

This SY' 25-26 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.



J.F. Kennedy Middle School

**2025-26
School Plan**

Educator Working Conditions Addendum

Approved 9/2/25 for insertion into final SEZP Continuous Improvement Plans for SY 25-26

The 25-26 Educator Working Conditions template used by Teacher Leadership Teams (TLTs) to develop educator working conditions was developed using the agreed upon language from the Agreement Between the Springfield Education Association and the Springfield School Committee for the Springfield Empowerment Zone Partnership Schools, which expired on June 30, 2025.

A new Collective Bargaining Agreement - effective July 1, 2025 through June 30, 2028 - was reached after these plans were approved by the SEZP Board. Therefore, language in the new Agreement will supersede language approved by Teacher Leadership Team's Educator Working Conditions in the following 3 areas:

2. Staff workday
8. Staff dress code
9. Class size

New Language:

Article 25, Section 2, Part A. will replace provisions of the Educator Working Conditions 2. Staff work day

Duty Free Lunch

- A. Each teacher will be provided with an uninterrupted thirty (30) minute duty free lunch period. Except in emergency or extenuating situations, teachers shall be permitted to leave the school building during their 30-minute scheduled lunch period with advance notice of the principal or his or her designee and with the completion of a signed In and Out log.
- B. In an emergency, teachers who volunteer to provide lunch coverage during their own duty-free lunch period will be compensated at the rate set in Appendix B.

Prep Periods

Educators will have – at minimum - one self-directed 40-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator must have an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If an educator cannot have access to their own teaching space during preparation periods, every effort will be made to provide a functional working space.

In service of a unique program (e.g. an adjunct professor teaching early college), a teacher may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the teacher schedule will be clearly noted in the respective job posting. Additionally, educators in these positions will be notified of any changes to their schedule, prior to the transfer window.

Every effort will be made to ensure that the 40 minutes of preparation time is not adjacent to any other

scheduled activity (e.g., STAT meetings, grade-level team meetings) that is less than 15 minutes in duration, in order to preserve the integrity and utility of the preparation period.

Article 25, Section 10 will replace Educator working conditions 8. Staff Dress Code

Dress Code

All employees covered under this collective bargaining agreement must:

- Dress in a neat and clean manner appropriate to their role and responsibilities.
- Use good judgment in attire that is respectful of students, families, and colleagues.

School spirit days may be designated by the administration in collaboration with staff.

Article 23, Section B, Part 1 will replace Educator Working Conditions 9. Class Size:

A. Components of Annual Continuous Improvement Plans

1. Each TLT will review class sizes by February 1 and provide the principal with recommendations for addressing any challenges or opportunities related to class size for the following school year.

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	Regular Day	7:15 AM	3:09 PM	7:54	
2. Mid Term	Mid Term	7:15 AM	3:09 PM	7:54	
3. Half Day	Half Day	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 4:15	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 and PD until 3:09 PM	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 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
Welcome Back BBQ	August 22 (3-6:00 pm)	3
Open House/Fall Celebration	October 22 (4:45-7pm)	2.25

Student Led Conferences	March 11 (3:10 -6:32pm)	3.32
Spring Celebration	April/May (3:09 - 6:15pm)	3.1
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25		11.67 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	1463.33	11.670	1475.003	189

2. Staff workday

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

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

- Phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Regularly checking student work and clipboarding to track student progress and give consistent feedback
- 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.

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

All educators 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

All educators 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, basketball shorts, sweatpants (non-JFK), beach wear, and flip flops are not permitted. Headphones in academic settings and hallways are not permitted. Hats are not allowed to be worn in the building during school hours.

* PE Teachers can wear athletic wear

** Some exceptions may apply including religious exemptions

9. Class size

Efforts are made to ensure a reasonable class size for students and educators. 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.). Reg Ed Class Size - 32 and under SPED Class size - 8 and under if over 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. \$500 Stipend for a staff member who maintains the bulletin board for each grade level.

11. Family-teacher communication

Class Dojo is the main line of communication and the family facilitator will do everything they can to ensure all families are signed up on Dojo. Relationships between educators and families/caregivers are critically important to the overall academic success of a student's school experience. Educators are required to make regular phone calls/DOJO 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. Any student who has a C- or lower at progress report time must receive communication home to families. Educators are not required to respond to families outside of the work day/week. If assistance is needed in contacting families please contact the Dean/Counselor of the grade. If contact still does not occur the Dean/Counselor will incorporate our family facilitator.

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
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 22: Family Event (3-6pm)
Aug 25: School Begins
Aug 29: Early Release at 1pm

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: Half Day - Student Dismissal at 11:35am
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

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 6: Half Day - Student Dismissal at 11:35am
Mar 11: Early Release at 1:00pm / Student-Led Conferences (3:10 - 6:32 pm)
Mar 20: Half Day - Student Dismissal at 11:35am

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 1:00pm
Oct 13: Schools Closed - Indigenous People's Day
Oct 22: Early Release at 1:00pm & Open House (4:45-7pm)
Oct 31: Early Release at 1:00 pm

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

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: Midterms - Early Release at 1pm
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
- Half Day (11:35AM Dismissal)
- Mid Term Dismissal 1PM
- Early Dismissal 1PM



**Springfield Public Schools
2025-2026 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 18-22: Teacher PD

Aug 22: Convocation / Family Event (3-6pm)

Aug 25: School Begins

Aug 29: Early Release for Students & Staff at 1:00pm

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

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

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

Mar 11: Student Dismissal at 1:00pm / Staff Hours Extended 3:10-6:32pm for PTC

Mar 20: Half Day - Student & Staff Dismissal at 11:35am

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 for Students & Staff at 1:00pm

Oct 13: Schools Closed - Indigenous People's Day

Oct 22: Early Release for Students at 1:00pm / Teacher Dismissal 3:09 + Open House night (staff extended hours from 4:45- 7pm)

Oct 31: Early Release for Students at 1:00 pm / Teacher Dismissal 3:09

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 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 for Students & Staff at 11:35 am

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

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 for Student & Staff 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 at 11:35am

Jun. 26: Schools Closed - Teacher Professional Day

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

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
- 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 members presented mid-year data to the faculty at the GLT
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to refine the draft of the Phase 1 templates (educator working conditions, priorities, calendar)

Priority 1

Selected Lever: Level 2

Text of Lever: 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

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

Student Ownership and Curriculum and Instruction

Data:

Equity and Improvement Lever #2

Coherent Actions for Improving Assurances for Educational Equity

Indicator	Standard of Practice	Rating
2a: Outcomes for All	Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including emerging bilinguals and exceptional learners, are engaged in appropriately challenging tasks and are moving toward or beyond grade-level work performance.	Developing
2b: Student Ownership	Across classrooms, student work products and discussions demonstrate student ownership of the thinking.	Developing
2c: Instructional Team Effectiveness	The Instructional Leadership Team or TLT (depending on the unique design of school teams), consisting of School Leaders, Master/Advanced Teachers and/or Lead Teachers, drive instructional improvement that is consistent with the instructional vision in the school by meeting on a weekly basis to observe and analyze teacher practice across the school and identify high-leverage professional development topics improve practice.	Developing

In the initial meeting with school leaders on the day of the SQR, leaders stated that the instructional vision at Kennedy Middle School is to provide students ownership over a standards-based curriculum. According to one leader, the expectation for teachers was to “give students the grade-level curriculum, but support [learning] when [the students] need it.” However, across the ten classrooms observed on the day of the SQR, there were inconsistent opportunities for students to demonstrate ownership of their thinking during lessons. In core content and intervention classrooms, teachers owned the thinking in the classroom and did not provide students the opportunity to engage in productive struggle. For example, during an eighth-grade science lesson, the teacher asked for volunteers to share their answers to a question. One student answered. The teacher confirmed the student was correct

and explained why the answer was correct instead of inviting more students to participate in the discussion and thinking. During a seventh-grade math intervention lesson, students split into small groups. In the group working with the content teachers, students and teachers worked through review word problems involving ratios. The teacher did not provide an opportunity for students to attempt the problem independently; instead, the teacher walked students through the problem step-by-step, providing leading prompts that included how to correctly set up the ratio table. One possible reason for this lack of opportunities for student ownership is that teachers did not provide multiple entry points for students into the standards-aligned curriculum. Knowledge of the standards was evident in the content of the just-in-time remediation lessons observed during intervention classes. However, there were no effective scaffolding strategies implemented to support students in accessing the content and/or owning the thinking during instruction in either content or intervention classes.

In addition, student engagement was inconsistent in observed classrooms. In most classrooms observed, only a handful of students raised their hands in response to a teacher's question. Classroom discussions usually involved less than five students. Discourse often was between a teacher and a handful of students rather than between students. The student-to-student discourse was observed in only one out of ten classrooms. During the student focus group, students shared that in some classes there are a few students who consistently raise their hands, and teachers tell those students to put their hands down in order to give other students a chance to answer. The observed instructional practices do not align with leaders' expectations for what should be seen in classrooms. Leaders stated that they expected teachers to "use instructional routines such as think-pair-share or the math discussion protocol to help [students] access the curriculum." Leaders also stated, "In math classes, we should see a lot of talking between students—working together, thinking, talking, sharing." The impact of this inconsistency in student ownership is that students reported not feeling challenged. When asked to describe a challenging task, assignment, or project that they had completed this school year, students struggled to name one. A few students listed tasks they had completed during their enrichment classes; none listed tasks from their core content classes.

Working Theory: We believe that if Kennedy MS develops a clear instructional vision that articulates what educators and students are doing and what tasks should be when they are from high quality instructional materials and on grade level, and educators continue to develop skills and competencies to teach in these ways, then coaches and administration can give effective and targeted feedback to rapidly develop skills to help us meet our instructional vision.

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 throughout the year?
- 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?
- Ensure staff is familiar with the curriculum during PD to be able to not only teach the lessons but adopt them as their own and build upon them.
- Continue the push for agendas and clipboarding everyday - build this to standards-based clipboarding
- Continue to have teachers collaborate on strategies used to engage all students and allow multiple points of entry.
- Build a system to show that students are taking ownership of their work
- Professional Development session on breaking down the instructional vision statement

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

Equity and Improvement Lever #3

Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

Indicator	Standard of Practice	Rating
3a: <u>Intervention System</u>	Students are scheduled flexibly to receive up to three regular doses of intervention support with intentional frequency, duration, and focus aligned to individual student needs and based on real-time data and progress monitoring. Targeted interventions are personalized for each learner and are delivered in three distinct "tiers" during primary core instruction, specialized secondary intervention classes, and/or intense tertiary intervention groups. A master schedule that supports flexibility in scheduling students, a robust data system for collecting universal screening data for academics and behavior, and a team to regularly monitor and react as a mechanism for progress monitoring are essential to an effective system.	Developing
3b: Effective Response to Intervention Team	One or more Response to Intervention Teams carefully monitors student progress resulting from three tiers of intervention. Teams use carefully identified entrance and exit criteria to make decisions on tier dosage and distinct, research-based types of intervention delivered in each dose. Progress monitoring informs the team's decisions to ensure selected interventions yield measurable student impact within 8-12 weeks. Teams identify any teacher support needed to make intervention delivery successful. Teams can be structured to be grade level, content-based, or cross-sectional based on school size and context. The Response to Intervention Team is in addition to the "STAT Team."	Developing

Data: This SQR was a decline from last year mainly due to staffing due to budget cuts. It is necessary to adjust our intervention systems despite the fact that we had the highest growth numbers in Kennedy's history. As of now our intervention system utilizes two classroom teachers in the subject that utilize data to group students, develop stations for students and have targeted intervention at the student levels. We are still flying high in MAP results but on a qualitative level staff is not receiving the push-in to do the intervention method with fidelity.

Working Theory: If we develop a schedule that drives intervention during 1 block in the morning for the whole school, then students can be grouped by level and will receive tier 3 intervention that will allow for staff to monitor progress and ensure that students will move fluidly through each tier, will drive learning and will be focused on students at their level. This will help improve student outcomes.

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

- How does this fit in the schedule?
- Will this be done on a whole school level or by grade level?
- Who monitors the data and makes decisions for the fluid movement of students throughout levels?

Priority Levers Goals: J.F. Kennedy Middle School**Priority 1: Lever 2**

Text of Lever: 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

Working Theory of Change: We believe that if Kennedy MS develops a clear instructional vision that articulates what educators and students are doing and what tasks should be when they are from high quality instructional materials and on grade level, and educators continue to develop skills and competencies to teach in these ways, then coaches and administration can give effective and targeted feedback to rapidly develop skills to help us meet our instructional vision.

Progress made thus far (synthesis from faculty): Significant progress - mentoring program and teacher coaching as well as new teacher growth was incredible.

Where we run into obstacles (synthesis from faculty):

- Principal time to push in and get feedback in a timely manner
- Vertical Time together

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

1. Develop a short list of specific instructional strategies teachers should consistently implement in their classrooms to increase student ownership and thinking. Clearly name and define the instructional strategies teachers are expected to execute. All of the strategies should align with the school's instructional vision for grade-level content with effective supports.
2. Capture this list in a rubric or "Look-for" document. This document should be shared with all staff members repeatedly and in multiple forms (i.e., through email, in person during PD, and in individual coaching sessions).
3. Develop a timeline/calendar for introducing each strategy to staff members. In the timeline/calendar, include PD time to explicitly teach the strategy, provide teachers an opportunity to practice with their peers, and plan for how to implement the strategy in their classroom.
4. Establish an observation-and-feedback cycle to observe teachers, with a specific focus on assessing the implementation of the instructional strategies. Provide teachers with targeted feedback and track teachers' action steps and progress towards effective implementation of specific strategies, focusing on one instructional strategy at a time.

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

- Lesson planning session and then differentiated lesson planning sessions
- Standards breakdown - how to break down a standard
- Strategies - how to create and utilize strategies to get students engaged

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 develop a schedule that drives intervention during 1 block in the morning for the whole school, then students can be grouped by level and will receive tier 3 intervention that will allow for staff to monitor progress and ensure that students will move fluidly through each tier, will drive learning and will be focused on students at their level. This will help improve student outcomes.

Progress made thus far (synthesis from faculty): The current schedule reflects the vision so the initial planning portion has been successful.

Where we run into obstacles (synthesis from faculty):

- Getting used to the schedule
- Ensuring monitoring of tier movement
- Setting timelines for tier movement

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

1. Setting criteria for tier movement, standards-based curriculum
2. Establish a system for providing Tier 3 interventions to students.
 - a. Identify the resources needed to establish a Tier 3 intervention system. This includes staffing and scheduling. Successful Tier 3 intervention schedules provide students the opportunity to meet in their intervention group three or more times per week. Students should not be pulled out of Tier 1 instruction to participate in academic interventions.
 - b. School leaders could consider providing Tier 3 interventions during part of the enrichment block. In addition, school leaders should identify high-quality resources for teachers to use for Tier 3 interventions.
3. Use academic data, including both MAP and curriculum assessment data and daily classroom performance, to identify students struggling to consistently master academic standards and who have previously received Tier 2 standards.
 - a. As a note, these students are already identified and receiving academic services through the special education (SPED) process should not be included in this process since that group of students receives supports as outlined in their individualized education plan (IEP). Focus Tier 3 interventions on the students who are furthest behind academically. Ideally, intervention groups would be between three and five students.

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

- Curriculum, access to curriculum
- Full block PD on tier movement, monitoring and process

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 [this linked document](#) 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: J.F. Kennedy Middle School	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Tashi Jones Phone: 413-348-1170 Email: jonesta@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates: 7/7 - 8/1 (M-Fri)
	Type of Program: Early Start + Extended Year ▾
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data : Students will participate in an immersive program including standards-based math instruction in the morning followed by a robust reading program led by HYF. The afternoon will be full of enrichments, sports, etc, making the program feel like a summer camp built as a full-day program.
	Student Start Time: 8 AM
	Student Dismissal Time: 4 PM
	Lunch Time: 12:30 - 1 PM
	Estimated # of Students: 60
	Estimated Total # of Student Learning Hours: 160 total (1.5 Math and 3 Reading daily) 3.5 for breakfast, lunch and enrichment time)
	Total # of Classrooms Needed: 6-8
	Shared Facility Needs (i.e. cafeteria): Cafeteria, Gym, PD Room
OITA Programs/Apps Needed: All free apps	
Name and contact information for questions over the summer. <i>This information will be shared with SPS and FACE.</i>	<p>Primary Contact Name: Tashi Jones Contact Email: jonesta@springfieldpublicschools.com Contact Phone: 413-348-1170</p> <p>Backup Contact Name: Tiffany Carr Backup Contact Email: carrt@springfieldpublicschools.com Backup Contact Phone: 413-495-2459</p>

Strategic Action Plan: J.F. Kennedy Middle School**Priority 1: Lever 2**

Text of Lever: 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

Goals for Priority 1:

1. Develop a short list of specific instructional strategies teachers should consistently implement in their classrooms to increase student ownership and thinking. Clearly name and define the instructional strategies teachers are expected to execute. All of the strategies should align with the school's instructional vision for grade-level content with effective supports.
2. Capture this list in a rubric or "Look-for" document. This document should be shared with all staff members repeatedly and in multiple forms (i.e., through email, in person during PD, and in individual coaching sessions).
3. Develop a timeline/calendar for introducing each strategy to staff members. In the timeline/calendar, include PD time to explicitly teach the strategy, provide teachers an opportunity to practice with their peers, and plan for how to implement the strategy in their classroom.
4. Establish an observation-and-feedback cycle to observe teachers, with a specific focus on assessing the implementation of the instructional strategies. Provide teachers with targeted feedback and track teachers' action steps and progress towards effective implementation of specific strategies, focusing on one instructional strategy at a time.

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?):**
 - Unpacking Kennedy's Instructional Vision
 - Lesson Planning and Differentiation
 - Standards Breakdown
 - Engagement Strategies and Student Ownership
 - Practice with Think-Pair-Share and Math Discussion Protocol
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Instructional Leadership Team (ILT)
 - Teacher Leadership Team (TLT)
 - SEN Coaches
 - District Math Leader (TBD for Math Protocols)
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Monthly vertical team meetings
 - Bi-weekly PLCs focused on strategy implementation
 - Quarterly data dives and instructional rounds
 - Ongoing coaching cycles

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

Task	Owner
Develop Look-For Rubric	ILT
Schedule PD and Coaching	Principal
Track Strategy Implementation	Coaches/APs
Facilitate Vertical Meetings	TLT
Monitor Feedback Quality	Admin Team

Priority 2: Lever 3

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

Goals for Priority 2:

1. Setting criteria for tier movement, standards-based curriculum
2. Establish a system for providing Tier 3 interventions to students.
 - a. Identify the resources needed to establish a Tier 3 intervention system. This includes staffing and scheduling. Successful Tier 3 intervention schedules provide students the opportunity to meet in their intervention group three or more times per week. Students should not be pulled out of Tier 1 instruction to participate in academic interventions.
 - b. School leaders could consider providing Tier 3 interventions during part of the enrichment block. In addition, school leaders should identify high-quality resources for teachers to use for Tier 3 interventions.
3. Use academic data, including both MAP and curriculum assessment data and daily classroom performance, to identify students struggling to consistently master academic standards and who have previously received Tier 2 standards.
 - a. As a note, these students are already identified and receiving academic services through the special education (SPED) process should not be included in this process since that group of students receives supports as outlined in their individualized education plan (IEP). Focus Tier 3 interventions on the students who are furthest behind academically. Ideally, intervention groups would be between three and five students.

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?):**
 - Curriculum Access: Ensuring all educators have access to and understand the curriculum materials they will use- content-specific PD
 - Full Block PD on Intervention Tier Movement
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Instructional Leadership Team (ILT)
 - Teacher Leadership Team (TLT)
 - SEN Coaches
 - District Math Leader (TBD for Math Protocols)

3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):

- Tiered Intervention System Development
- Data-Driven Instruction
- Progress Monitoring and Feedback
- Family Engagement

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

Task	Owner
Finalize Intervention schedule	Principal
Create Tiered student selections using MAP and curriculum data	ILT & Admin Data team
Train staff on intervention protocols and expectations	Coaches and Admin
Identify and purchase high-quality intervention instructional resources	Principal and ILT
Develop a progress monitoring tool for Tier 3 students	Admin Team
Assign intervention groups leads and clarify roles	GLT leaders
Schedule bi-weekly data review meetings	ILT
Communicate Intervention Plans to families	Family Engagement
Monitor the fidelity of the intervention implementations through intentional walk-throughs	Admin Team
Provide targeted PLCs on intervention	Admin Team/ ILT
Adjust student Groupings based on progress monitoring data	ILT