

# COMMITMENT I

## Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to strengthening our ability to provide a cohesive, relevant curriculum.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school’s vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school’s long-term plans?</i></li> </ul>	<p>We believe as a school that our students need to share common curricular experiences to prepare them for success in middle school. We also would like to make sure these experiences and related materials connect to the cultural identities of our students.</p> <p>Students shared in interviews that they sometimes struggle in the first few months of school because they feel like they were used to their old teacher, now they are getting confused easily when their new teacher does things differently.</p> <p>On the fall 2020 teacher survey, only 40% of teachers said that they have the resources to link the strategies, content, and materials from previous grades to the current grade.</p> <p>Parents shared that they and their children found it confusing that multiplication seemed to be taught differently across the school.</p> <p>When completing the Equity Self-Reflection, the team found that some teachers recognized the need to update the curriculum to better reflect students’ backgrounds and the backgrounds of people in New York State. The team found that a small number of teachers have taken it upon themselves to use time and resources for this, and we would like to explore ways to support so the practices of these early adopter teachers can happen throughout the school.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Looping</p>	<p>One 2<sup>nd</sup> grade teachers, two 3<sup>rd</sup> grade teachers, and three 4<sup>th</sup> grade teachers will loop with their current students and teach the same students in 2021-22 in the next grade.</p>	<p>Talking with students and parents</p> <p>While the benefits to looping go far beyond this, we anticipate that students in looped classrooms may have fewer attendance or behavior issues, particularly at the beginning of the year. Our attendance team and Child Study team will test this hypothesis when analyzing data.</p>	<p>Time and funding– these teachers will be provided after school time with the instructional coach to familiarize themselves with the curricular standards of their new grade.</p>
<p>Structured vertical collaboration that emphasizes sharing strategies students used in previous grades</p>	<p>Creating Google Docs collaborative files for each grade level with the following components: 1) a space for the grade-level teachers to enter the curriculum to be covered in the upcoming month 2) a space for the teachers in the grade level below to enter strategies, resources, and mnemonic devices that were used in the previous grade. This will be completed monthly.</p>	<p>Teachers are connecting with colleagues in the grades below and above them regularly, beginning in September, to share strategies, resources, and mnemonic devices students have used previously.</p> <p>Teachers are referencing these strategies, resources and</p>	<p>Google Docs platform</p> <p>Schedule- teachers connect with colleagues in the grades above and below them</p>

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		mnemonic devices regularly during instruction.	
Structured grade-level collaboration that emphasizes common strategies and appropriate materials	<p>Teachers will align curriculum during weekly grade-level meetings, with the assistance of the instructional coach.</p> <p>The instructional coach will provide specific support directed toward the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade staff ensuring that all teachers are using the same strategies and vocabulary to teach multiplication.</p>	Common strategies are used across classrooms, especially when teaching multiplication.	<p>Schedule – grade-level meetings</p> <p>Time – making sure the instructional coach has her time protected and is not diverted toward other responsibilities.</p>
Principal Monitoring	<p>During walkthroughs in the first half of the year, the principal will look for ways in which teachers refer to strategies taught in previous years. Data will be shared with staff at faculty meetings.</p> <p>During walkthroughs in the second half of the year, the principal will look for ways that new curricular materials are being used in the classrooms. Data will be shared with staff at faculty meetings.</p>	The principal is able to provide helpful feedback related to curriculum cohesion and the incorporation of culturally responsive materials.	Time – making sure the principal has her time protected and is not diverted toward other responsibilities.
Increase culturally relevant curricular materials	<p>During grade level meetings in September, teachers will conduct a simple review of the books they read as a way to consider how books are an entry point for exposure to different experiences. Grade level teams will have a dialogue about what they discovered. Grade level teams will consider how to best provide a similar experience for the students in their grade level.</p> <p><a href="https://www.edutopia.org/article/how-audit-your-classroom-library-diversity">https://www.edutopia.org/article/how-audit-your-classroom-library-diversity</a></p> <p>In October, a team will explore various culturally responsive curriculum and library audits and</p>	<p>Teachers gain perspective early in the school year on the books they read, and how, what, and whom they read shapes their perspectives and their teaching.</p> <p>Students are given the opportunity to participate in a review of existing materials and the selection of new materials this fall.</p>	<p>Schedule - time in grade level meetings</p> <p>Purchasing new books for the school and classroom libraries.</p> <p>Purchasing curricular materials to supplement existing curriculum.</p>

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	<p>identify one to use for the school. Students will be brought in to assist with the audit.</p> <p>We will purchase materials in areas that the audit has identified need strengthening.</p>	<p>Identification of materials to purchase by December.</p> <p>Classroom teachers begin using materials no later than the week after winter break.</p>	
<p>Pilot the <a href="#">PERTS Co-Pilot Elevate survey</a> to learn student perceptions on “Affirming Cultural Identity”</p>	<p>A group of teachers will pilot the use of the <a href="#">PERTS Co-Pilot Elevate Survey</a> and ask their students monthly to complete the survey. Included will be three questions related to “Affirming Cultural Identify”</p> <ul style="list-style-type: none"> <li>• Over the past month, I have felt proud of who I am and my background in this class.</li> <li>• Over the past month, I've learned new things about my culture and/or community in this class.</li> <li>• Over the past month, I've had the chance to learn about the culture of others in this class.</li> </ul> <p>The pilot group teachers will share results of the survey with students and provide time for a dialogue to share insights.</p> <p>The pilot group will pursue the suggested Co-Pilot Elevate strategies throughout the year, especially when survey results are not showing growth.</p>	<p>The PERTS survey and associated resources will provide helpful feedback to staff. Staff will see a positive trajectory with each of the questions related to “Affirming Cultural Identity.”</p> <p>After several months, principal and teachers piloting PERTS survey will consider ways to expand the survey beyond the pilot group.</p> <p>The second group of staff will begin offering the survey in the second half of the year.</p>	<p>Time and Process - PERTS Survey 5-10 minutes of class every month for students to complete the survey.</p> <p>Time, process, and space - Pilot teachers and groups of students have a 15-minute dialogue about the results of the survey</p>

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response
Student Survey	I learn about the achievements of people who look like me (Previous Year 35%) I see people of many races, cultures, religions, and genders represented in the things we use at school (Previous Year 30%). I feel like my teacher knows the real me (Previous Year 45%)	60% for all
Staff Survey	I have the resources to link the strategies, content, and materials from previous grades to the current grade (Previous Year 40%) I have opportunities to learn from a range of colleagues (Previous Year 48%) The feedback I receive connects to the school’s priorities (Previous Year 55%)	60% for all
Family Survey	I feel comfortable supporting my child with math at home (Previous Year 68%) The school values the backgrounds and identities of the school community (Previous Year 56%) The school’s policies and programs reflect, respect, and value the diversity of the families in the community (Previous Year 51%)	70% for all

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Increases in the racial diversity of the main characters from books in classroom libraries (K-5)

Math iReady “At or Above Grade Level”: 65%

NY State Assessments: ELA Performance Index of 100, Math Performance Index of 90.