

Creative Arts Secondary

Student Learning Outcomes: [1]	
Why?	<p>Schoolwide Goal: [2]</p> <p>In 12/2019, 35-40% of our student body felt CASS was Developing or Below Standard on our five You Belong Here indicators. By Spring of 2021, this number will be reduced to 25%. In other words, 75% of our students would identify us as Proficient or Exceeding on our You Belong Here indicators.</p>
	<p>Mathematics Goal:</p> <p>The percentage of all students scoring proficient or higher in mathematics will increase from 12.5% to 20% by Spring 2021 as measured by the MCA III Math Assessment administered in April 15, 2021.</p>
	<p>Reading Goal:</p> <p>The percentage of all students scoring proficient or higher in reading will increase from 40% to 50% by Spring 2021 as measured by the MCA III Reading Assessment administered in April 15, 2021.</p>
<p>Evidence-based Practices per Goal: [3]</p>	
What?	<p>1 Social-emotional Learning [6]</p>
	<p>2 SPPS Math Tasks/Questions/Evidence (TQE) [7]</p>
	<p>3 Using Bands of Text Complexity to Create Thoughtful Reading Plans and Introduce New Reading Work through Small Group Instruction (6-8) Provide opportunities for repeated close reading using increasingly complex text (Reading 9-12) [8]</p>
<p>Implementation Stage: [4]</p>	
	Learning/Exploring or Installing
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<p>SPPS Achieves Alignment: [5]</p>	
	Culturally Relevant Instruction
	Culturally Relevant Instruction
	Culturally Relevant Instruction
	Culturally Relevant Instruction
<p>Implementation Targets: [9]</p>	
Who?	<p>1 As measured by the SPPS SEL practice profile, 7 of the 10 Core SEL Components will be implemented with full fidelity by 100% of the staff. [10]</p>
	<p>2 As measured by the SPPS Math Task, Question & Evidence (TQ&E) practice profile, 3 of the 4 Core TQE Components will be implemented with full fidelity by 100% of the math department (3 teachers). [11]</p>
	<p>3 As measured by the SPPS Using Bands of Text Complexity to Create Thoughtful Reading Plans and Introduce New Reading Work through Small Group Instruction (6-8) practice profile, 6 of 9 Core Components will be implemented with full fidelity by 100% of the middle school ELA department (2 teachers). [12] As measured by the SPPS Provide opportunities for repeated close reading using increasingly complex text practice profile, 4 of 6 Core Components will be implemented with full fidelity by 100% of the high school ELA department (1 teacher). [13]</p>

[1] Student learning outcomes or outcome metrics/targets are defined as SMART goals around student learning, growth and achievement. Each school will define SMART goal based on current reality, analysis of quantitative and qualitative data sources and root cause summary.

Per SPPS Achieves, student long-term outcomes include:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English learners
3. Increase achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and mathematics for all students
6. Prepare all graduates for college, career and life

[2] This is a SMART goal/target that will be developed with the focus on Student Engagement and will:

- 1) address disproportionality of student data (i.e. discipline, achievement)
- 2) align with SPPS Achieves Focus Areas or Big 3 (PBIS/Social-emotional learning (SEL), Culture/Climate Effective and Culturally Relevant Instruction)

*The Instructional Leadership Team and school staff will then select and support implementation of an evidence-based practice in the light of this goal by:

- Developing systems of student support to address disparities, decrease disproportionality in the data
- Review structures within the building that will need to be changed to ensure that ALL students have access to rigorous and culturally responsive and relevant instructional opportunities
- Managing sustainable change while analyzing the beliefs and values of staff to ensure a positive impact for ALL students
- Capitalizing on professional development opportunities within the building to provide staff with the knowledge and skills they need to be successful

SMART Goal Template:

The percentage of ... students demonstrating/scoring/... (state success measure/criteria) will increase from ... to ...% by (time frame) as measured by (assessment/tool) administered in (date).

[3] The student concern/gap/instructional challenge and its potential root cause should be used to direct the search for an evidence-based instructional strategy/practice.

“Evidence-based practices (EBPs) are practices that are supported by a number of high quality studies that utilize research designs from which causality can be inferred and that demonstrate meaningful effects on student outcomes.” (Cook & Cook, 2011)

Because EBPs represent practices found to be effective by the most reliable research, they have significant potential to effect meaningful, positive change in education (Slavin, 2002)—especially for students who have been disadvantaged under current systemic conditions and require the most effective instruction to reach their potentials. (Dammann & Vaughn, 2001)

SPPS Evidence-based Practices:
<https://tinyurl.com/SPPSEBPs>

[4] Learning encompasses exploration and installation stages:

Exploration: Identifying the need for change, learning about possible evidence-based practices that may provide solutions, learning about what it takes to implement the practice effectively, developing stakeholders and champions, assessing and creating readiness for change, and deciding to proceed (or not).

Installation: Establishing the resources and setting up the supports so that implementation happens. Actions include ensuring access to training, professional development, coaching, data systems i.e. planning for the drivers required to implement the practice as intended.

Implementation encompasses initial or full stages:

Initial Implementation: The first use of an evidence-based practice by teachers and others who have just learned how to use the practice. School and district environments are beginning to implement and support the new ways of work. Productive persistence during Initial Implementation requires the support and advice to learn from mistakes and to celebrate progress.

Full Implementation: The skillful use of an evidence-based practice that is well-integrated into the repertoire of teachers and routinely and effectively supported by building personnel and district administrators. The Full Implementation is about realizing full benefit for students, expanding and replicating practices in other locations or teams. Full implementation occurs as the new learning at all levels becomes integrated into all classroom, grade levels, building-wide.

Standard/Sustaining:

This stage is all about making it easier and more efficient, while maintaining focus on improving fidelity and outcomes as well as institutionalizing practices as a way of doing business.

[5] Indicate in what way this evidence-based practice is aligned to SPPS Achieves

[6] Select an evidence-based practice that will be implemented as intended to meet the (1) school-wide goal and as a result also positively contribute to the attainment of goals around (2) numeracy and (3) literacy.

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[8] Select an evidence-based practice that will be implemented as intended to meet the (1) school-wide goal and as a result also positively contribute to the attainment of goals around (2) numeracy and (3) literacy.

[9] Targets indicate the priorities of the school/organization and provide a window on its progress/performance over time.

All targets/metrics (implementation or outcome) should be clearly defined so that a school/organization can benchmark its success.

For Implementation Targets, use the SMART (specific, measurable, achievable, relevant, time-based) model to state what adult measurable outcomes the school plans to implement, progress monitor and achieve to impact student goals defined around the "Why."

An example of Implementation Target:

"100% of grades 3-5 teachers will implement guided reading per SPPS practice profile as measured by fall, winter, spring walkthroughs by 3/31/2021.

[10] In reference to the (1) schoolwide goal, craft an Implementation Target/SMART goal around adult learning/actions the school plans to achieve in order to positively impact student results defined by the (1) schoolwide goal:

Example:

100 % of Teachers and Staff will implement a consistent continuum of consequences within classrooms and school spaces as measured by ODR data and walkthroughs by 11/25/2020.

[11] In reference to the mathematics goal, craft an Implementation Target/SMART goal around adult learning/actions the school plans to execute in order to positively impact student results defined by the (2) mathematics goal.

Example:

"100 % of grades 3-5 teachers will implement SPPS Math Differentiates Small Group per SPPS practice profile as measured by fall, winter, spring walkthroughs by 3/31/2021.

[12] In reference to the mathematics goal, craft an Implementation Target/SMART goal around adult learning/actions the school plans to execute in order to positively impact student results defined by the (2) mathematics goal.

Example:

"100 % of grades 3-5 teachers will implement SPPS Math Differentiates Small Group per SPPS practice profile as measured by fall, winter, spring walkthroughs by 3/31/2021.

[13] In reference to the mathematics goal, craft an Implementation Target/SMART goal around adult learning/actions the school plans to execute in order to positively impact student results defined by the (2) mathematics goal.

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"100 % of grades 3-5 teachers will implement SPPS Math Differentiates Small Group per SPPS practice profile as measured by fall, winter, spring walkthroughs by 3/31/2021.