

Phalen Lake Hmong Studies

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Why?	Student Learning Outcomes:			
	1	Schoolwide Goal:	The percentage of All Students (ELs) scoring Level 4 in the Writing domain will increase from 13.3% to 20% (while also decreasing the percent of students scoring in Levels 1-3) by Spring of 2021 as measured by ACCESS administered in February 2021 The percentage of All Students (ELs) scoring Level 4 in the Speaking domain will increase from 13.3% to 20% (while also decreasing the percent of students scoring in Levels 1-3) by Spring of 2021 as measured by ACCESS administered in February 2021	
	2	Mathematics Goal:	The percentage of all students scoring proficient or higher in mathematics will increase from 38% to 45% by Spring 2021 as measured by the MCA III Math Assessment administered in April 2021	
	3	Reading Goal:	The percentage of all students scoring proficient or higher in reading will increase from 33% to 40% by Spring 2021 as measured by the MCA III Reading Assessment administered in April 2021.	
What?	Evidence-based Practices per Goal:		Implementation Stage:	SPPS Achieves Alignment:
	1	SPPS Language Up Framework	Implementation/Initial or Full	Culturally Relevant Instruction
	2	SPPS Math Tasks/Questions/Evidence (TQE)	Learning/Exploring or Installing	Culturally Relevant Instruction
	3	SPPS Guided Reading	Implementation/Initial or Full	Culturally Relevant Instruction
Who?	Implementation Targets:			
	1	100% of staff teaching in the content areas will create lessons that engage students in academic conversations in order to Level Up in speaking and writing per the PLHS Culturally Responsive IP/Academic Conversations/Level Up!Practice Profile as measured by walk-throughs and/or staff feedback surveys by 05/14/2021		
	2	100 % of grade 2-5 staff teaching math will teach math lessons that build conceptual understanding and fluency with math concepts through implementation of Tasks, Questioning, and Evidence (TQE) integrated with ST Math per the PLHS TQE Practice Profile as measured by walk-throughs and/or staff feedback surveys by 05/14/2021		
	3	100% of classroom, EL, and SpEd teachers will differentiate small-group literacy instruction to meet the needs of students at the different reading stages (Pre-A, Emergent, Early, Transitional, Fluent, or ELD Templates) per the PLHS Guided Reading Practice Profile as measured by walk-throughs and/or staff feedback surveys by 05/14/202		