SEZP // Springfield Empowerment Zone Partnership

Academy at Kiley

2025-26

School Plan

1. **Staff work year calendar and calculating total educator time**

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

Part 1: School year hours

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

Important Note: Newly hired Academy at Kiley staff will be required to attend "new staff orientation" Academy at Kiley on August 13th, 14th & 15th from 9:00am - 3:00pm and will be paid at an hourly rate of $36.61/hour for a total of 18 hours.

	Day Type	Staff Category	Grades 6-8		
			Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:20 AM	3:08 PM	7:48
2.	Regular Day + PD (Tuesday)	Regular Day + Extended Day PD	7:20 AM	4:25 PM	9:05
3.	Half Day	Staff Half Day	7:20 AM	11:35 AM	4:15
4.	No School for Students / Full Day Staff PD	Full Day PD	8:30 AM	3:00 PM	6:30
5.	Early Release for Students and Staff	Staff Early Release	7:20 AM	1:05 PM	5:45
6.	Early Release and PD	Student Early Release + PD	7:20 AM	2:05 PM	6:45
7.	Early Release and Extended PD	Student Early Release + PD Extended	7:20 AM	4:00 PM	8:40

Part II: Additional educator hours

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

These hours will be included in the total educator work hours and payment will be calculated into an educator's annual compensation. This does not preclude teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the 'traditional' start of school, which in SY 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	N/A
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
Orientation/Family BBQ	August 21st 2025	2

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Open House	October 28th 2025	2
Parent Conference # 1	November 10th 2025 (date subject to change)	2
Parent Conference # 2	February 10th 2026 (date subject to change)	2
Parent Conference # 3	Varies - determined by GLT	3
School Celebrations	Various dates throughout year	4
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		15 HRS

Part III: Total educator hours

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

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	0	1460.000	15.000	1475.000	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):
   - Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students;
   - Substitute coverage of classes and duties of others who are absent from school;
   - Development and maintenance of hallway bulletin boards

If a teacher is asked or directed to perform these duties during the contractual lunch break, self-directed preparation

periods or during collaboration time, they shall be compensated at $35 per/occurrence if time in a 10 day period dips below 350 minutes.

    B.   **Afterschool Support for Students**

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 are 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 09/09/2025.

Springfield Public Schools
2025-2026 Student Calendar
The Academy at Kiley
180 Cooley Street, Springfield, MA 01128

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:25 AM - 3:06 PM ; see calendar for additional special student early release days
Teacher Hours	7:20 AM - 3:08 PM (Mon - Fri); 7:20 AM - 4:25 PM (only on extended Tuesday's)

Aug 21: Orientation / Family BBQ

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

Sep 1: Schools Closed - Labor Day

Sep 9: Schools Closed – Teacher PD Day

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			

Oct 10: Early Release at 1:05pm

Oct 13: Schools Closed - Indigenous People's Day
October 28th: Open House

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

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

November 10: Parent Teacher Conferences

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

Dec 19: Half Day - Student Dismissal 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		

Jan 1-5: Schools Closed - Extended Holiday Vacation

Jan. 6 : Schools Closed - Teacher Professional 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

Feb 10: Parent Teacher Conferences

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

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			

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	

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

Jun 19: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students & Staff at 11:35am

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			

*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**

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Springfield Public Schools
2025-2026 Staff Calendar
The Academy at Kiley
180 Cooley Street, Springfield, MA 01128

SEZP // Springfield Empowerment Zone Partnership

Student Hours	7:25 AM - 3:06 PM ; see calendar for additional special student early release days
Teacher Hours	7:20 AM - 3:08 PM (Mon - Fri); 7:20 AM - 4:25 PM (only on extended Tuesday's)

Aug 13-15: New Staff Orientation (9am - 3pm)

Aug 18-22: Teacher PD

Aug 21: Orientation / Family BBQ

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

Sep 1: Schools Closed - Labor Day

Sep 9: Schools Closed – Teacher PD Day

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			

Oct 10: Student & Staff 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

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

Nov 11: Schools Closed – Veterans Day

Nov 25: Student & Staff 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

Dec 19: Half Day - Student Dismissal 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		

Jan 1-5: Schools Closed - Extended Holiday Vacation

Jan. 6: Schools Closed - Teacher Professional Day

Jan 16: Student and Staff 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

Feb 13: Student Early Release at 1:05 & Staff Early Release at 2:05pm

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

Mar 17: Student Early Release at 1:05pm / Teacher PD until 4:00pm

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			

Apr 3: Schools Closed - Good Friday

Apr 17: Student Early Release at 1:05 & Staff Early Release at 2:05pm

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	

May 22: Student & Staff 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
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Jun 19: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students & Staff at 11:35am

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			

*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.

Legend:
- School Closed
- Staff Early Release at 11:35am
- Staff Early Release at 1:05pm
- Regular Day + PD until 4:25pm
- Full Day PD from 8:30am-3:00pm
- Student Early Release + PD until 2:05pm
- Student Early Release + PD until 4:00pm

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School Priority Levers Form: <u>Academy at Kiley</u>

Ways in which the faculty was engaged in Phase 1 of School Planning:
- Staff were surveyed.
- TLT Jigsawed and presented data.
- Staff provided feedback on priorities.
- ILT reviewed data and provided feedback on priorities.

Priority 1

Selected Lever: Equity and Improvement Lever 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity
  - Instructional Leadership for Equity
  - Curriculum and Instruction
  - Feedback System for Building Educator Capacity
  - Professional Learning and Collaboration

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

Data:
- According to the SQR Report, out of the 14 sub-indicators, we are still developing in 10.
- In the ELA Winter MAP the percent of students meeting growth in reading, have been consistently above SEZP avg, We saw in increase in last years data of Multilingual Learning and Students with Disabilities meeting their reading growth score from 47.7% to 52.2%, in students who are just multilingual learners and not SWD there was a huge jump from 40.7 to 52.2, and from students who have disabilities but are not multilingual learners, there was an increase from 47.9 to 50.6. In regards to the Winter Map growth for Math, the percentage of students meeting their growth goal was slightly above the SEZP average, but there was a decrease in the percentage of students who are both multilingual learners and students with disabilities (0.1) and a decrease in students with just disabilities meeting their growth goal (0.5), the nominal changes in math show a stagnation in improvement.
- On the 2024 MCAS, the average scaled score for math and ELA respectively were 476 and 472, significantly beneath the goal of 490. Despite some of the growth made, we still have a lot of room to grow in order to meet the needs of all of our students.
- Although the SQR suggests that we focus on Instructional vision , the action steps, which focus on educator feedback systems and the building of teacher capacity, seemed more aligned to this indicator

Working Theory: We believe that the low scores are in part due to a disconnect between current instructional practices and practices articulated in our instructional vision and common approaches to practice. We continue to believe that the fastest way to develop all staff is with regular feedback and coaching that addresses both content knowledge and pedagogy as well as classroom management and building relationships, in addition to a clear focus on what it looks like to center student voice and ownership of their thinking. If all educators have a clear understanding of what 'student ownership of their thinking looks like in practice and receive timely feedback and coaching that is aligned to the school vision, student achievement will improve.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- What are the appropriate next steps for developing teacher capacity?
- How do we ensure that tier 1 instructional strategies are consistently utilized across all classrooms?
- How can we better leverage the skill sets and expertise of all staff in the building in order to increase the collective capacity of our staff?
- How will we build an understanding of what 'student ownership of thinking and student centered voice' looks like in practice with our educators?

Priority 2

Selected Lever: Equity and Improvement Lever 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 working theories of what needs to improve to drive better results?

Data: Chronic absenteeism has not decreased since last year. We were at 29% in October to 39.7% now. This is paired in the SQR report indicators 3D, progress monitoring, and 3f, social-emotional treatment, are the only indicators not rated established. In the 2024 school year 8.9% students with an average of 3.3 days per suspension, at this point in the year we already have 12.7% of students suspended with an average of 7 days. There are a multitude of factors that have led to chronic absenteeism, including unsafe behavior, mental health issues, and lack of coping skills as evidenced by our PEAR and suspension data. We believe that a change in our progress monitoring and social emotional treatment may have an impact.

In terms of MAP data, in ELA there was a 6.6 increase in the percentage for Tier 1 students meeting their growth goal, an 11.2% increase in tier 2 students meeting their growth goal and an 8.4 point increase in the percentage of tier 3 students meeting their growth goal, with the percentage meeting their growth goal in each category being 31.1, 50.9 and 76.9 respectively. In math there was a 19.9% increase in tier 1 students meeting their growth goal, a 13.8% increase in tier two students meeting their growth goal and 6.9% increase in tier 3 students meeting their growth goal, with the percentage of of students meeting their growth goal in each tier being 57.8%, 59.6%, and 67.5%. Considering that more than 2/3rds of our students are not in tier 3, the amount of growth we are making with students significantly behind is promising, but the low percentage of students entering at or above grade level meeting their growth goal needs to be further investigated.

Working Theory: If we continue to provide access to tiered supports through staff training and regular embedding of prerequisite skills in core classes, provide targeted supports to families of students who are chronically absent, through additional partnerships with community resources, have a dedicated set of staff that focus on SEL and Attendance needs, develop programs that increase a sense of 'belonging' to student student achievement and attendance will improve.

What questions or information will be needed to refine your theory of action and set goals in this priority area?
- Why are kids not coming to school?
- What percentage of absences are due to hospitalizations or other excused absences?
- To what extent are our families connected with necessary community resources?
- What does attendance look like for students that are a part of different afterschool programs (ballers, sports, etc)
- What does attendance look like by cohort
- What does attendance look like for tier 1 students?
- What training/ resources exist to help students build appropriate coping skills?

Priority Levers Goals: <u>Academy at Kiley</u>

Priority 1: Lever 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity
- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

Working Theory of Change: We believe the low scores are due in part to a disconnect between current instructional practices and practices articulated in our instructional vision and common approaches to practice. We continue to believe that the fastest way to develop all staff is with regular feedback and coaching that addresses both content knowledge and pedagogy, as well as classroom management and building relationships, in addition to a clear focus on what it looks like to center student voice and ownership of their thinking. If all educators have a clear understanding of what student ownership of their thinking looks like in practice and receive timely feedback and coaching that is aligned with the school vision, student achievement will improve.

Progress made thus far (synthesis from faculty):
- Being effective communicators through the discourse mapping tool.
- Using vertical team time as an opportunity to see other people teach.
- Seeing videos of each other teaching.
- Using similar documents to drive discussions (observation tools)
- Consistency in terms of focus.
- Spent a lot of time focusing on excellence and joy.

Where we run into obstacles (synthesis from faculty):
- Amount of peer observations
- Lack of time to conference with students
- Still struggling to enact the vision in the classroom, we know the words, but what does it really look like
- Common belief/ process for lesson internalization and ways to elevate student voice, as well as the structures/ scaffolds that would need to be in place to support student thinking
- Navigating the gap between the expectation of students (standard) and what they currently know, and what steps are required to get them there.

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. Staff being able to confidently navigate the gap between student understanding and student expectation by using a consistent, content-specific lesson internalization tool
    a. Deepen content-specific knowledge in PLCs
    b. Revise current unit-level and lesson-level internalization tools
2. Identify how to assist students in making explicit connections between new content and their prior experiences in each lesson.
    a. Strengthening instructional strategies that support authentic discourse

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- How to Analyze Kickboard Data
- Vertical time: identifying how to plan for gaps, helping lessen the space between the expected task and enacted task.
- How to effectively give feedback and use discourse mapping.
- Practice using the lesson internalization tool with vertical teams.

Priority 2: Lever 3

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

Working Theory of Change: If we continue to provide access to tiered supports through staff training and regular embedding of prerequisite skills in core classes, provide targeted supports to families of students who are chronically absent, through additional partnerships with community resources, have a dedicated set of staff that focus on SEL and Attendance needs, develop programs that increase a sense of 'belonging' to student student achievement and attendance will improve.

Progress made thus far (synthesis from faculty):
- Adopting Kickboard
- Continued and expanded work with community partners
- Using the SHA to determine student needs.
- Adoption of Freckle as a reading intervention that teachers across content areas support.

Where we run into obstacles (synthesis from faculty):
- Using Kickboard consistently
- STAT takes a lot of time.
- Difficulty in getting student buy-in

Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT):
1. Develop proactive strategies to increase student time on task, as measured by a reduction of referrals for off-task behavior by 10%
    a. How to utilize Kickboard as an effective engagement tool
    b. Need explicit training on what classroom routines and instructional strategies exist to help students build a sense of esteem and ownership (e.g., classroom roles, collaboration strategies, etc).
2. Staff will understand how to build a sense of belonging through daily restorative circles and tier one support strategies, as measured on a student survey given three times over the year.
    a. Training on how to run restorative circles.
    b. Revisiting trauma-informed practices with learning from outside experts

What we would like to learn and accomplish in August PD (faculty input, TLT thinking):
- Identify which soft skills and policies we would like to norm across the school
- How to run restorative circles and implement trauma-based practices daily.
- Practice using the data analysis features in Kickboard.
- Time to practice common routines and instructional strategies.

SEZP's Summer Learning Design Principles:

1. Focuses on equity and develops 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, enrichment and addresses unfinished learning
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
8. 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
9. Reminder: low-incidence programming and traditional summer school academy dates must align
   a. Particularly important for schools who purchase SPS Special Education services as the District will determine the summer schedule.

As a starting point, please look through <u>this linked document</u> for Summer Academy logistics and operational timelines to help guide you in completing your schools' summer learning plan template below.

Summer 2025 Learning Plan for: Academy at Kiley	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: James Brown-Martin Phone: 413-252-6029 Email: brown-martinj@springfieldpublicschools.com
Summer Plan Logistics	**Summer Program Dates**: 7/7 - 7/31 (M-Th)
	Type of Program (select from dropdown): Early Start + Extended Year ▾
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing <u>historical school-level data</u>: Target population: - Incoming 6th graders who were 2 or more grade levels below on the spring iReady assessment - Incoming 6th graders who are coming from an elementary school with low enrollment (1-3 students assigned) - Rising 7th and 8th grade students who had a failing grade in math or ELA for the school year - Students who are in need of tier 3 reading or math intervention as based on MAP Winter and Spring MAP assessment. - Rising 7th and 8th graders who were labeled as chronically absent - Incoming 6th graders with 10 or more absences (if data is available) Goal: - Direct reading instruction supported by the science of reading (i.e. Just Words , Wilsons, or SIPs) - Direct math instruction focused on Number sense and fluency standards (multiplication and division of rational numbers) - A connection to the school community, and support of their Social-Emotional well- being
	Student Start Time: 8:00am
	Student Dismissal Time: 1:30pm
	Lunch Time: 11:00-11:30am
	Estimated # of Students: 50
	Estimated Total # of Student Learning Hours: 80
	Total # of Classrooms Needed: 6
	Shared Facility Needs (i.e. cafeteria): cafeteria, auditorium, gymnasium

	OITA Programs/Apps Needed: Freckle, MAP accelerator

Name and contact information for questions over the summer.
 	
This information will be shared with SPS and FACE.
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