

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.



Springfield Honors Academy

**2023-24
School Plan**



**Springfield Public Schools
2023-2024 Student Calendar
Springfield Honors Academy
415 State Street, Springfield, MA 01105**



Student Hours	7:20 AM - 2:20 PM; *see calendar for special student early release days
Teacher Hours	7:00 AM - 3:00 PM (Monday - Thursday); 7:00 AM - 2:30 PM (Friday)

<p>Aug 24: Full-Day Orientation for Students</p> <p>Aug 25: School Closed - Convocation</p> <p>Aug 28: School Resumes</p>	<table border="1"> <thead> <tr><th colspan="5">August 2023</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	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		<p>Feb 19: Schools Closed - Presidents Day</p> <p>Feb 20 - 23: Schools Closed - Mid-Winter Vacation</p>	<table border="1"> <thead> <tr><th colspan="5">February 2024</th></tr> <tr><th>MON</th><th>TUE</th><th>WED</th><th>THU</th><th>FRI</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td></td></tr> </tbody> </table>	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	
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**Springfield Public Schools
2023-2024 Staff Calendar
Springfield Honors Academy
415 State Street, Springfield, MA 01105**



Student Hours 7:20 AM - 2:20 PM; *see calendar for special student early release days

Teacher Hours 7:00 AM - 3:00 PM (Monday - Thursday); 7:00 AM - 2:30 PM (Friday)

Aug 17-23 & 25: Teacher PD

Aug 24: Full-Day Orientation for Students

Aug 25: Schools Closed for Students - Convocation/Teacher PD

Aug 28: School Resumes

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 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

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 5: Schools Closed - Teacher PD Day

Mar 22: Early Release at 11:45am

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
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Oct 9: Schools Closed - Indigenous People's Day

Oct 18: Early Release for Students/ Afternoon Teacher PD until 4pm for Student Led Conferences

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

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
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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
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May 27: Schools Closed - Memorial Day

May 2024				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
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Dec 22 - School Closed for Students & Staff

Dec 25-29 - School Closed

December 2023				
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4	5	6	7	8
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Jun 19: School Closed - Juneteenth Day

Jun 20*: End of School Year - Early Release for Students & Staff

Jun 21: Schools Closed - Teacher PD Day

June 2024				
MON	TUE	WED	THU	FRI
3	4	5	6	7
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Jan 1: Schools Closed - New Year's Day Observed

Jan 15: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2024				
MON	TUE	WED	THU	FRI
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*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

- School Closed
- Staff Early Release at 11:45am
- Staff Early Release at 2:30pm
- Regular Day + PD until 4pm
- Student Early Release + PD until 4pm
- Full Day PD from 7:30am-3:30pm
- Student Orientation / First Day

Educator Working Conditions: Springfield Honors Academy**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	7:00 AM	3:00 PM	8:00
2.	Early Release for Students and Staff	Staff Early Release	7:00 AM	11:45 AM	4:45
3.	Regular Day for Students / Friday Sched for Staff	Special Staff Early Release	7:00 AM	2:30 PM	7:30
4.	No School for Students / Full Day Staff PD	Full Day PD	7:30 AM	3:30 PM	8:00
5.	Regular Day for Students / Extended Afternoon Staff PD	Regular Day + PD until 4pm	7:00 AM	4:00 PM	9:00
6.	Early Release / Afternoon PD	Student Early Release + PD	7:00 AM	4:00 PM	9:00
7.	Summer PD (pre-Aug 22)	Summer PD	7:30 AM	3:30 PM	8:00

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	September 2023	2
Parent Conference #1	October 2023	4
Student Led Conference #2	February 2024	4
SHA Baccalaureate	May 2024	2
SHA Graduation	June 2024	3
TOTAL ADDITIONAL HOURS ON OR AFTER 8/21/23		15 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	16	1519	15	1550	190

2. Staff workday

- Teachers will receive a 30-minute duty-free lunch
- Teachers will have the equivalent of 5 self-directed preparatory periods 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..

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:

- Participation in 5 family events during the school year;
- There are 2 optional family events that staff will receive stipends for;
- Phone calls to families about the academic, behavioral, and social-emotional progress of students;
- Preparation of individual student progress reports and report cards;
- Preparation of reports for students on support plans;
- Participating in staff recruitment and selection processes;
- Working regularly with school administrators to improve one’s instructional practices;
- Provide intentional academic support for any student with an average of 75 or lower;
- Updating grades in PowerTeacher a minimum of once every two weeks; and
- Attending student-related meetings.

3. Additional staff duties

A. During the Workday

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

- Coverage of lunch periods, break periods, or block periods, not exceeding 85 minutes per day

- Substitute coverage of classes and duties of others who are absent from school
- Proctoring of exams and tests.
- Coverage of school detention, no more than 30 minutes per month

Staff members may be required to cover classes as needed. Class coverage will be assigned in the following way:

- Preference would be to hire substitute teachers.
- Counselors are exempt from covering classes but they may be assigned cover duties.
- Staff may not be assigned to cover during their duty-free lunch.
- A staff member may be asked to cover a class if a substitute teacher is not available. Staff will not be asked to cover more than one class a day: every staff member is guaranteed one prep period every day.
- When possible, PLC or common planning time should not be used when teachers are asked to cover class.
- When possible, coverage will be rotated between different teachers.

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. Teachers may also volunteer to work on Saturday for a stipend.

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. After School Support for Students

Teachers are required to offer after school help up to one half hour per week. These hours are already built into the regular work day and accounted for within the total educator hours.

4. Professional learning

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. Staff that will be required to attend any professional development occurring outside of the normal work-day/hours for staff, will be paid at the contractual hourly rate.

5. School Curriculum Development.

Springfield Honors Academy uses a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Teachers assist in developing new and improved curricula for their own use and that of other teachers in the school. The director of curriculum and instruction will lead the development and revision of curricula across all content areas. To the best extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback. Educators will be supported by instructional leads within content areas to enhance and elevate the delivery of their curriculum. As the academy grows, college readiness, including AP programming and college partnerships, will elevate its curriculum design

6. Notices and announcements.

Teachers will be notified by email 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 done by email or Google Chat. A 48-hour notice is expected for all scheduled events when possible. Email notifications can be sent at any time, but are not expected to be seen/responded to during their teaching periods or off-contract hours.

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. When taking students nearby off-campus staff will be provided with walkies for ease of communication. 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 migrate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

8. Staff dress code.

Staff at Springfield Honors Academy 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. However, jeans (without rips) may be worn on Fridays only, or in the event of a dress down day for students. Additionally, staff are permitted to wear school gear once per week to be aligned with student gear days. Staff may also wear jeans on major testing days. Additional casual dress days may be extended by the principal and/or the TLT.

9. Class size.

Springfield Honors Academy commits to ensuring a reasonable class size of no more than 24 students, and no less than 8 students for underclassmen core classes, for the benefit of students and teachers. Class sizes may be differentiated, to support student learning and teacher development. If student interest wanes over two semesters then the number of class offerings during the year will be reassessed. Any class that does not follow these guidelines requires discussion between administration and the teacher.

10. Bulletin boards.

Faculty and staff will be assigned to bulletin boards. Materials will be provided from the school budget. Bulletin boards will be updated once a quarter. 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.

11. Family-teacher communication.

Teachers will make the necessary contact with families via phone call, text, or email about the student's academic, behavioral, and social progress in their classroom within one school day. The classroom teacher should contact the parent or guardian when the student has missed three assignments or failed two assessments; however, teacher contact is not limited to these requirements only. The grade-level teacher leader will be responsible for scheduling a family meeting for students with concerns. Staff will be provided training on using a shared family contact form or database. The shared form and/or database will be utilized each time contact is made with families. Teachers will produce brief updates on academic news and significant assignments in a space that is accessible to families, and the administration will make efforts to connect families to SHA emails and PowerSchool. The administration will provide appropriate time and space to support these staff requirements.

School Priority Levers Form: Springfield Honors Academy

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

- In-House Faculty surveys coupled with TLT engagement/conversations with staff
- January PD session centered on Instructional Practice, reflecting on SQR report findings
- School visit (Team of 7) to NJ charter which supported the direction we would like to take in regards to instructional practice and teacher support

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: Our SQR report findings revealed only a Developing status within *Outcomes for All, Analyzing Students' Demonstration of Learning*, as well as *Effective Planning and Targeted Planning*.

Working Theory : If we develop and provide teachers with content-specific coaching supports, then teachers will be able to plan for and implement strategies that support our instructional vision, allowing instruction to more effectively address the needs of our students.

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

- How can we support teacher development by creating Instructional Leads in each content area?
- How do we keep our instructional vision (the three gears) central to our practice while we make efforts to push our instruction to another level?
- How can we increase the demands of ALL students in our learning spaces while providing the social emotional supports/interventions they require given their recent learning years/experiences?

Priority 2

Selected Lever: Level 4

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

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

Data: Though we have three AP subjects surpassing national and global standards, we have others with a 29% passing rate combined. Furthermore, we have a goal of 100% application to college/college interest yet only 80% +/- looking at college as an option.

Working Theory: If SHA builds upon existing college-ready and college-going culture strategies already established (AP course, dual-enrollment options, college readiness curriculum, college visits), then we will increase the number of SHA students

seeking a post-graduation goal that includes college.

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

- Are students aligning their AP coursework to their college preparedness?
- How do we support families in understanding the importance of AP courses and its alignment to college?
- How do we provide teachers with appropriate training/PD to increase excitement of AP courses through their instruction?
- How can we increase AP participation and AP scores?
- What does College Readiness look like at a more established SHA?
- What are the root causes of why students are not seeking college as a post-graduation goal and what can we do to address barriers/mindsets revealed?

Priority 3

Selected Level: Level 4

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

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

Data: Insight Survey Data

- 4.2/10 of our families state they have trusting relationships with teachers
- 5.1/10 feel the the school is a welcoming environment and they are familiar with Grade Level learning
- 5.5/10 feel the school values feedback

Working Theory: If SHA builds stronger partnerships with families, then SHA faculty and families can work together to positively support students' trajectory during their four years of high school and help create ambitious goals beyond graduation.

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

- How do we foster safe and welcoming environments for families?
- How do we strengthen the relationship of teachers, families, administrators and community partners?
- How do we effectively communicate with families at the high school level?
- How do we engage and communicate to families their students' path to learning?
- How do we currently partner with families to engage them in the process of supporting students to set ambitious goals for their future?
- What do students want/need for 'post graduation' counseling and support with families and faculty as advisors? What might that look like?

Priority Levers Goals: Springfield Honors Academy

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

Working Theory of Change: *If we develop and provide teachers with content-specific coaching supports, then teachers will be able to plan for and implement strategies that support our instructional vision, allowing instruction to more effectively address the needs of our students.*

Progress made thus far (synthesis from faculty):

General consensus was that we had made strides in a positive direction, especially an early intentional focus on our instructional vision and curriculum unit mapping. It was our “best year yet” as far as alignment of curriculum planning with the vision, but there remains a definite need to bolster the feedback structures to support specific teaching strategies that see the vision through.

Where we run into obstacles (synthesis from faculty):

- Concerns surrounding time on learning (SEL, test prep, etc detracts from academics).
- Professional learning community (PLC) time needs to allow for more collaboration within the department rather than Professional Development focus.
- Lesson plans need more attention/feedback/teaching strategies to support vision; CRP (Culturally Responsive Pedagogy) especially.
- “Teacher Table” (problems of practice sessions) helped drive things forward, but were in mixed groups and may be better within specific content areas.

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

1. **Create - and hire for - Instructional Lead (IL) position.**
 - Develop the role of an Instructional Lead (IL) and build a school schedule to support their ability to engage in this work with fidelity.
 - Re-visit LPW (Learning Partnership Walk) document to include levels of instruction (expected vs elevated).
2. **Register and participate (ILs, DCI and Exec Principal) in Harvard Graduate School of Education (HGSE) Instructional Lead Certificate program, starting with Instructional Coaching Through Change: Supporting Teachers in Action Program this summer.**
 - Find ways for a balanced implementation; engage in regular coaching while holding true to our culture of trust and autonomy.
 - Utilize training to arrive at a structured, systematic approach to coaching, while keeping our unique vision at the center.

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

- IL Messaging - Clear showing of how the IL team will operate.
(Instructional leaders in classrooms regularly; in addition, increasing the sense of school as a porous and open laboratory for teaching and learning) - Peer observations could organically return/come out of IL work.
- Individual feedback on lesson plan/curriculum docs/classroom practices.
- Bring in an expert - Gholdy!
- Teaching strategies specific to supporting struggling students.

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

Working Theory of Change: *If SHA builds upon existing college-ready and college-going culture strategies already established (AP course, dual-enrollment options, college readiness curriculum, college visits), then we will increase the number of SHA students seeking a post-graduation goal that includes college.*

Progress made thus far (synthesis from faculty):

Times were more intentionally set aside this year for SAT prep and college planning which was good, but a more consistent, ready-made plan was necessary to give it the power it needs. We had some quality moments (college visits, college planning/supports, college counseling), but again, there is a need for a college readiness curriculum and it needs to be separate from House/SEL time. "Consistency in upholding admin, teacher, and student accountability to reasonable goals have come a long way but need further growth for us to better support students in meeting high expectations. I strongly believe that college-going skills are best instilled when embedded and integrated into courses and school events, as well as regularly modeled by adults and the student leaders (rather than just taught in a college-prep curriculum). We need to have a more unified vision around what this kind of alignment looks like." Supporting AP with more intentionality.

Where we run into obstacles (synthesis from faculty):

- No set college readiness curriculum (yet) / Funding priorities.
- House system/SEL time.
- Family Education/Connection.
- High School Readiness before College Readiness?
- "I feel like our vision of CRP and grading for equity is sometimes at odds with what is expected in AP courses and in college-level courses".

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

1. **Create a College Readiness Seminar.**
 - Develop a team to construct a college readiness curriculum, inspired by school visits and research.
 - Include, beyond the academic pieces, college visits and events (panels, specific themed school days) built into the schedule intentionally to promote college-going culture.
 - Insert college readiness seminar into the weekly school schedule to ensure consistency and stipend staff to build on the capacity to see the work through.
 - Be clear where the work lives (i.e. SAT Prep lives in both college seminar AND math/ELA class spaces).
2. **Implement whole school training for what skills we will focus on for college readiness.**
 - A need for same page messaging and accountability - refresher is needed - we have all been out of college for a bit (i.e. what does homework feel like in a college setting, what does screen time look like in a college setting).
 - Arrive at a tightened grading policy that is supportive of both CRP and AP. This work is only just started, and even with the PoG work, has not gotten enough air time in school planning conversations.
3. **While purposefully bringing dual enrollment opportunities to SHA, remain focused (in fact, increase focus) on AP offerings and support of AP courses/coursework preparation.**

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

- We need a more intentional, proactive and cohesive approach to teaching these skills. Training staff and making plans/schedules on what, how, and when to teach college-going skills is needed. **AND** College Readiness needs to start at High School Readiness. Many incoming students are not prepared for High School work and that is not changing. Students do not have the learning-to-learn skills.
- Improve House training, so teachers can utilize it to message properly and uphold school community expectations - helps bring the whole thing together.
- Individual attention - what does "college ready" look like in an AP class, in an Honors class, etc.

Priority 3: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff.

Working Theory of Change: *If SHA builds stronger partnerships with families, then SHA faculty and families can work together to positively support students' trajectory during their four years of high school and help create ambitious goals beyond graduation.*

Progress made thus far (synthesis from faculty):

SLCs were a game changer - but can still be perfected. SLCs (Student Led Conferences) and consistent Griffin Groupings for 2 years were a great start, and if we move to the Griffin Groupings for SLC groupings there is a lot we can further build from the consistency of those family relationships! SLCs made a huge impact on family engagement. It was great to see so many family members on campus.

Where we run into obstacles (synthesis from faculty):

- Improve Open house touchpoints.
- Need more modeling of SLCs.
- Main Office point person for family outreach.
- Carrying out of SLCs/family communication with the Griffin Group/House Leader roles since it makes sense for the long-standing teacher-student relationship to correlate with the long-standing teacher-family relationship.

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

1. **Continue SLCs but model them and be sure the SLC and Griffin teacher are the same.**
2. **Build in a specific time/staffing model to support increased family communication system.**
3. **Increase teacher trainings for parent communication/involvement (continue work with COEBE Coalition of Empowered Black Educators).**
4. **Host a few specific nights throughout the year to showcase departments and student learning - a fair of some type.**

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

- PD on building family relationships/communications for all teachers.
- More clarity/accountability on roles for House & SLC touchpoints.