

This SY' 24-25 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 (Early College Commerce)**

**2024-25  
School Plan**

## Educator Working Conditions: High School of Commerce (Early College 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.	Early Release for Students / Regular Day for Staff	Regular Day	7:10 AM	3:30 PM	8:20
4.	Regular Day for Students / 2:30 Sched for Staff	Staff Early Release at 2:30pm	7:10 AM	2:30 PM	7:20
5.	No School for Students / Full Day Staff PD	Full Day PD	8:00 AM	4:00 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 24-25 is August 19<sup>th</sup>, 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 19<sup>th</sup>*

Event Description	Date/Time	# of Staff Hours in gr. 9-12
N/A	N/A	N/A
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/19/24</b>		0 hrs

#### B. Other Events *on or After August 19<sup>th</sup>*

Event Description	Date/Time	# of Staff Hours in gr. 9-12
Back to School	September (exact date TBD)	3

Report Card Conferences	10/24/24	1.5
Report Card Conferences	11/14/24	1.5
Report Card Conferences	1/30/25	1.5
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/19/24</b>		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
<b>Gr. 9-12 Staff Hours</b>	0.00	1502.17	7.50	1509.67	186

**2. Staff workday**

- Teachers will receive a 30-minute duty-free lunch
- Educators will have – at minimum - the equivalent of 350 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.

In addition to traditional responsibilities in a typical workday, all staff may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Working regularly with school administrators and colleagues to improve one’s instructional practices;
- Inputting points daily in DeansList to track student progress;
- 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. After School 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.

#### **Schools working to improve curricular offerings please describe here:**

We have adopted Illustrative Math for Math curriculum, MyPerspectives for ELA, and the Savvas-brand curriculum for sciences. We will continue to work to ensure that these curricula are implemented with fidelity. Further, we are exploring additional Tier II and Tier III curricula to support the development of targeted interventions in Math and ELA.

#### **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 week.

#### **12. TLT elections for the next school year**

Teacher Leadership Teams play an essential role in planning and decision-making in SEZP schools. While the TLT itself is a permanent body, the composition and dynamics of the team will change annually as individual TLT members' terms expire, and new members are elected. It is important that TLT elections take place in a timely fashion at the beginning of each school year to ensure the TLT can operate effectively on a continual basis. For the coming school year, our TLT elections (for any open positions) will be held on 09/12/2024.



**Springfield Public Schools**  
**2024-25 Student Calendar**  
**High School of Commerce (Early College Commerce)**  
**415 State Street Springfield, MA 01105**



**Student Hours** 7:20 AM - 2:20 PM \*see calendar for additional special early release days at 11:05am

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

Aug 26: School Begins	<b>August 2024</b>					Feb 6: Open House/Family Event	<b>February 2025</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
				1	2						
	5	6	7	8	9		3	4	5	6	7
	12	13	14	15	16		10	11	12	13	14
	19	20	21	22	23		17	18	19	20	21
26	27	28	29	30	24	25	26	27	28		

Sep 2: Schools Closed - Labor Day Sep 12: Open House/FamilyNight	<b>September 2024</b>					March 27: Early Release at 11:05am	<b>March 2025</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	2	3	4	5	6		3	4	5	6	7
	9	10	11	12	13		10	11	12	13	14
	16	17	18	19	20		17	18	19	20	21
	23	24	25	26	27		24	25	26	27	28
30					31						

Oct 14: Schools Closed - Indigenous People's Day October 24: Early Release at 11:05am for Report Card Conferences	<b>October 2024</b>					Apr 16: Open House/Family Night Apr 18: Schools Closed - Good Friday Apr 21: Schools Closed - Patriots Day Apr 22 -25: Schools Closed - Spring Vacation	<b>April 2025</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
		1	2	3	4			1	2	3	4
	7	8	9	10	11		7	8	9	10	11
	14	15	16	17	18		14	15	16	17	18
	21	22	23	24	25		21	22	23	24	25
28	29	30	31		28	29	30				

Nov 5: Schools Closed – Teacher PD Day (Election Day) + Family Conferences Nov 11: Schools Closed – Veterans Day Nov 14: Early Release at 11:05am for Report Card Conferences Nov 27 - 29: Schools Closed - Thanksgiving Vacation	<b>November 2024</b>					May 26: Schools Closed - Memorial Day	<b>May 2025</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
					1					1	2
	4	5	6	7	8		5	6	7	8	9
	11	12	13	14	15		12	13	14	15	16
	18	19	20	21	22		19	20	21	22	23
25	26	27	28	29	26	27	28	29	30		

Dec 5: Open House/Family Night Dec 20: Early Release at 11:05am Dec 23- January 3: Schools Closed - Holiday Vacation	<b>December 2024</b>					Jun 19: Schools Closed - Juneteenth Day Jun 20*: End of School Year - Early Release for Students & Staff	<b>June 2025</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	2	3	4	5	6		2	3	4	5	6
	9	10	11	12	13		9	10	11	12	13
	16	17	18	19	20		16	17	18	19	20
	23	24	25	26	27		23	24	25	26	27
30	31				30						

Jan 1-3: Schools Closed - Holiday Vacation Jan 16: Early Release at 11:05am Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day Jan 30: Early Release at 11:05am for Report Card Conferences	<b>January 2025</b>					<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> <p> School Closed</p> <p> Student Early Release</p>
	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		



**Springfield Public Schools  
2024-25 Staff Calendar  
High School of Commerce (Early College Commerce)  
415 State Street Springfield, MA 01105**



<b>Student Hours</b>	<b>7:20 AM - 2:20 PM</b> *see calendar for additional special early release days at 11:05am
<b>Teacher Hours</b>	<b>7:10 AM - 3:30 PM (Monday - Thursday); 7:10 AM - 2:30 PM (Fridays)</b>

Aug 19 - 23: Teacher PD  
Aug 23: Convocation  
Aug 26: School Begins

August 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	30

Feb 6: Open House/Family Event  
Feb 17: Schools Closed - Presidents Day  
Feb 18 - 21: Schools Closed - Mid-Winter Vacation

February 2025				
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  
Sep 12: Open House/Family Night

September 2024				
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 27: Student Early Release at 11:05am / Staff PD until 3:30pm

March 2025				
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				

Oct 14: Schools Closed - Indigenous People's Day  
Oct 24: Regular Day for Staff + Report Card Conferences from 3:30 - 5:30pm

October 2024				
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 16: Open House/Family Night  
Apr 18: Schools Closed - Good Friday  
Apr 21: Schools Closed - Patriots Day  
Apr 22 -25: Schools Closed - Spring Vacation

April 2025				
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		

Nov 5: Schools Closed – Teacher PD Day (Election Day)  
Nov 11: Schools Closed – Veterans Day  
Nov 14: Regular Day for Staff + Report Card Conferences from 3:30 - 5:30pm  
Nov 27 - 29: Schools Closed - Thanksgiving Vacation

November 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

May 26: Schools Closed - Memorial Day

May 2025				
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

Dec 5: Open House/Family Night  
Dec 20: Early Release at 11:05am for Students & Staff  
Dec 23 - 31: Schools Closed - Holiday Vacation

December 2024				
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: Schools Closed - Juneteenth Day  
Jun 23\*: End of School Year - Early Release for Students & Staff

June 2025				
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				

Jan 1 - 3: Schools Closed - Holiday Vacation  
Jan 16: Student Early Release at 11:05am / Staff PD until 3:30pm  
Jan 20: Schools Closed - Dr. Martin Luther King, Jr. Day  
Jan 30: Regular Day for Staff + Report Card Conferences from 3:30 - 5:30pm

January 2025				
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.

<span style="display:inline-block; width:15px; height:10px; background-color:blue; border:1px solid black;"></span> School Closed
<span style="display:inline-block; width:15px; height:10px; background-color:lightblue; border:1px solid black;"></span> Staff Early Release at 11:05am
<span style="display:inline-block; width:15px; height:10px; background-color:yellow; border:1px solid black;"></span> Staff Early Release at 2:30pm
<span style="display:inline-block; width:15px; height:10px; background-color:grey; border:1px solid black;"></span> Full Day PD from 8:00am-3:00pm

**School Priority Levers Form: High School of Commerce (Early College Commerce)****Ways in which the faculty was engaged in Phase 1 of School Planning:**

- The TLT met regularly to review SQR, Insight Survey, MAP, and Family Survey Data. The TLT took draft priorities back to their constituents for input and feedback.
- The TLT sent out surveys to the whole staff to gather input on working conditions decisions, such as hours.

**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 working theories of what needs to improve to drive better results?**

**Data:** Only 51.6% of all students met growth targets for ELA on winter MAP and 56.7% of students met growth targets in math. These MAP scores reflected growth below the expected level. Further, we received SQR feedback indicating the need to develop a school-wide intervention system.

**Working Theory:** If we create (and implement) an instructional vision for what we expect to see across all classrooms (i.e. data-driven core instruction, culturally responsive curriculum that is aligned to standards and common differentiation strategies) and teachers have the professional learning needed to enact this vision, then student outcomes will improve. If we have a clearly defined vision, we can better use PLC and coaching to continue learning and implementing best practices for instruction that supports all students. We can also have a clearer plan for addressing scholars' gaps in learning (as learned through MAP data) with specific interventions embedded in the student schedule. Further, if we identify common routines, such as intentional grouping and stations, we will further increase positive student outcomes.

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

- How are we using common classroom assessment data (i.e. clipboarding, teacher-created assessments, exit tickets, etc.) to drive our intervention plans?
- How do we utilize our schedule to allow for development of common assessments and intervention planning?
- Are instructional activities standards aligned and indicative of a culturally responsive curriculum?
- Does professional development support all educators with implementing grade level, standards aligned and data driven instruction?
- How can PD support educators in this area? How is this professional learning supported by coaching support?
- How do we provide intervention and support for multilingual learners ELL Students and students on IEPs?
- How does coaching support educators with the curriculum and the prescribed instructional structures (i.e. a data-driven instructional system)?
- How can we utilize 2023-2024 MAP/EduLastic Common Assessment data in planning for 2024-2025?
- How can we consistently and uniformly track implementation of Standards Aligned Curriculum, across all content areas?
- What are the structures we expect to see in intervention classes and how are we planning for them?
- How can Map Data help us "bucket" or group scholars to plan interventions strategically?
- How can we develop intervention strategies using a range of reliable data including attendance, aggressive monitoring, MAP, common assessments and teacher developed assessments to respond to struggling scholars?
- How can we help scholars better understand their GPAs, better understand how college credits are accrued, MAP data and build a self-competitive culture?
- How do we build the culture of learning among scholars?
- How can we create a culture in which the scholars are doing the majority of work?



- How can we cultivate student-centered learning experiences that promote ownership of learning?
- How do we increase both attendance and engagement? (How can teachers and the CCT work together to generate and implement strategies to respond to chronic absence and low academic engagement, such as social emotional interventions?)
- Can we explore ways for science teachers to also get special education support to support student growth?
- What are ways we can explore support for exceptional learners within the Early College program?
- Can students get a say in a college pathway so they are able to take classes that interest them and follow a predicted career-focused pathway?
- How can we help scholars get invested and see the value of their education, including early college courses?
- Can we survey current teacher interests to drive course development?

## 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 working theories of what needs to improve to drive better results?

**Data:** As of 1/31/2024 Commerce has a chronic absenteeism rate of 51.3%. As of 1/31/2024, Open Architects reports a daily attendance rate of 86.1%. 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. Incentives such as a points-driven student store, attendance based field trips, and attendance based school events. The school community strives to live by the established school pillars as well as the mission and vision. The attendance data shows that these incentives have made a positive improvement on attendance rates, however the school culture is still 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?
- What factors contribute to students coming to school?
- How can we improve attendance for community events (such as family nights) and partnerships with caregivers/families?
- How can we make ourselves a community resource for families?
- How can we build authentic partnerships with families?
- How can we use attendance data more effectively and consistently?
- How can we use the Student Survey data more effectively and consistently?
- How can we leverage our restorative practices to improve school climate and cultivate a more caring and emotionally safe school community?
- How can we use student recognition/awards more effectively and consistently?
- How the creation of a care and culture team increases student involvement?
- How can we use student planned events such as student led activities in lunches and a student managed school store? How can we use planned staff events/celebrations to recognize teachers and students in the same way?
- Can we have monthly grade level community meetings to promote attendance?

**Priority Levers Goals: High School of Commerce (Early College Commerce)**

**Priority 1:** 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

**Working Theory of Change:** If we create (and implement) an instructional vision for what we expect to see across all classrooms (i.e. data-driven core instruction, culturally responsive curriculum that is aligned to standards and common differentiation strategies) and teachers have the professional learning needed to enact this vision, then student outcomes will improve. If we have a clearly defined vision, we can better use PLC and coaching to continue learning and implementing best practices for instruction that supports all students. We can also have a clearer plan for addressing scholars' gaps in learning (as learned through MAP data) with specific interventions embedded in the student schedule. Further, if we identify common routines, such as intentional grouping and stations, we will further increase positive student outcomes.

**Progress made thus far (synthesis from faculty):**

We have departments that have a strong understanding of common instructional expectations and PD/PLC support to implement these expectations (i.e. math), but this is not consistent across departments. As such, we don't yet have a strong instructional vision that is embraced and enacted by all teachers across the building. We need to spend time over the summer (ILT) and during August PD (all teachers) to ensure that our Instructional Vision is clear both in terms of common practices that are expected in core content classes but also in our intervention classes.

**Where we run into obstacles (synthesis from faculty):**

- Inconsistent coaching and supports (i.e. PLC/PD) have led to inconsistent teaching practices being implemented.
- Schedule changes throughout the year impacted teachers' abilities to build consistency in some spaces.
- Unclear what the vision is (particularly with the division between upper & lower school).

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

1. **We need to build out the framework of the instructional vision AND the key instructional practices that we aim to see across classrooms to make the instructional vision come to life (ILT work over the summer).**
2. **We need to build a clear picture of what targeted intervention looks like across ALL departments.**
3. **We need to get clear on the expectations for students who are under-credited - how are we helping them get back on track without lowering the academic and expectation bar?**

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

- We want to ensure that 100% of staff understand our instructional vision as well as practice at least one core instructional practice that can bring the instructional vision to life.
- We aim to ensure that the plan and structures for all instructional supports, such as coaching, PD & PLCs, is clear to 100% of teaching staff and we start strongly following these protocols at the start of the year.

**Priority 2:** 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

**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):**

Teachers, CCT, and administrators have built relationships with students and families in pockets, but we need to build out our advisory programming so that 100% of students' families have a primary person they can go to for support. We have started to build the foundation for using an incentive system, driven by data collected through DeansList, to encourage positive student behavior in class, though we desire more consistent implementation by 100% of staff to really see the power of this system come to life for all students.

**Where we run into obstacles (synthesis from faculty):**

- Inconsistency across utilizing DeansList by staff.
- Striking the balance between student support and empathy while also holding students accountable for actions that grossly disrespect the school environment.
- When we feel like we need support beyond the school (i.e. DCF, other community partners) to provide supports for students/families to promote strong attendance.

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

1. **Finalizing our vision for creating a strong student culture that is complemented with clear actions for 100% of teachers to implement.**
2. **A plan for how to collect data on the consistency of implementation & impact of the teacher actions we are looking for (i.e. inputting points, using SEL strategies in classes, advisory lessons).**

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

- We would like to build a collective understanding of our school-wide approach to building a positive student culture, including the roles of all instructional and non-instructional staff.
- We would like teachers to have key understandings of teacher moves they can make to build a positive culture in their classrooms as well as protocols for advisory times to build student relationships.

**Phase II - Summer Learning Plan: High School of Commerce (Early College Commerce)**

**SEZP's Summer Learning Design Principles:**

1. Focuses on equity and develop expectations for a culturally responsive climate
2. Engages students and family/caregivers’ voice in summer learning design elements
3. Focuses on students’ social emotional and academic needs
4. Encourages attendance through creative program design
5. Elevates relationships and enrichment
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Provides high schools with the opportunity to offer foundational courses for credit
8. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
9. As TLTs are reviewing data for school planning, connect future goal setting to summer learning for students and engages the school community to consider appropriate programming

**As a starting point, please look through [this linked document](#) for Summer Academy logistics and operational timelines to help guide you in completing your schools’ summer learning plan template below.**

Summer 2024 Learning Plan for: High School of Commerce (Early College Commerce)	
INITIAL SUMMER PLANNING	
<b>Design Team Members</b>	<ul style="list-style-type: none"> <li>● Amanda Gauthier</li> <li>● Philicetta Lewis</li> </ul>
<b>Summer Plan Vision</b>	Our vision is to support students who have not earned credits to recover credits and/or complete college classes to earn more college credits.
<b>Summer Plan Logistics</b>	<ol style="list-style-type: none"> <li>1. Dates of Summer Academy: 7/8 - 7/25</li> <li>2. Type of Program:               <ol style="list-style-type: none"> <li>a. Early Start for Incoming 9th Grade Students</li> <li>b. Credit Recovery/College Courses for Returning Students</li> </ol> </li> <li>3. Days per week: M-Th</li> <li>4. <b>Student</b> Start Time: 8am</li> <li>5. <b>Student</b> End Time: 2pm</li> <li>6. Lunch Time (e.g., 12:30 - 1pm): 11:30-12:00</li> <li>7. Estimated # of Students: 100</li> <li>8. Total # of Classrooms Needed: 10</li> <li>9. Shared Facility Needs (e.g., gym, cafeteria, auditorium, etc.): Gym, Field, Cafeteria</li> <li>10. IT Programs/Apps Needed: n/a</li> </ol>
<b>Targeted Student Population and Total Projected Enrollment</b>	<ol style="list-style-type: none"> <li>1. <del>Coordinator(s) Name(s): Philicetta Lewis</del></li> <li>● Students who need credit recovery - 50 students</li> <li>● Students who want to earn additional college credits - 25 students</li> <li>● Incoming 9th grade students - 25 students</li> </ol>
<b>Proposed Summer Partnerships (Student or teacher facing)</b>	<ol style="list-style-type: none"> <li>1. Name: Worcester State University Role: College Partner</li> </ol>
<b>Family Communication and Recruitment Planning Action Steps</b>	<ol style="list-style-type: none"> <li>1. Send out targeted invitations in May to compile attendance list + individual family meetings for high-need students</li> </ol>
After Recruitment Steps	

<b>Brief description of student needs based on enrollment (actual or projected) - What do students' need in the summer experience?</b>	<ol style="list-style-type: none"> <li>1. Complete staffing, schedule &amp; operations plan</li> <li>2. Complete communication &amp; incentives plan (solicit student input)</li> <li>3. Coordinate transportation</li> </ol>												
<b>Family and Student Communication Action Steps - once students have accepted</b>	<ul style="list-style-type: none"> <li>● Communicate schedule and incentive plan with families via DeansList messages and individual phone calls home <ul style="list-style-type: none"> <li>○ Share individualized summer learning plans - i.e. what credits are students attempting to recover, what college course credits are students trying to learn</li> </ul> </li> </ul>												
<b>Staffing Plan</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th style="text-align: left;">Staff Name</th> <th style="text-align: left;">Subject Area (i.e. Math Teacher)</th> </tr> </thead> <tbody> <tr> <td>TBD</td> <td>2 Math Teachers</td> </tr> <tr> <td>TBD</td> <td>2 ELA Teachers</td> </tr> <tr> <td>TBD</td> <td>2 Science Teachers</td> </tr> <tr> <td>TBD</td> <td>2 Electives Teachers</td> </tr> <tr> <td>TBD</td> <td>2 College Adjuncts</td> </tr> </tbody> </table>	Staff Name	Subject Area (i.e. Math Teacher)	TBD	2 Math Teachers	TBD	2 ELA Teachers	TBD	2 Science Teachers	TBD	2 Electives Teachers	TBD	2 College Adjuncts
Staff Name	Subject Area (i.e. Math Teacher)												
TBD	2 Math Teachers												
TBD	2 ELA Teachers												
TBD	2 Science Teachers												
TBD	2 Electives Teachers												
TBD	2 College Adjuncts												
<b>Final Program Schedule</b>	<p>Monday-Thursday:</p> <ul style="list-style-type: none"> <li>● 8:00-8:30: Breakfast/Advisory</li> <li>● 8:30-9:30: Core Class #1</li> <li>● 9:30-10:30: Core Class #2</li> <li>● 10:30-11:30: Core Class #3</li> <li>● 11:30-12:30: Core Class #4</li> <li>● 12:30-1:00: Lunch</li> <li>● 1:00-2:00: Clubs</li> </ul>												
<b>Name and contact information for questions over the summer</b>	<ol style="list-style-type: none"> <li>1. <b><u>Primary</u></b> Contact Name: Amanda Gauthier  Primary Contact Email: gauthiera@springfieldpublicschools.com  Primary Contact Phone: (413) 885-5355</li>   <li>2. <b><u>Backup</u></b> Contact Name: Philicetta Lewis  Backup Contact Email: lewisp@springfieldpublicschools.com  Backup Contact Phone: (413) 335-3737</li> </ol>												

**Strategic Action Plan: High School of Commerce (Early College Commerce)**

**Priority 1:** 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

**Goals for Priority 1:**

1. We need to build out the framework of the instructional vision AND the key instructional practices that we aim to see across classrooms to make the instructional vision come to life (ILT work over the summer).
2. We need to build a clear picture of what targeted intervention looks like across ALL departments.
3. We need to get clear on the expectations for students who are under-credited - how are we helping them get back on track without lowering the academic and expectation bar?

**To accomplish the goals above and make improvements in this priority area, our August PD will include:**

1. **August PD sessions (what will educators learn in August professional learning time?):**
  - Unpacking Schoolwide Best Practices: Think-Write-Pair-Share (TWPS), Turn and Talk, and Strategic Monitoring
  - Engaging in Restorative Conference
  - Develop Culturally Responsive Teaching Practices
  - Coaching Systems and Expectations
  - Lesson Planning Workshops through collaboration in PLC
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - Dr. Ruth Turner
  - Administrative Team
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - On going Restorative Practices Support
  - Ongoing instructional best practice supports in PLCs
  - Lesson Planning Support in PLCs
  - Conducting Effective Grade-Level Meetings and Professional Learning Communities (PLCs)

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

Task	Owner
Develop Math pacing guide	Lewis
Develop ELA pacing guide	White
Create a lesson plan template for all content area	Lewis
Create a coaching calendar	Administration
Create a RTI tracker using MAP and MCAS Data for progress monitoring and	Assistant Principal

reassessment.	
Create anchor charts for school wide instructional strategies.	Assistant Principal
Update Deanslist to include restorative meeting	Deans
EPL support creating Instructional vision	Alicia Wargo
Instructional Learning Walks Rubrics	Administration

**Priority 2:** 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

**Goals for Priority 2:**

1. Finalizing our vision for creating a strong student culture that is complemented with clear actions for 100% of teachers to implement.
2. A plan for how to collect data on the consistency of implementation & impact of the teacher actions we are looking for (i.e. inputting points, using SEL strategies in classes, advisory lessons).

**To accomplish the goals above and make improvements in this priority area, our August PD will include:**

**1. August PD sessions (what will educators learn in August professional learning time?):**

- PD Session focused on our Staff Guidebook highlighting key school-wide and classroom-focused common routines and procedures
- DeansList PD to support teachers to understand how to use DeansList both to enter points to help motivate students and to utilize other features, such as entering referrals and recording family communication
- Culturally Responsive Teaching practices PD to support teachers to honors student identities throughout lessons
- Restorative Conference Training and De-Escalation Training to help staff develop a supportive and relationship-focused stance with students
- PD focused on helping staff understand the AM and PM Advisory protocols & systems
- PD focused on understanding the behavior matrix so teachers know how to consistently support students

**2. List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**

- We will be working with an outsource partnership with Dr. Ruth Turner
- EPL- Equitable Pathways to Leadership to support administration and staff , to develop those opportunity for leadership
- During the year we will utilize a IDECIDE curriculum to address substance usage and bring awareness.

**3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**

- Restorative Practice ongoing training with Dr. Turner for all staff to help foster those relationships
- We will continue to work with SEL Coordinator through our SEZP team
- PD focused throughout the year on various topics to address the needs of our school community

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

Task	Owner
Finalize PD Plans fo the Sessions for August PD	Gauthier, White, Collazo, Rodriguez, Cicero, Riley
Ensure coaches are aligned in giving feedback on consistent routines, procedures, and an SEL outlook for the first month of school	Gauthier
Coordinate with Alicia Wargo, our EPL coach, to leverage the work she will be doing with leaders and teacher leaders to support our common understanding and execution of consistent routines and procedures	Gauthier
Develop an Instructional Learning Walk Rubric/Checklist that captures the key operational and cultural moves we are focusing on for the beginning of the year + schedule Instructional Walkthroughs	Lewis