

SEZP 2018-19 School Planning Process

School Priorities: Commerce



Priority 1: Design and execute professional learning for teachers to ensure improved lesson-planning systems that lead to standards-aligned instructional practice for all students in ELA, math, history, and science classrooms. (Turnaround Practice #2)

We will improve our students' competencies in standards-aligned thinking, talking, reading, writing, and problem-solving in ELA, math, history, and science by providing year-long professional learning for Commerce educators. To accomplish this, the school will develop and implement comprehensive professional learning, lesson-planning resources, and classroom-based coaching for ELA, math, history, and science educators to advance understanding of the content depth and rigor at which targets, texts, and tasks must be held to ensure fidelity to the standards. As a result, students will have increased access to, and support with, grade-level, standards-based content. Progress will be measured by vetted, standards-aligned assessments, along with formative MAP assessments.

Rationale:

Results of our formative and summative assessments, including MAP and MCAS, suggest that classrooms still struggle to implement grade-level, standards-aligned instruction and high-rigor tasks to meet the needs of all students during core instruction. In particular, MCAS data indicates that students have difficulty clearly explaining their thinking in writing across content areas. Furthermore, our MCAS results show that only 60% of all 10th graders are proficient or advanced in ELA and only 33% are proficient or advanced in math. MCAS science data reflects the need to develop thinking and writing skills that explain scientific phenomena, as evidenced by open response scores that average .6 out of 4. Finally, preliminary data on MAP show many 9-11th grade students demonstrate below-grade-level readiness in reading and math, the underpinnings of success for all of these subject areas.

Priority 2: Design and execute professional learning for leaders and teachers to ensure improved feedback systems for lesson-planning and execution of standards-aligned instructional practice for all students in ELA, math, history, and science classrooms. (Turnaround Practice #2)

We will improve our leaders' capacity to provide high-quality, standards-aligned feedback for ELA, math, history, and science educators by providing year-long professional learning for Commerce coaches, evaluators, and teacher leaders. To accomplish this, the school will develop and implement ongoing communities of practice, coaching tools, and feedback cycles to support, grow, and hold to account ELA, math, history, and science practices that advance student and teacher understanding of standards-aligned content and rigor for targets, texts, and tasks. Progress will be measured by tracking of growth relative to the Instructional Practice Guides (IPG) for each of the disciplines.

Rationale:

Results of our formative and summative assessments, including MAP and MCAS, suggest that classrooms still struggle to implement grade-level, standards-aligned instruction and high-rigor tasks to meet the needs of all students during core instruction. In particular, MCAS data indicates that students have difficulty clearly explaining their thinking in writing across content areas. Furthermore, our MCAS results show that only 60% of all 10th graders are proficient or advanced in ELA and only 33% are proficient or advanced in math. MCAS science data reflects the need to develop thinking and writing skills that explain scientific phenomena, as evidenced by open response scores that average .6 out of 4. Finally, preliminary data on MAP show many 9-11th grade students demonstrate below-grade-level readiness in reading and math, the underpinnings of success for all of these subject areas.

Priority 3: Implement appropriate intervention programming for all students based on multiple data sources. (Turnaround Practice #3)

We will improve student skills in below-grade level thinking, language, reading, writing, and problem-solving by implementing multiple doses of intervention for all students in core and/or intervention blocks. To accomplish this, we will

begin to develop and implement a master schedule, collaborative problem-solving systems, feedback, and differentiated intervention resources that enable teachers to target personalized readiness needs and unfinished learning for students across the disciplines. Progress will be measured through an analysis of triangulated data sources, including MAP results and progress monitoring data (e.g., Imagine Learning).

Rationale:

Currently MAP data demonstrates significant unfinished learning at all grade levels. Focusing on proficiency in pre-requisite skills will ultimately strengthen outcomes in core, grade-level outcomes across all disciplines. It is imperative that schedules, professional development, and resources provide time and support for developing high-quality intervention to deliberately empower educators and students.

This SY'18-19 school plan has been approved by the SEZP Board

SEZP 2018-19 School Planning Process

Educator Working Conditions (School Operational Plan) High School of Commerce



1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies. Discretionary funds are those remaining after a school budgets for district services, partner fees, staff salaries and stipends.

For the 2018-19 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$15,000
- Field trips: \$10,000

Any transfer or use of additional funds received over the course of the school year will be determined by the principal.

2. School curriculum issues.

High School of Commerce will use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback.

3. Professional development activities applicable to the school as a body. This does not include individualized professional development or coaching of teachers.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week's notice will be given to teachers before any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- Up to 5 days of professional development and/or staff planning days before the school year begins;
- Up to 1 days of professional development and planning days during the school year;
- Up to 18 hours of PD after the school day ends for students during the year ("extended day")
- Up to 1 day after the last day of school for students, but before the end of the term of employment.

4. School calendar.

Please see the attached 2018-19 school year calendar for staff. Any change to the school year calendar is subject to SEZP approval. If possible, at least one month's notice will be given to teachers before any change to the school calendar. In the event of a change during the year, accommodations may be made for individuals with critical scheduling conflicts on a case-by-case basis. The school calendar will include:

- Total number of school days and hours for students. Required total hours for students are a minimum of 1250 per year.
- Total number of days and hours for educators, including school days and professional development and planning days. Teachers are required to work a minimum of 1500 hours per year.
- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

5. Schedule for staff and students, provided that teachers will continue to receive duty-free lunch and regular preparatory time

Teachers at each school will receive a duty-free lunch and regular preparatory time.

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The standard workday for educators will be 8 hours and 15 minutes. For the majority of educators, required hours will be approximately 7:15am–3:30pm Monday, Wednesday, Thursday, 7:15am -4:30pm Tuesday (only on 9 Tuesdays - see calendar), 7:15am - 2:20pm Friday.

Teachers will have approximately 45 minutes of planning per day. These hours will be allocated as evenly across the school week as possible. This time can be to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

All staff members are expected to participate in professional development, collaboration activities and/or PLC meetings on TBD, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at High School of Commerce may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Participation in 2 (Open House and Graduation) family events during the school year;
- Phone calls to families about the academic progress of students;
- Preparation of individual student weekly reports, progress reports, and report cards;
- Participating in staff recruitment and selection processes;
- Working regularly with school administrators 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.

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

High School of Commerce will hold 1 parent-teacher conference ("open house") during the 2018-19 school year.

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

Returning teachers are expected to report to work on August 20, 2018. The final work day for teachers is June 20, 2019. These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

8. Notices and announcements.

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

9. School health and safety issues.

Working with SEZP and SPS, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning.

Security of school premises will be maintained and visitors to the school will be required to check in upon entry.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

10. Staff dress code.

Staff at High School of Commerce 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.

DRAFT PENDING SEZP BOARD APPROVAL

11. Rotation of duties.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of High School of Commerce. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

- Coverage of homeroom periods, not exceeding 30 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 30 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;
- Coverage of afterschool activities, not exceeding 60 minutes per week.

Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected.

12. Class size.

High School of Commerce commits to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development.

13. Bulletin boards.

Teachers may be asked to support the development and maintenance of bulletin boards in hallways. The Springfield Education Association will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

14. Parent-teacher home visit project, if applicable.

High School of Commerce may require staff to conduct family home visits throughout the school year. Teachers will be compensated for home visits if they occur outside the regularly scheduled working hours for teachers (i.e. teachers will move into the next band for their ELT stipend, or participating teachers may be paid an additional stipend).

15. Family-teacher communication.

Teachers are required to communicate with 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.

16. Class coverage.

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

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

17. Practicum teacher assignment practices, if applicable.

Teachers may be requested to supervise a student teacher during the school year. Teachers may express preference to the principal in requesting or declining a student teacher placement.



**Springfield Public Schools
2018-2019 Student Calendar
The High School of Commerce
415 State St, Springfield, MA 01105**



Student Hours 7:20 AM - 2:20 PM (Monday - Friday)

Teacher Hours 7:15 AM - 3:30 PM (Monday - Thursday); 7:15 AM - 2:20 PM (Friday)

Aug 20-23: Teacher PD
Aug 24: Convocation
Aug 27: School Begins

Aug-18				
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

Feb 18: Schools Closed - Presidents Day

Feb-19				
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	

Feb 19-22: Schools closed for Mid-Winter Vacation

Sep 3: Schools Closed - Labor Day

Sep-18				
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

Mar 15: Schools Closed for Students and Staff

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

Oct 8: Schools Closed - Columbus Day

Oct-18				
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		

Apr 15: Schools Closed - Patriots Day

Apr-19				
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 16-19: Schools Closed for Spring Vacation

Nov 6: Schools Closed - Teacher Professional Day (Election Day)

Nov-18				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
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Nov 12: Schools Closed - Veterans Day

Nov 21-23: Schools Closed - Thanksgiving Vacation

May 27: Schools Closed - Memorial Day

May-19				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
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Dec 21: Early Release at 11:05am - Last day before holiday vacation

Dec-18				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
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Dec 24-31: Schools Closed for holiday vacation

Jun 19*: Early Release at 11:05am - End of school year

Jun-19				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
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Jun 20*: No School for Students - Teacher Professional Day

Jan 1: Schools Closed - New Years Day

Jan-19				
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	

Jan 11: Schools Closed for Students and Staff

Jan 21: Schools Closed - Dr. Martin Luther King, Jr. Day

*Calendar includes (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 for Students and Staff
- Early Release for Students and Staff at 11:05am
- No School for Students / Teacher Professional Day



**Springfield Public Schools
2018-2019 Staff Calendar
The High School of Commerce
415 State St, Springfield, MA 01105**



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Jan 11: Schools Closed for Students and Staff

Jan 21: Schools Closed - Dr. Martin Luther King, Jr. Day

*Calendar includes (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 for Students and Staff
- Early Release for Students and Staff at 11:05am
- Regular Day for Students / Staff Early Release at 2:20pm
- No School for Students / Staff PD Day (7:45am-3:00pm)
- Regular Day for Students + Afternoon Staff PD until 4:30pm

SEZP 2018-19 School Planning Process

Strategic Action Plan: High School of Commerce



Practice 1

Leadership, Shared Responsibility, and Professional Collaboration: The school has established a community of practice through leadership and shared responsibility.

Statement of alignment to priorities: Sustain and strengthen a structure to support strong communication, feedback, consensus-building, and other high quality team processes.

Action Plan

Task	Owner	Start By	Complete By	Notes
Elect new TLT with school-wide representation	Bauer SEA Reps	Summer/ fall 2018	October 2018	
Schedule for Content Level Teams Grades 10-12	Bauer Gangi Collins	4/1/2018	8/1/2018	Working with SEZP on this currently 4/4/18
Schedule for Grade Level Teams Grade 10	Bauer Gangi Collins	4/1/2018	8/1/2018	
Create TLT meeting schedule for the year (2018-2019)	TLT	June 2018		TBD with members Plan on meeting 2x month
Rolling agendas and notes of TLT meetings on OneDrive	TLT	Ongoing	Ongoing	
Periodic updates from the TLT on a Department Level	TLT	Ongoing	Ongoing	
Formation of working PLCs for all teachers during the school day	TBD (Maybe Master Teachers)	Summer 2018	Fall 2018	

Practice 2

Intentional Practices for Improving Instruction: The school employs intentional practices for improving teacher-specific and student-responsive instruction.

Statement of alignment to priorities:

1. We will improve our students’ competencies in standards-aligned thinking, talking, reading, writing, and problem-solving in ELA, math, history, and science by providing year-long professional learning for Commerce educators. To accomplish this, the school will develop and implement comprehensive professional learning, lesson-planning resources, and classroom-based coaching for ELA, math, history, and science educators to advance understanding of the content depth and rigor at which targets, texts, and tasks must be held to ensure fidelity to the standards. As a result, students will have increased access to, and support with, grade-level, standards-based content. Progress will be measured by vetted, standards-aligned assessments, along with formative MAP assessments.

2. We will improve our leaders’ capacity to provide high-quality, standards-aligned feedback for ELA, math, history, and science educators by providing year-long professional learning for Commerce coaches, evaluators, and teacher leaders. To accomplish this, the school will develop and implement ongoing communities of practice, coaching tools, and feedback cycles to support, grow, and hold to account ELA, math, history, and science practices that advance student and teacher understanding of standards-aligned content and rigor for targets, texts, and tasks. Progress will be measured by tracking of growth relative to the Instructional Practice Guides (IPG) for each of the disciplines.

Action Plan

Task	Owner	Start By	Complete By	Notes
Provide professional development and time for content collaboration. PD through UnBound Ed and Teaching Learning Alliance that reflect grade-level standard lessons and PD on pedagogy to support implementing these lessons	Bauer Gangi Teaching & Learning Alliance	August 2018	June 2019 and ongoing	
IPG (Instructional Practice Guide) to be used by all core departments as a guide for instructional practice and goal setting in SEEDS	Staff attending Standards Institute Administration Content specialists	August 2018 ongoing	June 2019	Team attending SI in July will develop a plan for coaching and engaging staff in SI PD
Plan and conduct peer observations using IPG’s to coach educators on best practices and effective teaching strategies through SI	TLA Gangi Administration			
Math department will exclusively use Engage NY	Dr. Johnson Ms. Lewis	August 2018 ongoing	June 2019	
Arrange PD time for implementing the new Science Standards	Figy	August 2018	Ongoing	
AP classes to be offered to 12 th grade students	Bauer Gangi	Fall 2018	Ongoing	ELA, Science, History TBD by students course selections
Implement Inclusion for grades 10-12 and have limited pull out classes	Tassone/ETLs/Gri mes	Summer 2018	Ongoing	Team in summer to write N-1's for as many as possible.

Practice 3

Providing Student-Specific Instruction and Supports to All Students: The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

Statement of alignment to priorities:

1. We will improve student skills in below-grade level thinking, language, reading, writing, and problem-solving by implementing multiple doses of intervention for all students in core and/or intervention blocks. To accomplish this, we will begin to develop and implement a master schedule, collaborative problem-solving systems, feedback, and differentiated intervention resources that enable teachers to target personalized readiness needs and unfinished learning for students across the disciplines. Progress will be measured through an analysis of triangulated data sources, including MAP results and progress monitoring data (e.g., Imagine Learning).

Action Plan

Task	Owner	Start By	Complete By	Notes
Investigate research-based intervention models to support tiered support system	Bauer Gangi Dean of Intervention	June 2018 ongoing	Fall 2019	Continue to assess the strengths and weaknesses of Imagine Learning Research and implement a multi-tiered system for literacy
Create a team of colleagues whose purpose is to research, improve and formalize benchmarks for identified students moving into Tier 1, Tier 2, and Tier3 support systems (RTI Team)	Bauer Dean of Intervention	Summer of 2018 ongoing	June 2019	
Research, improve and formalize benchmarks for identified students moving into Tier 1, Tier 2, and Tier 3 support systems	Dean of Intervention (DOI) Intervention Team	Fall 2018 ongoing	June 2019	Focus is on math and literacy skills
Appropriately place students in Tiered support system	Bauer DOI RTI Team	August 2018 ongoing	June 2019	
Revise and refine tiered interventions based on students needed supports	Bauer DOI RTI Team	Fall 2018 ongoing	On-going	
Implement an assessment calendar that will allow for periodic progress monitoring and implementing interventions	DOI RTI	Summer 2018	June 2019	Use of variety of assessments, including MAP, MCAS, Imagine Learning, unit assessments, and anecdotal data to guide instruction and learning

Practice 4

A Safe, Respectful, and Collegial Climate for Teachers and Students: The school establishes and maintains an orderly and respectful learning environment for students and a collegial, collaborative, and professional culture for teachers.

Statement of alignment to priorities: Ensure a focus on improving school culture with specific emphasis on instilling a sense of academic achievement, personal success, restorative justice, and active global citizenship in all students. Provide continuous PLC time during the day for professional collaboration among staff.

Action Plan

Task	Owner	Start By	Complete By	Notes
Provide professional development for staff on restorative discipline.	Bauer Buckland	Summer 2018	Ongoing	Align PD with pathways
Develop mentoring program for students that mirrored the 9R program implemented in 2017-18	Early	Sept 2018	Ongoing	
Expand Girls Inc /Mass Mutual Program to provide female students with career mentors and leadership roles	Bauer Taylor, Stacey Guidance	Fall 2018	Ongoing	
Implement Healthy Sexuality Curriculum and other in school programs through partnership with Girls Inc	Guidance Girls Inc	Fall 2018	Ongoing	
Continue with 100 Males to College by finding new mentors and supervisors for the program	Bauer	August 2018		
Begin conversation with Worcester State College on creating a pipeline for teachers	Bauer Gangi WS faculty	Fall 2018		

Additional Practice 5

Meaningful Family and Community Engagement: The school employs intentional practices to engage families in their child's education, solicits ideas from families to improve the school and builds positive connections with the surrounding community.

Statement of alignment to priorities: N/A

Action Plan

Task	Owner	Start By	Complete By	Notes
Review SEN report to identify recommendations in family and community engagement.	TLT	Spring 2018	June 2018	
Identify areas where to engage families in meaningful educational initiatives provided by the school	TLT	August 2018	Ongoing	Westfield Promise STCC Worcester State
Implement 9 week intensive family engagement course with training from Worcester State	Bauer Queros Gangi	October 2018	January 2019	