

## 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

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

Promote a growth-mindset by attributing learning success to effort and self-regulation, using school-wide AVID and insisting upon and rewarding persistence to mastery.

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

Implement a system-wide safety and security plan that includes Positive Behavioral Interventions and Supports (PBIS), Capturing Kids' Hearts, and/or Restorative Practices.

## Goal Five--Persistence to Graduation: High School Graduation Through Successful Transitions

- Transition rates from Pre-Kindergarten to Elementary school, to Middle school, to High school, and to Post-secondary experiences
- Percent of 9th grade scholars on track for on-time graduation
- Increase in scholar scores on college entrance tests (ACT, PSAT, SAT) and ASVAB
- Percent of scholars who have STEAM (Science, Technology, Engineering, Arts & Mathematics) experiences
- Percent of seniors with a Career Plan letter outlining at least one of these: college acceptance, military, trade/ technical training, industry certification/apprenticeship
- Percent of scholars who complete applications for College Bound scholarships, FAFSA and WASFA
- Increase in high school graduation and decrease in dropout rates
- Percent of graduating scholars who persist two or more years in college and acquire a college or post-secondary degree

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

Implement a system-wide, standardized approach to the vertical progression of standards-aligned, culturally responsive (i.e., GLAD/SIOP strategies) teaching and learning with strong emphasis at critical transition years (PreK-K, 3-4, 5-6, 8-9) .

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

Ensure instructional staff receive ongoing, job-embedded professional development about strategy use that capitalizes and builds upon the learning needs of student-scholars, including academic background, life experiences, culture, and language.