

This SY' 25-26 school plan has been approved at the building-level by the Principal and Teacher Leadership Team, as well as the SEZP Board.

**SEZP**



Springfield  
Empowerment Zone  
Partnership

# **High School of Commerce (Early College Commerce)**

**2025-26  
School Plan**

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## **Educator Working Conditions Addendum**

Approved 9/2/25 for insertion into final SEZP Continuous Improvement Plans for SY 25-26

The 25-26 Educator Working Conditions template used by Teacher Leadership Teams (TLTs) to develop educator working conditions was developed using the agreed upon language from the Agreement Between the Springfield Education Association and the Springfield School Committee for the Springfield Empowerment Zone Partnership Schools, which expired on June 30, 2025.

A new Collective Bargaining Agreement - effective July 1, 2025 through June 30, 2028 - was reached after these plans were approved by the SEZP Board. Therefore, language in the new Agreement will supersede language approved by Teacher Leadership Team's Educator Working Conditions in the following 3 areas:

2. Staff workday
8. Staff dress code
9. Class size

### **New Language:**

#### **Article 25, Section 2, Part A. will replace provisions of the Educator Working Conditions 2. Staff work day**

##### Duty Free Lunch

- A. Each teacher will be provided with an uninterrupted thirty (30) minute duty free lunch period. Except in emergency or extenuating situations, teachers shall be permitted to leave the school building during their 30-minute scheduled lunch period with advance notice of the principal or his or her designee and with the completion of a signed In and Out log.
- B. In an emergency, teachers who volunteer to provide lunch coverage during their own duty-free lunch period will be compensated at the rate set in Appendix B.

##### Prep Periods

Educators will have – at minimum - one self-directed 40-minute preparation period per day. This self-directed time can be used to plan, grade, collaborate with colleagues, etc. In extenuating circumstances, educators may be asked to perform some duties during this time. On that day the educator must have an equivalent non-instructional period. Whenever possible, educators should be given priority access to their own teaching space during preparation periods. If an educator cannot have access to their own teaching space during preparation periods, every effort will be made to provide a functional working space.

In service of a unique program (e.g. an adjunct professor teaching early college), a teacher may not have – at minimum - one self-directed 40-minute preparation period per day. This aspect of the teacher schedule will be clearly noted in the respective job posting. Additionally, educators in these positions will be notified of any changes to their schedule, prior to the transfer window.

Every effort will be made to ensure that the 40 minutes of preparation time is not adjacent to any other

scheduled activity (e.g., STAT meetings, grade-level team meetings) that is less than 15 minutes in duration, in order to preserve the integrity and utility of the preparation period.

**Article 25, Section 10 will replace Educator working conditions 8. Staff Dress Code**

Dress Code

All employees covered under this collective bargaining agreement must:

- Dress in a neat and clean manner appropriate to their role and responsibilities.
- Use good judgment in attire that is respectful of students, families, and colleagues.

School spirit days may be designated by the administration in collaboration with staff.

**Article 23, Section B, Part 1 will replace Educator Working Conditions 9. Class Size:**

A. Components of Annual Continuous Improvement Plans

1. Each TLT will review class sizes by February 1 and provide the principal with recommendations for addressing any challenges or opportunities related to class size for the following school year.

**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 Staff & Students	Regular Day	7:10AM	3:30PM	8:20	
2. Early Release for Students and Staff at 12:30pm	Staff Early Release at 12:30pm	7:10AM	12:30PM	5:20	
3. Early Release for Students/Regular Day for Staff	Regular Day	7:10AM	3:30PM	8:20	
4. Regular Day for Students/2:30 Schedule for Staff	Staff Early Release at 2:30pm	7:10AM	2:30PM	7:20	
5. No School for Students/Full Day Staff PD	Full Day PD	8:00AM	4:00PM	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 25-26 is August 18<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 18<sup>th</sup>***

Event Description	Date/Time	# of Staff Hours in gr. 9-12
none	N/A	N/A
<b>TOTAL ADDITIONAL SUMMER HOURS BEFORE 8/18/25</b>		0 HRS

**B. Other Events *on or After August 18<sup>th</sup>***

Event Description	Date/Time	# of Staff Hours in gr. 9-12
Back to School	9/11/25	3
Report Card Conferences	11/19 (3:30-5pm)	1.5
Report Card Conferences	1/21/26	1.5
Report Card Conferences	4/15/26	1.5
<b>TOTAL ADDITIONAL SUMMER HOURS ON OR AFTER 8/18/25</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.

<b>Hours</b>	<b>Summer PD Hrs</b>	<b>School Year Hrs</b>	<b>Other Events</b>	<b>Total Hrs</b>	<b>Day Count</b>
<b>Gr. 9-12 Staff Hours</b>	0.00	1502.00	7.500	1509.500	190

#### **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;
- Checking homework on a daily basis;
- 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**

All educators in unit A 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**

All educators in Unit A 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 09/04/2025.



**Springfield Public Schools  
2025-26 Student Calendar  
High School of Commerce (Early College Commerce)  
415 State Street Springfield, MA 01105**



**Student Hours** 7:15 AM - 2:20 PM \*see calendar for additional special early release days at 11:05am and 12:30pm

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

Aug 25: School Begins	<b>August 2025</b>					Feb 16: Schools Closed - Presidents Day	<b>February 2026</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
				1							
	4	5	6	7	8		2	3	4	5	6
	11	12	13	14	15		9	10	11	12	13
	18	19	20	21	22		16	17	18	19	20
	25	26	27	28	29		23	24	25	26	27

Sep 1: Schools Closed - Labor Day	<b>September 2025</b>					March 11: Early Release at 12:30pm	<b>March 2026</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
	1	2	3	4	5		2	3	4	5	6
Sep 9: Schools Closed - Teacher Professional Day	8	9	10	11	12		9	10	11	12	13
	15	16	17	18	19		16	17	18	19	20
Sep 11: Open House/FamilyNight	22	23	24	25	26		23	24	25	26	27
	29	30					30	31			

Oct 13: Schools Closed - Indigenous People's Day	<b>October 2025</b>					Apr 1: Early Release at 12:30pm	<b>April 2026</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
			1	2	3						
	6	7	8	9	10			1	2	3	
	13	14	15	16	17		6	7	8	9	10
	20	21	22	23	24		13	14	15	16	17
	27	28	29	30	31		20	21	22	23	24

Nov 4: Schools Closed - Teacher PD Day (Election Day)	<b>November 2025</b>					May 25: Schools Closed - Memorial Day	<b>May 2026</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
										1	
Nov 11: Schools Closed - Veterans Day							4	5	6	7	8
Nov 19: Early Release at 12:30pm for Report Card Conferences (1:00pm-5:00pm)	3	4	5	6	7		11	12	13	14	15
	10	11	12	13	14		18	19	20	21	22
November 25: Holiday Early Release at 12:30pm	17	18	19	20	21		25	26	27	28	29
Nov 26 - 28: Schools Closed - Thanksgiving Vacation	24	25	26	27	28						

Dec 19: Early Release at 11:05am	<b>December 2025</b>					Jun 10: Early Release at 12:30pm	<b>June 2026</b>				
	MON	TUE	WED	THU	FRI		MON	TUE	WED	THU	FRI
Dec 22- 31: Schools Closed - Holiday Vacation	1	2	3	4	5		1	2	3	4	5
	8	9	10	11	12		8	9	10	11	12
	15	16	17	18	19		15	16	17	18	19
	22	23	24	25	26		22	23	24	25	26
	29	30	31				29	30			

Jan 1-5: Schools Closed - Extended Holiday Vacation	<b>January 2026</b>					*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 time will be covered by bulletin.
	MON	TUE	WED	THU	FRI	
Jan. 6: Schools Closed for Students & Staff				1	2	
	5	6	7	8	9	
Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day	12	13	14	15	16	
	19	20	21	22	23	
Jan 21: Early Release at 12:30pm for Report Card Conferences (1:00-5:00pm)	26	27	28	29	30	

- School Closed
- Student Early Release at 12:30
- Student Early Release at 11:05



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2025-26 Staff Calendar  
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**Student Hours** 7:15 AM - 2:20 PM \*see calendar for additional special early release days at 11:05am and 12:30pm  
**Teacher Hours** 7:10 AM - 3:30 PM (Tuesday - Thursday); 7:10 AM - 2:30 PM (Mondays & Fridays)

Aug 13 - 22: Teacher PD  
Aug 25: School Begins

August 2025				
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

Feb 16: Schools Closed - Presidents Day  
Feb 17 - 20: Schools Closed - Mid-Winter Vacation

February 2026				
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

Sep 1: Schools Closed - Labor Day  
Sep 9: Schools Closed - Teacher PD Day  
Sep 11: Open House/FamilyNight

September 2025				
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			

Apr 3: Schools Closed - Good Friday  
Apr 15: Early Release for Students at 12:30pm / Regular Day for Staff + Report Card Conferences from 3:30 - 5:00pm  
Apr 20: Schools Closed - Patriots Day  
Apr 21 -24: Schools Closed - Spring Vacation

March 2026				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 13: Schools Closed - Indigenous People's Day

October 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

Apr 27: Schools Closed - Memorial Day

April 2026				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Nov 4: Schools Closed - Teacher PD Day (Election Day)  
Nov 11: Schools Closed - Veterans Day  
Nov 19: Early Release for Students at 12:30pm / Regular Day for Staff + Report Card Conferences from 3:30 - 5:00pm  
November 25: Holiday Early Release at 12:30pm  
Nov 26 - 28: Schools Closed -Thanksgiving Vacation

November 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

May 25: Schools Closed - Memorial Day

May 2026				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Dec. 19: Early Release - Last day before holiday vacation  
Dec 22 - 31: Schools Closed - Holiday Vacation

December 2025				
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		

Jun 19: Schools Closed - Juneteenth Day  
Jun 25\*: End of School Year - Early Release for Students & Staff at 11:05am

June 2026				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Jan 1-5: Schools Closed - Extended Holiday Vacation  
Jan. 6: Schools Closed for Students & Staff  
Jan 19: Schools Closed - Dr. Martin Luther King, Jr. Day  
Jan 21: Early Release for Students at 12:30pm / Regular Day for Staff + Report Card Conferences from 3:30 - 5:00pm

January 2026				
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

\*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 12:30pm
- Staff Early Release at 2:30pm
- 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:**

- Faculty survey send out re: calendar & working conditions
- TLT solicited input from constituents on priority levers

**Priority 1****Selected Lever: Level 2****Text of Lever: Equity and Improvement Level 2: Coherent Actions for Improving Assurances for Educational Equity**

- 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:**

- 1. Attendance Data:** As of January 27, 2025 our daily average attendance rate is 86% and our chronic absentee rate is 49.7%.
- 2. SQR Data:**
  - 2a: Outcomes for All: Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that all learners, including emerging bilinguals and exceptional learners, are engaged in appropriately challenging tasks and are moving toward or beyond grade-level work performance.
  - 2f: Data-Driven Instruction: Teachers regularly incorporate checks for understanding, both formal and informal, and use feedback to tailor instruction in real-time to further student learning.
  - 2l: Effective Planning: Teachers plan backward from SEZP and state assessments to ensure the scope and sequence include the corresponding skills, strategies, content, and plans for differentiated scaffolding to uphold grade-level expectations and curricular rigor.
  - 2n: Teacher Input into Professional Learning: School leaders and the TLT/ILT have an effective system that uses aggregate teacher observation data to effectively design, facilitate, and execute PD.

**MAP Testing results - Winter:** 44.3% of students met their Reading growth target. 55.4% of students met their Math growth target.

**Working Theory:** Student engagement and personal ownership of academic success and achievement is a cornerstone of effective urban education in the 21st century. Upon review of various data sets, not limited to, but including attendance, teacher assessed engagement, classroom walk-throughs, MAP and MCAS scores, we believe that a further development of staff capacity regarding service delivery for MLLs, IEPs, 504s, and SEL concerns will benefit our outcomes for all moving forward. The skills that we hope to have teachers develop include using data to create appropriate, individualized task entry points for students and utilizing practices to bolster student engagement in class activities.

In order to develop these teacher skills, we will strategically plan our August PD series to discuss research-based instructional practices that will support engagement of all learners (i.e. discourse strategies) and those that can aid in support entry for students with IEPs or multi-lingual learners (i.e. sentence frames, graphic organizers, etc.). Further, we will work to ensure that the feedback tools we utilize as a leadership team are aligned to the teacher practices we are practicing as a staff and that we are norming on our understanding of the quality of implementation and how to support teachers to improve.

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

- Student attendance data would be needed.
- Disaggregate attendance data from MAP academic performance data, (pending)
- What strategies should we focus on to meet the needs of scholars with IEPs, 504s, and MLL related needs?
- Who will plan and deliver the PD?

- When will the PD be delivered? Who is developing, who is planning, who gives training?
- How can we focus data collection and coaching meetings on the implementation of these strategies?
- How often is data collected?
- How can teachers be guided in the creation, analysis of, and usage of strategy related assessments?
- Are there any national trends in service delivery that could benefit our school community?

## Priority 2

**Selected Levers:** Lever 4

**Text of Lever:** Equity and Improvement Lever 4: 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:

- SQR Data: Our Area of Focus #1 was a combination of improving Outcomes for All, Student Ownership, and Effective Planning.
- Attendance: As of January 27, 2025 our daily average attendance rate is 86% and our chronic absentee rate is 49.7%.

**Working Theory:** We strive to build student ownership of attendance and academic buy-in by developing stronger systems to build advisor relationships with students and families, as well as continuing our commitment to building a positive school community. By spending time focusing on strengthening our advisory system, we hope to build stronger connections with students, families, and teachers, with the advisor acting as a liaison between the student/family and all teachers. We believe that students will receive a more equitable learning experience when we leverage and increase our partnership with families to build this community value of the importance of students owning their learning day in and day out. An increase in student ownership of learning, growth, and achievement will improve student academic outcomes including but not limited to strong college and/or career pathways upon graduation. We plan to think about both the advisory system as a whole - i.e. what is our SEL team preparing for advisors to utilize/what are we doing whole-school - and what individual skills we can work on with advisors to build to become stronger advisors (i.e. relationship building strategies, difficult conversations, connecting with families regularly, etc.).

We will continue to build our positive school community through cultural based practices such as SEL all day long, individualized topics within the curriculum, and using positive reinforcement such as Dean's List points, celebrations, student of the month, field trips etc. to engage students in school beyond the classroom (see Priority 1). We will strive to make positive community celebrations and events more inclusive of families as well, so that they are included in the building of a positive community space.

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

- What is working in our current advisory system and what isn't?
- What is working in the college program and what isn't to get students to own their early college experience?
- How can we leverage the advisory system to become better partners with families?
- How do we create flexible schedules for seniors to have real life work/volunteer opportunities during the day?
- How can we utilize the schedule to capture students at their best academic and Social Emotional moments?
- How can we effectively use and analyze data to make sure implemented changes are making an impact? What data that we already collect can we use to track progress?
- Are there building wide activities we can do to build building wide culture to promote student buy in to activities beyond the classroom?
- What activities (clubs, sports, etc.) would lead to greater student buy in during the school day?

**Priority Levers Goals: H.S. of Commerce, Early College Commerce****Priority 1: Level 2****Text of Lever: Equity and Improvement Level 2: Coherent Actions for Improving Assurances for Educational Equity**

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

**Working Theory of Change:** Student engagement and personal ownership of academic success and achievement is a cornerstone of effective urban education in the 21st century. Upon review of various data sets, not limited to, but including attendance, teacher assessed engagement, classroom walk-throughs, MAP and MCAS scores, we believe that a further development of staff capacity regarding service delivery for MLLs, IEPs, 504s, and SEL concerns will benefit our outcomes for all moving forward. The skills that we hope to have teachers develop include using data to create appropriate, individualized task entry points for students and utilizing practices to bolster student engagement in class activities.

In order to develop these teacher skills, we will strategically plan our August PD series to discuss research-based instructional practices that will support engagement of all learners (i.e. discourse strategies) and those that can aid in support entry for students with IEPs or multi-lingual learners (i.e. sentence frames, graphic organizers, etc.). Further, we will work to ensure that the feedback tools we utilize as a leadership team are aligned to the teacher practices we are practicing as a staff and that we are norming on our understanding of the quality of implementation and how to support teachers to improve.

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

- PD August - Circle Practice/Restorative Justice - Instruction - at the start of the year
- PD August - SEL ALL Day Strategies - Thresholding, All-in-All Day, Attention Grabbers, Think, Write, Pair, Share, Turn and Talk,
- MAP Testing - Goal Setting/Progress Monitoring

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

- Examine and assess scholars' IEPs, MLL levels of performance, MAP scores, and previous academic progress
- Analyze, evaluate, and adopt strategies for instructional differentiation to support Multi Language Learners, scholars with disabilities and Advanced Scholars

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

- We are interested in restorative practices ([Dr. Malik Mohammad](#))
- We would like to improve creating appropriate entry points into curriculum for our diverse learners> differentiation, scaffolding, groupings, IEPs, MLLs
- Develop a system for reviewing and utilizing data to determine best practices for supporting students

**Priority 2: Lever 4**

**Text of Lever:** Equity and Improvement Lever 4: Equity-focused, Inclusive School Culture for Students, Families/Caregivers, and Staff

**Working Theory of Change:** We strive to build student ownership of attendance and academic buy-in by developing stronger systems to build advisor relationships with students and families, as well as continuing our commitment to building a positive school community. By spending time focusing on strengthening our advisory system, we hope to build stronger connections with students, families, and teachers, with the advisor acting as a liaison between the student/family and all teachers. We believe that students will receive a more equitable learning experience when we leverage and increase our partnership with families to build this community value of the importance of students owning their learning day in and day out. An increase in student ownership of learning, growth, and achievement will improve student academic outcomes including but not limited to strong college and/or career pathways upon graduation. We plan to think about both the advisory system as a whole - i.e. what is our SEL team preparing for advisors to utilize/what are we doing whole-school - and what individual skills we can work on with advisors to build to become stronger advisors (i.e. relationship building strategies, difficult conversations, connecting with families regularly, etc.).

We will continue to build our positive school community through cultural based practices such as SEL all day long, individualized topics within the curriculum, and using positive reinforcement such as Dean's List points, celebrations, student of the month, field trips etc. to engage students in school beyond the classroom (see Priority 1). We will strive to make positive community celebrations and events more inclusive of families as well, so that they are included in the building of a positive community space.

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

- We have continued to implement thresholding, all-in all-day and attention grabbers after we participated in a winter PD.
- Dean's list points and field trips rewarded for positive behavior/attendance allows student agency
- Morning advisory assisted in relationship building with student and family, through this we held report card conferences
- Student of the month highlights accomplishments

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

- Afternoon advisory was not as productive / morning and afternoon had attendance concerns
- Continue obstacles with parent engagement, even with the advisor having a flexible schedule with many modalities to communicate on

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

1. Increasing advisory attendance and participation
2. Increase family engagement (finding what events will gather our parents)
3. Teacher autonomy with their advisees (with support of PD)

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

- Teaching around building community in advisory
- Find a professional/expert, from a school district who has had success with family engagement and deliver tricks, tips and then create our own plan for our community members

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

1. Focuses on equity and develops 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, enrichment and addresses unfinished learning
6. Leverages community assets and provide a mix of academics, enrichment, and social-emotional learning
7. Aligns with priorities and goals from Phase I and Phase II school planning documents (where applicable)
8. 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
9. Reminder: low-incidence programming and traditional summer school academy dates must align
  - a. Particularly important for schools who purchase SPS Special Education services as the District will determine the summer schedule.

**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 2025 Learning Plan for: High School of Commerce, Early College Commerce	
INITIAL SUMMER PLANNING	
<b>Summer Coordinator</b>	Name: Philicetta Lewis Phone: (413) 335-3737 Email: lewisp@springfieldpublicschools.com
<b>Summer Plan Logistics</b>	<b>Summer Program Dates:</b> 7/7 - 7/31 (Monday-Thursday only)
	<b>Type of Program:</b> Other (please describe below) ▾ Credit Recovery + 9th Grade Early Start [shared bussing with Emergence]: We will run a credit recovery program for current students and a summer enrichment program for rising 9th grade students to work on getting them ahead by earning elective credits and completing ELA & Math Intervention work.
	<b>Plan for Rising Students (6th/ 9th graders).</b> Please describe your plan below after analyzing <a href="#">historical school-level data</a> : We will run a summer enrichment program for rising 9th grade students to work on getting them ahead by earning elective credits and completing ELA & Math Intervention work. This will help us to build positive 9th grade student culture while also filling in some academic gaps and helping students get ahead on electives credits.
	<b>Student Start Time:</b> 8am
	<b>Student Dismissal Time:</b> 1pm
	<b>Lunch Time:</b> 11:00-11:30am
	<b>Estimated # of Students:</b> 75-100
	<b>Estimated Total # of Student Learning Hours:</b> 4.5 hours x 4 days (M-Th) x 4 weeks = 72 hours
	<b>Total # of Classrooms Needed:</b> 10
	<b>Shared Facility Needs</b> (i.e. cafeteria): Cafeteria, Gym
<b>OITA Programs/Apps Needed:</b> None	
<b>Name and contact information for questions over the summer.</b>	<b>Primary</b> Name: Philicetta Lewis Phone: (413) 335-3737 Email: lewisp@springfieldpublicschools.com
<b><i>This information will be shared with SPS and FACE.</i></b>	<b>Backup</b> Contact Name: Amanda Gauthier Backup Contact Email: gauthiera@springfieldpublicschools.com Backup Contact Phone: (413) 885-5355

**Strategic Action Plan: High School of Commerce, Early College Commerce**

**Priority 1: Lever 2**

**Text of Lever: Equity and Improvement Lever 2: Coherent Actions for Improving Assurances for Educational Equity**

- Instructional Leadership for Equity
- Curriculum and Instruction
- Feedback System for Building Educator Capacity
- Professional Learning and Collaboration

**Goals for Priority 1:**

1. Examine and assess scholars' IEPs, MLL levels of performance, MAP scores, and previous academic progress
2. Analyze, evaluate, and adopt strategies for instructional differentiation to support Multi Language Learners, scholars with disabilities and Advanced Scholars

**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?):**
  - Datawise PD to build the foundation for how we will utilize data strategically to determine best instructional strategies to support different learner's needs
  - IEP support PD so that teachers learn how to read and evaluate individual IEPs + identify the needs in each cohort of students that they see in their classes
2. **List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - SEN coach Alicia Wargo to support on Datawise implementation + coaching Mrs. Lewis to drive/map out the ongoing Datawise work in PD throughout the year
  - Emily Burdick to support utilizing data to determine best instructional practices for ELA core content classes & interventions
3. **Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - We will continue our Datawise PD throughout the beginning of the year during our weekly PD meetings
  - Depending on the trajectory of the Datawise PD we will determine which instructional strategies we will prioritize for staff PD throughout the remainder of the year

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

Task	Owner
Complete reading of the Datewise book	Gauthier
Meet with Alicia Wargo to determine Datawise PD Planning	Gauthier/Lewis
Coordinate Datawise work with Content Team leads to ensure the work is seamless between PD & PLC beyond August	Lewis

**Priority 2:** Lever 4

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**Goals for Priority 2:**

1. Increasing advisory attendance and participation
2. Increase family engagement (finding what events will gather our parents)
3. Teacher autonomy with their advisees (with support of PD)

**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?):**
  - Educators will learn about Advisory 2.0 daily & weekly systems, family relationship building, and the new attendance process tracker
  - SEL All Day & Relationship Building session to help educators develop strategies for engaging and supporting students
  - DeansList systems & school joy systems review as a foundation for student buy-in and engagement in classes
- 2. List partners/consultants for August PD (who are our partners that will support educator learning in August or throughout the year?):**
  - DeansList
  - COEBE for our family engagement team support
- 3. Beyond August PD, what is the professional learning trajectory for the year (what else will we learn this year?):**
  - We will run weekly GLT meetings so that teachers are able to share what is working in their advisories & communicate about the needs of individual students
  - We will determine if we need additional weekly PD sessions to support advisory practices as we develop our PD calendar

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

Task	Owner
Creating an Advisory 2.0 Cheat Sheet	White/Mathis
Researching specific relationship building strategies we can support teachers on who may struggle in this realm	White/Mathis
Ensure that DeansList data collection/paychecks are set up to reflect data that is most meaningful to students and families	White
Create an advisory walkthrough tool in order to collect data to give advisory feedback + identify bright spots or trends that need to be addressed in PD	White/Mathis