

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.

SEZP



**Springfield
Empowerment Zone
Partnership**

Kiley Prep

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 (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.



**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)

<p>Aug 25: School Begins</p> <table border="1"> <thead> <tr><th colspan="5">August 2025</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table>	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	<p>Feb 13: Early Release at 1:05pm</p> <p>Feb 16: Schools Closed - Presidents Day</p> <p>Feb 17 - 20: Schools Closed - Mid-Winter Vacation</p> <table border="1"> <thead> <tr><th colspan="5">February 2026</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> </tbody> </table>	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
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<p>Oct 10: Early Release at 1:05pm</p> <p>Oct 13: Schools Closed - Indigenous People's Day</p> <table border="1"> <thead> <tr><th colspan="5">October 2025</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	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	<p>Apr 3: Schools Closed - Good Friday</p> <p>Apr 17: Early Release at 1:05pm</p> <p>Apr 20: Schools Closed - Patriots Day</p> <p>Apr 21 -24: Schools Closed - Spring Vacation</p> <table border="1"> <thead> <tr><th colspan="5">April 2026</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table>	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	
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**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

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?

Priority Levers Goals: Kiley Prep**Priority 1: 2.b. Outcomes for All**

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

Working Theory of Change: 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.

Progress made thus far (synthesis from faculty): Kiley Prep refined our school vision over the course of the year with input from all educators. We developed a shared understanding of student ownership grounded in the Instructional Core and TRU rubric.

- Students build academic language and conceptual understanding through peer to peer and community discourse.
- Teachers prepare questions to assess or advance understanding before, during, and after the lesson, and provide students with ongoing feedback to ensure an opportunity to reflect and monitor their progress.
- Tasks position the teacher primarily as listener, questioner, facilitator, and synthesizer of student ideas.
- Educators analyzed the “Five Dimensions of Powerful Classrooms” using the TRU rubric, and participated in learning walks to evaluate the current state of instruction based on those indicators.
- As a staff, we identified areas for improvement. Critical Colleagues have been established creating triads of teachers across grade levels, contents, and expertise. Critical colleagues and PLC learning walks will be one way to monitor progress.

Where we run into obstacles (synthesis from faculty):

- Develop educator capacity to analyze tasks to plan for multiple modes of entry.
- Develop educator capacity to plan questions that guide students towards the kinds of thinking needed to enact a task at grade level.
- Develop educator capacity to provide feedback that encourages students to think independently.
- Develop educator capacity to provide meaningful and objective feedback during peer observations.

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

1. Weekly PLC dedicated to internalizing lessons in order to understand how a task is tied to a learning goal.
2. Planning time dedicated to developing questions that facilitate the kinds of discussions and thinking required to enact a task.
3. Identify school wide discourse protocols and expectations to ensure consistency across all classrooms.
4. Monitor our progress as it aligns to the vision through monthly learning walks using the TRU rubric.
5. Provide objective feedback to critical colleagues based on “Instructional Rounds” as a way to monitor progress.

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

- Analyze the quality of a task and how enacting that task meets a specific standard, skill, learning goal.
- Lesson internalization so that teachers can plan for probing questions that guide students towards task mastery.
- Planning to ensure that students engage in discussion, ask questions, and push each others’ thinking to improve their understanding of a topic or idea.
- Strategies to ensure all teachers are providing meaningful skill based feedback that requires students to use evidence and precision in their responses.

Priority 2: 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.

Working Theory of Change: 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.

Progress made thus far (synthesis from faculty):

Kiley Prep developed a team to focus on creating a more inclusive School Culture. This team includes a Family Engagement Officer, Administrator, and other stakeholders. Through this team we have worked on the following:

- Created a scheduled showcase of high-quality student work (Literacy Night). Teams of content areas to showcase student work for families and community stakeholders.
- Created a parent council (with the support of COEBE) so that families can contribute to school planning, extracurricular opportunities, and academic showcases. This allows families to take ownership in their child's academic and social emotional progress.
- Held our 3rd Annual Share the Love Event where 30 families joined staff and stakeholders to celebrate our school community
- Held a Back to School BBQ where we had 75-100 families attend and receive information for back to school
- Held grade level open houses with 50-60 families attended.
- Partnered with Equity Imperative to hold family focus groups to help develop and increase our family engagement
- Developed relationships with community partners such as the Greater Springfield Chapter of LINKS Incorporated, the Springfield City Library, and the SEZP student support team

Where we run into obstacles (synthesis from faculty):

- Families are receiving communications (school dialers, texts, and class dojo posts) but are not consistently committed to attending in-person events at this time. This could be due to a variety of outside factors such as parent schedules, timing of events, notice in advance, etc.
- Development of teacher capacity to regularly communicate with families (praises and progress) and document engagement for record keeping

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

1. Utilizing our Family Engagement Officer to develop teacher capacity and confidence in communicating with families (ie, office hours, professional development)
2. Develop a calendar of events that aligns with school wide initiatives (testing schedules, report card distribution) during Summer 2025 that will be released to provide more planning time for families
3. Engaging our community partners and stakeholders in more day to day activities with students during the school day and after school activities

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

- Leverage the work already done by our Family Engagement Officer to develop family and community buy-in at the start of the year (distributing a family survey to gather preferences from families).
- Utilize already existing platforms to track and monitor family communication and engagement (class dojo and communication with family in PowerSchool)
- Have the opportunity to connect with community partners and stakeholders to understand their benefits for families so that we can provide better wrap around services

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: Kiley Prep	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: JaNae Jones: Acting Assistant Principal Phone: 413-787-7240 Email: jonesjan@springfieldpublicschools.com
Summer Plan Logistics	Summer Program Dates: July 7-July 31 (Monday-Thursday)
	Type of Program (select from dropdown): Early Start + Extended Year and Enrichment
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data : After examining the data for rising 6th grade students. It is evident that students will benefit from extra literacy support. We plan to utilize community partners and online platforms to give students meaningful and engaging opportunities to increase their reading stamina and comprehension.
	Kiley Prep will create meaningful learning experiences for students by integrating community partnerships, providing engaging academic supports, and creating a foundation of lifelong learning habits that will support our school priorities around Targeted Interventions and Outcomes for All . The summer program will be anchored around “habits of success” so that students begin to define what student ownership looks like at each grade level. Our ELA classes will focus on explicit reading instruction and cognitive strategies to self-monitor comprehension. Our math classes will focus on grade level priority standards and skills. Teachers will utilize aggressive monitoring to gather in the moment data to identify target mastery, student misconceptions, and re-teaching opportunities. Teachers will provide opportunities for students to set goals and reflect on growth and success. We will leverage community assets to provide students with project-based learning opportunities, physical wellness, and social emotional support.
	Student Start Time: 8:00am
	Student Dismissal Time: 1:30pm
	Lunch Time: 11:05-11:25
	Estimated # of Students: 45-50 rising 6 th , 25-30 rising 7 th , 20-25 rising 8 th
Estimated Total # of Student Learning Hours: 160 hours daily (640 weekly)	

	Total # of Classrooms Needed: 8
	Shared Facility Needs (i.e. cafeteria): Gymnasium, Cafeteria, Auditorium
	OITA Programs/Apps Needed: Amira Learning, Renaissance Freckle, Amplify, Reveal math
Name and contact information for questions over the summer. <i>This information will be shared with SPS and FACE.</i>	<u>Primary</u> Contact Name: JaNae Jones Primary Contact Email: jonesjan@springfieldpublicschools.com Primary Contact Phone: 413-787-7240
	<u>Backup</u> Contact Name: Mark Laurenzano Backup Contact Email: laurenzanom@springfieldpublicschools.com Backup Contact Phone: 413-787-7240

Strategic Action Plan: Kiley Prep

Priority 1: 2.b. Outcomes for All

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

- Goals for Priority 1:**
1. Weekly PLC dedicated to internalizing lessons in order to understand how a task is tied to a learning goal.
 2. Planning time dedicated to developing questions that facilitate the kinds of discussions and thinking required to enact a task.
 3. Identify school wide discourse protocols and expectations to ensure consistency across all classrooms.
 4. Monitor our progress as it aligns to the vision through monthly learning walks using the TRU rubric.
 5. Provide objective feedback to critical colleagues based on “Instructional Rounds” as a way to monitor progress.

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?):**
 - Build teacher capacity to analyze tasks and understand how they are designed in service to a learning goal (Internal Coherence Framework & SOAR protocol).
 - Build capacity for teachers to prepare questions that guide students towards the kinds of thinking they need to enact the task (assess or advance understanding during the lesson) based on “Warshauer Teacher Response Descriptions”
 - Core Literacy OL&AH school wide strategies: explicit vocabulary and metacognitive comprehension strategies.
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Core
 - ELMS LIT
 - Lara James, School Designer-Leadership Coach
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Teachers collaborate weekly during Tuesday PLC using the SOAR Planning Protocol (Institute for Learning) to identify and plan for the instructional moves and questions that will maintain the cognitive demand of the task.
 - Building teacher capacity to provide meaningful peer feedback using the TRU learning walk rubric and research from “Instructional Rounds”.
 - Ongoing Core Literacy training and support: fluency, vocabulary, metacognitive comprehension strategies.

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

Task	Owner
All intervention teachers in Oral Reading Fluency (ORF) and Core Phonics Survey	C. Maccini, B. Dunn, K. Trujillo
Weekly observation and feedback session using TRU rubric	C. Maccini, K. O’Grady, TLT
Progress monitoring on priorities & literacy goals using evidence tracker	C. Maccini, B. Dunn, K.Trujillo
Ongoing collaboration with Core	C. Maccini, Trujillo, B Dunn

Priority 2: 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.

Goals for Priority 2:

1. Utilizing our Family Engagement Officer to develop teacher capacity and confidence in communicating with families (ie, office hours, professional development)
2. Develop a calendar of events that aligns with school wide initiatives (testing schedules, report card distribution) during Summer 2025 that will be released to provide more planning time for families
3. Engaging our community partners and stakeholders in more day to day activities with students during the school day and after school activities

To accomplish the goals above and make improvements in this priority area, our August PD will include:

1. **August PD sessions (what will educators learn in August professional learning time?):**
 - Building teacher capacity to have impactful conversations with families with a restorative lens.
 - Identify teachers / support new teachers that need coaching and support around family communication.
 - Developing teachers in utilizing communication platforms more effectively to include ongoing updates and information: attendance, school culture, academic achievement and school events.
 - Ensure that all teachers are familiar with our community partners and their role in SEL support.
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
 - Dr. Boz
 - Springfield City Library
 - Springfield Ballers
 - RVCC
 - Project Amp (gandara)
 - Greater Springfield Chapter LINKS
 - Girls on the Run
 - Jr. Achievement Western MA
 - National Junior Honor Society
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
 - Monthly PLC time dedicated for caregiver contact, conferences, and updating communication platforms.
 - Family Engagement Liaison, School Councilor, and Dean of Students will co-facilitate bi-weekly grade level team time dedicated to increase family engagement.
 - Professional development around integrating “restorative conversation” models within our caregiver conference structure.

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

Task	Owner
Calendar of family events planned for the year with dates and times	E. Martin, Smith
Weekly updates on communication platforms (leaders and teachers)	E. Martin, Smith, Runkle
Office hours to support teachers’ capacity at developing stronger communication with families using a restorative model	E. Martin, Smith
Planning, facilitating and hosting family events (to include community partners).	E. Martin, Smith, Runkle