

Literacy SMARTIE Goals

School Literacy Goal (This represents the overall **student achievement** of an underserved focus group(s). Achieving this goal will be essential in order to accomplish the District goal for all students, and address the root cause of inequity at the school level):

By the end of 2023-2024, Hispanic students

- in K-2 will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 22% (29/134) to 32%).
- in 3-5 will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 25% (32/126) to 35%).

By the end of 2023-2024, Hispanic EML students

- in K-2 will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 17% (14/82) to 27%).
- in 3-5 will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 8% (6/72) to 18%).

By the end of 2023-2024, EML students

- in K-2 will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 21% (20/95) to 31%).
- in 3-5 will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 10% (8/77) to 20%).

Gap Reduction Goal (This represents the **individual projected growth** for students. Achieving this goal will close gaps between student groups; it reduces predictability in outcomes and supports the achievement of both the school and district goals; accomplishing this is essential to close gaps in student experience and achievement, which will therefore support the school in accomplishing both the school and district goals):

By June 2024, Hispanic students

- in K-2 will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score (fall to spring). (from 22% (30/134) to 32%)
- in 3-5 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 35% (45/126) to 45%).

By June 2024, Hispanic EML students

- in K-2 will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score (fall to spring). (from 22% (18/82) to 32%)
- in 3-5 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 32% (23/72) to 42%).

By June 2024, EML students

- in K-2 will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score (fall to spring). (from 22% (21/95) to 32%)
- in 3-5 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 31% (24/77) to 41%).

Math SMARTIE Goals

School Math Goal (This represents the overall **student achievement** of an underserved focus group(s). Achieving this goal will be essential in order to accomplish the District goal for all students, and address the root cause of inequity at the school level):

By the end of 2023-2024, Hispanic students

- in K-2 will meet the academic milestone for literacy on their MAP-P RIT score for the spring administration (from 30 (41/134) to 40%).
- in 3-5 will meet the academic milestone for literacy on their MAP-M RIT score for the spring administration (from 33% (36/107) to 43%).

By the end of 2023-2024, Hispanic EML students

- in K-2 will meet the academic milestone for literacy on their MAP-P RIT score for the spring administration (from 18% (15/82) to 28%).
- in 3-5 will meet the academic milestone for literacy on their MAP-M RIT score for the spring administration (from 31% (19/61) to 41%).

By the end of 2023-2024, EML students

- in K-2 will meet the academic milestone for literacy on their MAP-P RIT score for the spring administration (from 22% (21/95) to 32%).
- in 3-5 will meet the academic milestone for literacy on their MAP-M RIT score for the spring administration (from 33% (22/65) to 43%).

Gap Reduction Goal (This represents the **individual projected growth** for students. Achieving this goal will close gaps between student groups; it reduces predictability in outcomes and supports the achievement of both the school and district goals; accomplishing this is essential to close gaps in student experience and achievement, which will therefore support the school in accomplishing both the school and district goals):

By June 2024, Hispanic students

- in K-2 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 38% (51/134) to 48%).
- in 3-5 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 30% (32/107) to 40%).

By June 2024, Hispanic EML students

- in K-2 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 15% (13/82) to 25%)
- in 3-5 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 34% (21/61) to 44%).

By June 2024, EML students

- in K-2 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 15% (15/95) to 25%)
- in 3-5 will exceed individual projected growth goals on the MAP-R RIT score (fall to spring). (from 33% (22/65) to 43%).

Culture/Climate SMARTIE Goals

Students

- To develop a school culture that meets the needs of our students (academic and social emotional) they must:
 - feel a sense of belonging by seeing themselves represented in their school, classroom and curriculum
 - know what to do when they see someone being teased or bullied because of their race, skin color, ethnicity or culture
 - know what the adults do when do when they see someone being teased or bullied because of their race, skin color, ethnicity or culture and
 - participate in restorative practices both in response to bullying because of their race, skin color, ethnicity or culture and other community concerns that arise
- Taking action to shift this aspect of our school culture will increase the
 - Anti-Racist Audit claim, "I feel I belong at school." from 64.4% to 69.4% agree
 - Anti-Racist Audit claim, "What I am learning at school reflects the experiences and contributions of people from my racial, ethnic, and/or cultural background." from 46.3% to 56.3% agree
 - Anti-Racist Audit claim, "I have seen students tease or bully other students because of their race, skin color, ethnicity, or culture." from 41.5% to 51.5% disagree
 - Student voice survey claim, "Students at school are kind to me and treat me with respect." from 67% to 77%

Staff

- To design, implement and adapt our instruction to meet the needs (academic and social emotional) staff must be able to openly discuss instructional practices and any disagreements they may have over instruction. Taking action to shift this aspect of our school culture will increase the

- Staff Climate Survey claim, “Disagreements over instructional practice are voiced openly and discussed.” from 42.5% to 47.5%.
- Staff Climate Survey claim, “School staff trust each other.” from 60% to 65%
and
- Staff Climate Survey claim, “Students are engaged in their learning and accept responsibility for their schooling.” from 52.5% to 57.5%

Well-Being SMARTIE Goals

Students

- To increase our student’s growth towards a healthy social emotional well-being they must:
feel a sense of belonging by seeing themselves represented in their school, classroom and curriculum
and
have a trusted adult at school they can talk to about being teased or bullied because of their race, skin color, ethnicity, or culture and other concerns
- Taking action to shift this aspect of our school culture will increase the
Anti-Racist Audit claim, “I feel I belong at school.” from 64.4% to 69.4% agree
Anti-Racist Audit claim, “I have a trusted adult at school that I can talk to about being teased or bullied because of my race, skin color, ethnicity, or culture.”
from 74.7% to 79.7% agree.
Student voice survey claim, “I have at least one grown-up at school that I can trust. For example, someone I can go to with a problem for help.” from 88% to 93%

Staff

- To increase our staff’s growth towards a healthy social emotional well-being they must:
trust each other
feel involved in the decision-making process
and
feel comfortable saying no
- Taking action to shift this aspect of our school culture will increase the
Staff voice survey claim, “School staff trust each other.” from 60% to 70%
Staff voice survey claim, “School staff are involved in the decision-making process.” from 45% to 55%
Staff voice survey claim, “School staff feel comfortable saying no.” from 30% to 40%