

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to deepening connections among Students, Staff, and the Community</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>Throughout the pandemic, students have felt isolated and disconnected from the school community. We heard this often in our interviews with students. Nearly 80% of students were all-virtual during the 2020-21 school year and even though students attended in person for 2021-22, they were often required to remain 6 feet apart from their peers. For the first half of this year, students missed out on extracurricular activities, and field trips, and the social interactions that are part of being a child were limited. Community events were cancelled or had to be held virtually. Both staff and students had limited opportunities for human connection beyond their immediate households. Students reported that when they returned to school, they had difficulty making new friends and existing friendships felt different after being apart for so long. Meanwhile, when completing the Equity Self- Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. From here, the idea of service learning, which also came up in Student interviews, emerged.</p> <p>A driving value behind our school has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their community. The adjustments that needed to be made in response to COVID-19 made student interaction and citizenship increasingly difficult. We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.</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>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Extend opportunities for students to engage with one another, particularly at the start of the year.</p>	<p>Week-long induction for 6th, 7th, and 8th grade teams the week before school starts.</p> <p>Day long Ropes Course for 6th grade and 7th grade (September)</p> <p>8th grade overnight camping trip to Lake Jericho (late September)</p>	<p>We will have feedback forms following activities that align with the end-of-the-year survey questions regarding student connectedness to their school. We are hoping that students identify these as positive experiences that helped them to feel more connected to their peers.</p>	<p>Funding for student retreats and induction activities, including transportation and staff planning</p>
<p>Targeted efforts to increase participation in after-school clubs</p>	<p>Extracurricular interest solicitation, then schoolwide fair on clubs available. Meetings begin in October</p> <p>Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance.</p>	<p>At least 80% of students will sign up for at least one extracurricular activity</p> <p>90% attendance at extracurricular activities throughout the Fall</p> <p>By December, at least 90% of students will stay after school at least once a week</p>	<p>Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors</p>

2022-23 SCEP SAMPLE COMMITMENT: DEEPENING CONNECTIONS

<p>Service- learning projects</p>	<p>Social Studies classes begin service-learning explorative study by examining needs and wants of the community (Nov)</p> <p>Social Studies classes implement projects (Dec to June).</p>	<p>Classes will select service-learning projects by end of December. Students will be instrumental in identifying the project and planning steps to implement the project.</p>	<p>Materials for projects (TBD), potential transportation costs, time for SS teachers to plan service-learning projects</p>
<p>Increased emphasis on cooperative learning and groupwork</p>	<p>Staff training on Post-Covid SEL needs and Cooperative Learning (August)</p> <p>Group projects in all art classes, culminating in the Harper Middle School Community Fair showcasing student work.</p> <p>Hands-on group work prioritized in classrooms, discussed in department team meetings, and supported through training (Lunch and Learns, Staff Meetings, Superintendent’s Conference Day)</p> <p>Teachers meet weekly as a department to discuss curriculum and opportunities for cooperative learning.</p>	<p>Walkthrough data and lesson plan review data indicate that opportunities for cooperative learning and extended student peer discussion are built into every lesson. We believe that a reasonable expectation is that 80% of informal ten-minute walkthroughs will have at least one opportunity for students to speak with one another for at least three consecutive minutes.</p>	<p>Schedule allows for common planning for departments and for Houses. Time dedicated to topic during pre-service and superintendent conference days.</p>

End-of-the-Year Desired Outcomes

School 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	The school offers after school activities for people like me.	85%
	I feel like my teacher knows the real me.	90%
	I can really be myself at this school.	90%
	Kids like me can help make the community a better place.	90%
	Teachers at this school are interested in my ideas.	85%
Staff Survey	The school makes sure all students can experience success.	85%
	This school values the work I do to support students beyond the curriculum.	80%
Family Survey	My child feels connected to this school.	80%
	The staff at this school care about my child.	95%

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 2022-23 school year.
High Participation in after-school clubs (90% of students staying at least once a week)
All students complete Service-learning projects, which are showcased in the community.