



What is one commitment we will promote for 2022-23?

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

How does this commitment fit into the school's vision?

Why did this emerge as something to commit to?

In what ways is this commitment influenced by the "How Learning Happens" document?

The Equity Self-Reflection? Student Interviews?

What makes this the right commitment to pursue?

How does this fit into other commitments and the school's long-term plans?

This aligns to the district vision because we would like for our scholars to excel so they can become tomorrow's leader beyond Academy Field.

Another area of opportunity we would like to continue to incorporate is learning communities (i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege.

Teachers participate in opportunities for development in aligning their

and staff to critically examine topics of power and privilege.

- Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.
- According to the Parent Survey:
 - 40.3% of parents indicated they strongly agree/agree with the teachers of South Middle School tailoring instruction to meet the needs and interests of the students

This fits into the other commitments because meaningful learning can only occur if there is a solid foundation with the relationships made with the students. Relationships can only occur if the school community is aware of each of the members identity and each member feels as if they belong within the school community.



STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES

Professional development on teaching strategies

Instructional Leadership Team will model and provide support to teachers with the following; Illustrative Math, American Reading Company, Response To Intervention, Professional Development on classroom practices/strategies that includes

Develop a plan for student centered class activities and self-reflection.

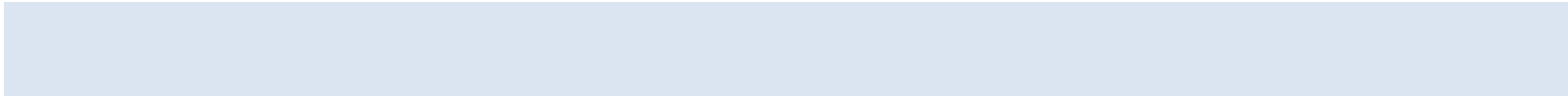
Provide multiple opportunities for student assessment, expression, and responses.

Provide opportunities for students to set quarterly goals and self-monitor their success.

Students will have the opportunity to present a topic that is meaningful to them at the state and county youth conference



Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	



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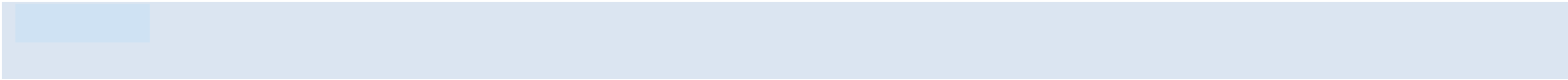
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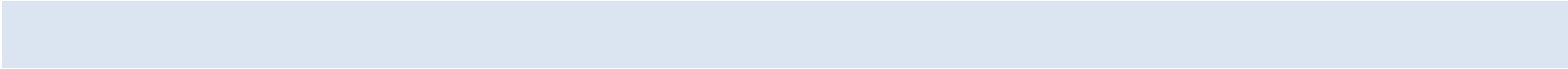
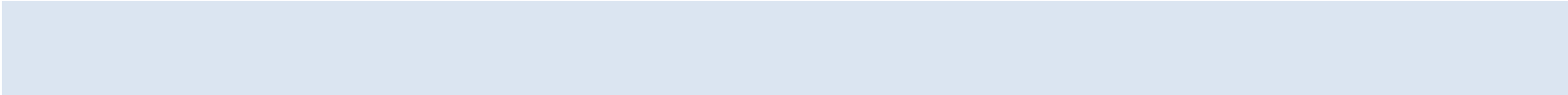
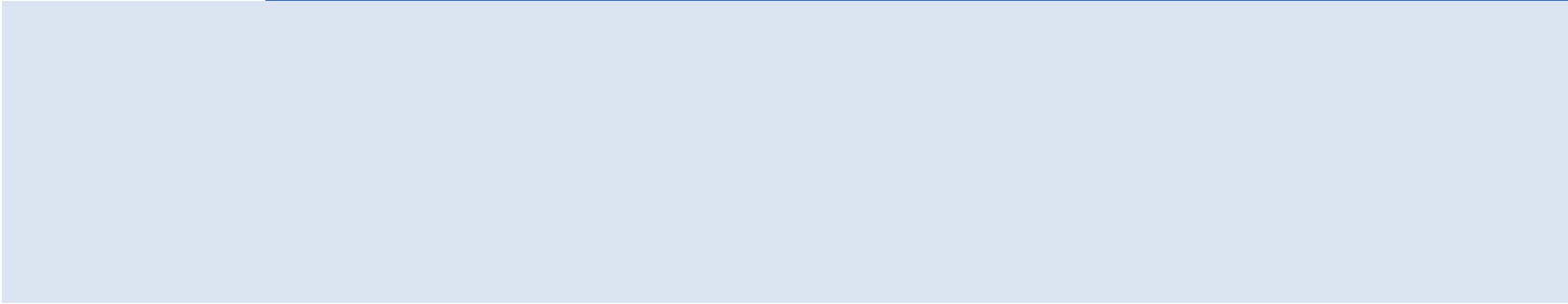
How does this align with the

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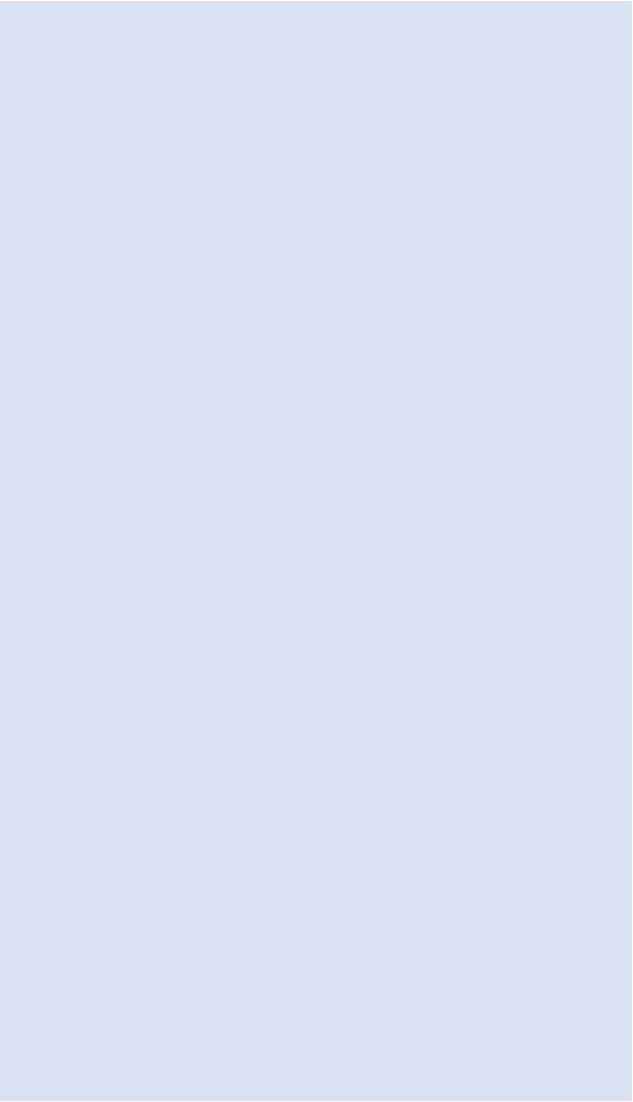
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By June 2023, At least 52% of South Middle School classroom teachers will be using curriculum resources that ensures every child can see themselves reflected in teachers' lesson plans, curriculum and learning materials as measured by classroom walkthrough data and other observable measures by June 8, 2023.

This section can be deleted if the school does not have a third



This commitment is related to the “Three Core Messaging Frameworks.” If students are not engaged multi-dimensionally, contextually, and relationally the likelihood of them engaging in authentic learning decreases. The first step to building a relationship, providing context, or multi-dimensional learning is ensuring students are willing to take risks. Risk taking only occurs when children feel safe to do so. Risk occurs when children feel that their efforts and they are respected and valued.

This is the right commitment for us to pursue because as a school community we want to continue to provide a framework so a cohesive approach to creating a welcoming and affirming environment can be created across the disciplines, grade levels, and the entire school.

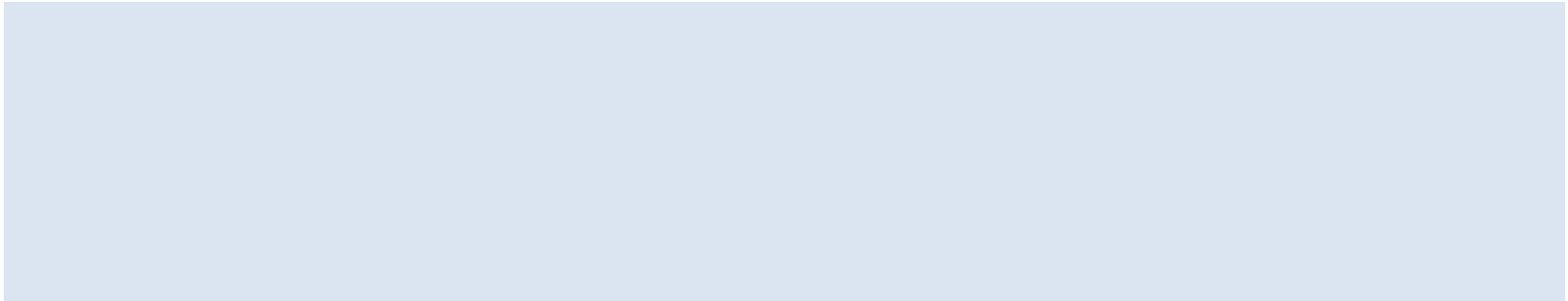
This fits into the other commitments because if students do not feel like they belong in the school community then they are less likely to build a relationship with someone within the school. If they cannot build a relationship then they are less likely to engage in meaningful learning.

This commitment fits into the school vision in the following manner because by forming relationships with our students we enable our students to feel included in the learning process and will help all students to succeed.

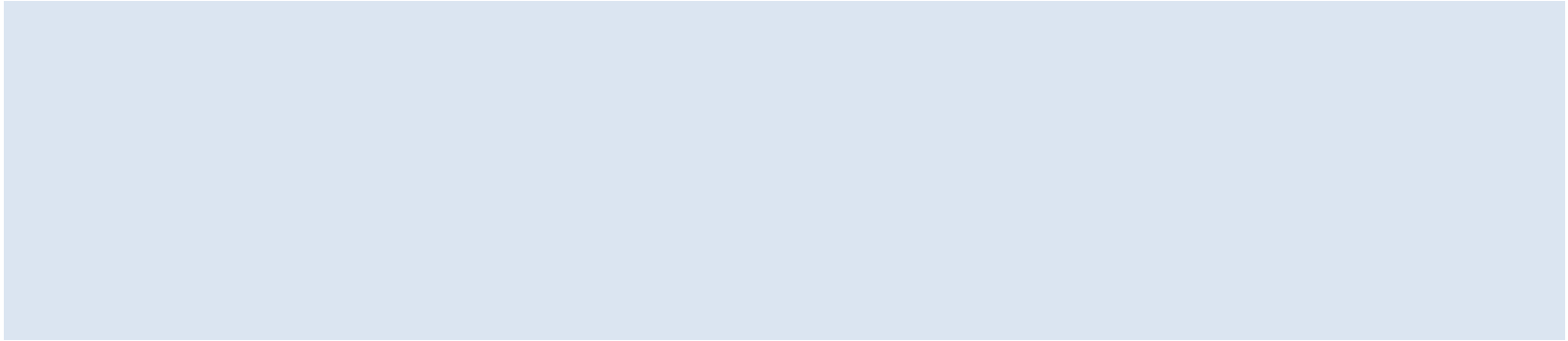
This commitment is right for us to choose because meaningful learning is driven by meaningful relationships, and this is what we want in order to achieve the inclusive excellence we desire. Relationships can only occur if everyone has an understanding of the different identities and students will open up about their identities if they feel as if they belong to the school community.



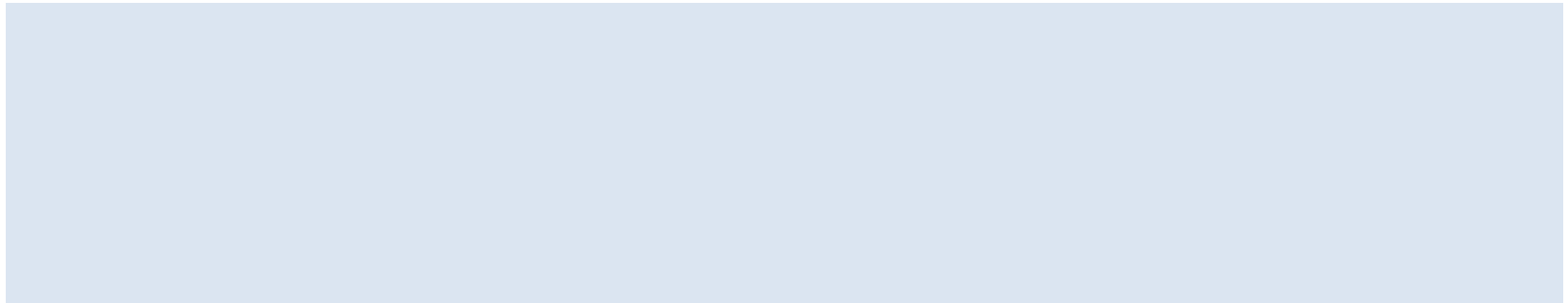
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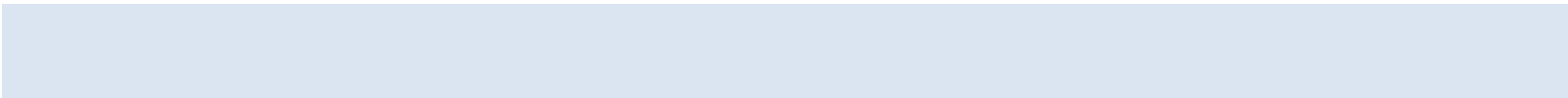
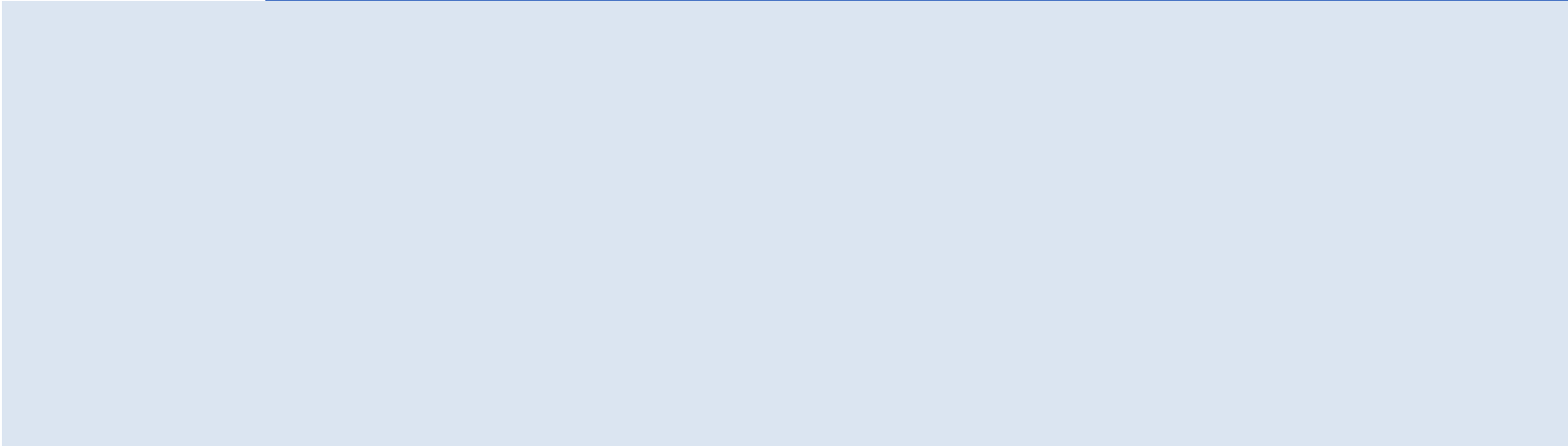


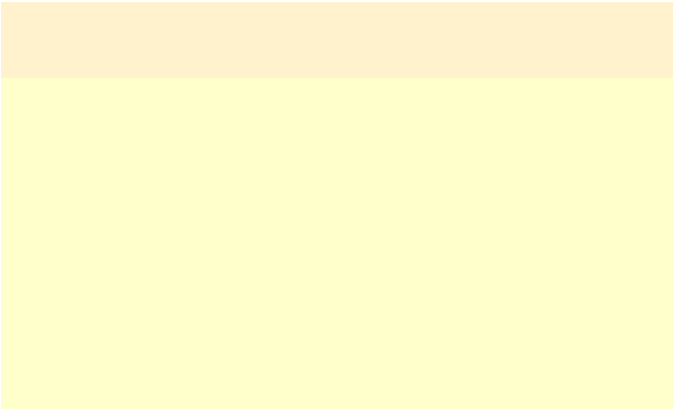
Student led
communication
activities with an
advisor so the
students have a true
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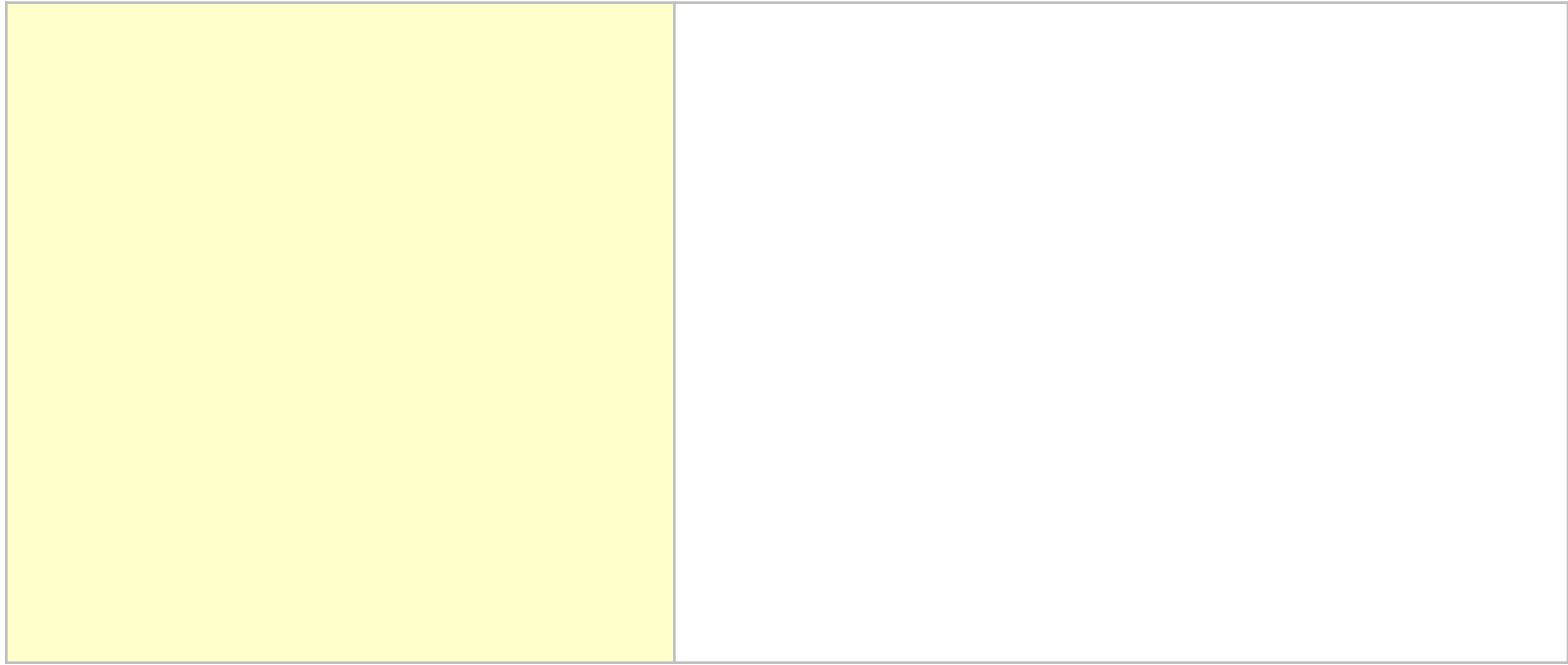


Parent/District Newsletters/Grade
House Newsletters. **Monthly**
Grade House Bootcamp - **1x per year**











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