



**Springfield Public Schools
2020-21 Student Calendar
High School of Commerce
415 State Street Springfield, MA 01105**



Student Hours 7:20 AM - 2:20 PM

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

Aug 20-26: Teacher PD
Aug 27: School Begins
Aug 28: Convocation

August 2020				
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				

Feb 15: Schools Closed - Presidents Day

Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2021				
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

Sep 7: Schools Closed - Labor Day

September 2020				
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		

Mar 12: Schools Closed for Students & Staff

March 2021				
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		

Oct 12: Schools Closed - Columbus Day

October 2020				
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

Apr 2: Schools Closed - Good Friday

Apr 19: Schools Closed - Patriots Day

Apr 20 -23: Schools Closed - Spring Vacation

April 2021				
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

Nov 3: Schools Closed - Teacher PD Day (Election Day)

Nov 11: Schools Closed - Veterans Day

Nov 25 - 27: Schools Closed - Thanksgiving Vacation

November 2020				
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				

May 31: Schools Closed - Memorial Day

May 2021				
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				

Dec 23: Early Release at 11:05am

Dec 24 - 31: Schools Closed - Holiday Vacation

December 2020				
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	

Jun 24*: End of School Year - Early Release for Students & Staff

June 2021				
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		



Jan 1 -5: Schools Closed - New Years Day / Extended Holiday Vacation

Jan 6: Schools Closed - Teacher PD Day

Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day

January 2021				
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

*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
 Student Early Release



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Jun 24*: End of School Year - Early Release for Students & Staff
Jun 25: Schools Closed - Teacher PD Day (full day)

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- School Closed
- Staff Early Release at 11:05am
- Staff Early Release at 2:30pm
- Full Day PD

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 2020-21 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$7,000
- Field trips: \$3,000

Any transfer or use of additional funds received over the course of the school year will be determined by the principal. If additional funds become available - for example, in late fall after any “true-ups” - TLTs should discuss the possibility to increase discretionary funds in the current fiscal year.

2. School curriculum issues.

The 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 2 days of professional development and planning days during the school year (11/3/20 & 1/6/21);
- Up to 1 hour 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 2020-21 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 1330 per year for Middle School students and 1200 for High School students.
- 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.

This SY'20-21 school plan has been approved by the SEZP Board.

- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

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

Teachers at each school will receive a 30-minute duty-free lunch and regular preparatory time.

The standard workday for educators will be 8 hours and 20 minutes Monday-Thursday and 7 hours and 20 minutes on Friday. For the majority of educators, required hours will be 7:10am–3:30pm Monday-Thursday and 7:10am-2:30pm on Friday.

Teachers will have approximately the equivalent of 225 minutes over 5 days self-directed preparatory periods per week. These hours will be allocated as evenly across the school week as possible. This self-directed time can be used to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

Additionally, all staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, as scheduled, unless otherwise directed by the principal. A schedule will be made available to staff by August 19th.

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 four Open House/family events during the school year
- Weekly phone calls or other forms of contact (text, email, letter) to families about the academic, behavioral, and social progress of students
- Preparation of individual student weekly reports as needed, progress reports, and report cards
- Participating in staff recruitment and selection processes
- Working regularly with school administrators to improve one's instructional practices
- Attending student-related meetings
- Serving as a mentor to a small cohort of students

6. Class coverage and substitutes.

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

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

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

The High School of Commerce will hold parent/community engagement nights during the 2020-2021 school year. This does not include individual parent-teacher meetings that may occur between school-wide meetings.

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

Returning teachers are expected to report to work on August 20, 2020. The final work day for teachers is June 25, 2021. 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.

9. 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.

10. 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.

11. Staff dress code.

Staff at High School of Commerce are asked to dress professionally for a school setting. Casual clothing such as jeans, beachwear, and flip flops is not permitted.

12. 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 lunch periods, break periods, or block periods, not exceeding time equivalent to one scheduled class time 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.

13. Class size.

The 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.

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14. Bulletin boards.

Teachers may be asked to support in 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.

15. Family-teacher communication.

Teachers are required to make weekly phone calls to families about the academic, behavioral, and social progress of students as well as respond to family inquiries via email, inform families of school events, phone or in-person meetings throughout the school year.

All teachers are expected to make an effort to establish and maintain two-way communication with families. Protocol for weekly calls will be left up to grade-level teams. Documentation must be done according to school-wide protocol.

16. School Culture Transformation.

A foundational element of the High School of Commerce mission is to develop relationships and social agency. As part of this vision, staff and faculty will carry out school-wide focus of practice to support a positive, scholarly culture.

The SEZP 2020-21 Roadmap Improvement Plan: High School of Commerce



Priority 1: Inclusive Classrooms using Grade Level Standards-Aligned Curriculum (Turnaround Practice #2-Intentional Practices for Improving Instruction; Turnaround Practice #3-Student Specific Supports & Instruction to All Students

We will improve our lesson delivery of aligned curricula so that our students will demonstrate growth in their grade level proficiency in English, Math, and Science. Commerce staff will focus their professional development on fidelity of lesson implementation and the integration of a variety of strategies to foster student engagement and ownership of the thinking. This will happen through the strengthening of our Evidence Based Teaching and Learning model (EBTL) and the improved use of strategies like Think-Write-Pair-Share. Throughout all lessons, there will be content, procedural, and language objectives.

In order to track student progress and assess our implementation of standards-aligned curriculum, we will provide formative and summative assessments to empower educators with accurate, objective, standards-based rubrics that gauge student learning and inform instruction. Through coaching, professional development, and professional learning communities, systems will be modeled on the effective use of best practices, formative assessments, data cycles, and to identify the Higher Order Thinking (HOT) products in the aligned curriculum to support educator development of instructional models that challenge and serve all students.

Additionally, teachers will continue to develop their capacity to leverage co-teaching that ensures appropriate support for all learners (SPED, ELL). Commerce will heterogeneously populate classes in order to increase students' access across all content areas. To accomplish this, the school will incorporate a fully inclusive teaching model where educators, both content specialists and special education teachers, work in partnership to implement inclusive, grade level texts and rigorous tasks that engage all students. Academic interventions, both in the core class period and as additional course work, will be provided as an extended tiered support for students to ensure achievement for all students relative to grade level competencies.

Rationale:

Student MAP scores, despite adopting an aligned curriculum for Math and ELA, did not reflect the type of growth that we expected to see in our students. This is due to the fact that we did not have 1) data driven process to assess who needs to be retaught a standard and 2) we did not monitor student progress within the classes. We currently are differentiating instruction within the classroom, but have not adopted a way to systematically implement interventions during our ELA and Math classes.

MAP Scores

Grade	CommerceAvg.Math RIT Score (Winter 2020)	National Math RIT Ave	Commerce Avg ELA RIT Score (Winter 2020)	National Math RIT Ave
9	211.7	232.2	200.9	221.3
10	216.9	231.5	208.5	221.0
11	211.3	234.4	199.5	222.7

Key Objectives

- Implement aligned curriculum in all classrooms with fidelity and ensure it follows the EBTL model
- Teachers create Higher Order Thinking products aligned to the curriculum and uniform across grade bands to provide equal access to the curriculum
- Use benchmarks in ELA and Math to monitor growth and identify reteach areas regularly-Become more data driven, to use the Weekly Data Meeting format consistently through Professional Learning Communities (PLCs)
- Create an assessment calendar with uniform assessments and dates per content area in order for content teams to create rigorous system, which would include a formative and summative assessments and a consistent protocol to review student progress
- Develop and strengthen the co-teaching model to increase effectiveness of reteaching and pulling differentiated small groups within ELA and Math blocks
- Revamp and reorganize the current STAT team model to be a model that ensures tiered differentiation
- Increase the differentiation of instruction for our ELLs and to ensure that all classrooms are using the SEI strategies

Evaluation Plan

During the school year, the instructional leadership team will monitor student performance through progress monitoring, formative assessments from each department throughout the year. Walkthrough data will be monitored throughout the year. In addition, teachers will have weekly data meetings within their PLCs to review data and make adjustments to their instruction.

Interventions-NWEA MAP	Math- Goal 2021	Reading-Goal 2021I
9th Grade- EoY Map	225	215
10th Grade-EoY MAP	230	225
11th Grade-EoY MAP	235	230
Students Meet 1+ year of growth	50%	50%
Students Meet 1.5+ years of growth	40%	40%
Students Meet 2.0+	10%	10%
All Students who meet SGP goals	75%	85%
ELLS	N/A	50%

MCAS	2018-2019	Math - Goal 2021	2018-2019	ELA- Goal 2021
Meeting/Exceeding Expectations	36%	65%	58%	70%
SubGroup ELL	13%	60%	19%	70%
SGP	48.5%	50%	38.1%	50%
SGP SubGroup ELL	53.5%	65%	43.5%	55%

MCAS Science Legacy	CPI (Science) 2019	CPI (Science) Goal 2021
All Students	27%	50%

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ELL SubGroup	4%	50%
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AP Subject Tests	Test Taken 2018-2019	% Score 1-2 2018-2019	% Score 3-5 2018-2019	Test Taken Goal 2020-2021	% Score 1-2 Goal 2020-2021	% Score 3-5 Goal 2020-2021
All Subjects	62	87.1%	12.9%	62	50%	50%

ACCESS	2016	2017	2018	2019	2020-2021 Goal
Making Progress	25.9%	25.7%	8.5%	17.0%	50%
FLEPed	9.9%	2%	3.3%	3.3%	20%
Making Progress- SPED Subgroup	16.2%	19.6%	5.3%	18.6%	50%
FLEPed- SPED Subgroup	5.2%	2%	3.3%	3.3%	10%

SQR Scores	Goals 2020
1-Instructional Leadership	2.0
2-Intentional Practices	2.0
3-Student-Specific Supports	2.0

Action Plan

Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
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Create

<p>Creative scheduling of individual students who would benefit from a double ELA or math class with core teacher and supported by a special educator to preview or review content</p> <p>AND</p> <p>Increase access to core classes/teachers and content experts by shifting student placement, schedules, and co-taught courses (2h, 3a,4c, 4f, 4i)</p>	<p>a.Counselors, Executive Principal and Chris Collins as a working group</p> <p>b. Lead Learners input</p> <p>c. Paul Neal as approver</p>	<p>Draft schedules 4/28</p> <p>Weekly meeting to discuss drafts</p>	<p>End of June</p>
<p>Intentionally schedule students identified as ELLS level 1 and 2 to have the majority of their classes if not all to have an instructor or support staff that is bi-lingual (2H)</p>	<p>a.Counselors, Executive Principal and Chris Collins as a working group</p> <p>b. Lead Learners input</p> <p>c. Paul Neal as approver</p>	<p>Counselors start with scheduling for ELLS level 1 and 2 to prioritize them</p>	<p>July 15th</p>
<p>Create a targeted plan to address the</p>	<p>Ex. Prin/Principals</p>	<p>-Draft of tiered system</p>	<p>-End of July</p>

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chronic absentee rate for populations receiving student support (2a)	AP-Tyrone SAC Team Attendance Officer- Garrafa	of intervention -Springforward- revise plan and create new cohort	
Create/revamp the current "STAT" team model to treatment model for multi-tiered systems of support(2h, 3f)	Ex. Prin/Principals AP-Tyrone SAC Team Attendance Officer- Garrafa	-Draft of the team -Identify people for STAT team	-End of July
Create an assessment calendar of common assessments universal for content teams (2h,2j,2p)	Admin Lead Learners Counselors	-Map out content for the year -Create plan for monitoring -Set up plan for diagnostic tool	Start the work starting now and completed by end of July
Implement			
Implement aggressive improvement strategies for emerging bilinguals, including dual language instruction (2a)	AP-Couvertier Support Ex. Prin/Principals	-PLCs reviewing data from common assessments -Progress Monitoring aligned to ACCESS two times a year fall and spring (2) -Roster students between semester1 and 2 based on ACCESS progress monitoring, to ensure all students are places in their ELL courses -Create a universal scaffold such as translation of directions and assignments for all courses taken by ELL Level 1 and 2 (2a)	Ongoing
Implement a reading diagnostic tool and related progress monitoring protocol to target interventions aggressively (2a)	-All Admin -Instructional leadership (Lead Learners)	-Tracker to capture all the data or the diagnostic -Updates in percentages	Throughout the year
Pivot from a "pull-out" model to a "triple-dose" model with related schedule and professional learning shifts (2a)	-All admin-for Tier 1 intervention -SAC team and Counselors	-Review clipboarding data in PLCs -Flexible grouping for Advisory -Progress monitor at the end of each quarter in grade team meetings	Throughout the year
Implement an "advisory" model, where students will be signed up for interventions in flexed grouping based on their needs (3a, 3d)	Admin- Split into grade teams	-Progress monitor in grade team meetings, focusing on attendance and pass rate	Throughout the year

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		-Progress monitor in grade team meetings around who is having	
Students review and identify and what are the advisory options (2l)	Students and admin	-Set up a plan to meet -Review the data together -Make advisory offerings -Develop a calendar of activities together	Zoom AIM for June and finalize the options for August
Integrate a program menu, along with SEZP/SPS-provided training and materials, for research-based interventions for Tier 3 service provision, particularly for students with prolonged struggles in reading	AP- Couvertier All admin and counselors	-Create	Ongoing
Aligned Curriculum and Maintaining Rigor			
Lesson plans reflect grade level standards tailored to the students in your class focusing on ELLs and SPED students (2g)	APs based on Executive Principal norms	-Differentiated lesson plans for specific learners -Clear feedback on lesson plans -Student mastery data	On going
Use of aligned curriculum and access to PD for teachers to increase rigor and effectiveness(2m)	Executive Principal and APs with input from Lead Learners	-Student mastery data	Ongoing

Priority 2: Climate and Culture for Students, Families, and the Community (Turnaround Practice #4)

We will develop a positive school climate and culture for students and families. Within the school community, we will seek to grow a school culture that reflects these pillars:

- Everyone is welcome here
- Be mindful in thought and action
- Speak with care and power
- Create opportunities
- Surpass expectations

As a staff, we will deepen our knowledge around adolescent development and trauma informed practices. We will also continue to use restorative practices, such as circles for conflicts and re-entry from suspension. Additionally, we will continue to refine the delivery of social emotional interventions for students to meet the wide variety of needs evidenced by the student body.

Additionally, as a school, we will develop structures for meaningful student and family engagement. We will engage in organizing best practice training for families of students to help them become advocates in students’ education and parental rights. Through this engagement, families will partake in classes that will educate them on how to navigate the school system, including how to collaborate with teachers, counselors and administration, and how to create a supporting home learning environment. We will also encourage parents to monitor student progress. Additionally, we will continue to host events like Back to School Night, Report Card Conference day, and our Honor Roll celebrations to create ways to celebrate students and to keep two-way dialogue open.

Finally, we will continue to make the graduation plans transparent for both students and their families. In addition, all parties will be knowledgeable of the interventions and college and career pathways available. All students will have access to the college and career pathways programs and appropriate support.

Rationale:

Based on the SQR and attendance data, Commerce has worked to improve the school culture, both for students and for the families they serve. The two strands that directly involve families totaled a rating of zero, meaning there is urgency around creating structures for families to feel part of the school community. The attendance data shows that that school culture is not at a place to drive students to want to come to school regularly.

SQR Data (Indicators)	2018-2019	2019-2020
Positive School Culture (4a)	1.0 (Developing)	1.0 (Developing)
Families as School Partners (4f)	0.0 (Beginning)	0.0 (Beginning)
Effective Communication (4g)	2.0 (Developing)	1.0 (Developing)
Celebrating Success (4h)	1.0 (Developing)	1.0 (Developing)
Engaging Families in Student Goals (4i)	0.0(Beginning)	0.0 (Beginning)

HSC Absence Percentages	2018-2019	2019-2020
Chronically Absent	36%	48.1%
Student Suspension	15%	13.6%

Key Objectives

- The creation and communication of the parent and student handbook. This allows all families and students to be fully aware of our schools policies and graduation plans. In addition to the actual physical handbook, the creation of videos and one pages to make the longer handbook more accessible for students and families. One of the main focuses of clarity within this handbook is the suspension policy and the graduation requirements
- Create and consistently use the re engagement plan made by administration and the SAC team. This will give everyone a clear pathway for success and give clear data points to track progress
- Maintain and improve the advisory model from Distance Learning (during COVID 19). Continue to have staff members complete a weekly form about student's progress and to review it during grade team meetings, to ensure every student family have a consistent adult to reach out to from the school for both academics and anything else
- Create and execute a clear onboarding process for our incoming 9th graders and families. This includes but is not limited to: Reviewing the handbook, learning more about the student through a survey, asset mapping, and explaining graduation requirements. This process will also allow families and students to request additional services from day one. Lastly, this process will include a 5-7 minute reading assessment to help identify if students will require a reading intervention, so that teachers will be already thinking about differentiation, by the time students actually attend their classes

Evaluation Plan

SQR Data (Indicators)	2019-2020	Goal: 2020-2021
Positive School Culture (4a)	1.0 (Developing)	2.0 (Developing)
Families as School Partners (4f)	0.0 (Beginning)	1.0 (Developing)
Effective Communication (4g)	1.0 (Developing)	2.0 (Developing)
Celebrating Success (4h)	1.0 (Developing)	2.0 (Developing)
Engaging Families in Student Goals (4i)	0.0 (Beginning)	1.0 (Developing)

HSC Absence Percentages	2019-2020	Goal: 2020-2021
Chronically Absent	48.1%	20%
Student Suspension	13.6%	10%

TNTP Family Feedback Survey	2019-2020	Goal: 2020-2021
Families who complete the survey	N/A	95%
Question: My child's teachers regularly communicate with me about my students progress	N/A	70%
Question: I would recommend this school to others	N/A	50%

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Action Plan			
Action Step <i>What will you need to do in order to implement the key objectives?</i>	Owner + Resources <i>Who will be assigned to this task and what resources might be needed to complete each action step?</i>	Benchmark <i>How will you know that you are making progress along the way?</i>	Completion Date <i>When do you expect to complete this action step?</i>
Develop and Create			
Develop and create family friendly materials about code of conduct, interventions, and academics	-Handbook working group -Couvertier and Strong	<ul style="list-style-type: none"> ● Create one pager on basic information around advisories(4j) ● Creation of student and family handbook (4d) ● Create a signable one pager for code of conduct (4d) (Tyrone) ● Create videos and “PSAs” about the Commerce Way and uploaded to the website (4d) 	By July and live by August on our website
Create a clear onboarding process for 9th grade families and students (4d)	Jada and Counselors JAT help with structure	<ul style="list-style-type: none"> ● Format and structure ● Training for all SAC team members/ Counselors ● Tracker set up 	Structure by June All families contact by August 10th
Family and Community Feedback			
Parents look at the portrait of a graduate in focus groups and give feedback (4i)	FACES group Couvertier	Complete focus group	By end of May
Ongoing			
Creating a positive school culture, where students and families are recognized for their stand out work or improvement	K. Boyd and SAC team to monitor social media Dru- Ultimate owner	<ul style="list-style-type: none"> ● Include shout outs to students and family on social media (4h) ● Honor Roll Breakfasts and Celebrations (4h) ● Social media updated with academic information both in writing and in video form(4j) 	
Improved targeted communication			
Create a system and maintain it where all parents and guardians are responded to within 24 hours (4j)	Dru and Principal Clerks with support of admin	Create a flow chart of point people with contact information that is easy to access to all families (4j)	For August
Strengthen Communication with Families	Paul and Admin who are working in grade teams	<ul style="list-style-type: none"> ● Use of Google Forms for Advisors to capture weekly check ins(4j) ● All families meet with counselor and advisor at least once a year to review graduation plan and update goals ● Use of Dean’s List to communicate when students have detention etc(4j) ● Administration calls parents and students who fall under their teachers advisories to get feedback from families both glows and places to grow (4g) 	From now and then ongoing checks

FINAL - APPROVED BY THE SEZP BOARD

Priority 3: Instructional Leadership, Shared Responsibility, and Professional Collaboration (Turnaround Practice #1)

As a staff, we will continue to develop and strengthen our shared vision for the school and work collaboratively towards reaching all of our goals. Our **mission** at the High School of Commerce is to engage all students in the development of their chosen personalized pathway. Harnessing the support of a diverse and collaborative group of school stakeholders – including students, families, educators, the community, industry and institutes of higher education – Commerce students will realize their individual potential to successfully embrace the dynamism of the times in which they live. The **vision** is: Students at the High School of Commerce will strive to reach their fullest academic and personal potential to be college and career ready, equipped with the skills, knowledge, and expertise needed to succeed in work and life and to become active participants in their local and global communities.

The mission and vision will remain the same and as a staff we will make sure that we are living both the mission and vision each and every day. In order to work collaboratively, we will ensure PLCs are data driven and aligned to the shared mission and vision. In addition, we will continue to develop the Lead Learner group and focus on peer observations amongst Lead Learners. Lead learners and PLC members will model the scaffolding, planning and instructional teacher moves necessary to ensure the rigorous curriculum and tasks are at grade level and facilitated by a set of protocols and procedures to increase interdisciplinary and vertical cohesion for our students.

In addition, we will work in collaboration to shift the mindset around classroom observations from *evaluative* to *coaching*. We will continue to increase trust between teachers and leadership in order to increase the frequency of coaching and to improve the instruction in the classroom.

Rationale:

There has been considerable growth around SQR data, but in order to increase the specific strand around vision, all stakeholders need to clearly know what the vision is for the school and what it looks like when it is living and breathing in the building. This will also sharpen our goals, in particular our goal evolution. The goal evolution is the greatest place in which we can improve and is the focal point for this priority. We want to maintain and sharpen the distributive leadership model and staff communication.

SQR Data (Indicators)	2018-2019	2019-2020
Vision (1a)	1.0 (Developing)	2.0 (Developing)
Goal(1b)	0.0(Beginning)	2.0(Developing)
Goal Evolution (1d)	1.0 (Developing)	1.0 (Developing)
Distributive Leadership (1e)	1.0 (Developing)	3.0 (Proficient)
Staff Communication (1f)	3.0 (Proficient)	3.0 (Proficient)

Key Objectives

- Create and share out both a student and educator handbook and set aside time during Summer professional development and ongoing professional development to review and reiterate school's goal and

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vision

- Continue the lead learner group, but increase teachers who are invited to join to ensure all content areas are represented, specifically ensuring that ELL teachers are part of this cohort. In addition, that the lead learner group has a clear vision and scope of work around decision making and Professional Learning Communities (PLCs)
- To continue grade team meetings and PLCs, but ensuring that the communication is universal and consistent agenda items that revolve around data that will predict the school's success in reaching the goals set out in the beginning of the school year

Evaluation Plan

SQR Data (Indicators)	2019-2020	GOALS: 2020-2021
Vision (1a)	2.0 (Developing)	3.0 (Proficient)
Goal(1b)	2.0(Developing)	3.0 (Proficient)
Goal Evolution (1d)	1.0 (Developing)	2.0 (Developing)
Distributive Leadership (1e)	3.0 (Proficient)	4. (Transformational)
Staff Communication (1f)	3.0 (Proficient)	4.0 (Transformational)

Teacher Insight Survey Results	Goal for 2020-2021
My school assesses whether the professional development it provides helps teachers improve their instruction.	80%
Professional development opportunities at my school are well planned and facilitated.	80%
My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school.	90%
Teachers understand how our actions contribute to school priorities and goals.	90%
When my school leadership commits to a program or priority, they follow through.	90%
Leaders at my school seek out feedback from teachers.	90%

Action Plan

Action Step	Owner + Resources	Benchmark	Completion Date
<i>What will you need to do in order to implement the key objectives?</i>	<i>Who will be assigned to this task and what resources might be needed to complete each action step?</i>	<i>How will you know that you are making progress along the way?</i>	<i>When do you expect to complete this action step?</i>

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Develop and Create			
Development of teacher handbook and ensuring all stakeholders have a clear understanding (1B)	Paul Neal and principals Admin for each grade team Couvertier for FACES FACES-Host parent sessions	Include/create a flowchart for decision making process/protocol (1c) Professional Development reviewing the student hand book (1B)	June finalized and previewed in grade team meetings to understand and to participate in a protocol revisited for August PD
Preview and Professional Development of the How and Why for 2020-2021 School Year			
Review the architect of the new schedule with the why and host focus groups for staff (1a)	Paul and Principals with lead learners and admin 1st to review Then admin will roll out in their grade team meetings	Survey for any questions and to make sure everyone knows the why the changes	End of school year with at least one team meeting to review
Ongoing			
Create clear ways of communication with staff	Paul and Principals	-Use the newsletter to share progress and focus areas that relate back to the goals set in August (1d) -TLT has the floor bi-weekly monthly (1c) -Lead learners set weekly meetings- Add teachers to this working group that represent all subjects, specifically ESL, Spanish, and ESL and , (1c)	Ongoing
Making Sure The Entire School is on the Same Page	Paul and principals with APs	-Universal grade team meeting and PLC agendas that focus on looking at data (2f, 1b, 2k,2l, 4b, 4e)) -Use of surveys to get feedback (1e) -Weekly meetings to get ready for grade team meetings	Ongoing
Feedback and Coaching			
Create and implement universal documents for coaching separate from Teach point documentation	All Admin team	-Implement a subject-specific rubric to monitor core instruction alignment to grade-level standards(2a) Uniform feedback forms for admin to use for coaching (2a)	Ongoing