

Goal Two--The Whole Child: Thriving, Confident, Responsible Individuals

- Percent of scholars participating in at least 90% of classroom instructional time
- Percent of students and families participating in student-led conferences
- Percent of scholars meeting expectations on non-academic behaviors on standards-based report card
- Percent of scholars who feel their school is safe and welcoming as measured by a perception survey
- Percent of scholars who complete 24 hours of community service before graduation

Safe Climate & Strong Relationships with Families & Community:

Ensure systems for social-emotional support (e.g. Zones of Regulation, Kelso Choices) are implemented school-wide; all staff and students are taught, provided with frequent feedback to implement with fidelity.

Effective, Caring, Culturally Competent Teachers, Leaders, & Staff:

Provide staff with culturally competent professional development to ensure high expectations of all students intellectual capabilities and create a culture of inclusivity, equity, and accountability.

Data-Informed Continuous Improvement:

Create data collection and reporting systems to increase the effective use of data to drive instructional decisions at the district, classroom, school, and student levels.

Goal Four--Content-Area Competence: Mastery of All Subjects

- Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments
- Percent of scholars demonstrating proficiency in a standards-based grading system (in each subject)
- Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average
- Percent of scholars participating in advanced coursework and earning a passing grade
- Percent of scholars who are bi-literate
- Percent of scholars meeting standard on benchmark assessments

Standards-Aligned Culturally Responsive Teaching-&-Learning:

Establish co-teaching/inclusion models that provide full and meaningful access to high-quality core instruction within the general education classroom including student-scholars with special needs, student-scholars learning English, and advanced learners.

Design a sustainable, job-embedded, professional learning plan that supports teachers in analyzing student data, developing pedagogical content knowledge & implementing those instructional practices within the proficient & distinguished CEL5D framework.

Data-Informed Continuous Improvement:

Build capacity of teachers, leaders & school staff to utilize the PLC framework to determine what scholars need to know, how they'll know students are learning it, how they'll respond when students don't learn, & if a student already knows it.