

This SY' 23-24 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.



High School of Commerce

2023-24
School Plan



**Springfield Public Schools
2023-24 Student Calendar
High School of Commerce
415 State Street Springfield, MA 01105**



Student Hours 7:20 AM - 2:20 PM

Teacher Hours 7:10 AM - 3:30 PM (Monday - Thursday); 7:10 AM - 2:30 PM (Fridays)

Aug 23: School Begins	August 2023					Feb 8: Open House/Family Night	February 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
		1	2	3	4				1	2	
	7	8	9	10	11		5	6	7	8	9
	14	15	16	17	18		12	13	14	15	16
	21	22	23	24	25		19	20	21	22	23
	28	29	30	31			26	27	28	29	

Sep 4: Schools Closed - Labor Day	September 2023					Mar 29: Schools Closed - Good Friday	March 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
					1					1	
Sep 12: Schools Closed - Teacher PD Day	4	5	6	7	8		4	5	6	7	8
	11	12	13	14	15		11	12	13	14	15
Sep 14: Open House/Family Night	18	19	20	21	22		18	19	20	21	22
	25	26	27	28	29		25	26	27	28	29

Oct 9: Schools Closed - Indigenous People's Day	October 2023					Apr 15: Schools Closed - Patriots Day	April 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	2	3	4	5	6		1	2	3	4	5
	9	10	11	12	13		8	9	10	11	12
	16	17	18	19	20		15	16	17	18	19
	23	24	25	26	27		22	23	24	25	26
	30	31					29	30			

Nov 7: Schools Closed - Teacher PD Day (Election Day)	November 2023					May 27: Schools Closed - Memorial Day	May 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
		1	2	3			1	2	3		
Nov 10: Schools Closed - Veterans Day	6	7	8	9	10		6	7	8	9	10
	13	14	15	16	17		13	14	15	16	17
Nov 22 - 24: Schools Closed - Thanksgiving Vacation	20	21	22	23	24		20	21	22	23	24
	27	28	29	30			27	28	29	30	31

Dec 7: Open House/Family Night	December 2023					Jun 19: Schools Closed - Juneteenth Day	June 2024				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
Dec 22: Early Release at 11:05am					1						
Dec 25 - 29: Schools Closed - Holiday Vacation	4	5	6	7	8		3	4	5	6	7
	11	12	13	14	15		10	11	12	13	14
	18	19	20	21	22		17	18	19	20	21
	25	26	27	28	29		24	25	26	27	28

Jan 1-5: Schools Closed - Holiday Vacation	January 2024					<p>*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.</p> <ul style="list-style-type: none"> School Closed Student Early Release Family Event
	MON	TUE	WED	THU	FRI	
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day	22	23	24	25	26	
	29	30	31			



**Springfield Public Schools
2023-24 Staff Calendar
High School of Commerce
415 State Street Springfield, MA 01105**



Student Hours 7:20 AM - 2:20 PM
Teacher Hours 7:10 AM - 3:30 PM (Monday - Thursday); 7:10 AM - 2:30 PM (Fridays)

Aug 16 - 22: Teacher PD
 Aug 23: School Begins

August 2023				
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	

Feb 8: Open House/Family Event
 Feb 19: Schools Closed - Presidents Day
 Feb 20 - 23: Schools Closed - Mid-Winter Vacation

February 2024				
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	

Sep 4: Schools Closed - Labor Day
 Sep 12: Schools Closed - Teacher PD Day
 Sep 14: Open House/FamilyNight

September 2023				
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

Mar 29: Schools Closed - Good Friday

March 2024				
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

Oct 9: Schools Closed - Indigenous People's Day

October 2023				
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			

Apr 15: Schools Closed - Patriots Day
 Apr 16 - 19: Schools Closed - Spring Vacation
 Apr 25: Open House/Family Night

April 2024				
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			

Nov 7: Schools Closed - Teacher PD Day (Election Day)
 Nov 10: Schools Closed - Veterans Day
 Nov 22 - 24: Schools Closed - Thanksgiving Vacation

November 2023				
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	

May 27: Schools Closed - Memorial Day

May 2024				
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

Dec 7: Open House/Family Night
 Dec 22: Early Release at 11:05am
 Dec 25 - 29: Schools Closed - Holiday Vacation

December 2023				
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

Jun 19: Schools Closed - Juneteenth Day
 Jun 20*: End of School Year - Early Release for Students & Staff
 Jun 21: Schools Closed - Teacher PD Day (full day)

June 2024				
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

Jan 1 - 5: Schools Closed - Holiday Vacation
 Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2024				
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		

*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 11:05am
- Staff Early Release at 2:30pm
- Full Day PD from 8:00am-3:00pm
- Family Event Night

Educator Working Conditions: High School of Commerce**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 9-12		
	Day Type	Staff Category	Start time	End time	Hrs:Min
1.	Regular Day for Students and Staff	Regular Day	7:10 AM	3:30 PM	8:20
2.	Early Release for Students and Staff	Staff Early Release at 11:05am	7:10 AM	11:05 AM	3:55
3.	Regular Day for Students / 2:30 Sched for Staff	Staff Early Release at 2:30pm	7:10 AM	2:30 PM	7:20
4.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	3:00 PM	7:00
5.	Summer PD #1 (Pre-Aug 21)	Summer PD	8:00 AM	3:00 PM	7:00

Part II: Additional educator hours

Teachers 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 teachers from independently scheduling individual parent-teacher meetings or other meetings as needed. Because compensation varies before the ‘traditional’ start of school, which in SY 23-24 is August 21st, 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 21st

Event Description	Date/Time	# of Staff Hours in gr. 9-12
N/A	N/A	N/A
TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/21/23		0 hrs

B. Other Events on or After August 21st

Event Description	Date/Time	# of Staff Hours in gr. 9-12
Open House/ Parent Night 1	9/14/23	3

Open House/ Parent Night 2	12/7/23	1.5
Open House/ Parent Night 3	2/8/24	1.5
Open House/ Parent Night 4	4/25/24	1.5
TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/21/23		7.5 hrs

Part III: Total educator hours

The total educator hours are a combination of “school year hours” and planned “additional events” that require educators’ presence that fall outside of the typical workday.

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

Hours	Summer PD Hrs	School Year Hrs	Other Events	Total Hrs	Day Count
Gr. 9-12 Staff Hours	21	1491	7.5	1520	188

2. Staff workday

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 360 minutes over ten consecutive school days of self-directed preparatory time. These minutes will be allocated across the ten days as evenly as the schedule permits. Schools will strive – as the schedule allows – for educators to have no more than one day each week when the educator does not have self-directed preparatory time. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time. On that day, the teacher must have an equivalent non-instructional period.
- On one day per week, 30 minutes of a teacher’s prep period may be used for coaching/debrief sessions.

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;
- Open house/parent night (1/quarter);
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- 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 a teacher 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

Teachers will work after school each week to provide after school help for students and those hours are already built into their extended day, which is accounted for in the calendar and total educator hours.

4. Professional learning

Teachers 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](#). In instances where highly rated curriculum is not available, teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and will have an opportunity to provide feedback.

6. Notices and announcements

Teachers 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. School health and safety issues

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. Visitors to the school will be required to check in upon entry and all members of the school community are expected to monitor visitors without badges and immediately report these instances to the main office or security desk.

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.

8. Staff dress code

Staff are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beach wear, and flip flops is not permitted.

9. Class size

Efforts are made to ensure a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development and/or to support a school's specific model (e.g., co-teaching, dual language, etc.)

10. 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.

11. Family-teacher communication

Relationships between teachers and families/caregivers are critically important to the overall academic success of a student's school experience. 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. Teachers are not required to respond to families outside of the work day.

School Priority Levers Form: High School of Commerce

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

- TLT representatives met with their respective departments to share work/progress on EWC, Calendar, & Priorities
- Staff was given the opportunity to vote on different calendar options.
- TLT members voted based on feedback gathered in department meetings.

Priority 1

Selected Lever: Level 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
- Professional Learning and Collaboration

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

Data: Only 48.2% of all students met growth targets for ELA on winter MAP and 59.8% of students met growth targets in math.

Student MAP scores reflected growth below the expected level. While standards aligned curriculum were implemented, SQR data reflects no change in our progress towards indicators 2e, 2f and 2h. We will use PLC and coaching to continue learning and implementing best practices for instruction that supports all students.

Interventions for students were present this year, but were not built into the student schedule with ease. Scholars' gaps in learning (as learned through MAP data) will be addressed with a specific intervention embedded in the student schedule.

Working Theory: If we create (and implement) an instructional vision for what we expect to see across all classrooms (data-driven core instruction, culturally responsive curriculum that is aligned to standards, and teachers have the professional learning needed to enact this vision, then student outcomes will improve.

What questions or information will be needed to set goals in this priority area?

- How are we using assessment data (MAP, Common Assessment, MCAS, ACCESS, etc) to drive our instruction?
- How are we using classroom data (clipboarding, teacher-created assessments, HOT products, etc) to drive our instruction?
- Are instructional activities standards aligned and indicative of a culturally responsive curriculum?
- Does professional development support educators with implementing standards aligned and data driven instruction?
- How can PD support educators in this area?
- How do we provide intervention and support for ELL Students and students on IEPs?
- How does coaching support educators with the curriculum and EBTL model?
- How can we utilize 2022-2023 MAP/Edulastic Common Assessment data in planning for 2023-2024?
- How can we consistently and uniformly track implementation of EBTL model, Standards Aligned Curriculum, and HOT product across all content areas?

Priority 2

Selected Lever: Lever 4

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

- 4b: Safe, Trusting and Inclusive School Culture
- 4e: Clear and Consistent Student Culture
- 4g: Families as Partners

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

Data: As of 1/15/2023, Commerce has a chronic absenteeism rate of 58.7%. As of 2/14/23, Open Architects reports a daily attendance rate of 82.7%. Both of these fall short of the zone wide goals.

Based on the SQR and attendance data, Commerce is working to improve the school culture, both for students and for the families we serve. Efforts have been made to increase student voice, however these strategies can be improved and increased moving forward. The school community strives to live by the established school pillars as well as the mission and vision. The attendance data shows that the school culture is not at a place where students are incentivized to attend school regularly.

Working Theory: If we improve the climate and culture in our school and create a safe and trusting environment for our students and build meaningful partnerships with families, then our school community will become a learning environment where students will thrive and student attendance will improve.

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

- What factors contribute to students not coming to school?
- How can we improve attendance for community events (such as family nights) and partnerships with caregivers/families?
- How can we build authentic partnerships with families?
- Attendance data
- Student Survey
- Student recognition/awards
- PBIS systems in progress
- Creation of care and culture team with student involvement
- Student planned events
- Student managed lunch- Voice in menu creation- Student performances in lunches
- School store- Student managed
- Planned staff events/celebrations to recognize teacher and students
- Monthly grade level community meetings

Priority Levers Goals: High School of Commerce

Priority 1: Coherent Actions for Improving Assurances for Educational Equity.

Working Theory of Change: *If we create (and implement) an instructional vision for what we expect to see across all classrooms (data-driven core instruction, culturally responsive curriculum that is aligned to standards, and teachers have the professional learning needed to enact this vision, then student outcomes will improve.*

Progress made thus far (synthesis from faculty):

- All teachers from history build standards-aligned units from scratch.
- Curriculum built from scratch.
- Building assessments based on standards in order to backwards design units.
- Breaking down standards in professional learning communities (PLCs) to ensure standards-aligned instruction.
- We collect a lot of data on student learning through various forms of assessment.
- *Push in's and small group instructions for college, career and social emotional needs.*
- Engage collaboratively and productively in PLCs.
- Prioritizing differentiation.

Where we run into obstacles (synthesis from faculty):

- No collaboration in PLC for teacher work time or after school. PLC needs to align with teacher growth and development.
- Lack of:
 - Specific and actionable feedback on lesson plans and observations.
 - Support for new or struggling teachers, only continued observations with no feedback (**history**).
 - Time to work with student data during PLC or after school with co-teachers (**history**).
 - Support re: curriculum building and review (no time for ELC curriculum review from August-November).
 - Clarity around the benefit of “know/show chart” and how it guides instruction.
- Constantly changing class rosters, or adding and removing classes during the year from teacher workload.
- Instructional vision doesn't outline how we are supposed to instruct.
- **It isn't always clear what happens with the data we collect re: student assessments. How teachers collect is different and there is no norm/standardization.**
 - Data is not universally collected & materials are not aggregated (a lot of systems to use).
 - Visitation guides aren't calibrated across APs/content areas, so how do we know that the data they collect and use to guide initiative decisions is valid/reliable?
- During our life changers push-in there were not many students, they are not all the same grade level (which creates problems within the curriculum of Naviance) and due to this not being started in the beginning of the year there were no norms set.
- The co-teaching/student support model is not appropriate for the needs of every student.

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

1. **Normed expectations for instructional vision across departments.**
 - Teacher input should be part of creating instructional vision.
2. **Teacher work time (collaborative and independent) needs to be valued and provided so we can build more rigorous, standards-aligned units and lessons.**
3. **APs should be providing feedback after every classroom visit. Otherwise, how is the observation supporting student learning and teacher growth?**
4. **Special Education Department specific PLC.**
 - Ongoing special education training throughout the year for all staff.
5. **Knowing the courses/Grade Level Teams (GLT) ahead of time to encourage interdisciplinary learning.**

6. **Counseling: Reflection and feedback, autonomy to problem solve.**
7. **More special education support for juniors and seniors.**

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

- More time given toward tools/planning/practical application. Breaking down standards has been a redundant PD that we do in PLC anyway.
- Differentiated PD sessions based on level of teacher content/experience/needs (some teachers may need Evidence Based Teaching and Learning (EBTL) - EBTL/standards-breakdown PDs, whereas other teachers have had the same PD sessions five times – not beneficial or a productive use of time).
- Also differentiated throughout the year.
- Content specific professional development so each department can start off with strong culture and vision.
- Being receptive to and implementing faculty feedback re: instructional vision so we are all aligned and reach a consensus rather than being told exactly what we have to do without input.
- Instructional vision that identifies *how* we are supposed to instruct and collect/analyze data.
- Special education PD for all staff/PD on accommodations for SPED and ELL populations.
- PD's that are driven in the context of school counseling.
- Push for interdisciplinary learning, overview of programs/software.

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

Working Theory of Change: *If we improve the climate and culture in our school and create a safe and trusting environment for our students and build meaningful partnerships with families, then our school community will become a learning environment where students will thrive and student attendance will improve.*

Progress made thus far (synthesis from faculty):

- Improved school culture due to Social Event Coordinator effort, family involvement emphasis.
 - Sometimes there is a Spanish translator at Family Night.
 - Sometimes there is an American sign language (ASL) interpreter at Family Night.
 - Events (family nights, MLK classic, talent show, spirit weeks, cookout, pep rallies).
 - Prizes to encourage attendance.
 - Having a student culture team and implementing student feedback empowers the student voice.
 - Having students be the emcees at pep rallies.
- Trauma informed training for both staff and students, to attempt to shift some of the negative culture. Continued modeling of appropriate relationship building modeling for others.
- Phone calls home.
- LGBTQ+ staff training.
- Gender neutral bathrooms.
- Collaboration with admin, other personnel to reach students, utilize wrap around services, grade level meetings, college and career lessons.
- Attendance specialist/student activity coordinator (SAC) team has helped support attendance.

Where we run into obstacles (synthesis from faculty):

- Social-emotional learning (SEL)/LIFE (Learn.Innovate.Flourish.Expand) Changers was difficult to facilitate first block (maybe move to middle of day).
- Providing staff with proper training to handle challenges regarding social-emotional needs of scholars.
- Inconsistency regarding protocols for communication, enforcement of protocols, and follow-through (standardized building-wide expectations).
- Trusting in staff as professionals and taking staff feedback and implementing it.
- Staff not given the time required to complete duties and responsibilities.
- Inconsistent concern about the importance of student and staff mental health and the role mental health has in students' educational experiences.
- More progress needs to be made in supporting a culture inclusive to LGBTQ+ community.
- Need clearer lines of communication (protocols, suspension/student information, dates/times, expectations) and communication in writing.
 - Some students are sent home without being told when they can come back to school or communication about length of suspension.
- Lack of messaging around holidays our students celebrate and/or don't celebrate.
- Lack of inclusivity regarding holidays/religious/cultural events.
 - No African-American history or Women's history month events; no celebration for cultures within and outside our school community
- Lack of family knowledge regarding the importance of secondary and post-secondary education.
- Teachers and families need to work more as a team.
- Need for streamlined documentation processes.
- Inconsistent protocols for communication expectations.
- Systematic approach for maladaptive behavior.
- Students don't know the goal/identity of HS.
- Need more consistency in programs (i.e. we start things and don't finish them).

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

1. **Recruitment strategies.**
 - Promote programs specific to the High School of Commerce (HSC).

- Have students self-promote.
- 2. **Revisit allowing fluidity between HSC and Springfield Honors Academy (SHA).**
- 3. **More programs that build the whole student culture (clubs, electives).**
- 4. **Improved communication:**
 - When our students are being suspended;
 - When our students are involved in conflict and we cannot tend to their social emotional needs.
- 5. **More trainings on being culturally responsive for all of the school community including administrators (LGBTQ+, etc.) and more throughout the year.**
 - Give people the option of not attending PDs about their identities (LGBTQ+) for those trainings so they do not experience microaggressions from other faculty/staff/administrators at those trainings.
 - Creating safe spaces for faculty/staff/admin. (Maybe they could go somewhere else and have another type of training/advocacy during that time).
- 6. **Teachers/advocates in student/staff involved restorative practices.**
- 7. **Continued work around trauma-informed approaches.**
- 8. **Critically analyze/change policies and procedures in place that are inherently racist and/or biased.**
 - Include antiracism in our mission statement instead of “free from racism.”
 - Critically examine uniform policy in relation to gender discrimination/racism.
- 9. **Consistency in enforcement and consequences of school wide expectations.**
- 10. **Opportunities for staff communication across departments.**
- 11. **More opportunities for cross-curricular lessons/activities to measure student progress.**

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

- Training on trauma-informed practices in education, SEL, and analyzing school policies regarding whether they are trauma-informed and anti-racist.
- PD session on analyzing personal biases (including gender discrimination, sexism, fatphobia/body shaming, etc.).
- Reach out to spots in the communities that families frequent (community centers, churches).
- Making sure student info is accurate.
- Breaking down elective standards (for elective teachers).
- Consolidating and training on communication platform(s).
- Actual GLT meetings, and fewer RTI meetings.
 - Culture can be solved if the grade levels can address issues with each other before moving the issues up.