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

J.F. Kennedy Middle School

2026-27 School Plan

Calendars Revised 09/24/26

Springfield Public Schools
2026-2027 Student Calendar
John F. Kennedy Middle School
1385 Berkshire Ave, Springfield, MA 01151

SEZP // Springfield Empowerment Zone Partnership

Student Hours	**7:25 AM - 3:05 PM**
Teacher Hours	**7:15 AM - 3:10 PM (M - Fri)** *see calendar for specific extended hours on M - Th.

Aug 20: Welcome Back Parent Event (2:30-5pm)

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

Sep 7: Schools Closed - Labor Day

Sep 11: Schools Closed – Teacher P

Sep 29: Open House (4-6pm)

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 9: Early Release for Students at 11:35am

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)

Nov 11: Schools Closed – Veterans Day

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: Early Release at 11:05am

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 - New Year's Day Observed

Jan 6: Schools Closed for Students & Staff

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 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 12: Early Release for Students at 11:35am

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 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 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				

Jun 18: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release at 11:05am

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.

School Closed
Student Early Release
Family Event

REVISED 09/24/26

Springfield Public Schools
2026-2027 Staff Calendar
John F. Kennedy Middle School
1385 Berkshire Ave, Springfield, MA 01151

SEZP // Springfield Empowerment Zone Partnership

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Teacher Hours	**7:15 AM - 3:10 PM (M - Fri)** *see calendar for specific extended hours on M - Th.

Aug 17 - 21: Teacher PD

Aug 20: Welcome Back Parent Event (2:30-5pm)

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				

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Sep 7: Schools Closed - Labor Day

Sep 11: Schools Closed – Teacher PD

Sep 29: Open House (4-6pm)

September 2026

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14	15	16	17	18
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28	29	30		

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October 2026

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Mar 12: Early Release at 11:35am for Students / Staff Early Release at 11:45am

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		

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Apr 20-23: Schools Closed - Spring Vacation

April 2027

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May 2027

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Jun 25*: End of School Year - Early Release at 11:35am for Students / Staff Early Release at 11:45am

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.

- School Closed
- Staff Early Release at 11:15am
- Regular Day + PD until 3:45pm
- Full Day PD from 8:00am-3:00pm
- Regular Day + Thursday Extra Help until 3:45pm
- Regular Day + Wednesday Extra Help until 3:45pm
- Regular Day + Parent Conferences until 3:45pm
- Regular Day + Guided Planning 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.

			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	3:10 PM	7:55
2.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:45 AM	4:30
3.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
4.	Regular Day for Students/ Extended Afternoon Staff - Parent Conferences	Special Staff Hours - PC	7:15 AM	3:45 PM	8:30
5.	Regular Day for Students/Extended Afternoon Staff - Extra Help	Special Staff Hours - EH	7:15 AM	3:45 PM	8:30
6.	Regular Day for Students/Extended Afternoon Staff -Guided Planning	Special Staff Hours - GP	7:15 AM	4:00 PM	8:45

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		0 HRS

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

Event Description	Date/Time	# of Staff Hours in gr. 6-8
Welcome Back Parent Event	August 20th (2:30 - 5:00pm)	2.5

Open House	September 29th (4:00 - 6:00 pm)	2
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26		4.5 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	1486.917	4.50	1491.417	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 service of a unique program (e.g. an adjunct professor teaching early college), an educator may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the educator 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.

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/behavior progress of students (hours are already built into the calendar for specific Tuesdays of each month;
- 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 including, but not limited to IEPs and/or 504s;
- Serving as a mentor to a small cohort of students;

- Participate in staff recruitment and hiring processes.
- Attend/Participate in the Guided Lesson planning meeting as designated on the staff calendar. These extra help hours are accounted for in the total educator hours on the calendar.
- Attend/Participate in Parent conferences as designated on the staff calendar. These extra help hours are accounted for in the total educator hours on the calendar.

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 (examples are below but a school can customize):

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):

- Coverage of arrival, dismissal, hallway, and Advisory periods; and
- Substitute coverage of classes and duties of others who are absent from school.
- All educators will be required to complete weekly lesson plans using the Kennedy Lesson Planning Template. Lesson plans must be completed - and submitted digitally - to administration each Monday morning by 7:15 am. If Monday is a holiday then lesson plans will be due - digitally - to administration on Tuesday morning by 7:15 am.
- On specifically designated Mondays (please see exact dates below and also highlighted in the calendar), after the regular school day ends for students, all Unit A members <u>*will be required to attend*</u> guided planning for 50 minutes, from 3:10-4:00 pm, and will be compensated at the contractual hourly rate of $22.50/hour.

  The following Mondays are when specified staff will be required to stay after:
  - September 21st
  - October 26th
  - November 16th
  - January 25th
  - February 22nd
  - March 22nd
- 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 educators will offer extra help/makeup sessions - to support students - one day after school from 3:10 pm - 3:45 pm for 20 weeks as designated in the calendar and beginning the week of September 14th. These extra help hours are accounted for in the total educator hours on the calendar. The day of the week that educators will be required to stay after is dependent on the subject taught:

- **Wednesday** = ELA, Social Studies, ESL, SEBS ELA/Social Studies and Special Education Inclusion teachers.
- **Thursda**y = Math, Science, Art, PE, SEBS Math/Science teachers.
- Counselors will also be required to stay after from 3:10 PM - 3:45 PM on either Wednesday or Thursday, and they will be able to determine which day (Wednesday or Thursday) works best to support students either through academic or social/emotional support.

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.

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.

It should be noted that, starting in the school year 2026-27, each school must offer a line of communication between educators and families (Power Teacher, Kickboard, Class Dojo, etc.). This line of communication must be primarily maintained by administration or a designated appointee.

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 09/01/2026.

School Priority Levers Form: J.F. Kennedy Middle School

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

- Multiple meetings with TLT
- Review of SQR data and priorities with staff, surveys and GLT meetings

Priority 1

Selected Lever: 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity, including:

- 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: SQR data shows persistent "Developing" ratings in key instructional indicators, including:

- 2a Outcomes for All
- 2b Student Ownership
- 2f Data-Driven Instruction
- 2l Effective Planning

Standards-aligned instruction (2e), aligned feedback (2j), and educator feedback systems (2i) all declined to Developing in 2025–2026, indicating inconsistency in instructional expectations and feedback cycles.

Working Theory: While Kennedy has a strong instructional vision and established leadership structures, instructional practices are not yet implemented with consistency across classrooms and content areas. Variability in lesson rigor, student ownership, and use of formative data suggests a need to strengthen instructional coherence. In particular, educators require clearer expectations, tighter feedback loops, and professional learning that is explicitly aligned to standards-based instruction and observable classroom practices. Without this coherence, improvements in student outcomes remain uneven despite strong effort and commitment.

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

- How consistently are standards-aligned tasks and success criteria implemented across classrooms?
- Are coaching feedback and PLC structures aligned to a shared instructional vision?
- How effectively are educators using formative data to adjust instruction in real time?
- What additional training or calibration is needed to strengthen planning and execution of rigorous, equitable instruction?

Priority 2

Selected Lever: 3

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

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

Data: SQR indicators related to targeted student support show Developing ratings, including:

- 3a Intervention System
- 3b Effective Response to Intervention Team
- 3d Progress Monitoring
- 3e Academic Treatment

While access to support (3c) remains established, academic treatments are not yet sufficiently individualized or data-driven for students with unfinished learning.

Working Theory: Kennedy has established intervention structures and access to supports; however, these systems have not fully evolved into targeted academic treatments that respond to individual student needs. Progress monitoring data is not consistently driving instructional adjustments or intervention placement. To accelerate learning, the school must strengthen how intervention data is collected, analyzed, and acted upon.

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

- How are intervention groups formed and adjusted based on student data?
- Are progress-monitoring tools used consistently across grade levels?
- How effectively are general education, special education, and support staff collaborating around student plans?
- What systems are needed to ensure interventions function as true academic treatments rather than additional time?

SEZP 2026-27 School Improvement Planning

Priority Levers Goals: J.F. Kennedy Middle School

SEZP // Springfield Empowerment Zone Partnership

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

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

Working Theory of Change: While Kennedy has a strong instructional vision and established leadership structures, instructional practices are not yet implemented with consistency across classrooms and content areas. Variability in lesson rigor, student ownership, and use of formative data suggests a need to strengthen instructional coherence. In particular, educators require clearer expectations, tighter feedback loops, and professional learning that is explicitly aligned to standards-based instruction and observable classroom practices. Without this coherence, improvements in student outcomes remain uneven despite strong effort and commitment.

Progress made thus far (synthesis from faculty):

Our school has crafted a school vision and instructional vision around rigor and vocabulary in the classroom. Educators are able to articulate our vision for Kennedy Middle school and have begun to implement some best practices to make the vision live within the classroom. Teachers are in the beginning stages of crafting and asking checking for understanding in classes and implementing mastery checks at the end of units. Walkthroughs have been initiated but feedback has not been provided to staff to make meaningful change within the classroom.

Where we run into obstacles (synthesis from faculty):

- SQR Data revealed that an instructional vision was articulated but there was no evidence in classrooms of effective implementation. Teaching practices and curriculum are not aligned to the grade level standards and do not implement curriculum with fidelity.
- Teacher insight Survey data indicate that learning environment, observation feedback, professional development, and instructional planning for student growth are areas of concern
- School quality review noted that all indicators in Lever 2 are developing and in Lever 1: 1a School Vision, 1b Instructional Vision, 1c:Decision Making, 1d:School Wide Goals, 1e Goal Evolution were all listed as developing - leading to Kennedy being unaligned between vision and actual practice.
- Teachers are not consistently utilizing formative assessment practices, such as checking for understanding, in a formal or informal way which leads to gaps and misconceptions being left unaddressed.
- Staff do not analyze data from assessments to make informed decisions around reteaching and or changing practices.

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

1. **We need to develop a tiered plan for coaching with a consistent and feasible schedule, vision for professional growth, and scaffolded approach that all administration implement with fidelity**
    - We need to have a planned schedule of walkthroughs and observations to ensure that all teachers are given consistent feedback to grow their practice and drive student growth.
    - How will we track and share the data among administration so that we are giving feedback aligned to not only school goals but also individualized teacher goals.
    - We need to utilize strategic data meetings to ensure that not only students make growth but our staff grow as well.
2. **We need to ensure that all staff are focused on standards based data driven instruction with consistent data cycles occurring in the classroom through aggressive monitoring.**
    - We need time to unpack the scope and sequence of our standards to understand the level in which our students need to reach

- We need to vertically plan between the three grades to understand the full weight of each standard and how it builds to the next.
- How do we help teachers implement checking for understanding and aggressive monitoring to assist teachers in progress monitoring towards mastery of the standards
- We need time to explore, digest, and internalize the curriculum so that teachers are implementing with fidelity at the appropriate standard level while making the content applicable to their students.
- We need to examine how we properly build scaffolds within the curriculum to ensure the curriculum is accessible to all.

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

- Student Ownership - utilizing prompting to encourage discourse through checking for understanding
- Vertical planning - effectively mapping out of standards and their progression between grades
- Data cycles - completing effective data cycles with class utilizing checking for understanding, active monitoring, reteaching, and reassessing
- Data Meetings with administration to foster effective coaching and teacher progress.

Priority 2: Lever 3: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

Working Theory of Change: Kennedy has established intervention structures and access to supports; however, these systems have not fully evolved into targeted academic treatments that respond to individual student needs. Progress monitoring data is not consistently driving instructional adjustments or intervention placement. To accelerate learning, the school must strengthen how intervention data is collected, analyzed, and acted upon.

Progress made thus far (synthesis from faculty):

Our school is in the initial stages of planning and implementing intervention structures to support student growth. We have partnered with Core Learning and have focused on providing foundational literacy skills to ensure that all 6th grade students are given the skills to ensure that they are reading on grade level by the end of the 6th grade. We have begun to monitor progress through MAP testing however we need a more consistent strategy to evaluate and track student progress. Students have been grouped into intervention groups but need further data to refine grouping.

Where we run into obstacles (synthesis from faculty):

- Based on the Teacher Insight Survey teachers identified Instructional planning for student growth, professional development, and learning environment as areas of need.
- Our SQR Data has indicated that we have regressed in consistency within our instructional practices and data driven instruction
- SQR areas of focus indicate that no formal or informal checking for understanding occurs in class. Teachers were observed circulating during work time however no data was being collected and no direct feedback was given to students to indicate effective active monitoring.
- Staff capacity around foundational literacy skills is limited and needs developing for them to understand where students truly are and how to provide effective phonics lessons to increase literacy.

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

1. **We need to implement a system of effective progress and data monitoring to effectively track student progress and address gaps that may arise.**
    - We need to set up a calendar of testing and assessment to properly monitor progress around math and literacy
    - We need to train staff in implementing Oral Reading Fluency, MAZE, Core Vocabulary, and Core Phonics screeners to assess progress
    - We need to hold monthly/bi-monthly meetings with teams to assess student progress and move

their cohort to reflect response to their academic needs
    - We need to assess staff strengths to place the most skilled teacher with the highest need in their respective areas.
2. **We need to implement practices that adjust to student data in the moment and triage the gap presented.**
    - We need to implement professional development in which we practice an effective data cycle - provide samples, have teachers evaluate, identify the gap, and apply the appropriate treatment
    - Monthly data meetings should be held to look over data with individual teachers to help them address their practice and individual goals.

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

- Training around implementing a 6 Tier intervention program with designated interventionists and curriculum.
- Reading the Data - time and space to evaluate students through their existing data and how to implement measurable goals with each student through progress monitoring.
- Aggressive monitoring to Responsive Teaching - How do we not only read the data but complete mini data cycles within the class as we teach and reteach to correct misconceptions and missed learning.
- Partnership with Core Learning to continue implementing vocabulary strategies in core classes and attend to foundational reading skills within our ELA Interventions.

SEZP 2026-27 School Planning Process

Phase I - Summer Learning Plan: John F. Kennedy Middle School

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: J.F. Kennedy Middle School	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Meaghan Becker/Elizabeth Swoboda (LI) Phone: 413-787-7510 Email: beckerme@springfieldpublicschools.com/swobodae@springfieldpublicschools.com
Summer Plan Logistics	**Summer Program Dates + Days of Week**: June 29 - July 17, 2026, 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: **1. ELA -** ● **Incoming 6th** ○ Introducing the VSA Analysis Checklist Tool ○ character, plot, figurative language ○ Narrative Writing ● **Rising 7th grade -** ○ A-NEZZ-C Writing Tool Review ○ VSA Analysis Checklist Tool review - focusing on Figurative Language, Author's Purpose, and Tone ○ Informational Writing ● **Rising 8th grade** ○ Argumentative Writing ○ A-NEZZ-C Review ○ Analysis Checklist ○ Poetry Prep with VSA Analysis Checklist Tool - Focusing on structure, figurative language, diction, and Tone **2. Math -** ● **Incoming 6th** ○ Skills Identified in an analysis of unfinished learning through MCAS Data and data submitted from sending schools. ● **Rising 7th** ○ MAP Accelerator ○ The Educator will utilize MAP data to identify key skills and standards to focus on unfinished learning. ● **Rising 8th** ○ MAP Accelerator The Educator will utilize MAP data to identify key skills and standards to focus on unfinished learning.

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	Student Start Time: 8:00 AM
	Student Dismissal Time: 12:00 PM
	Lunch Time: 11:30 AM - 12:00 PM
	Busing Required (Y/N)? Yes
	Estimated # of Students: 1. Gen ed student estimate = 35 2. Low-incidence student estimate by program: - LINKS = 25 - SEBS = 18
	Estimated Total # of Student Learning Hours: 1. Gen ed student estimate = 53 2. Low-incidence student estimate by program: - LINKS = 53 - SEBS = 53
	Total # of Classrooms Needed: 1. Gen ed student estimate = 8 2. Low-incidence student estimate by program: - LINKS = 3 - SEBS = 2 -
	Total # of Teachers Needed 1. Gen ed teachers = 9 2. Special ed teachers by Low Incidence Program - LINKS = 3 - SEBS = 2 **Total # of Paras Needed** 1. Paras by Low Incidence Program - LINKS = 4 - SEBS = 4
	Total # of students estimate that require related services during ESY: - Speech = 4 - Counseling Services = 14 - Physical Therapy = 0 - Occupational Therapy = 1 - Adaptive PE = 0 - Behavior Specialist = 4 - Autism Specialist = 3
	Shared Facility Needs (i.e. cafeteria, gym,): gym, cafeteria, outside field
	OITA Programs/Apps Needed: MAP/Khan Academy, My Perspectives, IM360 Math, Freckle, Amira
Name and contact information for questions over the summer. ***This information will be shared with SPS and FACE.***	***Primary*** Contact Name: Ronnie McCoy Primary Contact Email: Mccoyr@springfieldpublicschools.com Primary Contact Phone: 413-787-7510 ***Primary*** Contact Name: Meaghan Becker Backup Contact Email: Beckerme@springfieldpublicschools.com Backup Contact Phone: 413-787-7510

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Strategic Action Plan: J.F. Kennedy Middle School

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

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

Goals for Priority 1:

1. **We need to develop a tiered plan for coaching with a consistent and feasible schedule, vision for professional growth, and scaffolded approach that all administration implement with fidelity**
    - We need to have a planned schedule of walkthroughs and observations to ensure that all teachers are given consistent feedback to grow their practice and drive student growth.
    - How will we track and share the data among administration so that we are giving feedback aligned to not only school goals but also individualized teacher goals.
    - We need to utilize strategic data meetings to ensure that not only students make growth but our staff grow as well.
2. **We need to ensure that all staff are focused on standards based data driven instruction with consistent data cycles occurring in the classroom through aggressive monitoring.**
    - We need time to unpack the scope and sequence of our standards to understand the level in which our students need to reach
    - We need to vertically plan between the three grades to understand the full weight of each standard and how it builds to the next.
    - How do we help teachers implement checking for understanding and aggressive monitoring to assist teachers in progress monitoring towards mastery of the standards
    - We need time to explore, digest, and internalize the curriculum so that teachers are implementing with fidelity at the appropriate standard level while making the content applicable to their students.
    - We need to examine how we properly build scaffolds within the curriculum to ensure the curriculum is accessible to all.

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?)*:**
    - Kennedy Best Practices - Active Monitoring and Checking for Understanding
    - Building Strong Lessons and Units through Unpacking Standards and Vertical Planning
    - Crafting Effective Assessments with the Standards in Mind
    - Unpacking our curriculum to implement with fidelity and depth of standard focus

2. **List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*:**
    - RELAY -Through prior training and Get Better Faster Guide and Leverage Leadership
    - SEZP Special Education Team
    - Jill Grayson
    - Core Literacy
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
    - Scaffolding Checking for Understanding - Differentiating Questions through pre-planning
    - A-NEZZ-C Writing - November PD - A focus on setting high expectations for our writing
    - Vocabulary and Foundational Literacy Skills through Core training

To accomplish the goals above and make improvements in the priority area, what other action steps need to be taken?	
Task	Owner
Develop Scope and Sequence for Professional Development and PLC for the year.	Becker
Develop and Refine Pacing guides	Content Teams
Implement walkthrough tool and refine tool based on current needs and focus	Administration
Craft a calendar for walkthroughs and observations	Administration
Schedule for coaching with teachers around best practices	Staff

Priority 2: Lever 3: Addressing Unfinished Learning or Acceleration through Student-Specific Supports for Behavior and Academics

Goals for Priority 2:

1. **We need to implement a system of effective progress and data monitoring to effectively track student progress and address gaps that may arise.**
    - We need to set up a calendar of testing and assessment to properly monitor progress around math and literacy
    - We need to train staff in implementing Oral Reading Fluency, MAZE, Core Vocabulary, and Core Phonics screeners to assess progress
    - We need to hold monthly/bi-monthly meetings with teams to assess student progress and move their cohort to reflect response to their academic needs
    - We need to assess staff strengths to place the most skilled teacher with the highest need in their respective areas.
2. **We need to implement practices that adjust to student data in the moment and triage the gap presented.**
    - We need to implement professional development in which we practice an effective data cycle - provide samples, have teachers evaluate, identify the gap, and apply the appropriate treatment
    - Monthly data meetings should be held to look over data with individual teachers to help them address their practice and individual goals.

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>:**
    - Intervention Systems and Curriculum
    - Letting the Data Speak- How to read the data and inform our practice
    - Special Education - Progress Monitoring and Its Importance

2. **<u>List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*</u>:**
    - Core Literacy
    - MAP
    - RELAY

3. **<u>Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):</u>**
   - Continued practice and hands on time review data
   - Data Meetings to inform practices and treatments
   - Core Training and Coaching - Implementing best

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

Task	Owner
Develop Scope and Sequence for Professional Development and PLC for the year.	Becker
Team Meeting Schedule for Data Review	Administration
Guided Planning Focus on Data	Teams
Core Training Schedule - Rotating teachers	Literacy Team
Schedule Progress Monitoring windows	Special Ed Team