SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item #<u>10.3</u>

<u>Meeting Date</u>:   November 20, 2014

<u>Subject</u>:   **Sacramento City Unified School District Graduate Profile**

☐ Information Item Only
☐ Approval on Consent Agenda
☒ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated: _____)
☐ Conference/Action
☐ Action
☐ Public Hearing

<u>Segment/Department</u>: Academic Office/High School Redesign Office

<u>Recommendation</u>: The Board of Education is requested to approve the SCUSD Graduate Profile.

<u>Background/Rationale</u>: Pillar One, of the district's Strategic Plan 2010-2014, establishes a district vision that all students graduate from high school ready for college and career. The SCUSD Graduate Profile defines what is meant by being college and career ready. It outlines the knowledge, dispositions, and skills students must obtain and demonstrate in order to be prepared to pursue an array of post-secondary opportunities. Its five domains (critical thinking and problem solving; creativity, innovation, and entrepreneurship; communication and collaboration; media evaluation and application; and life and leadership skills) and multiple indicators are inherent within the Common Core State Standards, Next Generation Science Standards, Linked Learning College and Career Readiness Framework, as well as the CTE Guidelines. The accompanying benchmarked graduate profile serves as the roadmap for guiding students as they matriculate through the system and provides guidance for the development of an infrastructure to support the realization of the vision of college and career readiness.

The district began its development of the graduate profile in 2011, and over the years, has engaged approximately 2,000 stakeholders, including students, parents, advisory committees, business partners, teachers, site-based administrators, and central office staff. Their voice, input, and feedback helped to shape the contents of the proposed graduate profile.

<u>Financial Considerations</u>: The adoption of the graduate profile does not have any budgetary implications.

<u>Documents Attached:</u>
1. Executive Summary
2. Proposed Graduate Profile
3. Proposed Benchmarked Graduate Profile

Estimated Time of Presentation: 30 minutes
Submitted by: Olivine Roberts, Ed.D., Chief Academic Officer and Theresa McEwen, Director, High School Redesign
Approved by: José L. Banda, Superintendent

Board of Education Executive Summary
Academic Office: SCUSD Graduate Profile
November 20, 2014

I. Overview of the Graduate Profile

Demanding challenges in education come from a global landscape with one constant: change! Change in the pace of daily life, change in the way we access information. Gone are the days when a high school diploma was all that was needed to secure entry to middle class life. As reported by Achieve, "A high school diploma is no longer enough; now, nearly every good job requires some postsecondary education and/or training – such as an associates or bachelor's degree, certificate, license, or completion of an apprenticeship or significant on-the-job training." The high school diploma is no longer an end point. Today, it is an entry point to a postsecondary plan and life-long learning; an entry to career of choice; and an entry to the adult world of civic and community engagement.

In order to meet the demands our society is placing on high school graduates, local communities across our nation are compelled to identify the knowledge, skills, and dispositions needed for success beyond high school. Hence, it is incumbent upon school districts to ensure that students graduate with not only a strong foundation in the core academic areas, but equipped with the job-readiness skills and experiences necessary for success in local high wage, high growth industries. Sacramento City Unified School District (SCUSD) is responding to this clarion call as reflected in its strategic plan, *Putting Children First*. In particular, Pillar One of the plan establishes a vision that all students graduate from high school ready for college and career.

To clearly define what is meant by career and college ready, the district began the journey of engaging with a broad-based coalition of stakeholders: students, parents, advisory committees, partners, teachers, principals, and central office staff. Each group was asked to identify the knowledge, skills, and behaviors/attitudes that they considered essential to poise students for success beyond our Preschool-Gr. 12 system. The aggregated data, from approximately 2,000 participants, centered around five critical domains (critical thinking and problem solving; creativity, innovation, and entrepreneurship; communication and collaboration; media evaluation and application; and life and leadership skills) and aligned indicators have produced what has come to be known as the SCUSD Graduate Profile. Both the domains and indicators are inherent within the Common Core State Standards, Next Generation Science Standards, Linked Learning College and Career Readiness Framework, as well as the CTE Guidelines. To further refine the graduate profile, accompanying benchmarks for grades 3, 5, 8, 10, and 12 were developed. These benchmarks serve as the roadmap for guiding students as they matriculate through the system and provide guidance for the development of an infrastructure to support the realization of the vision of college and career readiness.

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II. Driving Governance

At the heartbeat of Pillar One of the district's strategic plan is the charge to prepare our students for college and career readiness. To that end, the district is committed to educating its students, to the greatest extent possible, by clearly defining the same expectations, same standards coupled with the necessary supports and resources to prepare them for college, career, and adult life. This has motivated the district to develop a graduate profile that delineates a clear set of 21st century student learning outcomes for students. The profile will guide curriculum and assessment development, instructional practice, professional learning, plus interventions and supports across the district.

III. Budget

The approval of the proposed graduate profile does not have any budget implications. Going forward, initiatives aligned to the profile, requiring funding, would be included in the Local Control and Accountability Plan (LCAP).

IV. Goals, Objectives and Measures

The goal is to create locally designed and developed graduate profile that describes and defines the career and college ready vision as outlined in the strategic plan, and encompasses the intellectual, social, emotional, technical, cultural, leadership, life and employment skills and competencies. Embedded within this goal is the expectation that the graduate profile will be seen as a student success tool to be used from the first day of pre-school through graduation day by students, parents, business/community partners, teachers, plus site and district level administrators to speak with one voice regarding career and college readiness.

In order to meet this goal, several objectives are being addressed. First and foremost, it is important that the graduate profile is "owned" by the stakeholders in our community. As such, an inclusive process is being used that allows for the many voices to be heard. Second, it is important that the graduate profile reflects the whole child, not just the measure/indicator of only academic success. Social/emotional learning and 21st century skills, sometimes called "soft skills" are embedded within the profile. A final objective is the need for the graduate profile to provide guidance as the district addresses Pillar Three of the strategic plan, Organizational Transformation. Consequently, a transformative infrastructure (grade level benchmarking) that provides opportunities to identify and support student success in critical grades and fosters growth of a college and career-going culture is being developed.

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Measures of effectiveness that depict where students are in relation to the grade-specific benchmarks will be included in the Guide to Success, the district's accountability framework.

V. Major Initiatives

The development of the SCUSD Graduate Profile began with an extensive community engagement period from winter through spring of 2011. In meeting after meeting internal and external stakeholders were asked to provide their description of college and career-ready graduates. In the fall of the 2012-2013 school year, a Graduate Profile Committee was convened comprising of a cross-sectional and diverse representative body of the Sacramento community. The committee was charged with the task of synthesizing the data gathered from the various stakeholder engagements and collapsing them into five domains (critical thinking and problem solving; creativity, innovation, and entrepreneurship; communication and collaboration; media evaluation and application; and life and leadership skills) and their respective indicators. To build coherence and alignment with the district's other initiatives, the committee unpacked the Common Core State Standards (CCSS) for English Language Arts and Mathematics; Career Technical Education (CTE) Standards; Social-Emotional Learning (SEL) expectations, and 21st Century/Career Readiness Standards. This resulted in a refinement of the indicators and provided greater detail and definition. During spring 2013, the committee members reengaged with many stakeholder and leadership groups including the Board of Education to share the emerging graduate profile. Adjustments were made based on community feedback.

In the 2013-2014 school year, the committee's focus shifted to the development of the profile benchmarks at grades 3, 6, 8, 10, and 12. The CCSS and CTE Standards, SEL competencies and 21st skills were examined for the targeted grade levels to ensure alignment to the benchmark indicators. As the practice, to garner feedback, the committee shared these preliminary drafts with students, parents, partners, teachers, administrators, union representatives, data personnel, etc. The engagement with the stakeholders produced a composition of competencies that address the knowledge, skills, and experiences required for success as students matriculate through the system and begin their lives as active participants in adult life.

To fully understand what a successful implementation of the profile would require, and adopting the principle, "go slow to go fast," the district is studying the implementation in a small subset of schools. The early adopters are four Linked Learning Pathways: Johnson Corporate Business Academy at Hiram Johnson, School of Engineering and Sciences, New Technology High School, and George Washington Carver. Working with district staff and consultants from Envisions Learning Partners, these pathway teams have been utilizing the

draft district graduate profile to align and/or re-align their pathway outcomes and guide their curriculum, instruction, and assessment practice. In particular, the teams have focused their work on developing multidisciplinary integrated units of study, Work-Based Learning, student portfolio and defense of learning.

VI. Results

- Actively engaged with approximately 2,000 stakeholders, including students, parents, business partners, teachers, counselors, administrators, and district staff
- Endorsed by stakeholders; for example, business partners stated that this is what we have asked for years – to have the expectations clearly defined and aligned to work force needs; principals remarked that this is an awesome tool to share with parents and to create a seamless work with schools in the feeder patterns
- Early adopters have begun utilizing the graduate profile to create and/or refine identified Linked Learning Pathway outcomes; have begun using the aligned Benchmarks to inform the development of units of study and performance assessments

VII. Lessons Learned/Next Steps

In moving forward, the district will:
- Develop metrics for the grade-level specific profile benchmark indicators
- Provide professional learning and support for teachers
- Integrate indicators of the graduate profile within professional learning opportunities and curricular development
- Engage in vertical grade-level articulation to ensure that students receive coordinated and increasingly rigorous learning experiences as they progress through the grades

Draft SCUSD Graduate Profile

SCUSD graduates demonstrate college and career readiness by:

Critical Thinking and Problem Solving
Applying knowledge, skills, and experience to solve problems arising in everyday life and in the work place.
Asking the right questions while exercising critical thinking and problem solving skills.
Demonstrating decision-making skills and responsible behaviors in personal, school, and community contexts.
Demonstrating intentional meta-cognition in problem solving and decision-making.

Creativity, Innovation, and Entrepreneurship
Creating original works while keeping the outcome and audience in mind.
Employing and documenting a systematic approach to creative thinking and design.
Taking the initiative to reflect on, accept critical feedback, and grow from experiences without being fearful of failure.

Communication and Collaboration
Articulating ideas clearly and coherently in oral, written, and non-verbal communication, while keeping in mind task, discipline, and audience.
Cooperating to accomplish a common goal by valuing all contributions, evidence and assuming shared responsibility for collaborative work.
Using social awareness and interpersonal skills to establish and maintain positive relationships.

Media Evaluation and Application
Accessing and evaluating information from a wide variety of sources.
Using digital tools to create authentic relevant projects that demonstrate complex conceptual understandings.
Using digital tools to effectively communicate and collaborate.
Using digital tools ethically in their personal and professional lives.
Able to use digital tools with a global perspective.

Life and Leadership Skills
Developing self-awareness and self-management skills to achieve school and life success.
Develop relevant strategies and take action to realize post-secondary goals.
Demonstrating respect for multiple perspectives and actively seeking to understand other cultures.
Conducting themselves ethically and with integrity in personal and professional relationships.
Engaging in and creating opportunities to be of service in the community; and participating in local, national, and global communities.

I. Critical Thinking and Problem Solving	3	6	8	10	12
Applying knowledge, skills, and experience to solve problems arising in everyday life and in the work place.	Students will group related information with relevant supporting facts to demonstrate an understanding of the topic.	With guidance students describe patterns and connections between Math and Science and between English and History. Students state an argument that demonstrates an understanding of the topic; use sufficient evidence and are able to provide clear explanation of how the evidence supports their claims.	On their own, students describe patterns and connections between Math and Science and between English and History. Students introduce a claim via a thesis statement. An argument is developed demonstrating a logical progression that is supported by appropriate information and ends with a conclusion that demonstrates their knowledge.	Students introduce a claim via a coherent thesis statement. An argument is developed demonstrating a logical progression that is supported by sufficient and relevant information and ends with a conclusion that demonstrates effective use of knowledge.	Students demonstrate the ability to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions. Students easily make sophisticated connections and find patterns between and among discipline areas.
	Students demonstrate 3rd grade level competence and quantitative reasoning in the application of core knowledge across all discipline areas (as defined by the	Students demonstrate 6th grade level competence and quantitative reasoning in the application of core knowledge across all discipline areas (as defined by the Common Core State Standards)	Students demonstrate 8th grade level competence and quantitative reasoning in the application of core knowledge across all discipline areas (as	Students demonstrate 10th grade level competence and quantitative	

	Common Core State Standards).		defined by the Common Core State Standards)	reasoning in the application of core knowledge across all discipline areas (as defined by the Common Core State Standards)	
Asking the right questions while exercising critical thinking and problem solving skills.	Students generate questions relating to the topic of study and problem solve in authentic situations demonstrating	Students ask appropriate and focused questions to guide them in making decisions or solving problems.	Students evaluate questions and determine construction of questions to clarify or uncover evidence that will move them to a	Students identify and research issues that are based on the investigation of questions, scenarios or	Students successfully complete authentic, complex, and rigorous tasks that require active exploration and Monday, December

	habits of positive problem solvers. Students positively and actively engage with adults in their surroundings.	Students seek and use adult assistance and feedback as a part of the learning process.	solution/conclusion. Students integrate content with adult assistance and feedback to inform their learning process.	problems and develop and defend their solutions. Students engage confidently with professionals in support of their learning process.	2, 2013defense of their thinking. Students regularly seek out interactions with adults and experts in a professional manner in support of their learning process.
Demonstrating decision-making skills and responsible behaviors in personal, school, and community contexts.	Students describe causes and consequences of conflicts and determine possible solutions. Students will identify social	Students will apply strategies for preventing and resolving interpersonal issues/concerns/conflict. Students will demonstrate knowledge of how social norms affect decision-making and behavior.	Students use facts and reflective listening skills to accurately resolve conflicts. Students will understand and apply the reasoning behind rules and laws.	Students will apply negotiation skills to reach win-win solutions. Students will assess social norms and	Students use conflict resolution and negotiation skills and are open to options/solutions other than their own. Students will respect the norms of

	norm and social situations that guide their behavior. Students will make choices and defend choices while demonstrating patience.	Students make decisions, delineate their reasoning, and demonstrating patience, adaptability, and persistence.	Students make and defend their decisions demonstrating patience, adaptability, and persistence.	expectations and apply them to personal decisions and actions. Students are confident in their school settings and demonstrate the attributes of highly effective decision makers and demonstrate resilience, patience, adaptability, and persistence.	different societies and cultures and their influence on members' decisions and behaviors. Students are confident in many settings and demonstrate the attributes of highly effective decision makers as well as demonstrate resilience, patience, adaptability, and persistence.
Demonstrating intentional meta-cognition in problem solving and decision.	Students will participate in guided discussions on the connection between choice and outcomes and apply what they have learned to similar situations.	Students will lead discussions about the connection between choices, actions, behaviors and outcomes.	Students will make choices in actions and behaviors result in their control over situations and begin to make knowledgeable decisions.	Students will reflectively articulate and accept the responsibility of their actions and focus on positive choices and behaviors.	Students will have a plan, take ownership of and are accountable for their actions and their outcomes.

II. Creativity, Innovation, and Entrepreneurship	3	6	8	10	12
Creating original works while keeping the outcome and audience in mind	Students will create an original piece of work that demonstrates their knowledge of content.	Students will create a piece of original work for a particular audience and/or purpose.	Students will create a product , using appropriate tools and conventions, for a specific audience or purpose.	Students will intentionally combine tools, media, skills, and conventions in an original piece of work to meet an identified purpose.	Students will create an original piece of work reflective of a skilled application of the tools, media, materials, techniques, skills, and conventions that matches the identified need of the audience or purpose.
Employing and documenting a systematic approach to creative thinking and design.	Students create and defend a solution to a authentic problem.	Students create and defend a solution to contextual problems.	Students design and defend a solution to complex problems.	Students will design and defend innovative solutions to complex and abstract problems.	Students are innovative and creative, deriving unique solutions to problems, and able to defend their ideas and solutions with professionalism.

Taking the initiative to reflect on, accept critical feedback, and grow from experiences without being fearful of failure.	Students try new experiences, garner new information, and persevere and reflect on the experience.	Students try new experiences, garner new information, persevere, reflect upon their process and identify an improvement plan.	Students try new experiences, garner new information, persevere, reflect upon their process, and apply what they have learned and try again.	Students see new experiences as challenges, understand how working at something can lead to improved outcomes. Students understand the role of reflection in continuous improvement.	Students see challenges as learning opportunities and believe that if they work at something, their performance will improve. They believe that they are capable of achieving at high levels across a broad spectrum of disciplines. Students regularly refine their work and reflect on their performance.

III. Communication and Collaboration	3	6	8	10	12
Articulating ideas clearly and coherently in oral, written, and non-verbal communication, while keeping in mind task, discipline, and audience.	With guidance and support students articulate ideas and information supported by appropriate facts, details, in written and oral work considering audience and purpose.	Students present claims and findings, and order ideas logically; and use pertinent descriptions, facts and details to accentuate main ideas or themes appropriate to task, audience and purpose.	Students effectively communicate, examine and convey complex ideas using reasoning, and evidence for oral presentations and in written texts in ways appropriate for task, audience and purpose.	Students explain and defend complex ideas, concepts, and information through the effective selection, organization, and analysis of content appropriate for task, audience and purpose.	Students present information, findings, and supporting evidence, defending distinct perspectives that are appropriate to purpose, audience, and a range of formal and informal tasks.
Cooperating to accomplish a common goal by valuing all contributions, evidence and assuming shared responsibility for collaborative work.	Students identify verbal, physical, and situational cues that indicate how others may feel when working together. Students apply cooperative strategies to work effectively with those who are different from	Students predict other's feelings and perspectives in a variety of cooperative and collaborative situations. Students demonstrate how to work effectively with those who are different from	Students distinguish similarities and differences in one another's perspectives and use this knowledge to successfully collaborate. Students will know how to work with those who hold different opinions.	Students collaborate with others on complex tasks and can adopt different roles and individual perspectives. Students see both sides of a situation, negotiate compromise and execute a solution.	Students cooperate to accomplish a common goal by valuing all contributions, evidence and assuming shared responsibility for collaborative work

	themselves.	themselves. Students can agree to disagree.			
Use social awareness and interpersonal skills to establish and maintain positive relationships.	Students identify ways to describe their work and play well with others. Students demonstrate appropriate independent and small group social and classroom behavior. Students understand how to resolve conflict in different settings. Students make positive choices when interacting with peers.	Students describe and execute approaches for making and keeping friends. Students apply ways to work effectively (cooperatively) in groups. Students apply constructive approaches in resolving conflicts. Students generate alternative solutions and assess their consequences in social situations.	Students establish positive relationships with others. Students demonstrate cooperation and teamwork to promote group effectiveness. Students define unhealthy peer pressure and use strategies for resisting it. Students apply strategies for resisting pressures to engage in unsafe or unethical activities.	Students assess the effects of requesting support from and providing support to others. Students assess their contributions in groups as a member and/or as a leader. Students assess and use conflict resolution skills to contribute and work within a diverse group given the cultural norms of other members. Students apply decision making skills to establish responsible social and work relationships.	Students apply communications and social skills in daily interactions with peers, teachers, employers, supervisors, and family. Students plan, implement, and assess participation in a group project. Students apply conflict resolution skills and continuously practice them for improved results. Students make responsible decisions resulting in healthy interpersonal and group relationships.

Benchmarking Graduate Profile

IV. Media Evaluation and Application	3	6	8	10	12
Accessing and evaluating information from a wide variety of sources.	Students use digital tools to identify, evaluate, and select information for decision making based on a defined need.	Students use digital tools for directed application, research, and developing problem solving strategies.	Students use digital tools for research and develop problem-solving strategies.	Students use digital tools to plan and conduct research, manage projects, solve problems, and make decisions.	Students use digital tools to research and verify source material for an original product that could become and original source.
Using digital tools to create authentic relevant projects that demonstrate complex conceptual understandings.	Students use a variety of developmentally appropriate digital tools to generate ideas and create original works for individual and group expression.	Students use digital tools to enhance learning, increase productivity, promote creativity and develop conceptual understanding.	Students use digital tools to enhance learning, increase productivity and demonstrate creativity through applied experiences.	Students apply digital tools and skills with originality and innovation to express him/herself and construct knowledge and develop products and processes that demonstrate conceptual understanding.	Students use digital tools, creative thinking, and applied conceptual knowledge, while developing innovative processes and procedures for application in personal and professional situations.
Using digital tools to effectively communicate and	Students will use digital tools to communicate and collaborate with and	Students use digital tools in collaborative and	Students use digital tools to communicate and collaborate in	Students use digital tools in the online	Students demonstrate mastery of the

collaborate	learn from others.	individual situations to create documents and or presentations for defined audiences.	constructing models, preparing publications, and produce creative works.	environment to collaborate and communicate the exchange of ideas, synthesize information and create learning for themselves and others.	use of digital media and online environments to communicate and collaborate, to support individual learning and contribute to the learning of others or to meet an expressed professional or community need.
Using digital tools ethically in their personal and professional lives.	Students identify safe/unsafe online behavior and report instances of unsafe behavior to an adult. • Online Bullying • Hacking • Unsolicited contact from unknown parties	Students engage in safe and responsible online behavior and take appropriate action when confronted with unethical and unsafe on line situations.	Students demonstrate proper etiquette and responsibly ethical and legal behaviors when using information and digital tools. Students will understand the long term impact of leaving negative/inappropriate content in the online world.	Students practice responsible etiquette and ethical behavior in their use of digital tools at school, in the community and in professional settings.	Students demonstrate sensitivity and responsibility to human, cultural, and societal issues related to the use of digital tools and practice legal and ethical behavior at all times.

Able to use digital tools with a global perspective.	Students use digital tools, with adult assistance, to connect globally beyond their neighborhood.	Students use digital tools to connect globally and to engage in global issues.	Students use digital tools to critically and constructively evaluate global perspectives.	Students use digital tools to determine cultural differences and how these differences affects access to and filtering of information and resources.	Students use digital tools and the technological resources available to them to engage constructively with the world.

V. Life and Leadership Skills	3	6	8	10	12
Developing self-awareness and self-management skills to achieve school and life success.	Students describe a range of emotions and the situations that cause them. Students demonstrate control of impulsive behavior that adversely affects classroom behavior. Students identify a range of decisions they must make at school and identify choices that have positive outcomes.	Students describe a range of emotions, their triggers and how they emotions influence behavior. Students demonstrate ways of expressing emotions in a socially appropriate manner. Students apply decision-making skills that improve study habits and academic performance.	Students identify factors and choices that create stress or support success and make decisions that result in positive outcomes. Students apply strategies that reduce stress and motivate successful performance. Students set high school goals, choosing a pathway, creating a plan for attaining those goals and be able to adjust those plans based on events outside their control.	Students articulate how thoughts and emotions affect decision-making and responsible behavior. Students generate ways to manifest positive perspectives in the face of life challenges. Students will gather information, set long goals, alternatives/options and anticipate the outcomes of their possible decisions.	Students use self-awareness and self-management skills to achieve positive outcomes in personal and professional situations. Students evaluate how expressing one's emotions in different situations affect others. Students will seek academic challenge and takes appropriate risks to pursue learning in their personal and academic lives. Students will deconstruct personal barriers

					(mindset, beliefs, circumstances) that inhibit taking risks in order to realize their post secondary goals.
Develop relevant strategies and take action to realize post-secondary goals.	Students identify and explore careers and colleges of interest and describe the purpose and relationship of the college careers to the needs of their community.	Students choose related careers reflecting their personal interests and are able to indicate the steps to initiate potential career and college choices.	Students develop a plan that defines and aligns their high school experience with respect to career and college choices.	Students monitor progress and revise goals and strategies to ensure success of their post-secondary plan.	Students will be in process with their educational plan, having set into motion the necessary steps to move toward their career of choice. Students have a viable financial plan to move into their post-secondary plan of choice.

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Demonstrating respect for multiple perspectives and actively seeking to understand other cultures.	Students use listening skills to identify the feelings and perspectives of others with understanding and respond appropriately to cultural differences. Students describe the ways that cultures are similar and different.	Students empathize and identify with the expressed feelings, perspectives and cultures of others. Students identify and celebrate differences and acknowledge contributions of various social and cultural groups.	Students understand how their perspectives, behavior and cultural influences may affect others in the context of working collaboratively. Students demonstrate an acceptance of individual and cultural differences in the classroom and community.	Students use their Social Emotional Learning skills to understand others' feelings, needs, perspectives, and cultures as a part of learning to collaborate on increasingly complex projects. Students demonstrate empathy for cultural practices different from their own in school and community experiences.	Students productively collaborate with others on complex projects and work with and abide by the multiple perspectives and cultures within the group. Students demonstrate ways to engage with others culturally different from themselves.

Conducting themselves ethically and with integrity, in personal and professional relationships.	Students articulate how conducting and applying themselves ethically and with integrity supports interpersonal relationships and guides them to accomplish goals. Students make choices in daily behavior that demonstrate respect for self and others.	Students demonstrate how conducting and applying themselves ethically and with integrity supports interpersonal relationships and guides them to accomplish goals. Students will be consistent in their choices and articulate the rationale behind why/how they show respect for self and others.	Students discuss and validate how conducting and applying themselves ethically and with integrity in interpersonal relationships helps them achieve their goals. Students demonstrate respect for individuals from different social and cultural groups.	Students engage in interpersonal relationships where they conduct themselves ethically and with integrity. Students demonstrate respect for individuals from different social and cultural groups.	Students conduct and apply themselves ethically and with integrity, in personal and professional interactions. Students apply ethical reasoning to evaluate and engage in diverse social and cultural situations.
Engaging in and creating opportunities to be of service in the community; and participating in local, national, and global communities.	Students identify family, peer, and community strengths, differences and resources. Students identify and perform services that	Students explain how family members, peers, school personnel, and community members support success and responsible behavior. Students identify	Students use school and community supports/opportunities to contribute to school and life success. Students successfully participate in the identification of and address that through.	Students align with positive adult role models and support systems as guides to school and life success. Students plan, implement, and evaluate their participation in a group	Students engage in community service opportunities directly connected with the needs of their greater community. Students work cooperatively with others to plan,

Benchmarking Graduate Profile

	contribute to their family and school community.	and perform services that contribute to their local community.		to contribute to their local community.	implement, and evaluate a project that addresses an identified need in the broader community. Students pursue and engage in participation of the democratic process.

Quantitative Reasoning: Students will use numbers or symbols representing measurement, properties, and the relationships of quantities to reason formally within abstract systems of thought to make decisions, judgments, or predictions.