

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

- Percent of scholars participating in at least 95% 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

**Standards-Aligned Culturally Responsive Teaching-&-Learning:**

Ensure opportunities for student-scholar ownership and choice in courses that share students' cultures and personalizes their learning.

**Safe Climate & Strong Relationships with Families & Community:**

Increase every scholar's social-emotional efficacy through teaching, modeling, & practicing social-emotional skills in support of a safe climate (e.g. effective listening, conflict resolution problem solving, personal reflection, & responsibility...

Increase the time in class and decrease and eliminate out of class time (including suspensions) through implementation of alternative strategies with comprehensive student support.

**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:**

Create and implement culturally responsive (i.e., GLAD/SIOP strategies), standards-aligned, real-world relevant STEM/ STEAM and PBL opportunities to prepare scholars for future careers in science, technology, engineering, arts, math.

**Data-Informed Continuous Improvement:**

Utilize classroom-based and district progress monitoring through formative, interim, and summative assessments to inform and adjust instruction in real time.

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.