This SY' 26-27 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

Academy at Kiley

2026-27

School Plan

Calendars Revised 09/24/26

Springfield Public Schools
2026-2027 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 20: Orientation / Family BBQ (4-6pm)

Aug 24: School Begins

August 2026

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
31				

Sep 1: Schools Closed – Teacher PD Day

Sep 7: Schools Closed - Labor Day

Sep 11: Schools Closed – Teacher PD Day

September 2026

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Oct 6: Open House and Hispanic Heritage Month Celebration (4:30-6:30pm)

Oct 9: Early Release at 1:05pm

Oct 12: Schools Closed - Indigenous People's Day

October 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

Nov 3: Schools Closed – Teacher PD Day (Election Day)

November 10: Parent Teacher Conferences (4:30-6:30pm)

Nov 11: Schools Closed – Veterans Day

Nov 24: Early Release at 1:05pm

Nov 25 - 27: Schools Closed - Thanksgiving Vacation

November 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				

Dec 22: Half Day - Student Dismissal at 11:35am

Dec 22: Winter Showcase (9:00-11:00am)

Dec 23 - 31: Schools Closed - Holiday Vacation

December 2026

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Jan 1: Schools Closed - Holiday Vacation

Jan. 6 : Schools Closed

Jan 15: Early Release at 1:05pm

Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2027

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 2: Parent Teacher Conferences (4:30-6:30pm)

Feb 12: Early Release at 1:05pm

Feb 12: Black History Month Celebration (9:30-11:30am)

Feb 15: Schools Closed - Presidents Day

Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2027

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

Mar 16: Early Release at 1:05pm + Career Day (8:30-11:30am)

March 26th No School -- Good Friday

March 2027

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		

Apr 16: Early Release at 1:05pm

Apr 19: Schools Closed - Patriots Day

Apr 20 -23: Schools Closed - Spring Vacation

April 2027

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

May 28: Early Release at 1:05pm

May 31: Schools Closed - Memorial Day

May 2027

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
31				

June 4th: 6&7th Grade Award Ceremony** (9:00-11:00am)

June 9th: 8th Grade Step Up Ceremony** (4:00-5:00pm)

Jun 18: Schools Closed - Juneteenth Day

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

June 2027

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

*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.

**Tentative pending closure of 4th quarter and announced last day of school

School Closed

Student Early Release

Special Student Early Release

REVISED 09/24/26

Springfield Public Schools
2026-2027 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 12-14: New Staff Orientation (9am - 3pm)

Aug 17-21: Teacher PD

Aug 20: Orientation / Family BBQ (4-6pm)

Aug 21: Convocation

Aug 24: School Begins

August 2026

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
31				

Sep 1: Schools Closed – Teacher PD Day

Sep 7: Schools Closed - Labor Day

Sep 11: Schools Closed – Teacher PD Day

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MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Oct 6: Open House and Hispanic Heritage Month Celebration (4:30-6:30pm)

Oct 9: Student & Staff Early Release at 1:05pm

Oct 12: Schools Closed - Indigenous People's Day

October 27: Extended Day Reserved for Grading and Parent Contact

October 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

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14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Jan 1: Schools Closed - New Year's Day

Jan. 6: Schools Closed

Jan 15: Student Early Relase at 1:05pm / Staff PD Reserved for Grading and Parent Contact until 2:05pm

Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2027

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 2: Parent Teacher Conferences (4:30-6:30pm)

Feb 12: Student Early Relase at 1:05pm / Staff PD Reserved for Grading and Parent Contact until 2:05pm

Feb 15: Schools Closed - Presidents Day

February 2027

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1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Mar 16: Student Early Release at 1:05pm / Teacher PD until 4:00pm

Mar 26: Schools Closed - Good Friday

March 2027

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		

Apr 16: Student Early Relase at 1:05pm / Staff PD Reserved for Grading and Parent Contact until 2:05pm

Apr 19: Schools Closed - Patriots Day

Apr 20-23: Schools Closed - Spring Vacation

April 2027

MON	TUE	WED	THU	FRI
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5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
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May 28: Student & Staff Early Release at 1:05pm

May 31: Schools Closed - Memorial Day"

May 2027

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

June 2027

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7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
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.

**Tentative pending closure of 4th quarter and announced last day of school

- School Closed
- Staff Early Release at 11:35am
- Staff Early Release at 1:05pm
- Regular Day + PD until 4:25pm
- Full Day PD 8:30-3:05 (Summer) 8:30-3:06 (School Year)
- Student Early Release + PD until 2:05pm
- Student Early Release + PD until 4:00pm

REVISED 09/24/26

Educator Working Conditions: Guidance & Template

School Improvement Plans and Educator Working Conditions

School planning is a cycle through which schools develop an annual comprehensive plan for improvement the following school year and is a required element of SEA-SEZP's collective bargaining agreement (Articles 23+24) as well as MA state regulations. SEZP's process for improvement is a continuous improvement model where decisions are grounded in data from our performance management system - *SEZP's Framework for Equitable Student Outcomes* (v.2 of the performance management system, which was approved by the SEZP Board in June 2022). A school's principal, TLT, and faculty play essential roles in continuously analyzing the school's progress toward closing gaps in school performance data. Each December, any revisions to the annual school planning process will be made by SEZP Leadership and shared with the SEA Leadership Team. The TLT Advisory Team and SEZP Leadership will support TLTs throughout the process and TLTs will have access to support to answer questions.

Educator Working Conditions

According to the SEA-SEZP Collective Bargaining Agreement, each school produces a set of Educator Working Conditions (EWC) that outline certain educator working conditions, including a student and staff yearly calendar. It is our intent to post each school's EWC prior to the transfer process each year on the SEZP website as well as provide a copy to the SEA Leadership Team.

Since all schools are given flexibility to differentiate their school programs—including school schedule, hours, duties, and professional development—this document enables each school to inform current and prospective educators of their school level working condition requirements for the following school year. These working conditions are in addition to the Zone-wide working condition requirements in the SEA-SEZP collective bargaining agreement.

SEZP expects principals and TLTs to work together to define educator working conditions that create an academic environment and school culture aligned with their school's priorities and vision for student success. Prior to creating the next year's working conditions, SEZP will release a mid-year Roadmap for Equitable Student Outcomes report to schools and expect TLTs and the school community to engage in an analysis of mid-year data. Understanding the school's progress towards goals and benchmarks should inform new Educator Working Conditions for the upcoming school year. The following template provides TLTs with a set of topics to guide Phase 1 school-planning conversations. Certain areas, like hours, will require specific decisions. Others, such as expectations for notices and announcements, may not call for changes but are included to support thoughtful discussion and clarity.

Each building's Educator Working Conditions document must be approved by the principal and TLT and submitted in draft form per the instructions outlined in the School Planning Overview document. Once approved by the SEZP Board in June, Educator Working Conditions outline expectations for the following school year. If an unforeseen calendar issue emerges after the Board has approved your school's Educator Working Conditions, schools should consult the TLT Handbook for guidance on how to address it.

Deadlines & Review

Deadline	Action
Feb 12, 4pm	Principal & TLT submit ***draft*** EWC to SEZP via Google Drive following approval by principal and TLT w/ input from faculty
Feb 20	SEZP provides feedback on submitted EWC
Mar 11, 4pm	Principal & TLT submit ***final*** EWC to SEZP via Google Drive after approval by principal and TLT w/ input from faculty
Mid-Mar	SEZP posts EWC on the website as "Draft Pending SEZP Board Approval" around when the SPS transfer window opens
Early-June	SEZP posts EWC on the website as "Approved by the SEZP Board" following the June 2026 SEZP Board meeting.

***** *Phase I documents will also be shared with the SEA and SEZP Board.*

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" at the Academy at Kiley on August 13th & 14th from 9:00am - 3:00pm and will be paid at an hourly rate of $36.61/hour for a total of 12 hours.

			Grades 6-8		
	Day Type	**Staff Category**	**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	3:05 PM	6:35
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
8	No School for Students/ School Year PD Staff	School Year PD	8:30 AM	3:06 PM	6:36

Part II: Additional educator hours

All Unit A educators 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 educators from independently scheduling individual parent-educator meetings or other meetings as needed. Because compensation varies before the 'traditional' start of school, which in SY 26-27 is August 17th, 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 17th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/17/26		N/A

B. Other Events *on or After* August 17th

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Orientation/Family BBQ	August 20th 2026 (4:00-6:00pm)	2
Open House	October 6th 2026 (4:30-6:30pm)	2
Parent Conference # 1	November 10th 2026 (4:30-6:30pm)	2
Parent Conference # 2	February 2 2027 (4:30-6:30pm)	2
School Celebrations	Various dates throughout year	4
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26		12 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.

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

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	0	1463.000	12.000	**1475**	188

2. Staff workday

Hours of school operations include daily start and end times for students and educators. Schedule for staff and students provided that all educators will continue to receive duty-free lunch and regular student-free preparatory time. Decisions of TLTs can not override the standard contract language below:

- **Duty Free Lunch - Standard Contract Language**
  - Each educator will be provided with an uninterrupted thirty (30) minute duty free lunch period. Except in emergency or extenuating situations, educators 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.
  - In an emergency, educators who volunteer to provide lunch coverage during their own duty-free lunch period will be compensated at the rate set in Appendix B.

- **Prep Period - Standard Contract Language**
  - 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 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.
- Supporting the intervention of students
- Using Kickboard and Teams to track behavioral data

3. Additional staff duties

A. <u>During the Workday</u>

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:

- 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 an educator 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 <u>$35 per/occurrence.</u>

B. <u>Afterschool Support for Students</u>

All Unit A educators will work after school each week to provide afterschool help not exceeding 0 minutes per week.

4. Professional learning

All Unit A 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. School curriculum decisions maintain educators' ability to scaffold grade-level curriculum to meet students' needs. 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

Unit A educators 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. 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.

8. Family-educator communication

Relationships between educators and families/caregivers are critically important to the overall academic success of a student's school experience. All Unit A educators 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. Educators are not required to respond to families outside of the work week.
The school offers several ways for educators to connect with families, Class Dojo should be the primary form of communication, followed by PowerTeacher.

9. 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 09/08/2026.

School Priority Levers Form: Academy at Kiley

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

- Review of data with the TLT, SQR results shared whole-staff
- School-wide presentation of data, and grade-based discussions
- 15 out of 21 Teaching staff completed the Insight Teacher Survey

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:

Teacher Insight Survey:

There were significant dips in these two questions:

- "The feedback I get from being observed helps me improve student outcomes." Dropped from 85% to 69%"
- "The time I spend collaborating with my colleagues is productive." Dropped from 75% to 57%

SQR Ratings:

We increased in 5 sub-categories , but were below the SEZP average in:

- 2a- outcomes for all
- 2b-student ownership
- 2d-analyzing students' demonstration of learning
- 2f- data-driven instruction
- 2l-effective planning

MCAS Data

- On the 2025 MCAS, the percentage of students meeting or exceeding expectations in Math and ELA were 7 and 12% respectively, with SGP for each at 40 and 38. This shows that students are still not meeting the mark on growth or achievement under our current practices.

MAP Data

- There has been a steady increase in % of students meeting growth from fall to winter in ELA: 48% 23-24, 49% 24-25, to 54% 25-26, but a decrease this year in students meeting growth in Math from 60% down to 50%.
- MLLs overall showed an increase in their reading growth - (52.2 vs 57.1) There was a slight dip in the percentage of students with MLL or SWD meeting growth (1.6 pts from 52.1 to 50.5) which could be explained by the decrease in the number of students falling into this category. There was a large increase in the percentage of students not MLL or SWD meeting growth with 8.6 points (47.1 to 55.7) which could be attributed to the focus on core instruction, this is the first time students who are not MLL or SWD have met their growth targets at higher rates than those who are.

SQR Report: In the report two separate indicators in this lever were listed as areas of focus.

- *2f: Data Driven Instruction* : Reviewers noted "In four of six observed classrooms, however, CFUs [Check for

Understandings] were insufficient to inform instruction, and data-driven instruction remains an area of focus." They provided an example of a teacher asking high-level questions of one student, but the impact being limited as students were not provided an opportunity to apply those insights to their own work. They also recommended these action steps:

- Incorporate a school-wide expectation for CFUs into the school's instructional vision, and connect the goal of 100 percent mastery to the mission.
- Support teachers through coaching on CFUs.
- Utilize the Student Accountability and Feedback section of Kiley's Common Approaches to Practice to provide clear, aligned action steps in teachers' observation feedback.

- *2b: Student Ownership:* Reviewers noted that despite there being many enabling conditions for teachers to grow, and for content to be rigorous with the selection of curriculum materials and outside support and training, there were only pockets of great instruction, and that "student work products and discussions do not yet demonstrate student ownership of thinking across classrooms." They recommended these action steps:
  - Identify opportunities for student work and discourse in daily lessons from the curriculum, and increase the use of techniques that make classroom thinking visible.
  - Utilize the vertical team structure to support teachers in planning for daily instruction that positions students to own their learning.
  - Recognize that positive classroom culture and behavior management, checking for understanding, and promoting student ownership with discussion and student work are intertwined skills that reinforce one another**.**

Working Theory: If teacher teams are given effective time to plan for and respond to formative assessments in ways that make student thinking visible, and are given feedback and time to practice their implementation of formative assessments, this will have a positive effect on classroom culture, student ownership and learning.

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

- What are teachers' current levels of understanding of Check for Understandings (CFUs) and formative assessments, in relation to how they are effective, and how to use them to inform instruction both within and across lessons? Also, what is the best way to collect this information?
- What supports do teachers need in making thinking visible and providing timely feedback to students?
- Where are there opportunities for students to reflect on and revise their thinking?
- What would effective cycles of teacher learning and development entail?
- How can we leverage current staff expertise?
- What norms do we need to create around checks for understanding?
- What do formative assessments look like at schools where this is rated transformational?
- Are there CFUs that work better for different content areas? If so, are there experts who can help support the systemization of them?
- Are there opportunities to visit classrooms where this is going well? Are there opportunities for others to visit our classrooms and provide suggestions?

Priority 2

Selected Lever: Equity and Improvement Lever #4:

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

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

Data

Family Survey:

The response rate increased 27 percentage points from 22% to 49%, the highest rate since we've had all three grades.

- The percentage of families stating that they receive info on how their child is performing at least biweekly rose

from 31% to 49%, an 18-point increase; conversely, the percentage of families stating they never receive updates rose from 4% to 11%, a 7-point increase
- Net promoter score has steadily risen each year, from -24 in 2021, to 0 this year.
- The percentage of families that would recommend the school has steadily increased, from 40% in 2021 to 57% now.

Despite these increases, our overall scores dipped in Supportive Environment, Familiarity with Grade-Level Learning, School Leadership, and Academic Opportunity, and our metrics went down in every question except:

- I trust my child's school is providing the best possible educational experience for my child.
- I get enough information from my child's teachers about my child's progress.
- My child's teachers listen to my suggestions about how to best support my child.
- My child's teachers work hard to build a trusting relationship with me.

SQR: Despite 4d: Adult Culture and Learner's Stance being listed as an Area of Strength, and that being further bolstered by the results of the Teacher Survey, we saw decreases for the first time in this indicator in three different subcategories: *4b-Safe, Trusting and Inclusive School Culture*, *4c- Celebrating Success, and 4g- Families as Partners.*
4b- Safe, Trusting, and Inclusive School Culture was listed as an Area of Focus with the recommended Action steps:

- Establish clear guidance to ensure consistent implementation of the school's behavior system that is aligned with the school's mission and values.
- Examine the school-wide behavior system to ensure it is leading to desired results. Use Kickboard data to evaluate how well the system is working to reduce corrective incidents and promote positive behavior.
- Identify which teachers need additional support and help them develop the skills to proactively manage classroom behavior, uphold behavioral expectations, and build positive relationships with students.

Working Theory: If we have a shared understanding of the components of a positive learning environment, and provide tiered supports for teachers in implementing these components, while regularly communicating our structures and celebrations with families, adult culture will continue to improve, and families and students will feel a part of a safe, trusting, and inclusive school.

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

- How many families have attended our school events?
- What are teachers' current beliefs about the purpose and process of classroom management, and its effect on school culture and student learning
- In what ways are staff communicating with families (frequency, type)
- Are there barriers to families receiving communication
- How do students as a body feel about our PBIS system? What is their perspective on the current system?
- Where this metric is high, what are schools doing?
- What would be the impact on family engagement by sharing engagement metrics?

Priority Levers Goals: Academy at Kiley

Priority 1: Lever 2: Coherent Actions for Improving Assurances for Educational Equity
Working Theory of Change: If teacher teams are given effective time to plan for and respond to formative assessments in ways that make student thinking visible, and are given feedback and time to practice their implementation of formative assessments, this will have a positive effect on classroom culture, student ownership and learning.
Progress made thus far (synthesis from faculty): Over the past few years we have made significant gains in our instruction and curricular alignment. This has looked like transitioning to a curriculum that centers applied learning in every subject area, including Democratic Knowledge Project in Civics, Investigating History in Social Studies, EL Education in ELA, Open Sci Ed in Science, Illustrative Math in Mathematics, and most recently, Project Lead the Way in Engineering. We have also had a concerted effort to increase quality student communication with instructional supports for discourse. This has included development on using the 5 practices to help facilitate discussions, planning for misconceptions, and a school-wide 'talk moves' support poster. WE have observed each other in classes to provide more feedback to teachers and this year have started to work on using a common planning guide that asks us to consider a variety of entry points and ' what ifs' to ensure that we keep student thinking at the forefront. This school year we have started to look more closely at formative assessments and continued providing weekly time for teams to collaborate with each other. We also made adjustments to how we assessed student reading ability, and placed them into interventions. In terms of making thinking visible, we have made gains in 'making our walls speak' through the use or artifacts that show student thinking over time. Begun to develop practices to analyze data using the tool ' Formative' to have consistent benchmarks for students.
Where we run into obstacles (synthesis from faculty): ● The length of feedback rounds: we may look at student work, but don't have time to respond to it, or give the feedback to students, especially in ELA where feedback on writing is not something that can be done with a quick exit ticket. ● Truly making student thinking visible, (clear understanding of definition and supporting practices) ● No common understanding of what formative assessments are, how to use them to adjust instruction, and how they support student ownership. ● Not having a clear understanding of student ownership, the environment that fosters it, and the instructional strategies that develop it. ● Lack of trust regarding purpose of observations and peer feedback ● Lack of direct school wide support to address literacy needs.
Goals for what we'd need to learn or accomplish (faculty input, TLT thinking, support from the ILT): 1. **Formative Assessments: Educators will effectively use Formative assessments within and across lessons to adjust instruction and provide actionable feedback that leads to improved student learning.** 2. **Literacy: Educators will understand how to incorporate direct vocabulary instruction into their content area, and support literacy school-wide by facilitating a reading and writing class.** 3. **Progress Monitoring: Educators will support student ownership by supporting progress monitoring with students .**
What we would like to learn and accomplish in August PD (faculty input, TLT thinking): ● Basic Literacy Training (Why, How, What) of literacy strategies in our content areas and in the literacy block. ● Formative assessments : What they are, and how to plan for ,implement, and respond to them. ● Student Ownership - what it is and how we make it happen. (types of feedback, frequency, ways to reflect) ● Using Check for Understandings (CFUs) to support Meaning Making

Priority 2: Lever 4: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

Working Theory of Change: If we have a shared understanding of the components of a positive learning environment, and provide tiered supports for teachers in implementing these components, while regularly communicating our structures and celebrations with families, adult culture will continue to improve, and families and students will feel a part of a safe, trusting, and inclusive school.

Progress made thus far (synthesis from faculty): Over the past two years, we have worked to strengthen our understanding of ways to make our school environment feel safe, welcoming, and productive, working on what needs to be consistent across classrooms to move us from ' in my classroom I … ' to " At Kiley we" . Last school year we began using the system Kickboard to track student behaviors and hosted our first Awards Ceremony, which was our highest attended family event. This year we implemented several intentional school-wide culture-building strategies to further this work, including monthly Kickboard "Earned-It Events", daily whole school morning announcements with student shout-outs, weekly student of the week awards, and Interest-Based multi-grade crews. We also included a student showcase in the winter and a Black History Month celebration in February. In January, prompted by feedback from our families, we changed the entry requirements for our Earned it Events, and began sharing our daily celebrations in our Class Dojo with families. We have expanded Tier 3 supports for struggling students with small group counselor-led sessions using Trails to wellness, iDecide , and Ricks Place, as well as groups focused on executive functioning.

Where we run into obstacles (synthesis from faculty):

- There are still inconsistencies in staff understanding as to how to leverage classroom management strategies to build a supportive and welcoming environment where students feel safe enough to take risks.
- We still struggle to provide adequate supports to tier 3 students, and their lack of engagement has a big effect on a school this size.
- We have not quite figured out how to build buy-in with apathetic students
- Our current grading system does not motivate most students to try their best, or persevere when things are difficult
- Students are not fully comfortable taking risks in front of their peers. As we worked to increase discourse and collaboration, we saw that many students still relied heavily on teacher direction, this highlights a need for continued work around building trust, belonging, and classroom routines that normalize productive struggle.
- Unclear expectations for students and families regarding student success (behavioral and academic)
- Consistency amongst staff implementation of school-wide behavior policies
- Students and staff recognizing the difference between equity and equality in terms of accountability and support.
- A general lack of understanding of restorative practices.

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

1. **Educators will utilize consistent behavior management and relationship-building strategies in classes and shared spaces.**
2. **Our school will develop regular feedback cycles that incorporate student and family voice.**

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

- Refresher on school-wide restorative practices, as well as restorative practices as a whole
- Ways to make student-thinking visible
- Building emotionally "safe enough" classrooms
- Showing the connection between relationships- student esteem- and feedback : how to foster stamina and perseverance through culture building structures

SEZP 2026-27 School Planning Process

Phase I - Summer Learning Plan: Academy at Kiley

SEZP // Springfield Empowerment Zone Partnership

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 2026 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 + Days of Week**: July 6th - July 30th, Monday- Thursday
	Type of Program: Early Start (for rising 6th & 9th graders) and Low incident
	Plan for Rising Students (6th/ 9th graders). Please describe your plan below after analyzing historical school-level data: We plan to identify and target incoming 6th grade students who have demonstrated literacy gaps. This will be determined by the data we receive from incoming elementary schools with MCAS and iReady data.
	Student Start Time: 8:00 AM
	Student Dismissal Time: 1:30 PM
	Lunch Time: 11:00-11:30 AM
	Busing Required (Y/N)? Yes for Low incident students only
	Estimated # of Students: 1. Gen ed student estimate = 40 2. Low-incidence student estimate by program: - LINKS = 12
	Estimated Total # of Student Learning Hours: 1. Gen ed student estimate = 72 2. Low-incidence student estimate by program: - LINKS =72
	Total # of Classrooms Needed: 1. Gen ed student estimate = 3 2. Low-incidence student estimate by program: - LINKS =2
	Total # of Teachers Needed 1. Gen ed teachers - 1 (if HYF program funded) 3 if program not funded 2. Special ed teachers by Low Incidence Program - LINKS =2

FINAL - APPROVED BY SEZP BOARD

	Total # of Paras Needed 1. Paras by Low Incidence Program - LINKS = 2
	Total # of students estimate that require related services during ESY: - Speech = 8 - Counseling Services = 5 - Occupational Therapy = 5 - Autism Specialist =12
	Shared Facility Needs (i.e. cafeteria, gym,): Cafeteria, Gym, Auditorium
	OITA Programs/Apps Needed: Kickboard, Formative, Khan Academy
Name and contact information for questions over the summer. ***This information will be shared with SPS and FACE.***	***Primary*** Contact Name: Imani Hines-Coombs Primary Contact Email: hines-coombsi@springfieldpublicschools.com Primary Contact Phone: (413)206-6462 ***Backup*** Contact Name: Emma Sanchez Backup Contact Email: sancheze@springfieldpublicschools.com Backup Contact Phone: (508) 215-9721

Strategic Action Plan: Academy at Kiley

Priority 1: Lever 2: Coherent Actions for Improving Assurances for Educational Equity

Goals for Priority 1:

1. **Formative Assessments: Educators will effectively use Formative assessments within and across lessons to adjust instruction and provide actionable feedback that leads to improved student learning.**
2. **Literacy: Educators will understand how to incorporate direct vocabulary instruction into their content area, and support literacy school-wide by facilitating a reading and writing class.**
3. **Progress Monitoring: Educators will support student ownership by supporting progress monitoring with 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?)*:**
   - The Formative Assessment Cycle and Making Thinking Visible: What it is, and how to plan for ,implement, and respond to surfaced information.
   - Basic Literacy Training (Why, How, What) of literacy strategies in our content areas and in the literacy block.
   - Student Ownership & Progress monitoring - what it is and how we make it happen. (types of feedback, frequency, ways to reflect) and an overview of the Self-Regulated Strategy Development process and progress monitoring tools

2. **List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*:**
   - Hill for Literacy (Literacy Launch Institute)
   - CORE-for Literacy
   - Mass Learning
   - OSE Mass
   - Project Lead the Way
   - Investigating History Ignite
   - Democratic Knowledge Project
   - DESE: Through PRISM grant and HQIM PLC

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
   - Deepen understanding and use of consistent strategies that support the formative assessment cycle
   - Deepen understanding and use of consistent strategies that support literacy and oral language development across content areas with CORE training
   - Use a consistent tool to support student self-monitoring of their progress towards individual goals

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

Task	Owner
Use the adjusted lesson internalization tool in vertical team meetings	Vertical Teams
Observe classrooms using common observation tool and provide targeted feedback to teachers on formative strategies during vertical teams	Vertical Teams

Revise Common Approaches to Practice and Lesson Internalization Tool to highlight areas meant to support formative assessments	Formative Focus Group
Continue to use videos of instruction to calibrate and align on the specific instructional moves that result in deeper learning, as related to formative assessment cycle	ILT
Review and revise key documents (Observation Tool, Handbook, Feedback tool) to ensure alignment to instructional vision and vision for culture	Formative and Culture Focus Groups
Work with MLL lead to support Reading and Writing Block	MLL Lead
Practice implementing vocabulary instruction in core content areas	Vertical teams
Use diagnostic tools provided by CORE to identify students for targeted reading intervention	MLL Lead
Use CORE Literacy strategies in Reading and Writing intervention classes	MLL Lead
Expand group of educators trained on CORE literacy strategies that can be used across content areas.	MLL Lead
Develop tracking system for literacy growth with students	Literacy Team

Priority 2: Lever 4: Equity-Focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

Goals for Priority 2:

1. **Educators will utilize consistent behavior management and relationship-building strategies in classes and shared spaces.**
2. **Our school will develop regular feedback cycles that incorporate student and family voice.**

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

1. **<u>August PD sessions *(what will educators learn in August professional learning time?)*</u>:**
   - Show the connection between relationships- student esteem- and feedback : how to foster stamina and perseverance through culture-building structures
   - Review updated Culture statements, and practice using affective statements during class as part of the behavior management cycle
   - Use a consistent script to support students during a reentry conversation

2. **<u>List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*</u>:**
   - Inclusive Leadership Academy
   - Coalition of Experienced Black Educators
   - Kickboard

3. **<u>Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):</u>**
   - Ongoing development of restorative strategies across all spaces in the building
   - Ongoing partnering with families to support PBIS initiatives and school culture
   - Ongoing data analysis to support school culture and student sense of belonging

To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?	
Task	Owner
Track using 3:1 positive to corrective interactions in Kickboard	Culture Team
Track the impact (attendance, referrals, academics) of interest-based crews	Culture Team
Track the impact of having adjusted monthly and weekly school-wide incentives as part of our school-wide culture building, through kickboard	Culture team
Develop a survey and interview protocol to gain regular feedback from students and families	Admin
Track the impact (attendance, referrals, academics) of tiered interventions	Admin
Partner with community centers to provide resources to families (Gandara, CHD, BHN, MiraVista, RiverValley)	Counseling Team
Interrogate current culture and behavior management systems, make adjustments to school-wide documents.	Culture Focus Group
Study texts on school culture, and decide on 2-3 action steps that all educators should do consistently to help build belonging.	Culture Focus Group
Use consistent reflection document for students removed from learning environment.	SSC- Lead
Use consistent reentry routine for all students.	All