

AGAPE High

Student Learning Outcomes: [1]			
Why?	1	Schoolwide Goal: [2]	The percentage of all students who report feeling valued, respected and safe will increase by 10% as measured by survey data collected in Fall 2020 and Spring 2021.
	2	Mathematics Goal:	The percentage of all students scoring proficient or higher in mathematics will increase from 30 to 35% by Spring 2021 as measured by the MCA III Math Assessment administered in April 15, 2021.
	3	Reading Goal:	The percentage of all students scoring proficient or higher in reading will increase from 28 to 32% by Spring 2021 as measured by the MCA III Reading Assessment administered in April 15, 2021.

What?	Evidence-based Practices per Goal: [3]		Implementation Stage: [4]	SPPS Achieves Alignment: [5]
	1	Social-emotional Learning [6]	Implementation/Initial or Full	Positive School Culture and Climate
	2	SPPS Math Tasks/Questions/Evidence (TQE) [7]	Implementation/Initial or Full	Culturally Relevant Instruction
	3	Provide opportunities for repeated close reading using increasingly complex text (Reading 9-12) [8]	Implementation/Initial or Full	Culturally Relevant Instruction

Implementation Targets: [9]		
Who?	1	100% of Teachers and Staff will implement culturally relevant teaching strategies as measured by walkthroughs by 11/25/2020. [10]
	2	"100% AGAPE math teachers will implement SPPS Math TQE per SPPS practice profile as measured by fall, winter, spring walkthroughs by 3/31/2021. [11]
	3	100% of AGAPE instructional staff will utilize AVID academic language and literacy strategies as measured by walkthroughs by 11/25/2020.

[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.

[7] 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.

[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 (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 Metric:

"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] State adult measurable outcomes (SMART) goal the school plans to achieve:

Example:

"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.

[11] State adult measurable outcomes (SMART) goal the school plans to achieve:

Example:

"80 % of grades 3-5 teachers will implement guided reading per SPPS practice profile as measured by fall, winter, spring walkthroughs by 3/31/2021.