COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	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.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	We know that over the past few years, 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. 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. Student survey results and talking with students prompted us to consider the importance of adult-student and student-student connections and how these connections relate to success in school. Students shared thar their experience during the pandemic made them realize how important relationships are in helping them to feel more connected to school. 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.

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 *(complete at the end of the year)*
End-Of-The-Year Goals	Graduation rate data Course grades	4-year Graduation Rate: 75% 95% of students will achieve an end-of-year average of 80% or higher in core academic courses (5% increase).	

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 (e.g. % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My school has helped me develop the skills and knowledge I will need after I graduate. (Previous Year 52%)	70% agree or strongly agree	
	The things I am learning about in school are relevant to me. (Previous Year 30%)	65% agree or strongly agree	
	I have a trusting relationship with more than one adult at school. (Previous Year 41%)	70% agree or strongly agree	
	Teachers grade assignments fairly (Previous Year 61%)	75% 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	

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 *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Grading practices, teacher conversations	There will be an increase in self-identified staff who are piloting/participating in conversations about equitable grading practices as the year progresses	
	Attendance, behavior, and course performance data	Early warning team will analyze data for students who are receiving early warning system interventions and identify practices that should be stopped or amplified. Staff will have a better understanding of the correlation between different indicators and high school completion	
	Credit accumulation	80% of 12th graders will be on track to graduate in June 2024. Students who are not on track will be enrolled in credit recovery opportunities.	
	Staff facilitated focus groups with mentors/mentees to gain insights into the mentoring program and experiences	Students will report that participating in the program has led to stronger student-student relationships and an increased connection to school.	

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? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	Mentoring survey (360 survey) administered in early November to gather details on efficacy of mentoring experience	Survey responses will show that students are experiencing stronger student-student relationships as a result their experience in the program.	
Adult/Schoolwide Behaviors and Practices	Grading practices	Participating teachers will be piloting the selected equitable grading practices.	
Student Behaviors and Practices	Participation in mentoring relationships	By mid-October, 80% of students will be matched and will have met at least one time with their mentor/mentee.	

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?
Prioritizing mentoring relationships for students- as either mentor or mentee	"Matchmaker" creating mentor mentee connections Mentors and mentees will have a touchpoint twice each month. Scheduling regular progress checkpoints to analyze survey and focus group data and consider modifications	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	Conversation with peers or small group on article/blog/podcast/video that investigates an aspect of equitable grading – teachers as researchers Participating teachers pilot one or more equitable grading practices. Participating teachers share out to faculty on how their grading philosophies and practices have shifted and why.	Incentive- SIG funds to pay staff (1 hour per month, per staff member, x10 months)
Monitor the "ABCs": Attendance, Behavior, Course Performance.	Establish an early warning team with clear roles Establish team meeting protocol Schedule bi-weekly meetings 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).	Guidance and administrators need time in their schedules to build and monitor this early warning system