

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:

Create, communicate, and implement a school-wide behavior management system that increases scholar's voice in restorative practices and access to core instruction by decreasing time out of class and/or school.

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

Provide staff with professional development to implement a system-wide safety and security plan that includes PBIS, Capturing Kids' Hearts, and/or Restorative Practices.

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:

Develop and implement with fidelity a culturally competent, standards-aligned, guaranteed and viable curriculum in ALL core subjects in every school and every classroom.

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.