & Staff Early Release at 1:05pm

Feb 17: Schools Closed - Presidents Day

Feb 18 - 21: Schools Closed - Mid-Winter Vacation

February 2025				
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

Sep 2: Schools Closed - Labor Day

Sep 3: Schools Closed - Teacher PD Day

September 2024				
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				

Mar 18: Student Early Release at 1:05pm / Teacher PD until 3:00pm

March 2025				
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				

Oct 11: Student & Staff Early Release at 1:05pm

Oct 14: Schools Closed - Indigenous People's Day

October 2024				
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	

Apr 17: Student & Staff Early Release at 1:05pm

Apr 18: Schools Closed - Good Friday

Apr 21: Schools Closed - Patriots Day

Apr 22-25: Schools Closed - Spring Vacation

April 2025				
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		

Nov 5: Schools Closed - Teacher PD Day (Election Day)

Nov 11: Schools Closed - Veterans Day

Nov 26: Student & Staff Early Release at 1:05pm

Nov 27 - 29: Schools Closed - Thanksgiving Vacation

November 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

May 23: Student & Staff Early Release at 1:05pm

May 26: Schools Closed - Memorial Day"

May 2025				
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

Dec 20: Half Day - Student Dismissal at 11:35am

Dec 23 - 31: Schools Closed - Holiday Vacation

December 2024				
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			

Jun 19: Schools Closed - Juneteenth Day

Jun 23\*: End of School Year - Early Release for Students & Staff

June 24\*: School Closed for Students; Teacher PD Day

June 2025				
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				

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

Jan. 6: Schools Closed - Teacher Professional Day

Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

Jan 24: Student and Staff Early Release at 1:05pm

January 2025				
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

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

- School Closed
- Staff Early Release at 11:35am
- Staff Early Release at 1:05pm
- Regular Day + PD until 4:20pm
- Full Day PD from 8:30am-3:00pm
- Student Early Release/ Staff until 3:00pm

## School Priority Levers Form: Academy at Kiley

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

- Survey of all staff
- Jigsaw of data
- Presentation and Discussion of adjustments with grade-level teams led by TLT rep

## Priority 1

### Selected Lever: 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 working theories of what needs to improve to drive better results?

#### Data:

- In the SQR report the majority of subsections in this priority were scored as developing. According to our SQR report, both suggested areas of focus lie in this lever, due in part largely to classroom observations and the teacher focus group. “ In addition, some lessons still lean on instructional strategies that run counter to the instructional vision. In four of the seven core classrooms observed, for example, teachers relied on a teacher-to-student-to-teacher questioning pattern as a primary instructional strategy. Often the questions that students were asked to respond to required only “recall” (a cognitive process on the lowest level of Webb’s “Depth of Knowledge” framework).In these classes, students volunteered or called out responses rather than being called on by teachers. Most questions were answered by a few eager student volunteers, leaving it unclear whether most students were doing the thinking work of formulating a response. Evidence from the SQR school leader and teacher panels suggests that, while teachers know what the instructional vision says on paper, there is not clarity on what key parts of the vision look like in action.
- On the MCAS, the average student growth percentile was a 45 in ELA and 42 in math in 2023, with scaled scores of 475 and 473 respectively. There is still significant work to be done in increasing student achievement and growth in both math and ELA.
- In MAP growth has dropped 2-3 points each year since 21-22 in reading , and math has hovered in the mid 50s ( 52, 57, 54). From winter to spring the dips in ELA are even more significant, dropping at least 6 pts each year, but increasing in math ( 58, 59, 63). There was a dip last year in fall to spring in reading ( 6 points) but it has steadily increased in math (36, 54, 63). For comparison in meeting growth from fall to winter we are 1 pt above the zone in language arts ( 48-47) and 3 points below in math ( 54-57) , However in winter to spring, we outpaced the zone by 1 pt in ELA last year and 10 pts in math,

**Working Theory:** We believe that the low scores are in part due to a disconnect between current instructional practices and practices articulated in our instructional vision and common approaches to practice. We continue to 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, in addition to a clear focus on what it looks like to center student voice and ownership of their thinking. 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?



- Is there a difference in the growth and achievement from students in classes with teachers that have taught at Kiley Academy/ DKK for more than one year versus those that were new to the school?
- Will the changes in the ELA curriculum lead to more growth in reading?
- What type of supports do instructors need with applying the decolonizing strategies to their respective curriculums?
- Are there partners that support coaching and development of teachers/ instructional leaders?

## Priority 2

### Selected 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 working theories of what needs to improve to drive better results?

#### Data:

- The chronic absenteeism rate is higher than the zone average. There was a 7.1 gap between the schools in the zone and Kiley Academy which increased to a 7.8 gap . Last year the chronic absenteeism rates jumped in the winter and dipped back down from January to June from , 33.5 on 10/1, 35.8 on 1/15 to 29.5 on 6/15. In comparison this year we were at 28.7 on 10/1 and 38 on 1/15.
- Although 3c was listed as a strength in our SQR report, we were listed as developing in 3a, 3d, 3e, and 3f.
- Overall achievement of entering students is low according to the MAP assessment, with almost half of students being in the 20th percentile of achievement or lower in math in 6th, 7th, and 8th grade ( 48, 59, 46) and almost a third of students in reading ( 26, 36 and 25 ) at the start of the year. Upon further analysis of the MAP data we noted that while generally achievement was directly correlated to attendance, overall growth for students was not correlated to attendance, and our students with 90% attendance or higher tended to show less growth, suggesting that the quality of instruction and intervention is as much at play as attendance.

**Working Theory:** If we continue to provide access to tiered supports through staff training and regular embedding in core classes, provide targeted supports to families of students who are chronically absent, have a dedicated set of staff that focus on SEL and Attendance needs, and include an SEL screener to our intervention assessments, student achievement will improve.

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

- What reading intervention exists for tier III for students who require it after completing Just Words?
- What supports are necessary within the core to support all students with accessing grade level material
- Is there a difference in growth for those students who received tier 3 intervention in math/ELA vs those who did not?
- Is there an impact on attendance for those students who participate in any of the afterschool programs? ( sports, mentoring, kickboxing, ballers?)
- What is the impact of our current earn it and school-wide behavior management system?
- What is the student perspective on absences and the importance of attendance?
- Are there supports for students/ families who are missing school due to inconsistent district-provided transportation?
- Is there a difference in growth / achievement for those students in math enrichment?

**Priority Levers Goals: Academy at Kiley****Priority 1: Coherent Actions for Improving Assurances for Educational Equity**

- a. Instructional Leadership for Equity
- b. Curriculum and Instruction
- c. Feedback Systems for Building Educator Capacity
- d. Professional Learning and Collaboration

**Working Theory of Change:** We believe that the low scores are in part due to a disconnect between current instructional practices and practices articulated in our instructional vision and common approaches to practice. We continue to 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, in addition to a clear focus on what it looks like to center student voice and ownership of their thinking. 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):**

- Professional Development that provided concrete look-fors on student ownership.
- Frequent observations of staff members.
- We have implemented feedback and there have been frequent observations of staff members.
- Paired newer staff with mentor teachers.
- Allotted content time for teachers to collaborate with one another and strengthen their instructional practices with direct feedback from admin, including support on differentiation and scaffolding techniques.
- Vertical time has helped ground goals for content teams.
- Professional Development on Scaffolds.
- Expanded Instructional Leadership Team.
- Deep Dive into Instructional vision and Common Approaches to Practice during August PD.
- Partner with Dr. Harris.
- Sign up all new teachers to work with the SEZP mentor/ induction program.
- Create a New Teacher Team.
- Begin an Instructional Leadership Team with focus on understanding the instructional vision and aligning feedback and support to teachers.
- Use a common data analysis tool across the building to analyze and respond to student outcomes.
- Group of 6 style PD works.

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

- Lack of reinforcement of the common approaches to practice/ how feedback was related to the common approaches of practice.
- Lack of clarity on how action steps/ professional development relate to each priority.
- Not enough time to practice new learning.

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

1. **Educators will know what instructional practices lend themselves to GLEAM instruction as listed in our instructional vision.**
  - a. To what extent do teachers understand how each section of the CAP relates to our instructional vision?
    - i. Academic Discourse
    - ii. Clear and Rigorous Expectations
    - iii. Precision of Language and Ideas
    - iv. Student Product
    - v. Rigorous Task
    - vi. Student Accountability and Feedback

- b. What are the best ways to ensure that teachers can implement the practices delineated in the CAP?
  - c. How much of the disconnect is related to lack of supportive feedback and practice post-initial professional development?
  - d. How much time is there during year-long PD to dedicate to practicing instructional moves?
  - e. What would be the learning trajectory of the instructional moves?
  - f. What are strategies that can shorten feedback rounds from teacher to student?
  - g. How can we leverage learning walks?
2. **Educators will utilize consistent routines that help support student discourse and a positive classroom culture.**
- a. What needs to be consistent in each part of a lesson?
    - i. Independent Practice Expectations
    - ii. Group and Partner Expectations
    - iii. Whole Group Discussion Expectations.
      1. What soft skills are we trying to develop during each of the aforementioned times?
  - b. What training needs to happen in order to fully utilize Kickboard?
  - c. How can Kickboard be used to support development of soft-skills in classes ( collaboration, integrity, critical thinking etc)
  - d. How can we build trust in the beginning of the school year?
  - e. What questions/ techniques should teachers use starting in the beginning of the school year to support student thinking?

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

- More Content specific PD.
- Appropriate adjustments to curricula.
- Classroom Management strategies.
- Time for lesson planning and intentional SEL techniques that will be implemented across all classes.

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

**Working Theory of Change:** If we continue to provide access to tiered supports through staff training and regular embedding in core classes, provide targeted supports to families of students who are chronically absent, have a dedicated set of staff that focus on SEL and Attendance needs, and include an SEL screener to our intervention assessments, student achievement will improve.

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

- The Parent Facilitator has made significant efforts to reach our most chronically absent students.
- Implementation of student experience surveys.
- Scheduling parent conferences that discuss attendance.
- Counselor-created SEL binder.
- Using the Atlas protocol to analyze data.
- Utilizing grade-level deans to support students and staff, weekly updates from deans on behavior/ culture challenges.
- More restorative conversations with the teacher after the student has been removed.
- Proactive moves from staff to prevent problems before they escalate.
- Mediations with students in conflict.
- August PD sessions on support for English language learners, support for students with disabilities, dedicated vertical/ grade level time to review interventions, training on the STAT process.
- Partner with the SEZP literacy group to send an ELA team to Literacy training.
- Send all Reading teachers to Just Words Training.
- Hire a Dean of Intervention to manage interventions for students.
- Regular feedback on lessons based on the CAP, either individually or during vertical meetings.

- Train staff on Edmentum, which was selected by the ELA team at the end of last school year.
- Analyze and put supports in place for students with chronic absenteeism ( Culture Team).
- Have a dedicated staff member ( Family Engagement Coordinator) to provide outreach to families of students struggling with attendance.

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

- SEL practices should be reviewed earlier in the school year.
- Lack of effective strategies to address chronic absenteeism.
- Lack of effective parent engagement with struggling students.
- Attendance in winter months.
- Inexperienced staff.
- Motivating the unmotivated student.
- Differentiating for students with mixed abilities and language skills has been challenging, as well as using assessment data to inform better practice.

**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. How do we build the capacity of educators to differentiate for the students in front of them?
  - b. What is the desired timeline for students to exit interventions?
  - c. How can Applied Learning experiences help accelerate learning?
2. **We need students' SEL needs to be directly addressed starting in the beginning of the school year, we need to measure the impact of our interventions on students throughout the year.**
  - a. How will the addition of SEZP student services impact our tier 2 and 3 students?
  - b. What tools do educators have the capacity to implement?
  - c. What will be the impact of having two different partners for in-school therapy?
  - d. How can the HSA be used to support students and families?
  - e. How do we help students' perception of safety (emotionally/physically) while at school?
3. **Decrease Chronically absent students by 15%.**
  - a. What supports are available for chronically absent students?
  - b. What are the main reasons for student absences?
  - c. How do we involve more parents?
  - d. How can we leverage crew leaders to support attendance initiatives, especially at the start of the year?
  - e. How can we empower educators to implement strategies for students who are experiencing chronic absenteeism?

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

- CPI training for staff to help de-escalate situations.
- A session on "motivating the unmotivated student".
- The issues behind the chronic absenteeism and how to address/combat them.
- Best ways to connect with families.
- Set up our classrooms using the handbook for guidance.
- Mandated Reporter 51A training.
- Social-emotional learning and implementing tools in the classroom.
- Restorative justice conversations.
- Trauma-Informed Practices.
- Cross-Content questions to ask students during discussions to help build a trusting student environment.

**Phase II - Summer Learning Plan: Academy at Kiley**

**SEZP's Summer Learning Design Principles:**

1. Focuses on equity and develop 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 and enrichment
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Provides high schools with the opportunity to offer foundational courses for credit
8. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
9. 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

**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 2024 Learning Plan for: Academy at Kiley	
INITIAL SUMMER PLANNING	
<b>Design Team Members</b>	<ul style="list-style-type: none"> <li>● Imani Hines-Coombs</li> <li>● Emma Sanchez</li> </ul>
<b>Summer Plan Vision</b>	<ul style="list-style-type: none"> <li>● Focus supports to students have demonstrated a need for additional support, based on chronic absenteeism and those who have failed either math or ELA.</li> <li>● Also provide enrichment experiences and SEL supports to all students who attend, but a focus on supporting the transition from elementary to middle school for incoming 6th graders, targeting students who may be one of only a few who are coming from their school.</li> </ul>
<b>Summer Plan Logistics</b>	<ol style="list-style-type: none"> <li>1. Dates of Summer Academy: - 7/8 - 8/1</li> <li>2. Type of Program: Early Start &amp; Extended Year</li> <li>3. Days per week: Monday- Thursday</li> <li>4. <b>Student</b> Start Time: 8:00 AM</li> <li>5. <b>Student</b> End Time: 1:30 PM</li> <li>6. Lunch Time (e.g., 12:30 - 1pm): 11:40- 12:15</li> <li>7. Estimated # of Students: 90</li> <li>8. Total # of Classrooms Needed: 6</li> <li>9. Shared Facility Needs: gym, cafeteria, auditorium</li> <li>10. IT Programs/Apps Needed: MAP accelerator and Edmentum</li> <li>11. Coordinator(s) Name(s): James Brown-Martin</li> </ol>
<b>Targeted Student Population and Total Projected Enrollment</b>	<ul style="list-style-type: none"> <li>● Incoming 6th graders who were 2 or more grade levels below on the spring iReady assessment</li> <li>● Incoming 6th graders who are coming from an elementary school with low enrollment ( 1-3 students assigned)</li> <li>● Rising 7th and 8th grade students who had a failing grade in math or ELA for the school year</li> <li>● Students who are in need of tier 3 reading or math intervention as based on MAP W/inter and Spring MAP assessment.</li> <li>● Rising 7th and 8th graders who were labeled as chronically absent</li> </ul>

	<ul style="list-style-type: none"> <li>Incoming 6th graders with 10 or more absences ( if data is available)</li> </ul>																				
<b>Proposed Summer Partnerships (Student or teacher-facing)</b>	<ol style="list-style-type: none"> <li>Name: Elms College Role: Reading Intervention</li> <li>Name: Boy Scouts Role: Enrichment</li> <li>Name: Ballers Role: Enrichment</li> <li>Name: American Sign Language Role: Enrichment</li> </ol> <p><i>*Note that these partners are dependent on whether we receive grant funding for the community partners. If we cannot work with them, we will have staff complete enrichment with students.</i></p>																				
<b>Family Communication and Recruitment Planning Action Steps</b>	<ul style="list-style-type: none"> <li>Send invitations with 3rd quarter report cards, and 4th quarter progress reports.</li> <li>Send an invitation to all incoming sixth graders with a welcome letter from admin and grade level dean and counselor.</li> <li>Complete meet and greets at elementary schools that have high enrollment (White St, Brunton, Bradley, Harris)</li> <li>Use the summer team to make targeted phone calls to families to get them registered.</li> </ul>																				
<b>After Recruitment Steps</b>																					
<b>Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?</b>	<ol style="list-style-type: none"> <li>Direct reading instruction supported by the science of reading ( i.e. Just Words , Wilsons, or SIPs)</li> <li>Direct math instruction focused on Number sense and fluency standards (multiplication and division of rational numbers)</li> <li>3. A connection to the school community, and support of their Social-Emotional well- being</li> </ol>																				
<b>Family and Student Communication Action Steps - once students have accepted</b>	<ul style="list-style-type: none"> <li>Starting in the 4th quarter, phone calls and dials to families to get them enrolled and confirmed for summer school. ( assign staff dedicated to this)</li> <li>Follow up with confirmation to families.</li> <li>Once Bus rosters are posted, sharing with families</li> <li>Creating a Summer School list for School Messenger, send calls and texts the day before, 1 week out, 2 weeks out, and 3 weeks out.</li> <li>Add information to the school website.</li> </ul>																				
<b>Staffing Plan</b>	<table border="1"> <thead> <tr> <th>Staff Name</th> <th>Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td>James Brown-Martin</td> <td>Coordinator</td> </tr> <tr> <td>TBD</td> <td>Reading Intervention</td> </tr> <tr> <td>TBD</td> <td>Reading Intervention</td> </tr> <tr> <td>TBD</td> <td>Reading Intervention</td> </tr> <tr> <td>Michelle Mudgett</td> <td>Math Intervention</td> </tr> <tr> <td>Caryn Normand</td> <td>Math Intervention</td> </tr> <tr> <td>Diana Christopher</td> <td>Math Intervention</td> </tr> <tr> <td>Garfield Weston</td> <td>Student Support &amp; Enrichment</td> </tr> <tr> <td>TBD</td> <td>Student Support &amp; Enrichment</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	James Brown-Martin	Coordinator	TBD	Reading Intervention	TBD	Reading Intervention	TBD	Reading Intervention	Michelle Mudgett	Math Intervention	Caryn Normand	Math Intervention	Diana Christopher	Math Intervention	Garfield Weston	Student Support & Enrichment	TBD	Student Support & Enrichment
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<b>Final Program Schedule</b>	Monday - Thursday 8:00-8:30 Breakfast 8:35-9:35 - Academic Block 1 9:37-10:37- Academic Block 2 10:39-11:39 - Intervention Block 11:40 -12:15- Lunch 12:15- 2:00 -Enrichment
<b>Name and contact information for questions over the summer</b>	<ol style="list-style-type: none"> <li>1. <b><i>Primary</i></b> Contact Name: Coordinator- James Brown-Martin  Primary Contact Email: brown-martinj@springfieldpublicschools.com  Primary Contact Phone: (413) 252-6029</li>   <li>2. <b><i>Backup</i></b> Contact Name: Imani Hines-Coombs  Backup Contact Email: hines-coombsi@springfieldpublicschools.com  Backup Contact Phone: (413) 206-6462</li> </ol>

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

- a. Instructional Leadership for Equity
- b. Curriculum and Instruction
- c. Feedback Systems for Building Educator Capacity
- d. Professional Learning and Collaboration

**Goals for Priority 1:**

- 1. Educators will know what instructional practices lend themselves to GLEAM instruction as listed in our instructional vision.
- 2. Educators will utilize consistent routines that help support student discourse and a positive classroom culture.

**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?):**
  - Vision setting and alignment
  - Use of Kickboard to support behavior
  - SEL strategies from CPI trainers
  - Group of 6 on Precision of Language & Student Accountability and Feedback
  - Classroom Systems for Success : Routines and Visuals to support student learning
  - Content Specific PD on Academic Discourse: Talk Moves and Thinking Routines
- 2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - Applied Learning Leadership Institute (ALLI)
  - Project Zero
  - Democratic Knowledge Project
  - DESE & Investigating History
  - Open SciEd
- 3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Strengthen authentic discourse in all classes ( warm-calling and strategic selection, providing supports for peer to peer discourse).
    - Fall: Trusting Environment & Strong Classroom Support Structures
    - Winter: Taking academic risks - Thinking Routines to support deeper learning and discourse
    - Spring: Showing what you know with confidence
  - Trauma Informed Practices: Continuation from 23-24 school year, ongoing series.

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

Task	Owner
Use ALLI to develop instructional resources and practices that will support all teachers.	ALLI Team
Focus on one section of Common Approaches to Practice (CAP) to align practices on : Academic Discourse	ILT



In ILT use videos of instruction to calibrate and align on the specific instructional moves that result in deeper learning, as related to Academic Discourse.	ILT
Create Observation schedule that ensures that teachers receive feedback on their instruction at least once every two weeks minimum	ILT
Track using 3:1 positive : corrective interactions in Kickboard.	Culture Team
Use kickboard data in weekly meetings to track interventions	Culture Team
Use a consistent look-for guide for observing and providing feedback on student discourse, both whole group and peer- to – peer	ILT
Use Handbook aligned look-for guide for classroom environment walkthroughs	Culture Team

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

**Goals for Priority 2:**

1. We need to improve student access to grade-level material.
2. We need students’ SEL needs to be directly addressed starting in the beginning of the school year, we need to measure the impact of our interventions on students throughout the year.
3. Decrease Chronically absent students by 15%.

**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?):**
  - De-Escalation Techniques
  - Freckle
  - Crew as supportive relationship
  - Parent Communication
  - MAP Accelerator
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - SEZP Student Services
  - Dr. Towanda Harris
  - COEBE
  - PBL Works
  - Crisis Prevention Institute ( CPI)
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Ongoing development of Applied Learning strategies across content areas
  - Ongoing support of trauma informed practices in class
  - Ongoing partnering with families to support student well-being and attendance

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

Task	Owner
<p>Work with the ALLI team to design a pilot that will be implemented throughout the school year focused on strengthening Applied Learning Practices in the classroom.</p> <ul style="list-style-type: none"> <li>○ Visit excellent schools with ALLI team</li> <li>○ Collaborate with area leaders</li> <li>○ Ensure that every student has access to at least two applied learning experiences in a given year</li> </ul>	ALLI Team
Track the growth of students based on their access to applied learning experiences.	ALLI Team
Provide opportunities for students in math intervention to receive both fluency and applied learning experiences to see connection between contextual learning experiences and growth	Math Team/ PBL Pilot
Integrate Pear lessons into crews weekly	Culture team
Track the impact ( attendance, referrals, academics) of students receiving interventions ( academic, crew, counseling etc).	Dean of Intervention
Complete Holistic Student Assessment three times per year , and use strategies delineated to inform school wide supports	Culture Team
Partner with families to improve perception of student’s safety while at school	Culture Team
Analyze data for students that were chronically absent for 23-24 school year.	Culture Team
Reach out to families over the summer and develop attendance contracts to keep track of students that are at risk of being chronically absent.	Family Engagement Coordinator
Complete Attendance Barrier Survey with families	Family Engagement Coordinator
Partner with community centers to provide resources to families (Gandara, CHD, etc)	Family Engagement Coordinator
Create two model crew classes and track attendance/ behavior of students who take part.	Culture Team
Complete Crew Walkthroughs to ensure SEL practices are being implemented	Admin