

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2023-24?	Helping all students in their 4 th , 5 th , or 6 th year of HS achieve the credential that allows them to be successful beyond HS.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>We know that since 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>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. We want to place an emphasis on students seeing examples of themselves reflected in all career pathways.</p> <p>Students also 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>

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	<p>Graduation Rate</p> <p>Course passing rates</p>	<p>75% 4-year Graduation Rate</p> <p>88% of students will pass all core academic courses (5% increase) – we believe the micro-credentials and career development activities will cause students to be more engaged in the core academic coursework and see the curriculum as being relevant to their future.</p>	

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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	My school has helped me to develop the skills and knowledge I will need after I graduate (Previous Year 52%)	70% agree or strongly agree	
	My school has helped me figure out which careers match my interests and abilities. (Previous Year 30%)	75% agree or strongly agree	
	My school has helped me understand the steps I need to take to have the career that I want (Previous year 41%)	70% agree or strongly agree	
Staff Survey	I feel that I have the freedom to try innovative methods for better learning. (Previous Year 51%)	70% agree or strongly agree	
Family Survey	My child often worries about their academic future. (Previous Year 45%)	15% agree or strongly agree	
	Students receive the support they need for academic and career planning. (Previous Year 23%)	50% 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)	Participation in micro-credential coursework	At least 30% of students are participating in coursework that will allow them to earn micro-credentials.	
	Attendance, Behavior, and Course Performance	Teams will be reviewing data to determine the relationship between students who participate in micro-credentials and attendance, behavior, and course performance. We are hoping to see that 80% of students participating in micro-credentials show improvement in each of these metrics when compared to 2022-23	
	Participation in career development activities	At least 50% of 11 th and 12 th graders will have participated in community-based career development activities (conversations with employers, job shadowing, internships, etc.)	
	Course passing rate	90% of students will pass all of their core academic classes for the first semester.	
	Credit accumulation	80% of 12 th graders will be on track to graduate in June 2024.	

We believe we will be on track to meet our Mid-Year Benchmark(s) 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	Course enrollment data	Students who are on track to graduate in 2024 are enrolled in the necessary coursework to meet graduation requirements. Students who are not on track are enrolled in credit-recovery opportunities.	
	Participation in career development activities	Data regarding participation in career development activities shows that students are provided with equitable access (not based on GPA or prerequisites)	
	Course passing rate	90% of students will pass all of their core academic classes for the first quarter.	
Adult/Schoolwide Behaviors and Practices	Teacher participation in micro-credentials, curriculum plans	By the end of October, teachers will have earned micro-credentials that align with their coursework and developed micro-credentials/badges for students to earn.	
Student Behaviors and Practices	Participation in micro-credential coursework	By the beginning of November, at least 20% of students are participating in coursework that will allow them to earn micro-credentials.	
	Attendance at focus group meetings	Students are participating in focus groups to provide staff with feedback about their experience.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</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 2023, 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/ 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. <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>Embed time for earning micro-credentials into relevant coursework, SIG funding to support staff and students</p>
<p>Students participate in a sequence of progressive, integrated career-</p>	<p>Exploring and making community connections to build out experiences for 11th and 12 graders - May 2023, ongoing</p>	<p>Determine when these activities will occur (during</p>

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<p>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>Career journal/map throughout high school years – September, ongoing</p> <p>Student-led conferences will replace our old practice of parent-teacher conferences as a way to develop student agency, responsibility, and ownership. 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>9th and 10th graders experience guest speakers and virtual workplace Tours.</p>	<p>homeroom? Advisory? Embedded in certain courses during different months?)</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 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>Guidance and administrators need time in their schedules to build and monitor this early warning system</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/1M_ZTZ4vZWc80077Otw1vKXhd02jZYbY_m/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</p>	<p>Processes for these touchpoints with community must be built, money for childcare, translators</p>

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	<p>our students show up in our curricula?)</p> <p>Proactive avenues for dialogue with the community (email, flyers, texts, home visits, focus groups, conversation events) to get feedback</p>	
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