



2018 – 2021 STRATEGIC PLAN

Paul Public Charter School’s 2018 – 2021 Strategic Plan is designed to support the Paul community to focus on establishing sustained, high levels of student achievement and transformative outcomes for students, set both the middle and high schools on a path to achieve Tier 1 status on the DC Public Charter School Board’s Performance Management Framework (PMF), and support the organization to earn its 20-year charter renewal and AALE reaccreditation in two years.

To create this plan, the Paul Executive team reviewed multiple organizational strategic plans, current Paul data, and resources to improve school quality and student achievement, including evidence-based practices from TNTP’s *Greenhouse Schools* study (2015) and Education Resource Strategies’ *Igniting the Learning Engine* (2017). The draft plan below includes 3-year goals grounded in critical PMF-aligned indicators, 1-year benchmark goals, strategies to achieve these goals, impact statements, and measures to assess our progress towards these goals. In the plan below, an asterisk (*) indicates that goals are aligned to critical indicators on the PMF and a double asterisk (**) indicates that goals are aligned to AALE reaccreditation.

The 2018-2021 strategic plan is aligned to our school model, commonly referred to as the Paul 5. The five model components are as follows:

1. High Expectations and Continuous Improvement
2. College and Career Ready Academics
3. Culture of Community
4. High Performing, Committed Educators
5. International Studies

Each section of the strategic plan begins with a brief narrative that explains the model component and then provides an overview of the strategic direction of that section.



HIGH EXPECTATIONS AND CONTINUOUS IMPROVEMENT

We develop scholars to become responsible, independent thinkers and leaders. A strong culture of achievement is the foundation for the high standards of learning we create in our classrooms and school environments. We base our decisions on data, strive to continuously improve, and hold each other accountable for excellence.

STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Ensure our students are equipped with the academic skills and experiences necessary to be successful in any college or a career.
- Foster and build key character attributes in our students that are essential for their success in college or a career.
- Create systems and interventions to support the success of at-risk students.

GOALS

AP AND DUAL ENROLLMENT

By June 2021, ~~60%~~ **43%** of 11th and 12th grade students will enroll in at least 1 AP and/or dual enrollment course. *

- **SY 18 - 19:** By June 2019, **50%** of 11th and 12th grade students will enroll in at least 1 AP and/or dual enrollment course.
- **SY 19 - 20:** By June 2020, **43%** of 11th and 12th grade students will enroll in at least 1 AP and/or dual enrollment course.

Consolidated:

By June 2021, ~~50%~~ **45%** of students enrolled in AP courses will have a passing score of 3 or higher. *

- **SY 18 - 19:** By June 2019, **35%** of students enrolled in AP courses will have a passing score of 3 or higher.
- **SY 19 - 20:** By June 2020, **35%** of students enrolled in AP courses will have a passing score of 3 or higher.

By June 2021, **70%** of students enrolled in dual enrollment courses will have a passing grade of a C or higher. *



- **SY 18 - 19:** By June 2019, **60%** of students enrolled in dual enrollment courses will have a passing grade of a C or higher.
- **SY 19 - 20:** By June 2020, **70%** of students enrolled in dual enrollment courses will have a passing grade of a C or higher.

By June 2021, **37%** **50%** of 8th grade students will earn at least one high school credit in Algebra 1 or Spanish 1.

- **SY 18 - 19:** By June 2019, **35%** of 8th grade students will earn at least 1 high school credit in Algebra 1 or Spanish 1.
- **SY 19 - 20:** By June 2020, **45%** of 8th grade students will earn at least 1 high school credit in Algebra 1 or Spanish 1.

SAT AND PSAT SCORES

By June 2021, over **60%** **35%** of 11th grade PIHS students will meet or exceed the PCSB mandated benchmark score of 85 or higher on the PSAT. *

- **SY 18 - 19:** By June 2019, over **45%** of 11th grade PIHS students will meet or exceed the PCSB mandated benchmark score of 85 or higher on the PSAT.
- **SY 19 - 20:** By June 2020, over **45%** of 11th grade PIHS students will meet or exceed the PCSB mandated benchmark score of 85 or higher on the PSAT.

By June 2021, **30%** **10%** of 11th grade students will earn a combined score of 970 (college ready benchmark) on the PSAT. *

- **SY 18 - 19:** By June 2019, **20%** of 11th grade students will earn a combined score of 970 (college ready benchmark) on the PSAT.
- **SY 19 - 20:** By June 2020, **20%** of 11th grade students will earn a combined score of 970 (college ready benchmark).

By June 2021, over **70%** **50%** of 12th grade PIHS students will meet or exceed the PCSB mandated benchmark score of 890 or higher on the SAT. *

- **SY 18 - 19:** By June 2019, over **55%** of 12th grade PIHS students will meet or exceed the PCSB mandated benchmark score of 890 or higher on the SAT.
- **SY 19 - 20:** By June 2020, over **60%** of 12th grade PIHS students will meet or exceed the PCSB mandated benchmark score of 890 or higher on the SAT.

By June 2021, **35%** **7%** of 12th grade students will earn a combined score of 1100 on the SAT. *

- **SY 18 - 19:** By June 2019, **20%** of 12th grade students will earn a combined score of 1100 on the SAT.



- **SY 19 - 20:** By June 2020, **20%** of 12th grade students will earn a combined score of 1100 on the SAT.

COLLEGE ACCEPTANCE/COMPLETION RATES

By June 2021, **100%** of 12th grade PIHS students will be accepted to their 4-year match college. *

- **SY 18 - 19:** By June 2019, **65%** of 12th grade PIHS students will be accepted to their 4-year match college.
- **SY 19 - 20:** By June 2020, **65%** of 12th grade PIHS students will be accepted to their 4-year match college.

By June 2021, an appropriate staffing and support structure is in place to ensure a higher percentage of Paul students *complete* college.

- **SY 18 - 19:** By June 2019, we will have a clearly defined job description and scope of work for additional college matriculation support staff.
- **SY 19 - 20:** By June 2020, we will have hired college matriculation support staff.

HS GRADUATION RATE

By June 2021, over **85% TBD** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 4-year graduation rate. *

- **SY 18 - 19:** By June 2019, over **85%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 4-year graduation rate.
- **SY 19 - 20:** By June 2020, over **85%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 4-year graduation rate.

By June 2021, over **88% TBD** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 5-year graduation rate. *

- **SY 18 - 19:** By June 2019, over **86%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 5-year graduation rate.
- **SY 19 - 20:** By June 2020, over **84%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 5-year graduation rate.

9TH GRADE ON TRACK

By June 2021, over **90% 86%** of PIHS 9th grade students will earn enough credits to be on track to graduate in four years as measured by 9th grade credit accumulation. *



- **SY 18 - 19:** By June 2019, over **87%** of PIHS 9th grade students will earn enough credits to be on track to graduate in four years as measured by 9th grade credit accumulation.
- **SY 19 - 20:** By June 2021, over **88%** of PIHS 9th grade students will earn enough credits to be on track to graduate in four years as measured by 9th grade credit accumulation.

IMPACT

Achieving our goals related to college gateway measures will...

- Build a college-going culture within our school and shift students' mindsets around their ability to compete in rigorous academic environments.
- Allow our students to qualify for National Merit and other scholarships which can support college tuition and access.
- Increase the number of our students who are competitive college applicants, significantly improving their college options and their future career pathways.
- Ensure that our students matriculate and complete college at higher rates, effectively leading to better long-term outcomes for our students and reductions in poverty rates.

STRATEGIES (CONNECTED TO THE STRATEGIC DIRECTION)

<p>Ensure our students are equipped with the academic skills and experiences necessary to be successful in any college or a career.</p>	<p>Foster and build key character attributes in our students that are essential for their success in college or a career.</p>	<p>Create systems and interventions to support the success of at-risk students.</p>
<ul style="list-style-type: none"> • Increase and diversify AP and dual enrollment opportunities for students and create differentiated paths for students in these courses. • Implement honors programming in core content areas across all grade-levels • Create and implement a PSAT and SAT readiness curriculum for all students, including opportunities for academic enrichment and a tiered intervention program to prepare all students for the PSATs and SATs 	<ul style="list-style-type: none"> • Refine our Global Citizenship curriculum • Develop a comprehensive 6th - 12th college access program, including mentorship and college visits and an alumni support network • Create a year-long orientation program to equip students with scholarly attributes, resources, and skills necessary to succeed in high school. • Forge partnerships with community-based organizations and business to provide interest aligned internship opportunities to senior students 	<ul style="list-style-type: none"> • Implement data and improvement planning cycles to support a high level of 9th grade academic achievement paired with intensive intervention for at-risk 9th graders. • Create and implement a tiered intervention plan and graduation tracking system to ensure that students are on track to graduate on time.

MEASURES OF PROGRESS

- AP and dual enrollment course enrollment rates, AP Test scores, dual enrollment grades, credit accumulation data, SAT and PSAT scores, 4- and 5-year graduation rate data



COLLEGE AND CAREER READY ACADEMICS

The Paul academic program ensures that our scholars make lasting academic growth, enjoy learning, and are fully prepared for success in college or a career. We believe that every one of our scholars can reach rigorous academic benchmarks.

STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Ensure that teachers are using instructional materials and assessments aligned to the expectations of college and career-ready standards and the PARCC assessment.
- Deliver high quality instruction that supports students to grow their academic performance and meet the expectations of grade level standards.

GOALS

SCORES ON PARCC (ELA)

MS: By June 2021, ~~62%~~ **50%** of MS scholars will have the knowledge and skills necessary to be successful in college or a career, as measured by scoring a 3 or higher on the ELA PARCC assessment. *

- **SY 18 - 19:** By June 2019, **55%** of MS scholars will have the knowledge and skills necessary to be successful in college or a career, as measured by scoring a 3 or higher on the ELA PARCC assessment.
- **SY 19 - 20:** By June 2020, **58%** of MS scholars will have the knowledge and skills necessary to be successful in college or a career, as measured by scoring a 3 or higher on the ELA PARCC assessment.

MS: By June 2021, ~~33%~~ **25%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the ELA PARCC assessment. *

- **SY 18 - 19:** By June 2019, **22%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the ELA PARCC assessment.
- **SY 19 - 20:** By June 2020, **35%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the ELA PARCC assessment.



HS: By June 2021, over ~~50%~~ **46%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC ELA. *

- **SY 18 - 19:** By June 2019, over **37.5%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC ELA.
- **SY 19 - 20:** By June 2020, over **48%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC ELA.

HS: By June 2021, over ~~30%~~ **25%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC ELA. *

- **SY 18 - 19:** By June 2019, over **20%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC ELA.
- **SY 19 - 20:** By June 2020, over **25%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC ELA.

SCORES ON PARCC (MATH)

MS: By June 2021, ~~60%~~ **41%** of MS scholars will have the knowledge and skills necessary to be successful in college or a career, as measured by scoring a 3 or higher on the PARCC Math assessment. *

- **SY 18 - 19:** By June 2019, **49%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 3 or higher on the Math PARCC assessment.
- **SY 19 - 20:** By June 2020, **50%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 3 or higher on the Math PARCC assessment.

MS: By June 2021, ~~30%~~ **15%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the Math PARCC assessment. *

- **SY 18 - 19:** By June 2019, **22%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the Math PARCC assessment.
- **SY 19 - 20:** By June 2020, **22%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the Math PARCC assessment.



HS: By June 2021, over ~~45%~~ **40%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC Math. *

- **SY 18 - 19:** By June 2019, over **37%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC Math.
- **SY 19 - 20:** By June 2020, over **45%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC Math.

HS: By June 2021, over **15%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC Math. *

- **SY 18 - 19:** By June 2019, over **10%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC Math.
- **SY 19 - 20:** By June 2020, over **12%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC Math.

IMPACT

Achieving our student performance goals in literacy and math will support students to...

- Develop their own sense of academic confidence which will support their success in middle, high school, and beyond.
- Have the key reading, writing, speaking and listening skills to be successful in college, an entry-level career, or the military.
- Have greater freedom and access to opportunities in college and their careers, which will lead to them becoming successful citizens.
- Have the critical problem solving and discourse skills that will support them to be successful in college-level mathematics.
- Be financially literate and have the skills necessary to make financially responsible decisions.



STRATEGIES

Ensure that teachers are using instructional materials and assessments aligned to the expectations of college and career-ready standards and the PARCC assessment.

- Implement a college and career ready-aligned assessment system that allows teachers and leaders to assess student progress towards mastery of grade level standards and address student learning needs.

Deliver high quality instruction that supports students to grow their academic performance and meet the expectations of grade level standards.

- Create a teacher and leader professional development plan to deepen implementation of high-quality curricula and improve content-based instruction.
- Implement a comprehensive coaching and feedback cycle for all educators that aligns to professional learning priorities.

MEASURES OF PROGRESS

- PARCC scores (achievement and growth data), interim assessment scores, coaching trackers, student and staff survey data



CULTURE OF COMMUNITY

We believe in intentionally building a welcoming, supportive, and inclusive community of scholars, staff, and families. All community members understand our expectations and work to realize them through urgent action.

STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Improve indicators of a healthy school culture and climate.
- Establish feedback loop with school stakeholders for the purpose of continuous improvement of our culture and climate.

GOALS

ENROLLMENT AND RE-ENROLLMENT

Enrollment: By June 2021, the middle school enrollment will be **250 330** students and the HS enrollment will be **500 420** students. *

- **SY 18 - 19:** By June 2019, the MS enrollment will be **235** students and the HS enrollment will be **485** students.
- **SY 19 - 20:** By June 2020, the MS enrollment will be **305** students and the HS enrollment will be **455** students.

Re-enrollment: By June 2021, **90% 95%** of MS students and **90% 85%** of HS students will re-enroll. *

- **SY 18 - 19:** By June 2019, **84%** of MS students and **84%** of HS students will re-enroll.
- **SY 19 - 20:** By June 2020, **85%** of MS students and **85%** of HS students will re-enroll.

IN-SEAT ATTENDANCE

By June 2021, **95%** of MS students and **92%** of HS will meet in-seat attendance goals. *

- **SY 18 - 19:** By June 2019, **94%** of MS students and **90%** of HS students will meet in-seat attendance goals.
- **SY 19 - 20:** By June 2020, **95%** of MS students and **91%** of HS will meet in-seat attendance goals.



SUSPENSION RATES

By June 2021, the HS and MS suspension rate will not exceed **10%**.

- **SY 18 - 19:** By June 2019, the MS suspension rate will not exceed **10%** and the HS rate will not exceed 5%.
- **SY 19 - 20:** By June 2020, the MS suspension rate will not exceed **10%** and the HS rate will not exceed 4%.

CULTURE AND COMMUNITY

By June 2021, **85%** of all members of the Paul community (students, parents, teachers, staff) who complete a survey will agree or strongly agree that Paul is a safe and respectful community as indicated by the 3 social emotional indicators. **

- **SY 18 - 19:** By June 2019, **80%** of all members of the Paul community (students, parents, teachers, staff) who complete a survey will agree or strongly agree that Paul is a safe and respectful community as indicated by the 3 social emotional indicators.
- **SY 19 - 20:** By June 2020, **85%** of all members of the Paul community (students, parents, teachers, staff) who complete a survey will agree or strongly agree that Paul is a safe and respectful community as indicated by the 3 social emotional indicators.

By June 2021, **85%** of all members of the Paul community will agree or strongly agree that Paul a strong instructional culture as indicated by academic culture indicators. **

- **SY 18 - 19:** By June 2019, **75%** of all members of the Paul community will agree or strongly agree that Paul a strong instructional culture as indicated by academic culture indicators.
- **SY 19 - 20:** By June 2020, **80%** of all members of the Paul community will agree or strongly agree that Paul a strong instructional culture as indicated by academic culture indicators.

EXTENDED DAY PROGRAMMING

By June 2021, ~~70%~~ **TBD** of MS students and ~~85%~~ **70%** of HS students will be engaged in extended day activities.

- **SY 18 - 19:** By June 2019, 60% of MS students and **65%** of HS students will be engaged in extended day activities.
- **SY 19 - 20:** By June 2021, 65% of MS students and **75%** of HS students will be engaged in extended day activities.



IMPACT

By achieving our culture, attendance, and re-enrollment goals, we will...

- Ensure that students experience a strong sense of belonging and that they feel safe, supported, and respected.
- Establish a strong and connected teacher, student, and family community that is deeply focused on student learning.
- Support and enhance students’ core academic achievement through participation in additional academic support and a positive school community.
- Build students’ leadership, independence, and sense of accountability and awareness of their learning.

STRATEGIES

Improve indicators of a healthy school culture and climate.

Establish feedback loop with school stakeholders for the purpose of continuous improvement of our culture and climate.

- Create an internal recruitment and marketing plan that will attract new students and retain current students.
- Establish robust family engagement plans in both schools.
- Create a safe and respectful environment that promotes strong attendance.
- Develop relationships with external social service agencies to support students with attendance issues.
- Create and implement a comprehensive school culture plan that focuses on high academic and clear behavioral expectations for all students, including a focus on restorative practices and key social emotional indicators.
- Establish relevant co-curricular programming (athletics, mentoring, internships, community service, school partnerships, and culture clubs).

- Implement a data collection and action planning cycle to ensure continuous progress relative to the development of a strong academic culture and a safe and respectful school community.



MEASURES OF PROGRESS

- Enrollment, attendance, and suspension rate data; student, teacher, parent, and staff survey data, participation rates in extended day programming



COMMITTED, HIGH-PERFORMING EDUCATORS

Our teachers, leaders, and staff are deeply committed to improving our scholars' achievement and realizing our core values. We develop our abilities as educators and we build strong relationships with our scholars, families and one another.

STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Recruit and retain high performing educators.
- Develop and support educators to improve their practice.
- Create an environment of transparency relative to staffing, evaluation and support.

GOALS

HIGH QUALITY TEACHERS

By June 2021, **85%** of all teachers will provide engaging and rigorous standards-aligned instruction to students as measured by being rated at effective or highly effective on teacher evaluations.

- **SY 18 - 19:** By June 2019, an average of **80%** of teachers who are rated effective or highly effective will express intent to return to Paul in SY 19 - 20.
- **SY 18 - 19:** By June 2019, **80%** of teachers rated ineffective or developing will grow at least one level or not return to Paul for SY 19 - 20.
- **SY 18 - 19:** By June 2019, an average of **80%** of teaching vacancies will be filled by April 1, 90% by May 1, and 100% by June 1.
- **SY 18 - 19:** By June 2019, **100%** of ineffective or developing teachers will grow at least one level or not return to Paul for SY 20 - 21.
- **SY 18 - 19:** **70%** of candidates who make it to the onsite interview meet the minimum score for hire.
- **SY 19 - 20:** By June 2020, an average **80%** of teachers rated effective or highly effective will return to Paul for SY 20 - 21.
- **SY 19 - 20:** **75%** of candidates who make it to the onsite interview meet the minimum score for hire.



HIGH QUALITY LEADERS

By June 2021, **100%** of leaders who are rated effective or highly effective will express intent to return to Paul in SY 21-22.

- **SY 18 - 19:** By June 2019, **80%** of leaders who are rated effective or highly effective will express intent to return to Paul in SY 19 - 20.
- **SY 18 - 19:** By June 2019, any leaders rated developing will grow at least one level or not return to Paul for SY 19 - 20.
- **SY 19 - 20:** By June 2019, **90%** of leaders who are rated effective or highly effective will express intent to return to Paul in SY 19 - 20.
- **SY 19 - 20:** By June 2019, any leaders rated developing will grow at least one level or not return to Paul for SY 20 - 21.

IMPACT

Achieving our goals related to teacher and leader quality and retention will...

- Ensure we are hiring and cultivating talented teachers and leaders.
- Ensure that we provide robust educational experiences to all students, while generating diverse opportunities for students, improving achievement, and ensuring that our students are ready for college and/or a career.
- Ensure that rigorous standards for instructional practice are set and maintained, that a positive school culture of learning, growing, and celebrating is sustained, and staff are supported in improving their practice of serving students.



STRATEGIES

Recruit and retain high performing educators.	Develop and support educators to improve their practice.	Create an environment of transparency relative to staffing, evaluation and support.
<ul style="list-style-type: none"> Clearly define what about Paul's students, community, academics, and supports brings and keeps high-performing teachers at Paul and use these characteristics to drive recruitment activities. Develop a recruitment strategy that ensures 75% of high quality candidates who make it to the onsite interview are hired. Build and maintain a rigorous hiring and recruitment timeline based on best practices from data and research. 	<ul style="list-style-type: none"> Create a clear leadership pathway or career development for high performing staff members. Build a clear plan for improving the instruction and management skills of first- and second-year teachers. 	<ul style="list-style-type: none"> Continue to strengthen the performance evaluation process to ensure that the process is authentic, transparent, and effective. Maintain consistent and transparent decision-making processes regarding hiring by developing an efficient and timely communication plan.

MEASURES OF PROGRESS

- Paul teacher and leader evaluation tools, staff survey data, staff retention data



INTERNATIONAL STUDIES

Our scholars will become global citizens who develop an understanding of themselves, their communities, and the world.

STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Lay the foundation for programming that prepares our students to be successful in a global society.

GOALS

INTERNATIONAL STUDIES CAPSTONE PROJECT

By June 2021, **80%** of 12th grade students will have the competencies necessary to be successful global citizens and independent thinkers as measured by achieving a “proficient” or higher rating on the International Studies Capstone Project.

- **SY 18 - 19:** By June 2019, **80%** of 9th grade students will have demonstrated the competency of *Investigating the World* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 18 - 19:** By June 2019, **80%** of 10th grade students will have demonstrated the competency of *Recognize Perspectives* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 18 - 19:** By June 2019, **80%** of 11th grade students will have demonstrated the competency of *Communicate Ideas* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 19 - 20:** By June 2020, **90%** of 9th grade students will have demonstrated the competency of *Investigating the World* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 19 - 20:** By June 2020, **90%** of 10th grade students will have demonstrated the competency of *Recognize Perspectives* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.



- **SY 19 - 20:** By June 2020, **90%** of 11th grade students will have demonstrated the competency of *Communicate Ideas* as evidenced by earning a score of proficient or higher on a SAGE Project in their history course.

FOREIGN LANGUAGE INSTRUCTION

By June 2021, over **40%** of Paul rising 9th graders will begin building their competencies as global citizens as measured by having obtained a passing grade in a credit-bearing Spanish 1 course in middle school.

- **SY 18 - 19:** By June 2019, over **20%** of Paul rising 9th graders will obtain a passing grade in a credit-bearing Spanish 1 course in middle school.
- **SY 19 - 20:** By June 2020, over **30%** of Paul rising 9th graders will obtain a passing grade in a credit-bearing Spanish 1 course in middle school.

By June 2021, **20%** of 12th graders will graduate from Paul with 4 or 5 years of language.

- **SY 18-19:** By June 2019, **10%** of 12th graders will graduate from Paul with 4 or 5 years of language.
- **SY 19-20:** By June 2020, **15%** of 12th graders will graduate from Paul with 4 or 5 years of language.

IMPACT

Achieving our goals related to our International Studies program will...

- Support our students to develop the competencies that will allow them to lead positive change and contribute to the larger world.
- Ensure that students develop empathy and a deep appreciation for diverse cultures and perspectives.
- Emphasize the value of students' native languages and cultures and being a bilingual and bicultural citizen.
- Ensure that our students are competitive in college admissions and the job market.



STRATEGIES

Lay the foundation for programming that prepares our students to be successful in a global society.

- Develop an overarching plan for International Studies for grades 6-12 that prepares students to be globally competent, including an increased focus on international studies at the middle school level.
- Apply the SAGE framework to all content areas to build students' grade level-specific global competencies
- Develop a plan to integrate and connect global competencies and the SAGE framework to teacher professional learning and development
- Select and implement high-quality foreign language curricula, including more comprehensive language courses and programming (AP, native speaker courses, etc.)

MEASURES OF PROGRESS

- Capstone and SAGE Project scores, participation rates, grades, and credit accumulation in language classes