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

Kiley Prep

2026-27 School Plan

Calendars Revised 09/24/26

Springfield Public Schools
2026-2027 Student Calendar
Kiley Prep
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	**7:15 AM - 3:20 PM (Mon, Wed, Thur & Fri) ; 7:15 AM - 4:00 PM (Tue)**

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 22: Open House (4-5:30pm)

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 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)

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: Early Release at 11:35am

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 and Staff

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 12: Early Release at 1:05pm

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

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: 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				

Jun 18: Schools Closed - Juneteenth Day

Jun 25*: End of School Year - Early Release for Students & Staff

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

Special Student Early Release

REVISED 09/24/26

Springfield Public Schools
2026-2027 Staff Calendar
Kiley Prep
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	**7:15 AM - 3:20 PM (Mon, Wed, Thur & Fri) ; 7:15 AM - 4:00 PM (Tue)**

Aug 12+13 & 19-21: Teacher PD

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

Sep 22: Extended Day until 4pm + Open House (from 4-5:30pm)

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: Student Early Release at 1:05pm / Teacher PD until 3:20pm

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 24: Student Early Release at 1:05pm / Teacher PD until 3:20pm

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 11:45am

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' Day Observed

Jan 6: Schools Closed for Students & Staff

Jan 15: Student Early Release at 1:05pm / Teacher PD until 3:20pm

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 12: Student Early Release at 1:05pm / Teacher PD until 3:20pm

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: Student Early Release at 1:05pm / Teacher PD until 3:20pm

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 Release at 1:05pm / Teacher PD until 3:20pm

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: Student Early Release at 1:05pm / Teacher PD until 3:20pm

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 for Students & Staff (staff release at 11:45am)

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
- Staff Early Release at 11:45am
- Regular Day + PD until 4:00pm
- Student Early Release + PD until 3:20pm
- Full Day PD from 8:00am-3:20pm

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 (M, W, Th., F)	Regular Day + 3:20pm release	7:15 AM	3:20 PM	8:05
2.	Regular Day + PD (Tu.)	Regular Day + 4pm release	7:15 AM	4:00 PM	8:45
3.	Early Release for Students and Staff	Staff Early Release	7:15 AM	11:45 AM	4:30
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:20 PM	7:20
5.	Early Release for Students / Afternoon PD	Student Early Release + PD	7:15 AM	3:20 PM	8:05
6.	Summer PD (pre-Aug 17th)	Summer PD	8:00 AM	3:20 PM	7:20

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
Open House	September 22, 2026 (4-5:30pm)	1.5
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/17/26		1.5 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.

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 6-8 Staff Hours	15	1515.167	1.500	**1531.333**	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 progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one's instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as a mentor to a small cohort of students;
- Participate in staff recruitment and hiring processes.

3. Additional staff duties

A. During the Workday

During a typical Monday-Friday school day work week, all staff members are expected to perform additional duties that the Principal and the TLT have determined are necessary to fulfill the school's mission, operations, safety, and overall improvement efforts. This may include coverage of homeroom, community building or safety-related activities, including, but not limited to (examples are below but a school can customize):

- Types of tasks educators may be asked to perform may include coverage of lunch, coverage of break periods, safety-related assignments. All efforts will be made to avoid teacher prep time or counseling services to students;
- Substitute coverage of classes and duties of others who are absent from school;
- Development and maintenance of hallway bulletin boards

If 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 $35 per/occurrence.

B. Afterschool Support for Students

All Unit A educators will work after school each week to provide after school 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.

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 09/08/2026.

School Priority Levers Form: Kiley Prep

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

- TLT members presented mid-year data to the faculty at the February staff meeting
- TLT members met with the educators they represented and brought their thoughts and ideas to a TLT meeting to refine the draft of the Phase 1 templates (educator working conditions, priorities, calendar).
- TLT created an educator survey to ensure all staff was able to provide feedback

Priority 1

Selected Lever: Lever 2

Text of Lever: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

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

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

Data:

- 56.3% of Tier 2A and 2B students met projected growth goals in Math according to Winter NWEA MAP midyear results. This is an increase from our 2024-25 midyear results of 51.2%, however it is still below the 60% target.
- 60% of Tier 2A and 2B students met projected growth goals in ELA according to Winter NWEA MAP mid-year results.
- 49.5% of Emerging Bilinguals and Exceptional Learners met projected growth goals in ELA according to Winter NWEA MAP mid-year results. This is a decrease from 2024-25 mid-year results of 54.9%.
- 40.2% of EmergingBilinguals and Exceptional Learners met projected growth goals in Math according to Winter NWEA MAP mid-year results. This is a decrease from 2024-25 mid-year results of 55.7%.

According to our SQR results: *"Kiley Prep leaders and teachers have made meaningful strides toward fostering student ownership of learning. While ownership is not yet consistent across all classrooms, teachers, students, and leaders all described intentional shifts toward discourse, peer collaboration, and productive struggle….While implementation is currently uneven, the collective efforts of leaders, teachers, and students show that with continued emphasis on peer-led discourse, structured opportunities for academic struggle, and consistent use of strategies across content areas, Kiley Prep is well-positioned to deepen this work so that all students demonstrate ownership of their thinking every day".*

Working Theory: Kiley Prep has established a clear and consistent vision that promotes the indicators "2aOutcomes for All", "2b Student Ownership", and "2d Analyze Student Demonstration of Learning". This vision drives our professional learning and feedback systems. Based on our qualitative and quantitative data, instructional best practices that lift the vision and support student learning are not implemented consistently across all classrooms. This particularly impacts math, bilingual and exceptional learners. If we continue to build educator capacity in the key aspects of our vision: effective questioning, peer led-discourse, targeted student feedback, and structured opportunities for productive struggle across all classrooms, we hope to see consistent gains across all categories of learners.

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

- How can each of the school teams (leadership, TLT, content, grade level) work to support this priority?
- What are the most impactful instructional strategies we will leverage schoolwide?
- How can we build teacher capacity through professional development and weekly PLC so that we observe consistency across all classrooms in the following: intentional questioning, peer led discourse, targeted student feedback, and structured opportunities for productive struggle?

Priority 2

Selected Lever: Lever 4

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

- Adult Culture and Learner's Stance
- Clear and Consistent Student Culture

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

Data:

- Kiley Prep chronic absences as of January 29th are at 30.5% which is a decrease of 31.0% from 2025
- Kiley Prep's suspension rate as of January 29th is 6.7% which is a decrease from 14.8% from 2025
- Kiley Prep's average daily student attendance as of January 29th is at 91.2%
- TNTP Teacher Insight Survey: In the domain "Learning Environment" the average SEZP Zone highest percentile is 7.2, Kiley Prep educators rated the domain a 6.4.
- According to the TNTP Teacher Survey only 48% of Kiley Prep educators agreed with the following statement: Across my school, there are consistent expectations and consequences for student behavior.
- Our internal data (Dean Behavior Trackers, classroom calls to the office, formal and informal learning walks, educator coaching & feedback, and teacher feedback) indicates that educators need support to implement "4e Clear and Consistent Student Culture".

Working Theory: If we strengthen our Tier 1 behavior supports within our MTSS framework and build educator capacity in culturally responsive and restorative practices to ensure predictable and consistent classroom management then we can decrease student removals from class and increase student engagement, productivity, opportunities for productive struggle, and student discourse leading to higher expectations for all students and accelerating academic performance.

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

- When comparing the data, we identified a decrease in student suspensions and an increase in overall attendance. However we also tracked an increase in student removal from the classroom based on disruptive behavior. What are the root causes and antecedents?
- What systems will we develop to ensure MTSS Tier 1 behavior supports are implemented with fidelity and students are not removed from instruction prematurely?
- How will counseling support align with classroom practice so that behavior strategies strengthen teacher effectiveness rather than operate separately?
- What systems will ensure consistent implementation of Tier 1 behavior expectations across classrooms?
- How will we monitor classroom removals by teacher, grade, students with disabilities, and multi-lingual learners to identify patterns?
- What interim data will tell us that restorative and culturally responsive strategies are reducing removals before suspension data shifts?

Priority Levers Goals: Kiley Prep

Priority 1: Lever 2: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

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

Working Theory of Change: Kiley Prep has established a clear and consistent vision that promotes the indicators "2aOutcomes for All", "2b Student Ownership", and "2d Analyze Student Demonstration of Learning". This vision drives our professional learning and feedback systems. Based on our qualitative and quantitative data, instructional best practices that lift the vision and support student learning are not implemented consistently across all classrooms. This particularly impacts math, bilingual and exceptional learners. If we continue to build educator capacity in the key aspects of our vision: effective questioning, peer led-discourse, targeted student feedback, and structured opportunities for productive struggle across all classrooms, we hope to see consistent gains across all categories of learners.

Progress made thus far (synthesis from faculty):

- SQR indicates that Kiley Prep has made meaningful strides around student ownership and "outcomes for all".
- Educators have made progress in finding opportunities for student discourse, oral reading fluency, and effective questioning.
- Educators are receptive to coaching feedback, actively seek support and professional learning opportunities, and collaborate in weekly PLC.
- We have made progress in each category. I think the most significant increases I believe were in peer discourse and targeted student feedback.

Where we run into obstacles (synthesis from faculty):

- While many teachers have made progress growing their practice within our instructional vision framework, it is not consistent across all classrooms.
- Inconsistency across classrooms impacts our bilingual students and students with disabilities, who need more intentional scaffolding and support.
- Educators need professional development around what meaningful feedback looks like, sounds like, and best practices around implementation.
- Inconsistency with implementation of Core Literacy whole school vocabulary and fluency.

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

1. **Continue to implement and strengthen our Core Literacy plan to include: whole school explicit vocabulary instruction, oral reading fluency, and decoding strategies**
    a. Our literacy plan will help all educators lift the instructional vision. We are all literacy teachers at Kiley Prep.
    b. A new cohort of educators will attend Core training and turn key work within the team.
    c. Tuesday PLC will focus on Core strategies and implementation.
    d. Strengthen our diagnostic plan: MAP, ORF, Lexile, Core Phonics Survey in the first weeks of school. Additional Winter / Spring testing to supplement MAP.
    e. Use the data from diagnostics to assign students more intentional intervention tiers with specific instructional focus: phonics, fluency & vocabulary, comprehension strategies, writing, project based accelerated.
    f. Develop educator capacity to implement intentional small group instruction with corrective feedback within the intervention structure.
2. **Identify the non-negotiable look-fors and best practices that will drive our vision and support the implementation of intentional questioning, student discourse, productive struggle, and targeted feedback.**
    a. Monitor Tier 1 students to ensure they continue to make gains by engaging in meaningful tasks with

opportunities for discourse and productive struggle.

b. Develop educator skills in differentiating instruction for multilingual learners and students with disabilities and create more opportunities for productive struggle.
c. Identify opportunities for students to engage in academic discussion within the lesson, and utilize school discussion frames across contents.
d. Monthly open responses across contents will create opportunities for coaching and implementing effective standards aligned feedback within content / grade level teams.

3. **Weekly peer learning walks with TLT monitor implementation of the non-negotiable look for's and instructional strategies that leverage our vision.**
    a. TLT, GLT, and instructional leaders will ensure what is learned in PD shows up consistently in classrooms.
    b. Educator peer feedback to hold ourselves accountable for the work of the vision.
    c. Grade level team and peer support for cross curricular instructional strategies that lift discourse, feedback, effective questioning, and productive struggle.
    d. Support each other with the implementation of intentional and meaningful student feedback that guides students through the task and allows students to revise their thinking and reasoning.

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

- Whole school literacy as a support for our instructional vision
- School wide discussion protocols modeling explicit instruction
- Strategic monitoring as a tool for tracking and organizing feedback
- Modeling what effective feedback looks and sounds like

Priority 2: Lever 4: Text of Lever: Equity Focused, Inclusive School Culture for Students, Families / Caregivers, and staff

- Adult Culture and Learner's Stance
- Clear and Consistent Student Culture

Working Theory of Change: If we strengthen our Tier 1 behavior supports within our MTSS framework and build educator capacity in culturally responsive and restorative practices to ensure predictable and consistent classroom management then we can decrease student removals from class and increase student engagement, productivity, opportunities for productive struggle, and student discourse leading to higher expectations for all students and accelerating academic performance.

Progress made thus far (synthesis from faculty):

- 50% of educators are consistently implementing impactful Tier 1 behavior strategies and do not engage in power struggles with students. This has led to a decrease of students being removed prematurely from instruction.
- As staff, we are becoming more aware of culturally responsive approaches and are beginning to implement strategies that support student engagement and accountability.
- Communication amongst staff regarding updates and reasoning as to student removal, request for student work who are absent, cohort changes, etc. has improved.

Where we run into obstacles (synthesis from faculty):

- Professional development to support behavior management, Tier 1 intervention, and avoiding power struggles. Students are removed from instruction due to educators engaging in power struggles and without restorative conversations.
- We see a need to create a position in which a staff member is available to support students removed from class in an inclusive restorative way that focuses on returning students to instruction in a timely manner.
- We identified the need for grade level team leaders that will hold weekly team meetings for a structured time to collaborate on student social emotional needs and share best practices for behavior management.
- One of the biggest challenges is inconsistency with expectations across classrooms and not being fully aligned with Tier 1 practices. We're still seeing students struggle with behavior, which leads to them being removed

from class and missing instruction.

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

1. **Whole-school investment in restorative practices and culturally responsive classroom management to ensure predictability and consistency across classrooms.**
    a. Our vision is tied to our school culture. Revise vision document to include warm demand and our belief that: all children are capable of learning, building trust with students is integral to productive struggle, create flexibility for students while maintaining a consistent culture, set high standards through respectful dialogue with students, create a culture of error where students are willing to take academic risks.
    b. Develop systems to ensure MTSS Tier 1 behavior supports are implemented with fidelity and students are not removed from instruction prematurely. Systems will ensure consistent implementation of Tier 1 behavior expectations across classrooms
    c. Restorative Student Support Room with an assigned staff member and clear protocols / expectations to include: student reflection, restorative conversation and return to class goal, academic check in, develop student self advocacy skills.
    d. Targeted coaching to improve educator response to behaviors through warm demand: private vs. public redirection, avoiding power struggles, descalation strategies, trauma informed instruction, restorative redirection, classroom engagement strategies.
2. **Collect data on student behaviors and monitor classroom removals by teacher, grade, students with disabilities, and multi-lingual learners to identify patterns.**
    a. Collect and analyze the data to identify educators that need coaching, modeling, support in order to support stronger classroom management skills and strategies.
    b. Collect and analyze the data to identify which restorative and culturally responsive strategies are reducing removals.
    c. Identify the students with repetitive or escalating behaviors in order to develop student specific intervention that will reduce premature removals.
3. **Grade level team leaders are the vital bridge between educators and dean / admin to support a restorative instructional culture.**
    a. Weekly team meetings with specific protocols to analyze data and identify the root cause and antecedents for students of concern and plan targeted interventions that will support academic instruction.
    b. Identify executive functioning skills for the team to explicitly teach and model across grade levels.
    c. Model warm demand and support the team in “seeing the whole child” and students’ unique identities as learners.

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

- Trauma informed behavior management
- MTSS overview
- Menu of Tier 1 supports with modeling
- Student Support Room with restorative framework
- Begin ongoing PD that will continue through the year on restorative interactions with students
- Warm demand as a vehicle to achieve our instructional vision
- Revisit school wide consistencies and consequence hierarchy
- Role of team leaders and structure for weekly team meetings

SEZP 2026-27 School Planning Process

Phase I - Summer Learning Plan: Kiley Prep

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: Kiley Prep	
INITIAL SUMMER PLANNING	
Summer Coordinator	Name: Catherine Maccini Phone: (413)427-8573 Email: Maccinic@springfieldpublicschools.com
Summer Plan Logistics	**Summer Program Dates + Days of Week**: July 6th -July 30th, Monday-Thursday
	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: Rising 6th: Attendance data from Kiley Prep's feeder elementary schools indicate a high percent of chronic absenteeism. Our goal is to target students with chronic absenteeism and missed learning. We also want to identify students that are 2 to 3 grade levels below iReady reading scores in order to implement Core Literacy strategies. Rising 7th: Attendance, final grades, and behavior logs will be used to identify rising 7th graders that need academic and social support over the summer in order to be successful in 7th grade. The summer program will be anchored around "habits of success" so that students begin to define what student ownership looks like at each grade level. Our ELA classes will focus on explicit reading instruction and cognitive strategies to self-monitor comprehension. Our math classes will focus on grade level priority standards and skills. Teachers will utilize aggressive monitoring to gather in the moment data to identify target mastery, student misconceptions, and re-teaching opportunities. Teachers will provide opportunities for students to set goals and reflect on growth and success.
	Student Start Time: 8:00am
	Student Dismissal Time: 1:30pm
	Lunch Time: 11:05-12:25pm
	Busing Required (Y/N)? Yes, for low-incidence students ONLY
	Estimated # of Students: 1. Gen ed student estimate = 100 total - 50 (rising 6th), 50 (rising 7th) 2. Low-incidence student estimate by program: - SEBS = 15

FINAL - APPROVED BY SEZP BOARD

	- Life Skills = 8
	Estimated Total # of Student Learning Hours: 1. Gen ed student estimate = 80 Hours 2. Low-incidence student estimate by program: - SEBS =80 Hours - Life Skills =80 Hours
	Total # of Classrooms Needed: 1. Gen ed student estimate = 8 2. Low-incidence student estimate by program: - SEBS = 2 - Life Skills = 1
	Total # of Teachers Needed 1. Gen ed teachers 4 2. Special ed teachers by Low Incidence Program - SEBS = 1 - Life Skills = 1 **Total # of Paras Needed** 1. Paras by Low Incidence Program - SEBS = 1 - Life Skills = 1
	Total # of students estimate that require related services during ESY: N/A
	Shared Facility Needs (i.e. cafeteria, gym,): Gymnasium, Cafeteria, Auditorium
	OITA Programs/Apps Needed: Freckle
Name and contact information for questions over the summer. ***This information will be shared with SPS and FACE.***	***Primary*** Contact Name: Catherine Maccini Primary Contact Email: maccinic@springfieldpublicschools.com Primary Contact Phone: 787-7240 ***Backup*** Contact Name:JaNae Jones Backup Contact Email: jonesjan@springfieldpublicschools.com Backup Contact Phone: 860-712-9065

Strategic Action Plan: Kiley Prep

Priority 1: Lever 2: Coherent Actions for Improving Assurances for Educational Equity, which include the following:

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

Goals for Priority 1:

1. **Continue to implement and strengthen our Core Literacy plan to include: whole school explicit vocabulary instruction, oral reading fluency, and decoding strategies**
    a. Our literacy plan will help all educators lift the instructional vision. We are all literacy teachers at Kiley Prep.
    b. A new cohort of educators will attend Core training and turn key work within the team.
    c. Tuesday PLC will focus on Core strategies and implementation.
    d. Strengthen our diagnostic plan: MAP, ORF, Lexile, Core Phonics Survey in the first weeks of school. Additional Winter / Spring testing to supplement MAP.
    e. Use the data from diagnostics to assign students more intentional intervention tiers with specific instructional focus: phonics, fluency & vocabulary, comprehension strategies, writing, project based accelerated.
    f. Develop educator capacity to implement intentional small group instruction with corrective feedback within the intervention structure.
2. **Identify the non-negotiable look-fors and best practices that will drive our vision and support the implementation of intentional questioning, student discourse, productive struggle, and targeted feedback.**
    a. Monitor Tier 1 students to ensure they continue to make gains by engaging in meaningful tasks with opportunities for discourse and productive struggle.
    b. Develop educator skills in differentiating instruction for multilingual learners and students with disabilities and create more opportunities for productive struggle.
    c. Identify opportunities for students to engage in academic discussion within the lesson, and utilize school discussion frames across contents.
    d. Monthly open responses across contents will create opportunities for coaching and implementing effective standards aligned feedback within content / grade level teams.
3. **Weekly peer learning walks with TLT monitor implementation of the non-negotiable look for's and instructional strategies that leverage our vision.**
    a. TLT, GLT, and instructional leaders will ensure what is learned in PD shows up consistently in classrooms.
    b. Educator peer feedback to hold ourselves accountable for the work of the vision.
    c. Grade level team and peer support for cross curricular instructional strategies that lift discourse, feedback, effective questioning, and productive struggle.
    d. Support each other with the implementation of intentional and meaningful student feedback that guides students through the task and allows students to revise their thinking and reasoning.

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?)*:**
    - Intervention: clear differentiated tracks, diagnostic ladder, phonics, fluency, decoding
    - School wide literacy: vocabulary and comprehension strategies
    - MLL and Exceptional Learners: strategies to access to KP instructional vision
    - Meaningful student feedback through small group and active monitoring

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

3. **<u>Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):</u>**
   - New cohort of ELA teachers will attend Core. PLC used to share new learning.
   - Ongoing support with Alpha coach
   - Analyze classroom examples of CFU's and feedback within content teams
   - Build the capacity for educators to give impactful objective feedback to peers to support our weekly progress monitoring learning walks

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

Task	Owner
August PD: Diagnostic flow chart, intervention tracks, school wide core instructional strategies	Maccini
SPED & Core teachers lifting the instructional vision together through a planned co-teaching model with appropriate pull out / small group	Trujillo
Alpha pilot with 6th grade	SEZP / Alpha
TLT will lead Thursday learning walks so that educators have ownership in progress monitoring whole school instructional strategies (Core, CFU, Feedback)	Maccini

Priority 2: Lever 4: Equity Focused, Inclusive School Culture for Students, Families / Caregivers, and staff
- Adult Culture and Learner's Stance
- Clear and Consistent Student Culture

Goals for Priority 2:

1. **Whole-school investment in restorative practices and culturally responsive classroom management to ensure predictability and consistency across classrooms.**
   a. Our vision is tied to our school culture. Revise vision document to include warm demand and our belief that: all children are capable of learning, building trust with students is integral to productive struggle, create flexibility for students while maintaining a consistent culture, set high standards through respectful dialogue with students, create a culture of error where students are willing to take academic risks.
   b. Develop systems to ensure MTSS Tier 1 behavior supports are implemented with fidelity and students are not removed from instruction prematurely. Systems will ensure consistent implementation of Tier 1 behavior expectations across classrooms
   c. Restorative Student Support Room with an assigned staff member and clear protocols / expectations to include: student reflection, restorative conversation and return to class goal, academic check in, develop student self advocacy skills.
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3. **Grade level team leaders are the vital bridge between educators and dean / admin to support a restorative instructional culture.**
    a. Weekly team meetings with specific protocols to analyze data and identify the root cause and antecedents for students of concern and plan targeted interventions that will support academic instruction.
    b. Identify executive functioning skills for the team to explicitly teach and model across grade levels.
    c. Model warm demand and support the team in "seeing the whole child" and students' unique identities as learners.

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?)*:**
    - Overview / Review of Trauma Informed Teaching PD
    - Positive Response to challenging behaviors / Avoiding Power Struggle
    - Classroom interventions and classroom non-negotiables to avoid premature removal from class and create a consistent management techniques across grade level classrooms
    - School wide / team wide accountability data to track student behavior, removals, and successful behavior interventions for students of concern

2. **List partners/consultants for August PD *(who are our partners that will support educator learning in August or throughout the year?)*:**
    - Lara James to coach GLT
    - TLT and GLT to support progress monitoring and data
    - SEZP Special Education Instructional Leaders- Restorative Practices

3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
    - Tuesday after school dedicated to GLT utilizing discussion protocols and data to make RTI decisions.
    - Ongoing PD on facilitating restorative conversations and avoiding power struggles through a "problem of practice" protocol so that teams can learn from each others' success and challenges.
    - Monthly new learning around engagement strategies that can mitigate behavior disruptions.

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

Task	Owner
Trauma informed teaching high level (August PD) Positive Response to Challenging Behaviors / Avoiding Power Struggle (ongoing)	Maccini
Progress monitoring and data collections around classroom removals, interventions, students of concern	GLT, TLT

First Tuesday of each month & Full PD days: engagement strategies that align priority one (instruction) with priority two (classroom culture)	Maccini, content leads
First Two Weeks- explicit instruction around habits of scholarship, habits of character, academic expectations, use of technology, and executive function skills (lesson plans, roll out)	Maccini, GLT