

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Throughout the pandemic, students were isolated and disconnected from the school community. Although we returned to fully in-person instruction in 2022-23, students reported that since returning to school, they have had difficulty making new friends and existing friendships felt different after being apart for so long. While we were able to fully resume extracurricular clubs and activities, many students reported that the school did not offer activities that matched their interests. Meanwhile, when reviewing student survey data, we noticed that students do not feel as if they have a 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. While we have made efforts to rebuild connections that were lost during the pandemic, we believe that we need to continue to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Walkthrough data and lesson plan review data	Opportunities for cooperative learning and extended student peer discussion are built into every lesson. We believe that a reasonable expectation is that by June, 80% of informal ten-minute walkthroughs will include at least one opportunity for students to speak with one another for at least three consecutive minutes.	
	Participation in afterschool clubs	90% of students will be participating at least once a week.	
	Student portfolios	All students will have completed service-learning projects, which are showcased in the community.	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	The school offers after school activities for people like me.	85% agree or strongly agree	
	I feel like my teacher knows the real me.	90% agree or strongly agree	
	I can really be myself at this school.	90% agree or strongly agree	
	Kids like me can help make the community a better place.	90% agree or strongly agree	
	Teachers at this school are interested in my ideas.	85% agree or strongly agree	

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Staff Survey	The school makes sure all students can experience success.	85% agree or strongly agree	
	This school values the work I do to support students beyond the curriculum.	80% agree or strongly agree	
Family Survey	My child feels connected to this school.	80% agree or strongly agree	
	The staff at this school care about my child.	95% agree or strongly agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<p>Walkthrough data and lesson plan reviews</p> <p>Participation in after-school clubs</p> <p>Selection of service-learning projects</p>	<p>Opportunities for cooperative learning and extended student peer discussion are being incorporated into lessons. We believe that a reasonable expectation is that by mid-year, 50% of informal ten-minute walkthroughs will include at least one opportunity for students to speak with one another for at least three consecutive minutes</p> <p>80% of students will be participating at least once per week</p> <p>Classes will have selected service-learning projects by the end of December. Students will be instrumental in identifying the project and planning steps to implement the project.</p>	

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We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Students will complete surveys following the beginning of the year induction activities.	Students will identify these as positive experiences that helped them to feel more connected to their peers.	
	Enrollment in afterschool clubs	By the end of October, 85% of students will have signed up for at least one afterschool club.	
Adult/Schoolwide Behaviors and Practices	Department team meeting minutes	By the end of October, all department teams will have identified opportunities for cooperative learning and developed lessons to incorporate this into instruction.	
Student Behaviors and Practices	Conversations with students	Students will be familiar with what a service-learning project is and will have begun exploring ideas for projects.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Extend opportunities for students to engage with one another, particularly at the start of the year.	<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>	Funding for student retreats and induction activities, including transportation and staff planning

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<p>Targeted efforts to increase participation in after-school clubs</p>	<p>Students will be surveyed to determine interest in extracurricular clubs (mid-September). A list of possible clubs will be developed based on student interest.</p> <p>A schoolwide fair on clubs will be held to allow students to learn about the clubs being offered and sign-up (late September). Teachers will focus attention on students struggling with attendance to encourage them to sign-up for at least once club.</p> <p>After school clubs will begin in October.</p> <p>Attendance at clubs will be monitored and club advisors will meet individually with students who are not attending at least 85% of the time to discuss/address any barriers to attendance.</p> <p>Students will be surveyed again in late December to determine interests for clubs that will be held during the second semester.</p>	<p>Bus transportation for extracurricular clubs, funding of materials for clubs, staff to organize and lead clubs, stipends for club advisors</p>
<p>Service- learning projects</p>	<p>Social Studies teachers will introduce the concept of service-learning (October).</p> <p>Social Studies classes will begin service-learning explorative study by examining needs and wants of the community (November)</p> <p>Social Studies classes implement projects (Dec to June).</p> <p>Social Studies classes will have opportunities to showcase their projects during schoolwide assemblies (Feb-June)</p>	<p>Materials for projects (TBD), potential transportation costs, time for Social Studies teachers to plan service-learning projects</p>
<p>Increased emphasis on cooperative learning and groupwork</p>	<p>Staff training on Student SEL needs and Cooperative Learning (August)</p> <p>Group projects will be implemented in all art classes, culminating in the Middle School Community Fair showcasing student work.</p> <p>Hands-on group work will be prioritized in classrooms, discussed in department team meetings, and supported through training (Lunch</p>	<p>Schedule allows for common planning for departments and for Houses. Time dedicated to topic during pre-service and superintendent conference days.</p>

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	<p>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>	
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