

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**

Kiley Prep

2024-25

School Plan

Educator Working Conditions: Kiley Prep

1. Staff work year calendar and calculating total educator time

The calendar tool is built to give schools flexibility on the types of days (known as ‘day types’) that their school will follow during the following school year. The calendar tool correctly determines the total hours and salary based on calculations aligned to our Collective Bargaining Agreement (CBA). Student and staff calendars are then generated based on the information entered in Tab 1 of the calendar tool. The decisions made on the calendar tool will then become the school-specific Educator Working Conditions. This template will extract educator hours to provide everyone with a clear understanding of what is expected for total educator hours for the upcoming school year.

Part 1: School year hours

These hours reflect “school year hours” which is 180 days of instruction with students plus any professional development days during the school year (traditionally 3) and the 5 days of August professional development that occurs just before students begin the year.

			Grades 6-8		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff (M, W, Th., F)	Regular Day + 3:20pm release	7:15 AM	3:20 PM	8:05
2.	Regular Day + PD (Tu.)	Regular Day + 4pm release	7:15 AM	4:00 PM	8:45
3.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:45 AM	4:30
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:20 PM	7:20
5.	Early Release for Students / Afternoon PD	Student Early Release + PD	7:15 AM	3:20 PM	8:05

Part II: Additional educator hours

Teachers may be required to participate in professional development activities, or student-related activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends.

These hours will be included in the total educator work hours and payment will be calculated into an educator’s annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 24-25 is August 19th, 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 19th

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

B. Other Events on or After August 19th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
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Open House	September 2024 (exact date tbd)	1
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24		1 hr

Part III: Total educator hours

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

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

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	0	1529.17	1	1530.17	188

2. Staff workday

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

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

- Phone calls to families about the academic progress of students;
- Open house for students and families (exact date TBD);
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students.

3. Additional staff duties

A. During the Workday

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school’s mission, operations, safety, and overall improvement efforts. This may include coverage of crew, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

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

If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed preparation periods or during collaboration time, they shall be compensated at \$35 per/occurrence.

B. After School Support for Students

Teachers will work after school each week to provide after school help not exceeding (0) minutes per week.

4. Professional learning

Teachers are required to participate in professional development activities throughout the school year, including before and after the school day for students, and immediately before or immediately after the school year starts and ends as outlined in section 1 above from the calendar tool. Most professional learning activities should be connected to TLT identified priority levers and the capacity and skill building needed to help the school reach their improvement goals.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, unless otherwise directed by the principal.

5. School curriculum issues

The school's curriculum will be aligned with the Massachusetts State Curriculum Frameworks and receive a high rating for quality and rigor as defined by [Edreports](#). In instances where highly rated curriculum is not available, teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and will have an opportunity to provide feedback.

6. Notices and announcements

Teachers will be notified in advance of special events which will involve students such as Zone, district, or school mandated assessments, health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept to an absolute minimum.

7. School health and safety issues

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

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

8. Staff dress code

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

9. Class size

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

10. Bulletin boards

The Springfield Education Association (SEA) will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

11. Family-teacher communication

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. Teachers may be required to regularly communicate with families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year. Teachers are not required to respond to families outside of the working hours.

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 08/23/2024.



**Springfield Public Schools
2024-2025 Student Calendar
Kiley Prep
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 7:15 AM - 3:20 PM (Mon, Wed, Thur & Fri) ; 7:15 AM - 4:00 PM (Tue)

<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> <p>Feb 17: Schools Closed - Presidents Day</p> <p>Feb 18 - 21: Schools Closed - Mid-Winter Vacation</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>	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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Feb 14: 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
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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
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16	17	18	19	20
23	24	25	26	27
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Mar 18: Early Release at 1:05pm

March 2025				
MON	TUE	WED	THU	FRI
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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Oct 11: 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: 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: 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: 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: Early Release 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 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 Professionals Day

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

Jan 24: 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
- Student Early Release
- Special Student Early Release

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

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

Priority 1

Selected Lever: Level 3

Text of Lever: 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?

- **3d Progress Monitoring:** Teachers 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
- **3e Academic Treatment:** 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

Data: Only 56.9% of our students met their projected growth on Math Winter MAP, while only 51.9% of our students met their projected growth on ELA Winter MAP. SQR feedback indicates “currently there are no identified entrance and exit criteria for determining the appropriate dose and intervention type for each student”.

Working Theory: Our data indicates a need to regularly incorporate checks for understanding across all academic interventions. By increasing progress monitoring within our intervention model, we will be moving students not based solely on need but in relation to aligned intervention dosage during both intervention and acceleration periods. Using an established decision tool on a 6 week cycle will allow for careful identification of which research based interventions are matched with student learning criteria.

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

- What do these practices (progress monitoring) look like in intervention classrooms now?
- What do teachers need to know and be able to do to have a class where checks for understanding are aligned to the task and the standard?
- What are the various methods of progress monitoring that teachers can employ in the classroom?
- How will we involve students in the process of receiving and issuing feedback?
- What ultimate goals can our community set to ensure that students are able to drive their own learning while owning their next steps?
- How will we share best practices across content and grade level teams?
- What is the best way to utilize the existing coaching cycle to provide teachers with support and feedback on the use of identified strategies?
- What system will we use to communicate with the Kiley Prep community around student intervention changes?
- What system will we use to ensure that intervention teachers are using the curriculum(s) and technology with fidelity?
- How will we efficiently communicate intervention data and changes to families?

Priority 2

Selected Level: Level 4

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

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

- **4g Families as Partners:** School leaders and teachers design structures and processes that encourage families and community members to engage as partners in raising student achievement.
- **4h Effective Communication with Families & Caregivers:** School leaders and teachers design and utilize formal and informal communication to build relationships with families and ensure they are kept informed about the academic and personal progress of students.

Data: Based on our Family Insight Survey data, 34% of families agree with the statement “The school encourages family involvement”. SQR data indicates “families are not yet drawn systematically into partnership with Kiley Prep as a way to support their children’s achievement.”

Working Theory: Our data indicates a need to improve upon opportunities which encourage families to engage as partners in raising student achievement. By the establishment of an Empowerment Council, Kiley Prep can increase community outreach and family involvement.

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

- What do our families want or need from an Empowerment Council?
- How will Crew teachers actively and effectively keep families informed of student progress?
- What opportunities will allow families to be active participants during the school day?
- How will we continue to utilize social media and other technology as a means to keep families informed?
- What systems will be developed to ensure that family contact information is current?
- Is there a template or script that teachers can refer to that supports understanding for our multi-language family community?

Priority Levers Goals: Kiley Prep

Priority 1: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.

Working Theory of Change: Our data indicates a need to regularly incorporate checks for understanding across all academic interventions. By increasing progress monitoring within our intervention model, we will be moving students not based solely on need but in relation to aligned intervention dosage during both intervention and acceleration periods. Using an established decision tool on a 6 week cycle will allow for careful identification of which research based interventions are matched with student learning criteria.

Progress made thus far (synthesis from faculty): The team at Kiley Prep has made progress towards incorporating checks for understanding across all academic interventions. Intervention Educators work together to synthesize student data to make informed decisions about the composition of students within the intervention classes. This progress monitoring has been used to create symbiotic cohorts of students that are able to work together effectively within their interventions. Progress has also been made in regards to support from administration around students of concern within those interventions based on progress monitoring data from their teachers.

Where we run into obstacles (synthesis from faculty):

- Creating a consistent and cohesive classroom culture around the prescribed intervention model. Individual teacher accountability to upholding and remaining consistent in using the prescribed intervention model.
 - Teacher buy-in to the intervention model
 - Adhering to the 6-week model rotation schedule
 - How are we using the progress monitoring data on a greater scale? (being used for strategic monitoring within classrooms, but where is it being used/applied in the greater picture?)

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

1. **We would like to create a Kiley Prep document to explain and simplify intervention structures.**
2. **We would like to instruct, train, and develop classroom management and routine to support the prescribed intervention model universally at Kiley Prep.**
3. **We would need to track and collect data for progress monitoring to better track patterns and behaviors among students.**
 - a. Where do we use this data?
 - b. How are the educators at Kiley Prep using it in their interventions?
 - c. How can we synthesize and use this data in the classroom and on a school wide level to make informed decisions about academics and behavior?

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

- We need to train intervention teachers in creating a model intervention environment that contains routines and structures that are universally adhered to across ALL content areas.
- We need to create systems of support for intervention teachers around common expectations, routines, and feedback about existing practices in place, as well as suggestions for improvement.
- We need to find clearer ways to synthesize the data with teachers. There is a need for observation of this data not just when we refer to it during PLCs and PDs, rather having more regular opportunities to revise the data to make informed decisions within the classroom.

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

Working Theory of Change: Our data indicates a need to improve upon opportunities which encourage families to engage as partners in raising student achievement. By the establishment of an Empowerment Council, Kiley Prep can increase community outreach and family involvement.

Progress made thus far (synthesis from faculty): The team at Kiley Prep has made progress on creating opportunities to encourage families and partners to collaborate with our school to raise student achievement. Admin has created opportunities to motivate students to take ownership over their behavior and their learning through multiple gatherings and events. Students are able to showcase their work and achievements to their families and others as they take pride in their work. We have increased our communication with parents, families, and partners via DOJO, monthly newsletters, dialers, and letters home.

Where we run into obstacles (synthesis from faculty):

- We run into obstacles around creating more opportunities to invite families and community members into our school.
- There is an obstacle creating a consistent schedule of events to invite parents, families and partners into the school.

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

1. **Create a scheduled showcase of high quality student work. Teams of content areas to showcase student work monthly.**
2. **Create a high quality student work rubric that embodies the Kiley Prep attributes of craftsmanship.**
3. **Creating a parent council that is involved in the process of school planning, extracurricular and academic events so families feel they have more stake within their child's school community.**

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

- We would like ideas from staff around innovative systems that would encourage families to be involved in the school community.
- We need to create more opportunities for students to act as leaders of certain projects that involve outside partners.

Phase II - Summer Learning Plan: Kiley Prep

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: Kiley Prep	
INITIAL SUMMER PLANNING	
Design Team Members	<ul style="list-style-type: none"> ● Julia St. Martin: Principal ● JaNae Jones: Acting Assistant Principal ● Mark Laurenzano: Dean of Students ● Cheri Drapeau: Expert Teacher ● Molly Smith: Dean of Culture
Summer Plan Vision	<p>Kiley Prep will create meaningful learning experiences for students by integrating community partnerships, providing engaging academic supports, and creating a foundation of lifelong learning habits that will support our school priorities around Targeted Interventions and Family/Community Partnerships. The summer program will be anchored around “habits of success” so that students begin to define what student ownership looks like at each grade level. Our ELA classes will focus on explicit reading instruction and cognitive strategies to self-monitor comprehension. Our math classes will focus on grade level priority standards and skills. Teachers will utilize aggressive monitoring to gather in the moment data to identify target mastery, student misconceptions, and re-teaching opportunities. Teachers will provide opportunities for students to set goals and reflect on growth and success. We will leverage community assets to provide students with project-based learning opportunities, physical wellness, and social emotional support.</p>
Summer Plan Logistics	<ol style="list-style-type: none"> 1. Dates of Summer Academy: 7/8 - 8/1 2. Type of Program: Early Start (rising 6), Extended Year (SPED), Summer Enrichment (6-8) 3. Days per week: Monday-Thursday 4. Student Start Time: 8:00am 5. Student End Time: 1:30pm 6. Lunch Time & Duration: 10:44am-11:05am 7. Estimated # of Students: 100 (50 rising 6, 25 rising 7, 25 rising 8) 8. Total # of Classrooms Needed: 8 9. Shared Facility Needs: Cafeteria 1, Auditorium, Gymnasium 10. IT Programs/Apps Needed: Freckle, Khan Academy, IXL 11. Coordinator(s) Name(s): JaNae Jones

Targeted Student Population and Total Projected Enrollment	<ul style="list-style-type: none"> ● 50 Rising 6th grade students identified by elementary team as tier 2 or tier 3 for academics and/or social emotional ● 50 rising 7th and 8th grade students identified as tier 2b or tier 3 based on NWEA MAP data and/or social emotional ● 10 rising 7th and 8th grade students in our SEBS program ● 7 rising 7th grade students in our LINKS program 																										
Proposed Summer Partnerships (Student or teacher facing)	<ol style="list-style-type: none"> 1. Name: Springfield Ballers Role: Community Wellness Partner 2. Name: Hope for Youth and Families Role: Community Wellness Partner 3. Name: Camp Wilder/Next Level Adventures Role: Community Wellness Partner 																										
Family Communication and Recruitment Planning Action Steps	<ul style="list-style-type: none"> ● Identify rising 7 and 8 grade students that meet criteria by April 1 ● Send home personal invites to rising 7 and 8 by April 12 ● Collaborate with sending elementary to identify rising 6 by May 17 ● Contact families of rising 6 by May 31 																										
After Recruitment Steps																											
Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?	<ol style="list-style-type: none"> 1. Access to direct instruction by Kiley Prep teachers to decrease the summer slide 2. Access to community partners to strengthen wellness and community outreach 3. Develop appropriate academic and SEL skills to support the transition to the 24.25 school year in a positive way 																										
Family and Student Communication Action Steps - once students have accepted	<ul style="list-style-type: none"> ● Reminder invitation with dates, times, and contact info sent via mail and email to all accepted students (rising 6-8) ● Notice of transportation once routes are released ● Posts on school social media sites 																										
Staffing Plan	<table border="1" data-bbox="451 1276 1516 1770"> <thead> <tr> <th data-bbox="451 1276 987 1318">Staff Name</th> <th data-bbox="987 1276 1516 1318">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1318 987 1360">JaNae Jones</td> <td data-bbox="987 1318 1516 1360">Coordinator</td> </tr> <tr> <td data-bbox="451 1360 987 1402">Mark Laurenzano</td> <td data-bbox="987 1360 1516 1402">Operations/Enrichment</td> </tr> <tr> <td data-bbox="451 1402 987 1444">Nicolet Guadeloupe</td> <td data-bbox="987 1402 1516 1444">Teacher</td> </tr> <tr> <td data-bbox="451 1444 987 1486">Tina Siniscalchi</td> <td data-bbox="987 1444 1516 1486">Teacher</td> </tr> <tr> <td data-bbox="451 1486 987 1528">Shayla Dixon</td> <td data-bbox="987 1486 1516 1528">Teacher</td> </tr> <tr> <td data-bbox="451 1528 987 1570">Justin Braica</td> <td data-bbox="987 1528 1516 1570">Teacher</td> </tr> <tr> <td data-bbox="451 1570 987 1612">Cheri Drapeau</td> <td data-bbox="987 1570 1516 1612">Teacher</td> </tr> <tr> <td data-bbox="451 1612 987 1654">Molly Witkus</td> <td data-bbox="987 1612 1516 1654">Counselor</td> </tr> <tr> <td data-bbox="451 1654 987 1696">Treasure Mason</td> <td data-bbox="987 1654 1516 1696">SEBS Teacher Assistant</td> </tr> <tr> <td data-bbox="451 1696 987 1738">Marisca Acuna</td> <td data-bbox="987 1696 1516 1738">Paraprofessional</td> </tr> <tr> <td data-bbox="451 1738 987 1770">Marvin Thompson</td> <td data-bbox="987 1738 1516 1770">SPED Teacher</td> </tr> <tr> <td data-bbox="451 1770 987 1799">Christopher McClure</td> <td data-bbox="987 1770 1516 1799">Teacher</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	JaNae Jones	Coordinator	Mark Laurenzano	Operations/Enrichment	Nicolet Guadeloupe	Teacher	Tina Siniscalchi	Teacher	Shayla Dixon	Teacher	Justin Braica	Teacher	Cheri Drapeau	Teacher	Molly Witkus	Counselor	Treasure Mason	SEBS Teacher Assistant	Marisca Acuna	Paraprofessional	Marvin Thompson	SPED Teacher	Christopher McClure	Teacher
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Final Program Schedule	Monday-Thursday <ul style="list-style-type: none"> ● 8:00-8:30-Morning Entry/Breakfast ● 8:30-9:35-Academic Enrichment 1 ● 9:37-10:42-Academic Enrichment 2 ● 10:44-11:05-Lunch ● 11:05-1:30:SEL/Physical Enrichment ● 1:30: Dismissal
Name and contact information for questions over the summer	<ol style="list-style-type: none"> 1. <u>Primary</u> Contact Name: JaNae Jones Primary Contact Email: jonesjan@springfieldpublicschools.com Primary Contact Phone: 413-787-7240 ext 45840 2. <u>Backup</u> Contact Name: Mark Laurenzano Backup Contact Email: laurenzanom@springfieldpublicschools.com Backup Contact Phone: 413-787-7240 ext 45874

Strategic Action Plan: Kiley Prep

Priority 1: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics.

Goals for Priority 1:

1. We would like to create a Kiley Prep document to explain and simplify intervention structures.
2. We would like to instruct, train, and develop classroom management and routine to support the prescribed intervention model universally at Kiley Prep.
3. We would need to track and collect data for progress monitoring to better track patterns and behaviors among students.
 - a. Where do we use this data?
 - b. How are the educators at Kiley Prep using it in their interventions?
 - c. How can we synthesize and use this data in the classroom and on a school wide level to make informed decisions about academics and behavior?

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?):**
 - Building knowledge and understanding around the Instructional Core. Collaborative feedback for ongoing work with Kiley Prep Vision Logic Chain
 - Science of Reading and Structured Literacy for all educators
 - Innovations around Intervention: structure, content, focus on fluency in Math and ELA, and streamlined data collection
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Michelle Forman: Vision Creation
 - Unbound Ed Summit in Washington, DC
 - McGraw-Hill Reveal Math Curriculum Consulting
 - SEZP Mentor-Mentee Partnership
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Weekly Tuesday PLC supports ongoing intervention data collection, analysis, and best instructional practices
 - Weekly Thursday PLC dedicated to looking at student work protocol to directly support targeted reteaching plans that provide students with explicit feedback around misconceptions
 - Ongoing professional development around structured literacy for all educators

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

Task	Owner
TLT and the leadership team will collaborate to refine the Kiley Prep Vision anchored in the instructional core. Staff input around the kinds of professional development they need to enact priorities.	Principal and TLT
Monthly mentoring meetings aligned to Kiley Prep instructional vision and MTSS tiered interventions	Assistant Principal Dean of Instruction Expert Teacher
Kiley Prep Culture Days will incorporate structured literacy and fluency	Dean of Culture

innovations and celebrate intervention progress and contribute to students' positive academic identity.	Dean of Intervention
Develop systems to ensure all teachers are providing students opportunities to reflect and monitor academic progress through Crew and Intervention	Dean of Intervention Assistant Principal

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

Goals for Priority 2:

1. Create a scheduled showcase of high quality student work. Teams of content areas to showcase student work monthly.
2. Create a high quality student work rubric that embodies the Kiley Prep attributes of craftsmanship.
3. Creating a parent council that is involved in the process of school planning, extracurricular and academic events so families feel they have more stake within their child's school community.

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?):**
 - Utilize the instruction core (task) and Kiley Prep Vision (student outcomes) to identify the criteria for high quality student work
 - Looking at student work protocol to support teachers in identifying artifacts of high quality craftsmanship for monthly showcase
 - TLT will gather teacher input on the structure and types of events that Kiley Prep parent council will partner in
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Michelle Forman: Vision Creation
 - Unbound Ed Summit in Washington, DC
 - McGraw-Hill Reveal Math Curriculum Consulting
 - SEZP Mentor-Mentee Partnership
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Weekly content PLC provides ongoing support using LASW protocol to build knowledge around the criteria of high-quality student work and identifying student artifacts for showcase
 - Ongoing work to refine Kiley Prep instructional vision utilizing the instructional core

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

Task	Owner
Build teacher knowledge in understanding how a task supports learning targets, and which instructional moves maintain a tasks cognitive demand (stated vs. enacted task)	Principal Dean of Instruction Dean of Intervention
See out insights from families through Kiley Prep internal surveys that reflect the data of Insight Surveys, but in a way that families can access	Family Engagement Analyst
Build student academic language and conceptual understanding through peer to peer and community discourse	Leadership team with educators