

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Helping all students in their 4th, 5th, or 6th year of HS achieve the credential that allows them to be successful beyond HS.</p>
<p>Why are we making this commitment?</p> <ul style="list-style-type: none"> • <i>Things to potentially take into consideration when crafting this response 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 2021, 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>We want the path to success after high school to be clear for all students.</p> <p>Students shared in interviews that they did not see a clear path for themselves beyond graduation, which causes them to feel anxious about graduating from high school.</p> <p>The Equity Self-Reflection caused us to consider if/how students see themselves represented in the curriculum and in the community. We want to place an emphasis on students seeing examples of themselves reflected in all career pathways.</p> <p>Students shared in interviews that they did not have a solid understanding of what types of local industries and businesses were in demand for employment.</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>Provide students and staff with newly established opportunities to earn micro-credentials (digital certifications that verify competence in a specific skill or set of skills)</p>	<p>Beginning in May 2022, teachers and guidance counselors explore options for micro-credentials connected to courses currently offered in our school.</p> <p>Explore three specific aspects of micro-credentials:</p> <ol style="list-style-type: none"> 1. Micro-credentials aligned to specific courses that staff would attempt before students, or concurrently with students as a shared learning experience. https://www.teq.com/news/google-basics-micro-credential/ 2. Micro-credentials that are designed by a teacher or staff member for their students to attempt. The teacher creates a digital badge for students to earn and share. https://teacherrebootcamp.com/2019/12/stemday19/ 	<p>Investigate the relationship between students who earn micro-credentials and early warning indicators (Attendance, Behavior, Course performance) – beginning in November</p> <p>Staff facilitate focus groups with students and staff who attempt or earn micro-credentials to gain insights into the experience – beginning in November</p> <p>Micro-credential prompts a dialogue between student and future employers – beginning in December</p>	<p>Embed time for earning micro-credentials into relevant coursework, SIG funding to support staff and students</p>

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	<p>3. Micro-credentials for staff focused on competency-based learning: short training from an outside organization- not for students to attempt, but would affect how learning happens in specific courses. https://www.prnewswire.com/news-releases/new-micro-credentials-available-to-support-competency-based-learning-of-googles-g-suite-for-education-300508992.html</p> <p>Based on this exploration, staff earn the micro-credentials they will have their students attempt, develop micro-credentials/digital badges for students to earn, and/or pursue outside micro-credentials that support competency-based learning.</p> <p>Staff implement the micro-credential into the appropriate unit of the course</p>		
<p>Students participate in a sequence of progressive, integrated career-development activities that become more intensive and individualized as they gain skills during their high school career (career awareness to career exploration and career immersion/planning)</p>	<p>Exploring and making community connections to build out experiences for 11th and 12 graders- May 2021, ongoing</p> <p>Career journal/map throughout high school years – September, ongoing</p> <p>Student-led conferences will replace our old practice of parent-teacher</p>	<p>Career Development Activities access metrics - ensuring universal equitable access to activities (not based on GPA, not based on prerequisites) – starting in September</p> <p>Evaluate this to see if participating students show changes in the ABC metrics – throughout the year</p>	<p>Determine when these activities will occur (during homeroom? Advisory? Embedded in certain courses during different months?)</p>

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	<p>conferences as a way to develop student agency, responsibility, and ownership.</p> <p>https://www.edutopia.org/blog/student-led-conferences-resources-ashley-cronin</p> <p>11th graders have one-on-one conversation with a person in a self-selected career area</p> <p>12th graders have a career immersion experience (job shadowing, internship, client project)</p> <p>https://www.kauffman.org/wp-content/uploads/2020/04/28562_KAUFF_MarketValueAssetDefinitions_8x11_R10.pdf</p> <p>https://hirekc.org/2020/08/28/new-client-connected-projects-for-high-schoolers/</p> <p>9th and 10th graders experience guest speakers and virtual workplace tours</p>	<p>Portfolio or performance assessment for experience (individualized) – by end of year</p>	
<p>Monitor the “ABCs”: Attendance, Behavior, Course Performance.</p>	<p>Establish an early warning team with clear roles</p> <p>Establish team meeting protocol</p> <p>Schedule bi-weekly meetings</p> <p>Begin tracking other indicators that</p>	<p>Track frequency and profiles of students who are receiving early warning system interventions and consider practices that could be stopped or amplified - September</p> <p>Staff will have a better understanding</p>	<p>Guidance and administrators need time in their schedules to build and monitor this early warning system</p>

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	<p>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>of the correlation between different indicators and high school completion</p>	
<p>Examine cultures and identities of the school community and historic disparities, engaging in education and dialogue with the larger community for greater equity</p>	<p>Staff participate in a Rings Of Culture or Paseo Circle activity during department/grade level meetings in September https://drive.google.com/file/d/1MZTZ4vZWc80077Otw1vKXhd02jZYbYm/view</p> <p>Curriculum and Instructional Materials Audit (e.g., evaluating bias in course texts and subject matter, how do the cultures and identities of our students show up in our curricula?)</p> <p>Proactive avenues for dialogue community (email, flyers, texts, home visits, focus groups, conversation events) to get feedback</p>	<p>Positive changes in access and opportunities for historically underserved groups (e.g., AP courses, college credit bearing courses) – September 2022</p>	<p>Processes for these touchpoints with community must be built, money for childcare, translators</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	My school has helped me develop the skills and knowledge I will need after I graduate. (Previous Year 52%)	70%
	My school has helped me figure out with careers match my interests and abilities. (Previous Year 30%)	75%
	My school has helped me understand the steps I needs to take to have the career that I want. (Previous Year 41%)	70%
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%
	Students receive the support they need for academic and career planning. (Previous Year 23%)	50%

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.

4-year Graduation Rate: 75%

Students who pass all core academic courses: 88% (5% increase) – we believe the micro-credentials will cause students to be more engaged in the core academic coursework and see the curriculum as being relevant to their futures.

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 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.