

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning, so students have increased confidence towards graduating.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We know that in June 2020, more of our students graduated (in part due to the availability of Regents Exam exemptions), but we want to address the concern that many of those students did not enroll in college, career training programs, or enter the workforce.</p> <p>Students shared in interviews that they did not see a clear path for themselves beyond graduation, which causes them to not be motivated to pass their classes. This causes them to feel anxious about whether or not they will graduate from high school.</p> <p>The How Learning Happens document and the student interviews caused us to consider adult-student and student-student relationships closely. Students shared that their experiences over the past year have made them aware of the importance of close relationships with adults and students.</p> <p>The equity self-reflection caused us to consider "Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations." We also heard from students during interviews that they questioned how some standard grading practices seemed unfair (for example, grades based on when work was turned in, instead of grades based on the evidence of a student's knowledge). Students also shared that grades were about earning points more than learning academic material.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Prioritizing mentoring relationships for students- as either mentor or mentee	<p>“Matchmaker” creating mentor mentee connections</p> <p>Mentors and mentees will have a touchpoint twice each month</p> <p>Scheduling regular progress checkpoints to analyze survey and focus group data and consider modifications</p>	<p>Mentoring survey (360 survey) to gather details on efficacy of mentoring experience - November</p> <p>Staff facilitate focus groups with mentors/mentees to gain insights into the mentoring program and experiences</p>	Space for mentors to meet with mentees during and outside of school day
Provide the opportunity for self-selecting staff members to investigate equitable grading practices	<p>Conversation with peer or small group on article/blog/podcast/video that investigates an aspect of equitable grading - teachers as researchers</p> <p>Participating teachers pilot one or more equitable grading practices</p> <p>Participating teachers share out to faculty on how their grading philosophies and practices have shifted and why.</p>	Increased self-identified staff participation in conversations about equitable grading practices as the year progresses	Incentive- SIG funds to pay staff (1 hour per month, per staff member, x10 months)
Monitor the	Establish an early warning team with clear	Track frequency and profiles of students	Guidance and

2021-22 SCEP SAMPLE COMMITMENT: GRADUATION THROUGH RELATIONSHIPS

<p>“ABCs”: Attendance, Behavior, Course Performance.</p>	<p>roles</p> <p>Establish team meeting protocol</p> <p>Schedule bi-weekly meetings</p> <p>Consider tracking other indicators that may have an impact on whether or not a student completes high school (achievement test scores, homelessness, involvement with criminal justice system, Limited English proficiency, Involvement with social services or foster care, Reports of substance abuse, overage for grade level, pregnancy/teen parenthood, migrant status, Adverse Childhood Experiences).</p>	<p>who are receiving early warning system interventions and consider practices that could be stopped or amplified - September</p>	<p>administrators need time in their schedules to build and monitor this early warning system</p>
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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	My school has helped me develop the skills and knowledge I will need after I graduate. (Previous Year 52%)	70%
	The things I am learning about in school are relevant to me. (Previous Year 30%)	65%
	I have a trusting relationship with more than one adult at school. (Previous Year 41%)	70%
	Teachers grade assignments fairly (Previous Year 61%)	75%
Staff Survey	I feel that I have the freedom to try innovative methods for better learning. (Previous Year 51%)	70%
Family Survey	My child often worries about their academic future. (Previous Year 45%)	15%

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.

4-year Graduation Rate: 75%

We performed a lookback and noted that an end-of-year average of 80% or higher in core academic courses was predictive of college persistence. For students that have indicated college as their likely post-secondary path, we believe that 95% of 9th, 10th, and 11th graders will achieve this in core academic courses (5% increase). Any college-bound student who does not meet this threshold at the end of the 2021-22 school year will be scheduled for a late August or Early September session with their college counselor to determine opportunities for monitoring, support, and student self-management.