<table>
<thead>
<tr>
<th>What do we hope to improve?</th>
<th>How will we measure it?</th>
<th>Start</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity - Cultural Awareness and Action</td>
<td>Increase how often students learn about, discuss, and confront issues of race, ethnicity, and culture in school (Panorama survey)</td>
<td>45% Favorability (SY21-22)</td>
<td>55% Favorability (SY22-23)</td>
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<tr>
<td>Student Attendance</td>
<td>Decrease the number of students who are “chronically absent” (missing &gt;10% of days)</td>
<td>27% (SY21-22)</td>
<td>&lt;24% (SY22-23)</td>
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</tbody>
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How will we reach our goals?
We have three “big rocks” this year – these are our focus areas for improvement for our school!

1. **We will …** Create explicit time and space for students to engage in race and equity conversations. Staff development on race & equity through Equity Imperative

   - Highly engaging curriculum
   - Increased attendance interventions
   - Monthly themed SEL and SJS activities
   - School-Wide House System to build relationships

   - Increased Cultural Awareness and Action Data for both students and staff

2. **We will …** Implement a strong system of attendance protocols that include consistent teacher engagement with families & students. Track and monitor systems and proactively engage staff, students, and families to facilitate accountability.

   - Highly engaging curriculum
   - Increased attendance interventions
   - Monthly themed SEL and SJS activities
   - School-Wide House System to build relationships
   - Targeted outreach to families

   - Weekly absences decrease
   - Tiered interventions decrease
   - Chronic absenteeism decreases

3. **We will …** Facilitate student-centered, standards-based instruction in all classrooms. Facilitate data-driven small group instructional time for all students.

   - Targeted small group instruction based on individual student needs.
   - Higher order tasks that increase the students’ cognitive lift
   - Independent and challenging tasks that promote productive struggle

   - Data from instructional walkthroughs
   - STAR Assessments
   - Exit Tickets/ Student Work
   - Formal Evaluation and Feedback data
   - Coaching Observation and Feedback data