

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.

**SEZP**



**Springfield  
Empowerment Zone  
Partnership**

# **J.F. Kennedy Middle School**

**2024-25  
School Plan**

## Educator Working Conditions: John F. Kennedy Middle School

### 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 Kennedy staff will be required to attend “new staff orientation” at J.F. Kennedy Middle School on Friday, August 16th from 9:00am - 3:00pm and will be paid at an hourly rate of \$36.61/hour for a total of 6 hours.

			Grades 6-8		
	Day Type	Staff Category	Start time	End time	Hrs: Min
1.	Regular Day for Students and Staff	Regular Day	7:15 AM	3:09 PM	7:54
2.	Mid Term	Mid Term (7:15 AM to 3:09 PM)	7:15 AM	3:09 PM	7:54
3.	Half Day	Half Day (7:15 AM to 11:35 AM)	7:15 AM	11:35 AM	4:20
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30
5.	Tuesday Extended Day PD	Regular Day + PD until 4:15pm	7:15 AM	4:15 PM	9:00
6.	Early Dismissal 1PM	Early Dismissal 1PM	7:15 AM	1:00 PM	5:45
7.	Early Dismissal for Students and Regular Day for Staff	Student Early Release + PD until 3:09pm	7:15 AM	3:09 PM	7:54

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

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Welcome back BBQ	August 22nd (3 pm - 5 pm)	2
Open House/Fall Celebration	October 23rd (5-7pm)	2
Student Led Conferences	March 12 (3:20-5:50 pm)	2.5
Spring Celebration	April/May (exact date TBD)	1.5
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24</b>		8 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	1467.683	8	1475.683	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. This equals out to a minimum of 3 Prep blocks per week. 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 or DOJO contact to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school and colleagues to improve one’s instructional practices;
- Attending student-related meetings

**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;
- Duties within hallways and outside of bathrooms
- Development and maintenance of hallway bulletin boards - \$500 stipend to a staff member to maintain
- Coverage of homeroom periods
- Coverage of lunch periods, break periods, or block periods, allowing for teacher to have at least one block prep

**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 buildings Principal and educators will be paid at the contractual hourly rate. Clubs and afterschool support are encouraged.

#### **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. TLT will have a PD day to assist August PD the day after school ends.

#### **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 2 weeks 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, basketball shorts, sweatpants (non-JFK) are not permitted. Headphones are not permitted in academic settings or hallways.

\*PE teachers are able to wear athletic wear

\*\*Some approved exceptions may apply

## **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.). Admin will put every effort to keep regular ed class sizes below 32. Special ed class sizes - every effort will be given to ensure they are 8 across the board. If a special ed class rises above 8 a para will be provided.

## **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. Bulletin boards around the school will be assigned to one staff member who will receive a \$500 stipend for maintaining the bulletin boards which will be paid at the end of the year noted above.

## **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 (mandatory for any students who are failing), as well as respond to family inquiries via email, phone or in-person meetings throughout the school year. Teachers are expected to respond to inquiries within 48 hours during the business week. Teachers are not required to respond to families outside of the work week. Every effort will be made to connect all parents to Dojo/any platform we may adopt. Teachers are expected to keep a record of communication with families (ex. DOJO, google voice, PowerSchool SSP).

## **12. 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  
John F. Kennedy Middle School  
1385 Berkshire Avenue, Springfield, MA 01151**



**Student Hours** 7:19 AM - 3:05 PM; \*see calendar for additional student early releases

**Teacher Hours** 7:15 AM - 3:09 PM (Mon-Fri); \*Special Tuesday (extended day) 7:15 AM - 4:15 PM

<p>Aug 26: School Begins</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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: Half Day - Student Dismissal at 11:35am</p> <p>Feb 17: Schools Closed - Presidents Day</p> <p>Feb 18-21: Schools Closed - Mid-Winter Vacation</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>	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  
John F. Kennedy Middle School  
1385 Berkshire Avenue Springfield, MA 01151**



**Student Hours** 7:19 AM - 3:05 PM; \*, \*see calendar for additional student early releases

**Teacher Hours** 7:15 AM - 3:09 PM (Mon-Fri); \*Special Tuesday (extended day) 7:15 AM - 4:15 PM

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

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

Aug 19-23: Teacher PD

Aug 23: Convocation

Aug 26: School Begins

Feb 14: Half Day - Student & Staff Dismissal at 11:35am

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

Feb 17: Schools Closed - Presidents Day

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

Sep 2: Schools Closed - Labor 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				

Sep 3: Schools Closed - Teacher PD Day

Mar 12: Student Dismissal at 1:00pm / Staff Hours Extended 3:20-5:50pm for PTC

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				

Mar 14 : Half Day - Student & Staff Dismissal at 11:35am

Mar 28: Half Day - Student & Staff Dismissal at 11:35am

Oct 11: Early Release for Students & Staff at 1:00pm

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	

Oct 14: Schools Closed - Indigenous People's Day

Oct 23: Early Release for Students at 1:00pm / Teacher Dismissal 3:09 + Open House/SLFC night (staff extended hours from 5 - 7:00pm)

Apr 18: Schools Closed - Good Friday

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		

Apr 21: Schools Closed - Patriots Day

Apr 22 -25: Schools Closed - Spring Vacation

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

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

Nov 11: Schools Closed - Veterans Day

Nov 26 - Early Release for Students & Staff at 11:35 am

Nov 27 - 29: Schools Closed - Thanksgiving Vacation

May 23: Half Day - Student & Staff Dismissal at 11:35am

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

May 26: Schools Closed - Memorial Day

Dec 20: Early Release for Student & Staff at 11:35am

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			

Dec 23 - 31: Schools Closed - Holiday Vacation

Jun 19: Schools Closed - Juneteenth 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				

Jun 23\*: End of School Year - Early Release for Students & Staff at 11:35am

June 24: Schools Closed - Teacher PD Day

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

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

Jan 6: Schools Closed - Teacher PD Day

Jan 17: Midterms - Student Early Release at 1pm; Staff PD until 3:09

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

\*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
- Early Release at 11:35am
- Mid Terms, Regular Release at 3:09pm
- Regular Day + PD until 4:15
- Full Day PD from 8:30am-3:00pm
- Early Release at 1:00pm
- Student Early Release + PD until 3:09pm

**School Priority Levers Form: J.F. Kennedy Middle School**

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

- TLT meetings
- Surveys - Yes Insight Survey
- Review of SQR - In GLT meetings and TLT

**Priority 1**

**Selected Lever: Level 2**

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

1. Instructional Leadership for Equity
2. Curriculum and Instruction
3. Feedback Systems for Building Educator Capacity
4. 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-driven instruction including checking for understanding within the classrooms. Aligned feedback to staff from Admin to teachers. We must continue to find ways to provide useful and realistic feedback to students and staff to help improve instruction and professional growth.

**Data:**

<b>2j: Aligned Feedback</b>	Feedback to teachers by administrators, coaches, or peers accurately captures strengths, challenges, and 'bite-sized' next steps based on the teaching rubric and most recent Equitable Instructional Practice Guides. Feedback articulates clear expectations for teacher practice in alignment with the school-wide instructional vision and teachers know what is expected of them based on feedback.	<b>Developing</b>
<b>2d: Analyzing Students' Demonstration of Learning</b>	<b>Teacher teams</b> consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students.	<b>Developing</b>
<b>2f: Data-Driven Instruction</b>	Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real-time to further student learning.	<b>Developing</b>
<b>2n: Teacher Input into Professional Learning</b>	<b>School leaders and the TLT/ILT</b> have an effective system that uses aggregate teacher observation data to effectively design, facilitate, and execute PD.	<b>Developing</b>

Feedback from SQR related recommendations to data-driven instruction:



- Help teachers get very specific about what they are asking of students. Use planning time and team meetings to work with teachers to determine key instructional standards. Work with them to analyze information on student-learning outcomes. Support teachers in understanding student misconceptions and in addressing them for individuals and groups. Allocate time for misunderstandings and pre-planning in order to provide support and teachable moments during a lesson, plus extensions for students who have already mastered skills/concepts/tasks.
- Expect to see ongoing checks for understanding (CFUs) implemented in each lesson. Students require actionable feedback and real time support, so help teachers find ways to allow students to stop while they are working in order to rethink their learning, or to find moments to redirect the class. Establish a structure and common strategies for ongoing CFUs to aid in this process, thereby ensuring coherence across classrooms.
- Support teachers to act in response to formative classroom assessments and CFUs. Help teachers identify a set of in-the-moment actions that teachers can take in response to anticipated student misconception and the information the students are giving them during a lesson. Be sure to include responses to CFUs and a full range of appropriate actions and teacher moves, such as re-teaching a small group, regrouping students, etc.
- **Build the capacity of the newly formed ILT.** Use the newly formed ILT to utilize the school's top tier teachers at Kennedy in order to spread their instructional expertise. Help ILT members get specific and deliberate within the coaching cycles with their designated coaches. Develop a strategic system for frequent observation and analysis of student work samples as a team.
- Use school-wide walk-throughs to ensure coherence. Ensure that all school leaders and ILT members see the same thing when they visit classrooms and would give the same feedback and support to the teachers. Norm on feedback and support with time-bound and actionable, bite-sized feedback and next steps.
- Create a tracking system. Capture all observation feedback in a shared document that is accessible to all school leaders and instructional coaches/ILT members. Use this feedback to ensure that all teachers are progressing and teachers can see their own progress, and that school leaders can share best practices across the school and see the feedback from all the school leaders and ILT members. Build coherence in the manner in which each school leader and ILT leader is giving feedback.
- Use the information from observations to create intentional (and differentiated, when appropriate) professional-development sessions for teaching staff. Create PD plans that are based on trends observed in the classrooms.
- Ensure all teachers are being observed at least every two weeks. Use the ILT and school leaders to conduct these observations. Work as a team to ensure that feedback given to teachers aligns with the school-wide instructional vision and priorities.

**Working Theory:** If we provide teachers with professional development on data-driven instruction, coach teachers on how to implement data-driven instruction and expand on ILT including creating teachers/coaches in the building' to ensure all teachers have support to implement data-driven instruction, and create set time for and align admin feedback then the quality of instruction will improve and students will receive the individualized support they need to learn during core instruction.

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

- How do we continue to stress Kennedy's instructional vision statement?
- Does our instructional vision reflect our desire to have data-driven instruction in our classrooms?
- Ensure that TLT and ILT drives the Professional Development throughout the year with Admin.
- How do we create more time for Vertical meetings and observation feedback meetings?
- How do we align our systems so that students are getting formal and informal feedback on a regular basis in each classroom?

## 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?**

See below - EL and Former EL Data is concerning, Students w/ Disabilities data is concerning - need more intervention and targeted intervention to increase growth and achievement.

**Data:**

- The SQR indicated that the following indicators are developing and are areas for improvement

<b>3d: Progress Monitoring</b>	<b>Teachers</b> actively use results of assessments in their classrooms to tailor instruction to the needs of students, and group students to ensure they are receiving instruction aligned with their changing needs and zone of proximal development.	<b>Developing</b>
<b>3e: Academic Treatment</b>	Curricula, interventions, and academic tasks as implemented in the school are planned and refined using student work and data so that a diversity of learners, particularly emerging bilinguals and exceptional learners, have access to the learning and are cognitively engaged. A menu of research-based interventions is available when determining treatment options.	<b>Developing</b>

- MCAS Data Points showing Treatment is needed

GRADE LEVEL 06 - ENGLISH LANGUAGE ARTS																			
Student Group	School										District								
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)		
	#	%	E	M	P	N	M			#	%	E	M	P	N	M			
<b>Accountability Student Groups</b>																			
Students w/ Disabilities	37	100	0	0	22	78	455	22	36	10	431	98	0	3	21	76	459	34	331
EL and Former EL	22	100	0	5	14	82	459	22	21	4	304	99	0	12	31	57	467	38	250
Low Income	102	98	0	11	39	50	470	32	96	11	1,317	99	1	16	37	46	475	39	1,131
High Needs	104	98	0	11	39	50	470	32	98	9	1,354	99	1	16	37	46	475	39	1,160
African Amer./Black	20	100	0	5	50	45	473		18	14	270	98	2	17	41	40	479	41	234
Hispanic/Latino	79	99	0	11	37	52	469	31	75	12	1,008	99	1	15	38	46	475	39	878
Multi-Race, Non-Hisp./Lat.	4								3		37	93	3	30	24	43	481	46	28
White	7								7		129	98	5	22	35	37	483	42	105

GRADE LEVEL 06 - MATHEMATICS																			
Student Group	School										District								
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)		
	#	%	E	M	P	N	M			#	%	E	M	P	N	M			
<b>Accountability Student Groups</b>																			
Students w/ Disabilities	36	98	0	0	28	72	462	23	35	6	431	98	0	3	27	70	466	34	332
EL and Former EL	22	100	0	0	27	73	465	27	21	3	305	100	0	7	44	49	473	34	252
Low Income	102	98	0	1	45	54	470	28	95	4	1,319	99	0	9	49	41	476	37	1,130
High Needs	104	98	0	1	46	53	470	27	97	4	1,358	99	0	9	49	41	476	36	1,161
African Amer./Black	20	100	0	0	50	50	469		18	4	267	97	0	10	51	38	477	38	232
Hispanic/Latino	79	99	0	1	42	57	470	26	74	5	1,012	99	0	8	50	41	476	35	877
Multi-Race, Non-Hisp./Lat.	4								3		41	100	0	12	44	44	479	44	31
White	7								7		130	99	2	22	49	27	484	40	107

**Working Theory:** Our student outcomes indicate that our school needs to increase the quality of student-specific, targeted support and instruction for exceptional learners and emerging bilingual subgroups beyond access to grade level, aligned, core instruction (more class time for Math and ELA in our schedules this year). Also, focusing on Wilson and Heggerty interventions for our SWD and ELL population. In our SQR report, our school received a developing score in 3e (academic treatments). Intervention does happen within the school day and school week however in our new system core math/ELA teachers push in rather than tutors which has allowed for greater time with a person who is skilled in teaching math and ELA. If we utilize a data driven approach and focus on tiers of students and meet them at their level the academic treatment and overall student achievement and growth will occur.

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

- What is happening in core instruction to support exceptional learners and emerging bilinguals?
- Have all teachers received training in effective scaffolds?
- Are we over-scaffolding and not allowing for productive struggle?
- When will we train teachers on running a beneficial academic treatment plan?
- Do teachers have the right skills to look at data to target students for intervention?

**Priority Levers Goals: J.F. Kennedy Middle School****Priority 1: Coherent Actions for Improving Assurances for Educational Equity.**

1. Instructional Leadership for Equity
2. Curriculum and Instruction
3. Feedback Systems for Building Educator Capacity
4. Professional Learning and Collaboration

**Working Theory of Change:** If we provide teachers with professional development on data-driven instruction, coach teachers on how to implement data-driven instruction and expand on ILT including creating teachers/coaches in the building' to ensure all teachers have support to implement data-driven instruction, and create set time for and align admin feedback then the quality of instruction will improve and students will receive the individualized support they need to learn during core instruction.

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

- Adopted new curriculum for ELA - Amplify.
- Coaching for new teachers was strong and consistent.
- Grade level teams (GLTs) have been productive and positive.
- Student ownership is improving across all grades and curricula.
- More cohesive as a team in the building.
- More consistent with implementing data-driven instruction. (Continue to revisit early on in PD)
- MAP Growth nearly 60 in ELA and Math (Fall to Winter).
- Got the Instructional Leadership Team (ILT) up and running.

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

- Giving consistent feedback throughout the year and following through with meetings with staff.
- Finding time to have more vertical content team time. (Plan out PD more purposefully to support this)
- Implementing useful and productive PD to use immediately in classes. (Has gotten better. Continue to push)
- Admin continues to work on building in more time for classroom visits and feedback.

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

1. **Continue to gather data from staff on what PD they need.**
  - a. Aligning all "Kennedy language and systems" especially for new teachers.
  - b. 50 Math/ 50 ELA and Beyond for Map/MCAS Growth.
  - c. SPED and ESOL and interventionists: making sure the tools they need for success are provided.
  - d. Time for SPED and ESOL teachers to meet with GenEd teachers regarding student plans. Time provided to model and observe specific methods and accommodations.
2. **Become "experts" with the curriculum.**
  - a. Refocus on lesson plan design and structure. How does each curriculum align with the expectations of a lesson? Standards Training - Unbounded.
3. **Student Ownership and Engagement - How to build student capacity in order to drive students to own their learning.**
  - a. PD on how to have students learn how to look at data and figure out why it is important to them.
  - b. Self-Reflection and goal setting for students (SLFC's and before).
4. **PD on data-driven Instruction.**
  - a. Analyzing exit tickets, MCAS, MAP, STANDARDS-BASED.
5. **Weekly coaching on data-driven Instruction and trying to implement a schedule for buddy time.**
  - a. Using PD as a consistent space for meetings.
6. **Implementing changes to the admin's schedule for next year to be more schoolwide.**
7. **Include data time for students to understand their data and actually track data.**
8. **Expanding leadership positions into 2024-2025 - culture leads and Instructional Leadership Team (ILT)/coaches.**

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

- Data-Driven Instruction.
- School-wide language structures and systems - transitions, language, routines, expectations.
- School-wide lesson planning.
- Continue implementing early MAP PD.
- Classroom management and mentoring (buddy system).
- Admin will build a schedule for observations and feedback.

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

**Working Theory of Change:** Our student outcomes indicate that our school needs to increase the quality of student-specific, targeted support and instruction for exceptional learners and emerging bilingual subgroups beyond access to grade level, aligned, core instruction (more class time for Math and ELA in our schedules this year). Also, focusing on Wilson and Heggerty interventions for our SWD and ELL population. In our SQR report, our school received a developing score in 3e (academic treatments). Intervention does happen within the school day and school week however in our new system core math/ELA teachers push in rather than tutors which has allowed for greater time with a person who is skilled in teaching math and ELA. If we utilize a data driven approach and focus on tiers of students and meet them at their level the academic treatment and overall student achievement and growth will occur.

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

- Decreasing number of students spending time in student support center (SSC).
- Increased use of restorative practices.
- Implementing more engaging and interactive lessons which encourage students to want to remain in the classroom.
- More consistent implementation of Wilson and Heggerty interventions.
- Expansion of Tier II intervention.
- Revamping Tier III intervention.
- Implementation of more FBAs and BIPs in 6th/7th grade to support student growth.
- Consistent use of DEAR buildingwide.
- Continuing the extra class time to advance skills & fill gaps.

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

- Staffing - ensuring there are enough bodies in the building to fill the various roles.
- Reserving the extra blocks to hold true to intervention expectations.
- Planning time to ensure intervention runs smoothly.
- Lessons and materials to ensure intervention runs smoothly.
- Student behaviors that are egregious to the point of necessary removal from class/school.
- Student attendance continues to be a challenge for us.

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

1. **Build a set of lessons and gather manipulatives for intervention - use based on data.**
  - a. Compile in June by lead teachers for presentation in August PD.
2. **Crew and Culture Based lessons to push school culture and allow teacher input.**
  - a. Building crew lessons that are relevant (age, social skills, school issues that we are experiencing).
3. **Coordinated Care Team for Attendance.**
4. **Training on "How to teach Reading".**
5. **Pairing veteran teachers with newer teachers for intervention.**
  - a. Push for schedule with preps aligned for planning.

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

- Have the Intervention PD in August.
- Present intervention toolbox.

## Phase II - Summer Learning Plan: J.F. Kennedy Middle School

### 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: J.F. Kennedy Middle School	
INITIAL SUMMER PLANNING	
<b>Design Team Members</b>	<ul style="list-style-type: none"> <li>● Matthew Sullivan</li> <li>● Tashi Jones</li> <li>● Autumn Williams-Sutton</li> <li>● Stephen Stroud</li> <li>● Alexandria Escribano</li> </ul>
<b>Summer Plan Vision</b>	<ul style="list-style-type: none"> <li>● To aid students in developing skills in ELA and Mathematics that were not mastered (failing) throughout the regular school year and build strategies and stamina to allow for more learning to occur in the future year.</li> <li>● Mandatory for students with chronic absenteeism</li> <li>● Enrichment support grades 6-8</li> <li>● Early start for incoming 6th graders</li> </ul>
<b>Summer Plan Logistics</b>	<ol style="list-style-type: none"> <li>1. Dates of Summer Academy: 7/8 - 8/8</li> <li>2. Type of Program: Extended Year and Early Start</li> <li>3. Days per week: Mon - Thurs</li> <li>4. <b>Student</b> Start Time: 8:00</li> <li>5. <b>Student</b> End Time: 1:00</li> <li>6. Lunch Time: 11:30 - 12:00</li> <li>7. Estimated # of Students: 60-70</li> <li>8. Total # of Classrooms Needed: 6</li> <li>9. Shared Facility Needs: Gym, Cafe, Auditorium</li> <li>10. IT Programs/Apps Needed: Amplify/Map Accelerator</li> <li>11. Coordinator(s) Name(s): Tashi Jones</li> </ol>
<b>Targeted Student Population and Total Projected Enrollment</b>	<ul style="list-style-type: none"> <li>● 20-25 Grade 6 → 7 - failing students and students with chronic absenteeism</li> <li>● 20-25 Grade 7 → 8 failing students and students with chronic absenteeism</li> <li>● 20-25 Early Start 5 → 6 those identified as high-risk SEL or failing</li> <li>● Additional focus and targeted intervention on students who did not show growth on MAP/MCAS results</li> </ul>

<b>Proposed Summer Partnerships (Student or teacher facing)</b>	1) Name: Ballers Role: Enrichment  2) Name: Kennedy Staff Role: Enrichment  3) Name: Wrestling Club Role: Enrichment  4) Name: Homegirls (potential) Role: Enrichment																						
<b>Family Communication and Recruitment Planning Action Steps</b>	Families are notified by phone calls, DOJO and a letter with the final report card. As well as IEP meetings, home visits etc.																						
<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>1. Math fluency and Grade level core content</li> <li>2. ELA intervention and Grade level core content</li> <li>3. Social Emotional Supports and promoting positive relationships</li> </ol>																						
<b>Family and Student Communication Action Steps - once students have accepted</b>	<ul style="list-style-type: none"> <li>• Ensure families receive flyer with the dates and times and are aware of any and all expectations for summer planning.</li> </ul>																						
<b>Staffing Plan</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th style="text-align: left;">Staff Name</th> <th style="text-align: left;">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr><td>Tashi Jones</td><td>Coordinator</td></tr> <tr><td>Lamar Owens</td><td>ELA Teacher</td></tr> <tr><td>Richard Williams</td><td>Math Teacher</td></tr> <tr><td>Alex Escribano</td><td>ELA Teacher</td></tr> <tr><td>Michael Coddling</td><td>PE Teacher</td></tr> <tr><td>Rohanna Brown</td><td>ELA Teacher</td></tr> <tr><td>Shalon Merriman</td><td>Math Teacher</td></tr> <tr><td>Chris Prophet</td><td>Math Teacher</td></tr> <tr><td>Leo Grant</td><td>Support</td></tr> <tr><td>Thomas Crawford</td><td>Support</td></tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	Tashi Jones	Coordinator	Lamar Owens	ELA Teacher	Richard Williams	Math Teacher	Alex Escribano	ELA Teacher	Michael Coddling	PE Teacher	Rohanna Brown	ELA Teacher	Shalon Merriman	Math Teacher	Chris Prophet	Math Teacher	Leo Grant	Support	Thomas Crawford	Support
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<b>Final Program Schedule</b>	Monday - Thursday 8:00-8:30 - Breakfast 8:30-9:30 - English Credit Recovery 9:30 - 10:30 - Math Credit Recovery 10:30 - 11:00 - Lunch 12:00-1:00 - ELA/Math Fluency																						
<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: Matthew Sullivan Primary Contact Email: sullivanmat@springfieldpublicschools.com Primary Contact Phone: 413-262-6289</li> <li>2. <b><i>Backup</i></b> Contact Name: Tashi Jones Backup Contact Email: jonestas@springfieldpublicschools.com Backup Contact Phone:413-348-1170</li> </ol>																						

## Strategic Action Plan: J.F. Kennedy M.S.

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

1. Instructional Leadership for Equity
2. Curriculum and Instruction
3. Feedback Systems for Building Educator Capacity
4. Professional Learning and Collaboration

### Goals for Priority 1:

1. Continue to gather data from staff on what PD they need.
  - a. Aligning all “Kennedy language and systems” especially for new teachers.
  - b. 50 Math/ 50 ELA and Beyond for Map/MCAS Growth.
  - c. SPED and ESOL and interventionists: making sure the tools they need for success are provided.
  - d. Time for SPED and ESOL teachers to meet with GenEd teachers regarding student plans. Time provided to model and observe specific methods and accommodations.
2. Become “experts” with the curriculum.
  - a. Refocus on lesson plan design and structure. How does each curriculum align with the expectations of a lesson? Standards Training - Unbounded.
3. Student Ownership and Engagement - How to build student capacity in order to drive students to own their learning.
  - a. PD on how to have students learn how to look at data and figure out why it is important to them.
  - b. Self-Reflection and goal setting for students (SLFC’s and before).
4. PD on data-driven Instruction.
  - a. Analyzing exit tickets, MCAS, MAP, STANDARDS-BASED.
5. Weekly coaching on data-driven Instruction and trying to implement a schedule for buddy time.
  - a. Using PD as a consistent space for meetings.
6. Implementing changes to the admin's schedule for next year to be more schoolwide.
7. Include data time for students to understand their data and actually track data.
8. Expanding leadership positions into 2024-2025 - culture leads (OLT) and Instructional Leadership Team (ILT)/coaches.

### 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?):**
  - Revisit the basics - keep focus on lesson planning, vertical time to plan and introduction to a new ILT format that will lead coaching in the building along with Admin
  - Data-driven instruction modeling and then collaboration during day 1 of PD to help drive the planning sessions - tools given by lead teachers to help inform instruction and feedback for students
  - Amplify Training
  - Aligning “All Kennedy Language and Systems” - Increase SPED and WIDA knowledge to drive this learning.
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - Amplify Trainers
  - SPS Special Ed Department
  - ILT - Lead Teachers
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Ensure lesson plan design is a continued priority
  - Periodic Check-ins on data (formative assessments) with staff on how the tools that were learned in PD



are translating throughout the year

- Data-driven PD to ensure to keep the focus on Data-Driven Instruction - how is it coming alive in the classrooms?

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

Task	Owner
Develop Monitoring System for DDI	Admin and ILT
Model Data-Driven Instruction in PD	Principal, Teachers
Outline first 3 months of PD on Tuesdays	TLT, Principal
Ensure Admin giving feedback are using aligned coaching tool - STAS	Principals
Periodic Learning Walks	Admin
Continued Amplify Training	Admin and Partners

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

**Goals for Priority 2:**

1. Build a set of lessons and gather manipulatives for intervention - use based on data.
  - a. Compile in June by lead teachers for presentation in August PD.
2. Crew and Culture Based lessons to push school culture and allow teacher input.
  - a. Building crew lessons that are relevant (age, social skills, school issues that we are experiencing).
3. Coordinated Care Team for Attendance.
4. Training on "How to teach Reading".
5. Pairing veteran teachers with newer teachers for intervention.
  - a. Push for schedule with preps aligned for planning.

**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?):**
  - Immediate Training/PD on how DDI and Intervention go hand in hand.
  - Intentional choices when it comes to intervention
  - Improving our crew lessons and community meetings
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - ALA - Relationship Building and Equity
  - Admin - Building wide non-negotiables, routines and procedures
  - Attendance Team - CCT
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - Surveys on crew - include more teacher and student feedback
  - Continued PD on building relationships to improve attendance which in turn will improve time on

learning and help fill in any gaps

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

Task	Owner
ALA continued PD	ALA
Intervention/DATA Meetings (Verticals and Grade-Level) - Tuesday Extended as well	Admin and ILT
Attendance Team meetings	CCT