



**Springfield Public Schools
2020-2021 Student Calendar
Kiley
180 Cooley Street, Springfield, MA 01128**



Student Hours 7:25 AM - 3:00 PM ; see calendar for additional special student early release days

Teacher Hours 7:25 AM - 3:00 PM (Mon, Thurs & Fri); 7:25 AM - 4:00 PM (Tues & Wed)

Aug 19 & 20: Staff Orientation/PD
Aug 24-28: Teacher PD
Aug 28: Convocation
Aug 31: School Begins

August 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
31				

Feb 15: Schools Closed - Presidents Day
Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2021				
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

Sep 7: Schools Closed - Labor Day
Sep 8: Early Release at 1:00pm

September 2020				
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		

Mar 12: Schools Closed - Teacher PD Day

March 2021				
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		

Oct 12: Schools Closed - Columbus Day
Oct 13: Early Release at 1:00pm

October 2020				
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

Apr 2: Schools Closed - Good Friday
Apr 19: Schools Closed - Patriots Day
Apr 20 -23: Schools Closed - Spring Vacation

April 2021				
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 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				

May 31: Schools Closed - Memorial Day

May 2021				
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				

Dec 23: Early Release at 11:35am
Dec 24 - 31: Schools Closed - Holiday Vacation

December 2020				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
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Jun 24*: End of School Year - Early Release for Students & Staff

June 2021				
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		

Jan 1: Schools Closed - New Years Day
Jan 6: Schools Closed - Teacher PD Day
Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day
Jan 19: Early Release at 1:00pm

January 2021				
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

*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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- School Closed
- Staff Early Release
- Regular Day + 4pm release
- Regular Day + 3pm release
- Student Early Release + PD
- Full Day PD

This SY'20-21 school plan has been approved by the SEZP Board.

SEZP 2020-21 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 budgets for district services, partner fees, staff salaries and stipends.

For the 2020-21 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$5,000 (\$2,500 for each grade level).

Any transfer or use of additional funds received over the course of the school year will be determined by the principal. If additional funds are available in late fall after “true-ups” TLTs should discuss the possibility to increase discretionary funds in the current fiscal year.

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. To the extent possible, 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 any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- 7 days of professional development and/or staff planning days before the school year begins;
- 3 days of professional development and planning days during the school year;
- Up to 80 hours of PD after the school day ends for students during the year (“extended day” until 4:00pm).

4. School calendar.

Please see the attached 2020-21 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 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:

- 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 all 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.

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The standard workday for educators will be 7 hours and 35 minutes (Monday/Thursday/Friday) and 8 hours and 35 minutes (Tuesday/Wednesday). For the majority of educators, required hours will be approximately 7:25am - 3:00pm (Monday/Thursday/Friday) and 7:25am - 4:00pm (Tuesday/Wednesday).

Teachers will have approximately three planning hours per week. These hours will be allocated as evenly across the school week as possible. This self-directed 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.

Additionally, all staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, expected to be held on Tuesday & Wednesday from 3:00pm - 4:00pm, 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. These activities may include, but are not limited to:

- Participation in 2 family events during the school year - open house (mandatory) + one after school event at the discretion of the building Principal/leader;
- Weekly phone calls home to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, report cards, and preparation for scheduled IEP meetings;
- Participation in weekly data meetings with Administration and/or instructional coaches;
- Preparation for participation in looking at student work protocols in both grade level and content planning time;
- Homework expectations will be outlined in a teacher syllabus, which will be shared with students at the beginning of the course and uploaded on the school's website;
- Preparation for scheduled PTC's (parent-teacher conferences) or other student-related meetings.

6. Class coverage and substitutes.

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

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

7. Schedule of school-wide parent/teacher meetings. This does not include individual parent-teacher meetings that may occur between school-wide meetings.

Within a 6-week cycle, Kiley teachers will collaborate with guidance to schedule at least 3 parent-teacher conferences during the 2020-21 school year. These conferences will be held during Tuesday / Wednesday after school PD time, and will be based on the outcomes from weekly data meetings and looking at student data/work.

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

All teachers are expected to report to work on August 19th & 20th for staff orientation/PD. Summer PD will resume again on August 24th-28th, 2020. The final work day for teachers is June 24, 2021. 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.

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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. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, and flip flops is not permitted.

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:

- Coverage of homeroom periods, not exceeding 30 minutes per day.
- Coverage of lunch periods, break periods, or block periods, not exceeding 30 minutes per day.
- Substitute coverage of classes and duties of others who are absent from school.
- Coverage of afterschool activities, not exceeding 45 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 class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development.

14. Bulletin boards.

Teachers may be asked to support in 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.

FINAL - APPROVED BY THE SEZP BOARD

The SEZP 2020-21 Roadmap Improvement Plan: Kiley



Priority Area 1: Intentional Practices for Improving Instruction- (Turnaround Practice 2)

Kiley will improve student mastery of standards and skills across all content areas through the whole staff instructional focus of aggressive monitoring in daily instruction. All teachers will pre-plan and identify tasks/elements to be strategically monitored, along with questions that deepen students' critical thinking and skills-building mastery.

Teachers will engage and monitor individual students and the class as a whole through targeted check for understanding model that will:

- Use grade-level standards to drive student engagement with learning targets;
- Use protocols and engagement strategies;
- Implement aggressive monitoring / clip-boarding to track data with student specific exemplars and
- Provide in-the-moment and weekly feedback to students around targeted standards to be mastered.

To accomplish this goal, our school will develop common planning and professional development systems, as well as coaching support and routine feedback, which will all be used to develop teachers in the implementation of aggressive monitoring.

Rationale:

Based on Mid Year Roadmap and SQR data, aggressive monitoring in daily instruction will support whole school gains in the following domains:

- Analysis of Inquiry
- Quality of Feedback
- Assessment and Analysis

MCAS data indicates that a majority of students scored below the 50% growth percentile. Student scores that are in the warning category indicate a need to focus on targeted skills aligned with grade level standards. Data from formative checks for understanding through aggressive monitoring/clip boarding will be used to drive standards based instruction.

Key Objectives

- Establish a highly structured approach to aggressive monitoring with frequent and informative resulting data
- Establish a PLC structure and protocol to define expectations for learning targets and resulting data/feedback cycles

Evaluation Plan

1. Qualitative and quantitative student assessment data, particularly among sub-groups, will demonstrate student competencies toward grade level standards by:
 - a. Decreasing the gap by 5-10% between emerging bilinguals and non-EL students in grades 7-8 based on MAP RIT (mid-year 2019 to mid-year 2020)

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- b. Increasing Roadmap Category standardized scores for Student Expectations/Outcomes and
 - c. Instructional System Increase teacher response to the Insight Survey item, "I mostly use the adopted curriculum, rather than materials I found or created." to 85%.
2. Walkthrough data will demonstrate 100% teacher implementation of aggressive monitoring, with meaningful student feedback, in all ELA, math, and science classes by January 2021.

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>
Establish and clearly communicate vision for aggressive monitoring with all staff	Leadership team	Teachers are able to respond to a brief survey confirming their understanding of aggressive monitoring and support needs they have as a result	
Plan and launch professional learning around aggressive monitoring for both current and new educators, including use of data for WDM and in-the-moment intervention/reteaching	Leadership team	Schedule of professional learning and coaching is established in a staff-facing calendar	
Establish ongoing calendar of support and PD to continually grow practice, including continuous coaching	Leadership team	Schedule of professional learning and coaching is calendar and blocked into teachers' work weeks/year	
Develop Data Team meeting protocol, schedule, and use of data for reteaching/intervention	Leadership team	Schedule of professional learning and coaching is established in a staff-facing calendar	
Provide regular data feedback/progress for grade levels and whole-school on aggressive monitoring trends	Leadership team	Trends show areas of growth aligned to sub-standards or critical elements of major standards (e.g., trends from aggressive monitoring show improvement explicitly in a school-wide ELA emphasis)	
Institute protocols and procedures (including templates, tools, resources, etc.) for effective planning for aggressive monitoring	Leadership team	Walkthrough data reveals consistent trends in use of aggressive monitoring tools across all grades and content areas	
Determine measures of success to guide teachers in self-reflecting and improving their professional practices	Leadership team	Teachers are able to respond to a brief survey self-reporting improvement of their practice of aggressive monitoring and additional support needs they	

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		have in lesser areas of growth	
Identify exemplary practices to use as “lab classrooms” where other educators can observe and learn, along with procedures/protocols for conducting these observations	Leadership team and select educators	Regular visits to exemplary lab classrooms occur with regularity or video of these classrooms is used regularly in PLCs. Exemplars created by teachers before entering room for observation so as to gather information for feedback	
Differentiate coaching for staff based on professional learning, coaching, and data team meetings	Leadership team	Coaching data tracker shows improvement toward school-wide aggressive monitoring goals and new areas of anticipated goals. Use of coding language to calibrate when using Data Tracker.	

Priority Area 2: Instructional Leadership, Shared Responsibility, and Professional Collaboration (Turn around practice 1)

Kiley will develop a data driven culture through teacher-led weekly data meetings anchored in the *See It, Name It, Do It* (weekly data meeting) protocol.

Looking at Student Work (LASW) data sources will include:

1. Unpacking the standard prior to lesson delivery to outline what students have to “know” and “show” for lesson standards;
2. Using student specific exemplars for aggressive monitoring laps;
3. Tracking and monitoring data from daily checks for understanding;
4. Plans to reteach during core instruction and/or address unfinished learning during intervention.

In order to accomplish this goal, Kiley staff will receive continued professional development and coaching support to introduce and refine how to analyze student work for mastery of grade level standards, and whether to reteach the standard to the entire class or target small groups of students who need additional support to reach standard mastery. In addition, a 6-week assessment cycle and detailed calendar will be created that includes time for interim assessment analysis, regular data meetings, and re-teaching (flexible enough to accommodate the demands of aligned curriculum scope and sequence). Follow up and accountability will include instructional leader feedback from data meetings, in-class observations, and learning walk feedback.

Rationale:

SQR data indicates an urgent need for a unified instructional vision around Leadership and Responsibility (1.3 out of 5 possible points) as well as Intentional Practices for Improving Instruction (1.2 out of 5 possible points).

Beacons of Progress data indicates a 41% decrease in ELA and an 18% decrease in Math of students meeting individual growth percentiles for MAP. Data Meetings will support teachers in planning to target individual student needs in order to plan for targeted growth.

Based on mid-year Roadmap and MCAS data, there is an urgent need to identify and target students' skill gaps with more immediacy than interim assessments allow. Data meetings align with Priority One and will anchor a clear assessment cycle which will support in-depth planning and teacher collaboration.

Key Objectives

- Establish a highly structured approach to Weekly Data Meetings (WDM) connected to the aggressive monitoring work and additional supporting data streams
- Establish a structured planning protocol for lesson development that emphasizes aggressive monitoring in order to produce the resulting data necessary for effective WDM

Evaluation Plan

- Increase Roadmap Category standardized scores for Collaboration from developing to established
- Increase teacher response to the Insight Survey item, “My school has dedicated time for teachers to analyze student work and/or assessments to plan for future instruction based on student performance.” to 85%.

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- 100% of teachers of ELA, math, and science classes provide data for WDM as scheduled and tracked with regular weekly data meetings scheduled and operating by October 1.

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>
Establish vision and purpose for WDM	Leadership team	Teachers are able to respond to a brief survey confirming their understanding of WDM-related questions and identify any support needs they have as a result	
Observe weekly data meeting practices on video and in other schools	Leadership team	Professional learning plan includes opportunities to view WDM teams in action	
Plan professional learning around WDM for both current and new educators	Leadership team	Schedule of professional learning and coaching is established in a staff-facing calendar	
Develop Data Team meeting protocol, schedule, and use of data for reteaching/intervention	Leadership team	Schedule of professional learning and coaching is established in a staff-facing calendar	
Institute protocol and procedures (including templates, tools, resources, etc.) for effective planning for WDM	Leadership team	Walkthrough data reveals consistent trends in use of aggressive monitoring tools across all grades and content areas	
Identify purpose and outputs/outcomes necessary for meaningful rounds in aggressive monitoring to fuel data meetings with sufficient data	Leadership team	WDM tracker demonstrates all teachers submit appropriate, timely, and regular data for WDM as scheduled	
Establish plan and protocol for developing teacher-leadership for the data team	Leadership team and emerging teacher leaders	WDM transition to teacher-led model by mid-fall	