



**Springfield Public Schools
2019-2020 Student Calendar
Kiley Middle School
180 Cooley Street, Springfield, MA 01128**



Student Hours 7:25am - 3:00pm

Teacher Hours 7:25am - 3:30pm (Mon); 7:25am - 4:00pm (Tues & Wed); 7:25am - 3:00pm (Thurs & Fri)

Aug 26: School Begins
Aug 30: Early Release at 1:00pm

August 2019				
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

Feb 17: Schools Closed - Presidents Day
Feb 18 - 21: Schools Closed - Mid-Winter Vacation

February 2020				
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

Sep 2: Schools Closed - Labor Day

September 2019				
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				

Mar 13: Schools Closed - Teacher PD Day

March 2020				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 11: Early Release at 1:00pm
Oct 14: Schools Closed - Columbus Day

October 2019				
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	

Apr 10: Schools Closed - Good Friday
Apr 20: Schools Closed - Patriots Day
Apr 21 - 24: Schools Closed - Spring Vacation

April 2020				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Nov 5: Schools Closed - Teacher PD Day (Election Day)
Nov 11: Schools Closed - Veterans Day
Nov 27 - 29: Schools Closed - Thanksgiving Vacation

November 2019				
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

May 22: Early Release at 1:00pm
May 25: Schools Closed - Memorial Day

May 2020				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Dec 20: Early Release - Last day before holiday vacation
Dec 23 - 31: Schools Closed - Holiday Vacation

December 2019				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Jun 19*: End of School Year - Early Release for Students & Staff

June 2020				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Jan 1: Schools Closed - New Years Day
Jan 6: Schools Closed - Teacher PD Day
Jan 14-17: Student early release at 1:00pm for midterms
Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2020				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

*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



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Aug 19-23: Teacher PD
Aug 23: Convocation
Aug 26: School Begins
Aug 30: Student early release - Teacher afternoon PD

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	School Closed
	Staff Early Release
	Regular Day + 4pm release
	Regular Day + 3:30pm release
	Student Early Release + PD
	Full Day PD

This SY'19-20 school plan has been approved by the SEZP Board.

SEZP 2019-20 School Planning Process

Educator Working Conditions: Kiley



1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies. Discretionary funds are those remaining after a school budget for district services, partner fees, staff salaries and stipends.

- Grade Level field trips and incentives \$6,000 (\$2,000 per grade level).
- Teacher supplies / other (\$4,000).

Any transfer or use of additional funds received over the course of the school year will be determined by the principal.

2. School curriculum issues.

Kiley will use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. Teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback.

3. Professional development activities applicable to the school as a body. This does not include individualized professional development or coaching of teachers.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week's notice will be given to teachers before being assigned any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- Up to 5 days of professional development and/or staff planning days before the school year begins;
- Up to 3 days of district professional development and planning days during the school year;
- 12 hrs of PD after the school day ends for students on an early release day ("student early release + PD")

4. School calendar.

Please see the attached 2019-20 school year calendar for staff. Any change to the school year calendar is subject to SEZP approval. If possible, at least one month's notice will be given to teachers before any change is made to the school calendar. In the event of a change during the year, accommodations may be made for individuals with critical scheduling conflicts on a case-by-case basis. The school calendar will include:

FINAL – APPROVED BY SEZP BOARD

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- Total number of school days and hours for students. Required total hours for students are a minimum of 1330 per year.
- Total number of days and hours for educators, including school days and professional development and planning days. Teachers are required to work a minimum of 1500 hours per year.
- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

5. Schedule for staff and students, provided that teachers will continue to receive duty-free lunch and regular student free preparatory time.

Teachers at each school will receive a duty-free lunch and regular preparatory time. The standard workday for educators will vary based on the day of the week. On Monday the standard workday for educators will be 8 hours and 05 minutes, on Tuesday and Wednesday the standard workday will be 8 hours and 35 minutes, and on Thursdays and Fridays it will be 7 hours and 35 minutes (all of these workday hours include lunch and prep time). For the majority of educators, required hours will vary based on the weekday as well. Teachers hours will be approximately 7:25 am–3:30 pm on Monday, 7:25 am- 4:00 pm on Tuesday and Wednesday, and 7:25 am--3:00 pm on Thursday and Friday.

Teachers will have at least 3 planning hours per week. These hours will be allocated as evenly across the school week as possible. This time can be used to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time with compensation as per Unit A contract.

All staff members are expected to participate in professional development, collaboration activities and weekly PLS activity, unless otherwise directed by the principal. In addition to traditional responsibilities and those duties listed above, all staff at Kiley may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. On a regular basis, these activities include items in the list below:

- Participation in open house plus one after school event at the discretion of the teacher during the course of the year
- Unit plans are submitted to administrator up to 6 times throughout the year
- Phone calls to families about the academic progress of students
- Preparation of individual student weekly reports, progress reports, and report cards, as well as IEP progress quarterly updates and input into developing IEP goals.
- Participating in staff recruitment and selection processes
- Working regularly with school administrators to improve one's instructional practices
- Homework expectations will be outlined in a teacher syllabus, which will be shared with students at the beginning of the course
- Attending student-related meetings

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6. Class coverage and substitutes.

During a typical Monday-Friday week, all staff members may be required to cover classes as needed, except during the teacher's duty-free lunch. To the extent possible, class coverage will be assigned equitably and on a rotated basis, including:

- Coverage of periods, not exceeding 30 minutes per day;
- Substitute coverage of classes of others who are absent from school. (When possible, duty time will be used when teachers are asked to cover class. Preference would be to hire substitute teachers)

7. Scheduling of school-wide parent/teacher meetings.

This does not include individual parent-teacher meetings that may occur between school-wide meetings. Kiley will hold weekly parent-teacher conferences during the school year. Time will be set aside for these conferences, but timings may change to accommodate schedules of parents and staff members.

8. Work before and/or after the regular school year.

Returning teachers are expected to report to work on August 19, 2019. The final work day for teachers is June 19, 2020. These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

9. Notices and announcements.

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

10. School health and safety issues.

Working with SEZP and SPS, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning. Security of school premises will be maintained and visitors to the school will be required to check in upon entry. Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

11. Staff dress code.

Staff at Kiley are asked to dress professionally for a school setting.

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12. Rotation of duties.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of Kiley. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to

- At the beginning of the school year, all teachers and coaches will be paired with a homeroom for breakfast. For homerooms with two teachers, one teacher may be assigned to a classroom with an absent teacher
- Coverage of periods will not exceed 30 minutes per day.
- Teachers will have a duty-free lunch as well as 45 minutes per day prep time outside of PLS for prep
- Substitute coverage of classes and duties of others who are absent from school
- Coverage of afterschool activities, not exceeding 60 minutes per week
- Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected.

13. Class size.

Kiley commits to ensuring a reasonable distribution and equity of class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development. Teachers will work with guidance to ensure students are placed in most appropriate placement for students.

14. Bulletin boards.

Teachers may be asked to support the development and maintenance of bulletin boards in hallways. The Springfield Education Association 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.

15. Family-teacher communication.

Teachers may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year.

The SEZP 2019-20 Roadmap Improvement Plan: Kiley

Priority Area 1:

We will develop a professional learning system (PLS) which provides all staff/teams with the tools to implement well-structured lessons that meet the needs of all students through planning and resources. The PLS will occur weekly and will be structured to allow teachers to choose one of three options every six weeks, which include: (1) hosted Instructional Practice Guide (IPG) learning walk with administrator, coach, or stakeholder, (2) weekly visit to administrator identified model classroom, or (3) work with critical colleague around professional practice goals. All PLS work will be grounded in the IPG, Core Actions and will be facilitated or supported in some capacity by grade level administrators, coaches, or stakeholders. The administration team, coaches, and members of TLT will use the IPG to conduct twice monthly learning walks that will drive the focus of our professional learning system. The use of the IPG is not evaluative and purely for development of the educator. The use of the IPG will give teachers timely and specific feedback.

Rationale:

Feedback from staff indicated that Kiley is still in the developing stage for time used for professional development and collaboration. 2018 MCAS SGP for ELA was 45.9 and math was 36.2. Kiley adopted an aligned curriculum, however, MCAS and MAP results show that teachers need aligned resources and feedback to improve instruction. Kiley will create a system that aligns well-structured lessons, rigorous tasks, Teach Point educator goals, and learning walk feedback. This system will differentiate professional development to meet the needs of teachers and aid in facilitating meaningful collaboration around student tasks and products of learning as measured by the Hess' Cognitive Rigor Matrix.

Ongoing teacher feedback will be derived from our 6 week learning cycle using the IPG Core Actions with the aim of all teachers increasing one rubric point through the Core Actions by the summative assessments. (Sample Table 1)
Teacher development will be monitored and support for teachers will be adjusted through this development tracking system.

Key Objectives

- Improve teacher instruction through a system of targeted and standards-based feedback aligned with the content specific IPG Core Actions (Kiley 6 Learning Cycle)
- Monitor teacher development through frequent observations using the Kiley IPG tracker to identify whole school trends, areas of growth, areas of concern in order to develop content specific next steps for well-structured lessons.
- Analyze and calibrate the quality of formative and summative assessments to ensure scope, sequence, and coherence in unit plans using the IPG, Hess Rigor Matrix, Kiley Assessment Calendar, and evaluating student work.

Evaluation Plan

By October Kiley will put in place priority one action steps by implementing high leverage instructional practices using the Core Action I.P.G. Teacher growth will be measured by individual Teach Point evaluations. The observed application of high leverage instructional practices will be evident through frequent whole school I.P.G. learning walks. Teachers will trend towards proficiency from October to May.

Student growth will be measured through interim and summative unit assessments as well as Math / ELA

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intervention data.			
Action Plan			
Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
<p>Develop model classrooms using specific criteria and observable application of high leverage instructional practices aligned with school wide priorities to leverage teacher strengths and leadership development.</p> <p>Professional Learning System (PLS) schedule will be created for Model Classroom learning walks.</p>	<ul style="list-style-type: none"> ✓ Teachers will be selected based on demonstration of alignment of practice with school priorities. ✓ Coaches will support with PLS observations and support with the “look for’s” within the classroom. ✓ District Content Directors will help facilitate PLS learning walks in model classrooms. <ul style="list-style-type: none"> □ <i>IPG Core Action learning walk rubric</i> □ <i>Protocol for PLS observations</i> □ <i>Criteria for Model Classroom/ Job Description</i> 	<p>Fall: Identify model classrooms (<i>Teacher Evaluation Rubric and observed application of high leverage instructional practices</i>)</p> <p>Professional Development-implementation priorities, instructional practices, tools and indicators.</p> <p>Educator feedback both model classroom and teacher observers.</p> <p>Winter: IPG point growth and trends (whole school / individual)</p> <p>SQR Feedback</p> <p>Additional model classrooms (growing practice)</p> <p>Teacher feedback (surveys)</p> <p>Spring: Trending growth on formative evaluations in Well -Structured Lessons category (IA4)</p>	<p>Ongoing</p> <p>August: Initial PLS schedule.</p> <p>Fall: Initial selection of model classrooms.</p> <p>Winter: Additional model classrooms.</p> <p>Ongoing- Kiley 6 Learning Cycles and PLS will help specify “look for’s”</p>
<p>Refine and further develop the Kiley 6 Learning Walk Cycle and map out precise instructional topics and targets.</p>	<ul style="list-style-type: none"> ✓ Dean of Intervention ✓ Dean of Curriculum ✓ Coaches ✓ Grade Level Administrators ✓ District Content Directors <ul style="list-style-type: none"> □ <i>EL / ADI Institute training around feedback</i> □ <i>Standards Institute</i> 	<p>Every 6 Weeks <i>Benchmarks within each Kiley 6 Learning Cycle</i></p> <p>IPG benchmarks / observational data</p> <p>Week 2 Coaches Week 3 Admin Week 4 District Content Directors Week 6 Administrator</p>	<p>Ongoing / 6 Week Cycle</p> <p>August: Initial MCAS data root cause analysis to select Learning Cycle focus.</p> <p>Fall:</p>

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	<p><i>training for content leads and team leaders (teachers that will help leverage the work)</i></p> <ul style="list-style-type: none"> ☐ <i>MAP Data / Interim Assessment data</i> ☐ <i>MCAS Data (initial)</i> 	<p><i>unannounced observation</i></p> <p>Ongoing: Growth trending towards proficiency-</p> <p>Whole School Trends using IPG Rubric</p> <p>Individual teacher growth using the IPG rubric</p> <p>Unannounced observations- Teach Point</p> <p>Fall Formative Observations- Teach Point</p>	<p>MAP data to identify instructional trends / needs</p> <p>Winter: Mid-Year Check-Teach Point .</p> <p>Spring: Teach Point formative assessment data trends towards proficiency.</p>
<p>Align PLS with Kiley 6 Cycle topics, targets, and outcomes.</p> <p>Teacher development opportunities include:</p> <ol style="list-style-type: none"> 1. Hosted IPG learning walk 2. Model classrooms 3. Collaboration with critical colleagues. 	<ul style="list-style-type: none"> ✓ Coaches ☐ <i>IPG learning walk rubrics</i> ☐ <i>EL Resources and learning walk rubrics to ensure targeted feedback.</i> 	<p>Ongoing: Trend towards teacher proficiency through Kiley 6 Learning Walks and Teach Point observations.</p> <p>Goal Setting & progress monitoring through collaboration protocols. Tracking goals through the six week cycle.</p> <p>Spring / Summer: Calendar out the focus areas and prioritize how time will be used. Name structures and practices that will support progress towards school goals.</p> <p>Fall MCAS & MAP data dive for root cause analysis.</p> <p>/ Winter MAP to identify student growth outcomes.</p> <p>Spring MAP data to identify student growth.</p> <p>Observed application of high leverage instructional practices (Kiley 6 Focus) in unit plans and in practice.</p>	<p>Ongoing / 6-week cycle</p> <p>August: Initial topics / targets.</p> <p>Fall: Creation of initial critical colleagues & model classrooms</p>

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		Fall / Winter / Spring educator feedback survey.	
<p>Implement a system to evaluate student work samples using Achieve the Core rubric and Kiley Writing Rubric.</p> <p>Develop team / content assessment calendar to improve the pacing of summative assessments.</p> <p>Create opportunities for teachers to unpack aligned curriculum in order to sequence scaffolds for student independence.</p>	<ul style="list-style-type: none"> ✓ Coaches ✓ Content Leads ✓ Dean of Curriculum ☐ <i>LASW protocol</i> ☐ <i>Assessment Calendar</i> ☐ <i>Aligned curriculum</i> ☐ <i>Time for collaboration (grade level / content)</i> ☐ <i>Professional Development around scaffolding targets towards assessments</i> 	<p>Quarterly team / content calendars for assessments (Team Leaders & Dean of Curriculum)</p> <p>Regular feedback using Kiley 6 Focus high leverage practices (ADI rubrics) and IPG.</p> <p>Quarterly- LASW protocols</p> <p>Teacher / Content & Critical Colleagues Peer Feedback protocols (6 weeks).</p> <p>Fall / Winter / Spring Root cause analysis using MAP assessment to identify skills gaps.</p> <p>Monthly Intervention Data</p> <p>Mid-Year Content Specific Midterm / Final Assessments</p>	<p>Ongoing</p> <p>Fall: Team Assessment Calendar</p>
<p>Create a pre / post structure and peer collaboration protocol for critical colleagues that will enable teachers to help push each other's practice</p> <p>Further develop use of ACCLAIM platform to aid in collaboration between critical colleagues.</p>	<ul style="list-style-type: none"> ✓ Coaches ✓ Anglade ✓ Content Leads ✓ District Content Directors ☐ <i>Protocol for collaboration time & teacher to teacher feedback</i> ☐ <i>Scheduled collaboration time</i> ☐ <i>ACCLAIM resources</i> ☐ <i>Observational & Assessment data to identify critical colleague partnerships</i> 	<p>Six-week cycles of identifying critical colleagues, based on specific teacher data.</p> <p>Pre / post collaboration meeting with coach.</p> <p>Growth towards identified targets in the work as evidenced in the IPG / EL observation rubrics.</p> <p>Kiley 6 Learning Walk- trending towards proficiency / increase in IPG rubric points.</p>	<p>Ongoing</p> <p>August: Creation of protocols and collaboration meeting structures.</p> <p>6-week cycle of critical colleague formation- adjustments as needed based on data and teacher needs.</p>
<p>Provide opportunities for teachers to unpack aligned curriculum and "do the work" of units / lessons in order to provide scaffolds that promote</p>	<ul style="list-style-type: none"> ✓ Coaches ✓ Dean of Curriculum ✓ Grade Level Administrators 	<p>Trend towards proficiency / increase in rubric points using the IPG with a focus on Core Action 3.</p>	<p>Ongoing</p>

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<p>student independence and productive struggle.</p>	<ul style="list-style-type: none"> ☐ <i>Unit plan templates for classes without aligned curriculum.</i> ☐ <i>Hess Rigor Matrix</i> ☐ <i>Google Docs</i> ☐ <i>Core Actions for each content</i> ☐ <i>Aligned curriculum</i> ☐ <i>Achieve the Core</i> ☐ <i>Resources of leveled text sets</i> ☐ <i>PD for target / task alignment</i> ☐ <i>Kiley Learning Target feedback rubric</i> ☐ <i>EL training & resources around feedback</i> ☐ <i>Designated time for collaboration (essential questions)</i> 	<p>Application of high leverage instructional practices in daily instruction</p>	<p>Midterm Assessments</p>
<p>Further develop collaborative relationship with zone schools, specifically Forest Park, through shared professional development and hosted I.P.G. learning with a focus on:</p> <ul style="list-style-type: none"> ● Leveled text sets (text utility and complexity). ● Supporting teachers to plan scaffolds so that all students are able to meet the demands of the Core Actions. ● Professional Development and shared best practices around Core Action implementation (teacher supports). ● Implementation of aligned curriculum and resources, specifically Engage, IM, and Expeditionary Learning (EL) ● Curriculum shifts from social studies to humanities. 	<ul style="list-style-type: none"> ✓ Dean of Curriculum ✓ Dean of Intervention ✓ Coaches ✓ Model Classroom teachers <ul style="list-style-type: none"> ☐ <i>Continued EL professional development (ADI Institute)</i> ☐ <i>Humanities Curriculum Deep Dive</i> ☐ <i>Kiley 6 Learning Cycle Calendar</i> ☐ <i>Shared Google Drive and ACCLAIM with Forest Park</i> 	<p>June 2019 initial meetings and calendar. EL professional development.</p> <p>August Professional Development: Student Engaged Assessment tools and resources I.P.G., Kiley 6, Unit Plan Template, Aligned Resources, Humanities & STEM shifts.</p> <p>September ADI Institute Calendar implementation priorities. Name structures and practices that will support progress towards goals</p> <p>Ongoing: Kiley 6 Cycle including hosted learning walks with Zone partner schools / Forest Park</p> <p>LASW protocols Teacher / Content & Critical Colleagues Peer Feedback protocols around unit plans.</p>	<p>Ongoing</p>

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Priority Area 2:

Students who demonstrate ELA and math proficiency will have an opportunity to participate in an additional exploratory in place of intervention instruction. Teachers will monitor and use the results of assessments on a 6-week cycle of flexible grouping to tailor instruction based on changing academic needs. Advisory will be used at the beginning and end of day to both monitor and support students with developing instructional goals and social skills. Success will be measured by additional six-week progress reports. Advisory progress reports will be shared internally as well as with families through the Advisory program. As Kiley continues to improve intervention programming to address unfinished learning of students below grade level, Kiley will also improve supports to those students at or above grade level through targeted teaching in exploratories.

Rationale:

Studies show that a holistic approach to learning that fosters academic, social emotional, and creative arts classes, after-school clubs, Advisory group and sports teams increase opportunities for student success. Students that show mastery of standards in intervention classes will have the opportunity to continue academic success through hands-on learning experience in performing arts and exploratory classes. Kiley will add additional opportunities for participation in exploratory classes and performing arts classes to create a nurturing school/community connection which will positively impact overall academic performance and improve culture and climate across all grade levels.

- In addition to quarterly progress reports and report cards, core academic teachers and advisory teachers will
- collaborate to inform caregivers of academic progress through 6 additional *intervention / acceleration reports*.
- These reports will help drive ongoing and flexible student placement in intervention and acceleration classes.

Key Objectives

- Flexible scheduling and adaptive curriculum
- Revise intervention lessons and content as appropriate throughout the school year as determined by the 6-week monitoring system and capture evidence based instructional techniques to share with all intervention staff
- Collaboration times (PLCs, Data meetings, etc.) to develop lessons and analyze student data (MAP, MCAS, student work)

Evaluation Plan

By August of 2019 Kiley will implement flexible grouping within our intervention / acceleration program with a clear criteria and system for monitoring tiered student movement. Progress will be monitored through 6 week progress reports using formative and summative assessments developed by content leads and Dean of Intervention. Success of the program will be evaluated through data demonstrating a decrease in the percentage of students in Tier 2 and Tier 3 intervention programs and a decrease of students failing core Math and ELA classes. Students will show growth on MAP assessment.

Action Plan

Action Step	Owner + Resources	Benchmark	Completion Date
<i>What will you need to do in order to implement the key objectives?</i>	<i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	<i>How will you know that you are making progress along the way?</i>	<i>When do you expect to complete this action step?</i>
Investigate, refine, and formalize criteria	Dean of Intervention,	Clearly established criteria	June 1 st 2019

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for student classification into Tier 1 (core instruction, enrichment), Tier 2 (specialized intervention), and Tier 3 (intense, specific)	Administrators, data team Time in April and May to write and share with staff during collaboration times (extended day, PLCs)	for determining access and exit to tiers of intervention	
Improve master schedule with intervention as a priority and share changes with staff prior to summer break	Administrators, Scheduling Committee, Dean of Intervention, content leaders	Revised master schedule for SY 2019-2020	June 4 th 2019
Identifying and implementing universal screening tool to assist in tier assignment	Dean of Intervention, content leads, intervention curriculum developer(s)	Universal Screening Tool and protocols	August 1 st 2019
Research best instructional practices for tiered interventions	Dean of Intervention, content leaders, Administrators,	List of potential strategies and/or tools to use	Ongoing Summer Work: June 24, 2019 August 12, 2019 SY 2019-2020
Resource development for teacher use in interventions	Dean of Intervention, Curriculum developer(s), content leads	'Toolbox' of lessons, projects, and resources for teacher use easily accessed (digital) relevant to content, grade (s), skill (s)	Ongoing June 1 2019- June 1, 2020
Staff allocation for intervention needs	Administrators, Dean of Intervention	Preliminary list and Final list: Identify teachers/staff available for interventions	Primary List: June 24, 2019 Final List: August 23, 2019
Sort students into tiered priority classifications according to criteria	Dean of Intervention, ELL content lead, guidance, Special Ed leaders/teachers	Initial list of students and assigned intervention/enrich- ment 6-week cycle revisit with new lists	Initial: August 23, 2019 Ongoing: 6 Week Cycle Progress Monitoring Results
Observe intervention at schools in the Zone that have improved intervention systems	Administrators, teachers, Dean of Intervention, guidance	6-week progress monitoring Advisory check ins Student lead conferences	Ongoing Fall 2019 Winter 2019 Spring 2019
Share intervention plans and progress with students and families	Administrators, teachers, Dean of Intervention, guidance	6-week progress monitoring Advisory check ins Student lead conferences	Initial: August 26, 2019 Ongoing: 6 week cycle
Regular monitoring and reporting on individual students' progress	Dean of Intervention, teachers	Data meetings conducted on identified schedule	August 26, 2019 – June 2020
Provide professional development and	Administration,	Targeted professional	August 19, 2019 –

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collaboration/planning time for specific research-based interventions matched to patterns of need in student tiered sorts	Instructional Coaches, Dean of Intervention, Dean of Curriculum, teacher leaders	learning experiences conducted based on identified needs	June 26, 2020
Identify evidenced-based, best practices for interventions to determine what instructional strategies showed promise during the school year	Dean of Intervention, Curriculum developers, intervention teachers, Administrators	List of 'what works' strategies written and distributed	June 1, 2020

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Priority Area 3:

Teachers, students, and parents/guardians will contribute to a school culture where everyone will be treated with respect, positive relationships will be built, and successes will be celebrated. Kiley will increase two-way family communication through Advisory group to ensure strong partnerships between home and school. Kiley will streamline communication protocols to create a system for caregivers to provide feedback and essential input into school initiatives and events.

Rationale:

Studies indicate increased academic performance is supported by home/school/community partnerships and student participation in Advisory groups. Advisory group ensures a structure in which each student is known well by at least one adult who helps coordinate attendance, social emotional learning, development, and guidance. Communication through Advisory group will be supported with additional avenues of communication, based on SQR feedback through the following ways.

- Increase student ownership and reflection regarding academic progress through Advisory group and *Student Led Caregiver* conferences
- Kiley will host two *Kiley Family Academy* nights (Fall and Winter) in order to present workshops around the following: Advisory group, Parent Portal sign up and usage, I.E.P. information session, Digital Learning Application workshop, Intervention & Acceleration program roadmaps and progress updates.
- Kiley will create a *Parent Advisory Board* which will meet every 6 weeks, as well as a *Community Advisory Board* which will meet 4 times a year.

Key Objectives

- Kiley will develop a parent and student advisory board for the 2019-2020 school year. Advisory boards will give families the opportunity to make effective change in real time at Kiley.
- Kiley will implement a “Culture 6” Cycle to match the academic Kiley 6, topics will be created and structured with a social emotional focus and facilitated during advisory. Parents will receive communication at the beginning of each six week cycle, newsletter will recap the previous six weeks and highlight the new cycle focus and tips for home.

Evaluation Plan

The continued success of the Kiley Advisory model will be measured by SWISS data showing a decrease in student referrals and suspensions. Kiley will show an increase in caregiver input and two-way communication by December as evidenced by participation in Parent Advisory Boards. Kiley will increase caregiver participation through our Kiley Family Academy (Fall / Winter). Overall, Culture Climate success will be measured through increase in student buy in of PBIS events and monitored through PBIS Rewards.

Action Plan

Action Step	Owner + Resources	Benchmark	Completion Date
<i>What will you need to do in order to implement the key objectives?</i>	<i>Who will be assigned to this task and what resources might be needed to complete each action step (e.g., time in master schedule, professional learning time, new role/staff, outside partnership, etc.)?</i>	<i>How will you know that you are making progress along the way?</i>	<i>When do you expect to complete this action step?</i>
Systems and protocols for PBIS Team, SEL Team, STAT Team, Dean of Culture, Team Leaders (Grade Level Teams) is established for committee	<ul style="list-style-type: none"> ● Dean of Culture ● Committee Chairs / Leads ● Principal 	Monthly Meetings Google Drive Communication and shared documents	Ongoing June 2019- Initial August 2019-

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collaboration and information sharing.			Committee formations
Kiley Family Academy Night Workshops planning and implementation.	<ul style="list-style-type: none"> ● Dean of Culture ● Principal ● Guidance <p>✓ Collaboration with Parent Advisory Board.</p>	<p>June- August: Initial planning.</p> <p>Fall: Initial Event and Feedback</p> <p>Winter: Second Event and data collection</p>	Fall / Winter
Establish parent advisory at the end of 2019 to secure board for summer lead up and first year events. Send invitations to parents by May 13 for council. Goal is to have a panel of 12 parents, 30 invitations will be given out to potential candidates.	<ul style="list-style-type: none"> ● Dean of Culture ● Ms. Indomenico <p>✓ Create list with guidance department and team leaders.</p>	<p>Obtain RSVP rate of 50% by June 1,2019.</p> <p>Hold first meeting June 2019.</p>	<p>May 13, 2019: Initial invites</p> <p>June 2019: First meeting June</p> <p>September 2019: Initial meeting of board members</p>
Create PBIS Committee for delegation of events. Create structures and protocols for meetings.	<ul style="list-style-type: none"> ● Liacos ● Team Leaders 	<p>May / June Initial invitation to form committee.</p> <p>Summer- PBIS event planning</p>	<p>Ongoing June 2019: Send out initial invite for staff to form committee.</p>
Create calendar, structures, and protocols for PBIS events. Input all PBIS events into PBIS Rewards system. Teachers will know PBIS calendar in August PD	<ul style="list-style-type: none"> ● Liacos ● Team Leaders ● PBIS Committee 	<p>May / June Summer Work</p> <p>August PD</p>	<p>Ongoing August PD initial dates presented to staff for full year events.</p>
Kiley Culture 6 implementation advisory model *Structure *Map Out Character Focus Areas * Plan and implement staff training *Develop Model Lessons *Organize Resources in Google Drive	<ul style="list-style-type: none"> ● Liacos ● Haughton ● Q. Johnson ● D. Cote <p>✓ EL (ADI) alignment</p>	<p>May / June Initial committee formation and meetings- set agenda- determine objectives.</p> <p>August- PD & Staff training</p> <p>6 Week ongoing cycle and progress monitoring.</p>	<p>Ongoing June- August 2019 create and map out structure and targets of advisory model.</p> <p>Summer Work: Develop model lessons and organize resources in Google Drive.</p> <p>August PD: Begin implementation of ongoing staff training.</p>

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<p>Increase student ownership through advisory led student conferences. Follows 6 week cycle</p>	<ul style="list-style-type: none"> ● Dean of Culture ● Dean of Intervention ● SEL Committee ● Advisory Teachers <ul style="list-style-type: none"> ✓ Six week cycle structure and protocol ✓ Calendar of targets ✓ Time in schedule ✓ SEL / Advisory lessons ✓ Student / teacher expectations and protocol. 	<p>Monthly Kiley 6 Culture Cycle</p> <p>Quarterly Report Cards</p> <p>6 Week Intervention Reports</p> <p>Data- MAP, Unit Assessments, "Testing Out" for exploratory</p>	<p>Ongoing:</p> <p>June- August 2019 Advisory unit plans and target identification</p> <p>August PD- Initial staff roll out and training</p> <p>Kiley 6 Culture Cycle</p>
<p>Grade Level Newsletter development and implementation coordination and communication with school leaders and committees.</p>	<ul style="list-style-type: none"> ● Team Leaders ● Guidance ● Content Leads <ul style="list-style-type: none"> ✓ Newsletter format ✓ Calendar of school events ✓ Progress monitor intervention progress through advisory. 	<p>Monthly newsletter</p> <p>Monthly meetings and information sharing.</p> <p>Weekly Team Times</p>	<p>Ongoing</p>