

This SY' 25-26 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, and is final pending SEZP Board approval later this school year.



Kiley Prep

2025-26

School Plan



**Springfield Public Schools
2025-2026 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)

Aug 25: School Begins

August 2025				
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

Feb 13: Early Release at 1:05pm

Feb 16: Schools Closed - Presidents Day

Feb 17 - 20: Schools Closed - Mid-Winter Vacation

February 2026				
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

Sep 1: Schools Closed - Labor Day

Sep 9: Schools Closed - Teacher PD Day

Sep 22: Open House

September 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Mar 17: Early Release at 1:05pm

March 2026				
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			

Oct 10: Early Release at 1:05pm

Oct 13: Schools Closed - Indigenous People's Day

October 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

Apr 3: Schools Closed - Good Friday

Apr 17: Early Release at 1:05pm

Apr 20: Schools Closed - Patriots Day

Apr 21 -24: Schools Closed - Spring Vacation

April 2026				
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	

Nov 4: Schools Closed - Teacher PD Day (Election Day)

Nov 11: Schools Closed - Veterans Day

Nov 25: Early Release at 1:05pm

Nov 26 - 28: Schools Closed - Thanksgiving Vacation

November 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

May 22: Early Release at 1:05pm

May 25: Schools Closed - Memorial Day

May 2026				
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

Dec 19: Early Release at 11:35am

Dec 22 - 31: Schools Closed - Holiday Vacation

December 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Jun 19: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students & Staff

June 2026				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Jan 1-5: Schools Closed - Extended Holiday Vacation

Jan 6: Schools Closed - Teacher Professionals Day

Jan 16: Early Release at 1:05pm

Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2026				
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

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

- School Closed
- Student Early Release
- Special Student Early Release



**Springfield Public Schools
2025-2026 Staff 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)

Aug 13+14 & 20-22: Teacher PD
Aug 22: Convocation
Aug 25: School Begins

August 2025				
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

Feb 13: Student Early Release at 1:05pm / Teacher PD until 3:20pm

Feb 16: Schools Closed - Presidents Day

Feb 17 - 20: Schools Closed - Mid-Winter Vacation

February 2026				
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

Sep 1: Schools Closed - Labor Day
Sep 9: Schools Closed - Teacher PD Day
Sep 22: Open House

September 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Mar 17: Student Early Release at 1:05pm / Teacher PD until 3:20pm

March 2026				
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			

Oct 10: Student Early Release at 1:05pm / Teacher PD until 3:20pm
Oct 13: Schools Closed - Indigenous People's Day

October 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

Apr 3: Schools Closed - Good Friday

Apr 17: Student Early Release at 1:05pm / Teacher PD until 3:20pm

Apr 20: Schools Closed - Patriots Day

Apr 21 -24: Schools Closed - Spring Vacation

April 2026				
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	

Nov 4: Schools Closed - Teacher PD Day (Election Day)

Nov 11: Schools Closed - Veterans Day

Nov 25: Student Early Release at 1:05pm / Teacher PD until 3:20pm

Nov 26 - 28: Schools Closed - Thanksgiving Vacation

November 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

May 22: Student Early Release at 1:05pm / Teacher PD until 3:20pm

May 25: Schools Closed - Memorial Day

May 2026				
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

Dec 23: Early Release at 11:45am
Dec 24 - 31: Schools Closed - Holiday Vacation

December 2025				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Jun 19: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students & Staff

June 2026				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Jan 1-5: Schools Closed - Extended Holiday Vacation

Jan 6: Schools Closed - Teacher Professional Day

Jan 16: Student Early Release at 1:05pm / Teacher PD until 3:20pm

Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2026				
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

*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 11:45am
- Regular Day + PD until 4:00pm
- Student Early Release + PD until 3:20pm
- Full Day PD from 8:00am-3:20pm

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
6.	Summer PD (pre-Aug 18th)	Summer PD	8:00 AM	3:20 PM	7:20

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 25-26 is August 18th, 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 18th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	0
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25		0 hrs

B. Other Events on or After August 18th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Open House	September 22, 2025	1.0
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		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.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	15	1513.833	1.0	1529.500	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;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes.

3. Additional staff duties

A. During the Workday

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

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

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

B. Afterschool Support for Students

All educators 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 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 email, phone or in-person meetings throughout the school year. Teachers are not required to respond to families outside of the work week.

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 08/22/2025.

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

- TLT and leadership team utilized Ladder of Inference and ATLAS Protocols as they presented and analyzed Mid-year Review Road Map, SQR and Insight survey Data with all staff during PLC and Extended day through both content and grade-level lenses.
- Our Family engagement officer cross-analyzed Insight Survey data results from the school years 21-24.
- TLT and Vision committee worked with our DESE support liaison, Brianna Higgins, to establish our midyear priorities. We used this resource to help narrow our focus on the particular priority levers 2.b., 4.f. and 4.g. for the remainder of the school year.

Priority 1

Selected Lever: 2.b. Outcomes for All

Text of Lever: Across classrooms, student work products and discussions demonstrate student ownership of the thinking.

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

2.b. Student Ownership: Coherent Actions for Improving Assurances for Educational Equity, which include the following: Instructional Leadership for Equity, Curriculum and Instruction, Feedback System for Building Educator Capacity, Professional Learning and Collaboration.

Data: Only 35-37% of all Tier 1 students are showing growth in RIT score between Fall to Winter MAP testing periods in both ELA and Math.

Working Theory: We believe that these low growth percentages of progress are related to the facets of student ownership and intrinsic motivation among the students at Kiley Prep. The results of Freckle, MAP and Mid-Year review data indicate that while we are making significant progress in RIT score growth among Tier 2, Tier 3 and sub-group students, there is a plateau in growth among the accelerated and exceptional learners. While the majority of students in our community are meeting or exceeding their growth goals, we need to further investigate avenues of creating multiple entry points for students to access the curriculum with goals of motivating and engaging students of all abilities.

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

- Do we as a community have an aligned definition of what student ownership is and looks like?
- How can we create an aligned vision of student ownership to be consistently implemented across all classrooms?
- How can we create and implement a reflection tool that can simultaneously increase student engagement and provide them with specific, immediate, actionable, and relevant feedback?

Priority 2

Selected Lever: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff (4.f., 4.g.)

Text of Lever: The school and all school community members support and develop policies and practices that move the school toward dismantling racial inequalities and individuals are persistently self-aware and engage in regular self-examination of personal biases that suggest one group is inferior or superior over another.

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

4.f: Responsiveness to Families and Caregivers. School leaders and teachers respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.

4.g: 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.

Data: Our data indicates a positive trend in Family Engagement within our family/school community, boasting a 9% increase in family and caregiver buy-in to the effectiveness of our school model according to the Family Insight survey. While more parents and families are buying into our school model, over 50% of all parents and families feel they are not satisfied with regular academic performance checks from teachers.

Working Theory: While our overall buy-in has increased, our data indicates a need to improve upon opportunities which encourage families to engage as partners in raising student achievement. Through our analysis of data received from Student and Family Insight surveys, the implementation of an Empowerment Council at Kiley prep can increase community outreach and family involvement. While the Empowerment Council is already in existence at Kiley Prep, we want to create more opportunities to meet consistently to put plans in place that will increase family and caregiver engagement and involvement within our school community.

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

- How can we create more opportunities for the Empowerment Council to meet to create events and plans to increase overall family/caregiver engagement? How can we get parents involved in this council and other opportunities involving extracurricular and academic events?
- How can we come up with an aligned and consistent method of teacher/family check-ins to decrease our 50% margin of unsatisfactory communication?
- How can we create a rotating structure that showcases exemplary and high-quality student work throughout the year?
- How can we use summer planning time to help create a showcase structure that displays exemplary and high-quality student work?