# School-Specific Goals (Updated May 2023)

This form is intended to document each school's individualized goals that are part of the Commission's Academic and Organizational Performance Frameworks. As part of the Commission's goal to develop Performance Frameworks that build upon the evaluation lens utilized by the state, school-specific goals are designed to contain measures that are representative of your school's individual program. Applicable Legislation: WAC 108-30-030

Please fill out all sections of this form to describe your school-specific goals (Results summary is not completed until the end of the year). Guidance for each section of the goals is available at this link.  If you have any questions, please contact Jess Saven Barton, Director of School Quality & Accountability at jess.savenbarton@k12.wa.us.

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| School Name | Spokane International Academy |
| Grades Served | Kindergarten-12th grade |
| School Mission/Vision | The mission of Spokane International Academy is to empower our students with the academic skills, habits of mind and global competence necessary to complete advanced courses in high school and a college degree in order to become leaders who can powerfully transform their communities. |
| Student Profile: <br><br> What makes a student who matriculates from your program unique? <br> (Should be tied to your school's Education Program Terms) | **I. Globally Competent** <br> Focus and emphasis on building global competence in students. This is means we help  students learn to do the following: investigate the world, weigh perspectives, communicate ideas, and take action. At each grade level students participate in intentional study of different regions of the world. This study includes learning about the language, geography, cultural practices, history, music, art, celebrations, and current world considerations. The Primary covers the following regions: Kindergarten- North America, First Grade- South America, Second Grade- Asia, Third Grade- Oceania, Fourth Grade- Africa, and 5th Grade- Europe. Students in our Middle Academy do not have a region of focus, they instead focus on the development of Global Competence through their Individuals and Societies course as well as their Global Perspectives course. These courses focus on issues related to global society, geography, environment, education, economy, and politics. Students are asked to not only investigate and research these topics, but also to begin to develop a worldview on how these issues play out on the world stage.  In High School all of our students take Advance Placement courses: Human Geography, AP Environmental Science and AP World History, all of which are deeply rooted in our mission. <br> Additionally, all of our students take Spanish. In K-5 they take Spanish four days per week for 40 minutes. In addition to learning the language, they spend significant time learning about culture. |

**II. Habits of Mind**
Students are taught intentional problem solving strategies to support their social and emotional development. The habits of mind are taught sequentially at each grade level. Intentional teaching of problem solving strategies Habits of Mind to provide students support in enhancing the ways students connect with their peers and the communities in which they live. Some of the habits include listening and understanding with empathy, striving for accuracy, thinking flexibly and finding humor.

## III. Academic Habits and Skills

Explicit instruction around building solid academic habits and skills through the use of high level teaching strategies, and daily targeted academic intervention and/or extension opportunities based, on data collected from multiple sources. Ensuring we are meeting students where they are and designing a plan to help close any instructional gaps supports growth to proficiency in reading, writing, and math, but also the use of inquiry strategies, hands-on learning, the use of technology supports, with a strong emphasis on 21st century learning skills. All of our high school students have exposure to rigorous learning experiences through their participation in Running Start, or The Skills Center. Also, all students take AP courses (ex. Environmental Science, US History, Statistics, English Literature, and Human Geography)

## IV. Commitment to Community Leadership

The goal of our program is to help create leaders who can powerfully transform the communities in which they live. We have spent time helping students cultivate leadership opportunities through service. All students in grade 5 complete 15 hours of service per school year. Students in grades Kindergarten-4th grade complete 15 hours of service each school year. Students in grades 5th-12th grade complete 20 hours per year. Students design a service project as part of their 8th grade capstone project.

| Academic School Specific Goal (Indicator 4 of Academic Performance Framework – 15% of tiered rating) | |
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| 1. Academic area of need identified | Literacy and Mathematics are the areas where we want to focus our efforts to raise achievement levels for students. |
| 2. What is the most recent baseline data for the area of need identified? | We will use baseline data from the MAP test being offered in Sept 2024. We plan to offer the MAP in Sept, December and March. |
| **3. Academic Goal:** If you serve multiple grade bands (i.e., ES & MS or MS & HS) you need a goal for each. | Goal for Primary Academy (1-5): Of the primary school students who scored Low Average (Lo Avg) or Below Average (Lo) in Reading and Math during the Fall 2024 assessment, 50% will achieve their MAP Projected Growth Goals by the Spring 2025 testing session. <br><br> Goal for Middle Academy (6-8): For middle school students who scored Low Average (Lo Avg) or Below Average (Lo) in Reading and Math during the Fall 2024 assessment, 40% will achieve their MAP Projected Growth Goals by the Spring 2025 testing session. <br><br> Goal for High School (9-11): Among high school students who scored Low Average (Lo Avg) or Below Average (Lo) in Reading and Math during the Fall 2024 assessment, 30% will achieve their MAP Projected Growth Goals by the Spring 2025 testing session. |
| **4. Goal Connection** Describe how the goal captures the school mission/vision/ student profile/educational program terms. | This goal aligns with the school's mission and vision to ensure that all students make significant academic progress, regardless of their initial performance levels. It also reflects the commitment to data informed instruction and personalized learning, which are core components of the educational program. Additionally, of our three primary mission specific outcomes for students is ensuring they have the academic skills necessary to powerfully transform their community. Students need to have solid foundational math skills to access a variety of future |

| 5. Targets<br>How will you know if you are successful? | Category | **Targets**: Set ranges for each category | **Rationale** for Meets and Exceeds Targets (based on prior year data if possible) |
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| | Exceeds | Primary (1-5): 60%-75% of students achieve growth beyond their projected RIT growth goals in Literacy and Mathematics<br><br>Middle Academy (6-8): 50%-65% of students achieve growth beyond their projected RIT growth goals in Literacy and Mathematics<br><br>High School (9-12: 40%-55% of students achieve growth beyond their projected RIT growth goals in Literacy and Mathematics | |
| | Meets | Primary (1-5): 50%-59% of students achieve their projected RIT growth goals in Literacy and Mathematics<br><br>Middle Academy (6-8): 40%-49% of students achieve their projected RIT growth goals in Literacy and Mathematics<br><br>High School: 30%-39% of students achieve their projected RIT growth goals in Literacy and Mathematics | |
| | Does Not Meet | Primary (1-5): 40%-49% of students achieve their projected RIT growth goals in Literacy and Mathematics.<br><br>Middle Academy (6-8): 30%-39% of students achieve their projected RIT growth goals in Literacy and Mathematics.<br><br>High School (9-12): 20%-29% of students achieve their projected RIT growth goals in Literacy and Mathematics. | |

| | Falls Far Below | Primary (1-5): 0%-48% of students achieve their projected RIT growth goals in Literacy and Mathematics<br><br>Middle Academy (6-8): 0%-29% of students achieve their projected RIT growth goals in Literacy and Mathematics<br><br>High School: 0%-19% of students achieve their projected RIT growth goals in Literacy and Mathematics | |
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| **6. Measurement Details**:<br>How often will the school collect data for this goal during the school year? What data source will you use? | We will collect data three times during the school year: Fall (Sept) 2024, Winter (Dec) 2025, and Spring (March) 2025.<br> Data Source: MAP Math and Literacy test scores and growth projections provided by the testing platform. | | |
| **7. Results Summary:**<br>Provide a summary of results for your goal (not completed until<br>  the end of the school year).<br>Additional attachments are welcome.<br>*All data are verified by the* | | | |

| Organizational School Specific Goal (Indicator 6 of Organizational Performance Framework) | |
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| 1. Organizational area of need identified | The organizational area of need identified by the goal of having 90% of students in grades 6-12 participate in at least one community-based service project is the need for a coordinated and structured approach to managing, supporting, and promoting community engagement initiatives. This includes developing partnerships with local organizations, creating clear guidelines and opportunities for meaningful service projects, providing logistical support, and integrating service learning into the school's curriculum and culture. Additionally, there is a need for consistent monitoring and evaluation processes to track student participation and growth in community leadership, ensuring that all students have equitable access to these opportunities and are guided effectively to maximize their learning and impact. |
| 2. What is the most recent baseline data for the area of need identified? | The baseline data from the previous year shows that 65% of students in grades 6-12 participated in at least one community-based service project. We tracked data through our program Phoenix Love. SIA would need to increase participation by 25% to reach the 90% target. |
| 3. Organizational Goal: | By the end of the school year, 90% of students in grades 6-12 will participate in at least one community-based service project, contributing to their understanding and practice of community leadership. |
| 4. Goal Connection: Describe how the goal captures the school mission/ vision/student profile/ educational program terms. | The school's mission emphasizes empowering students with the skills, habits of mind, and global competence necessary to become leaders who can transform their communities. By engaging in community-based service projects, students actively practice leadership in real-world contexts, directly fulfilling this aspect of the mission. These projects require students to identify needs, take initiative, collaborate with others, and make a tangible impact in their communities, thereby empowering them to exercise and refine their leadership skills. Community-based service projects foster critical thinking, problem-solving, empathy, and reflection — all of which are essential habits of mind that contribute to effective leadership. Through these projects, students learn to navigate complex social and community issues, developing resilience, adaptability, and persistence, all of which align with the mission's focus on empowering students with essential academic skills and habits. |

| | Category | Targets: Set ranges for each category | Rationale for Meets and Approaching Targets (base it on prior year data if possible) |
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| **5. Targets**<br>How will you know if you are successful? | Meets | At least 90% of students in grades 6-12 have participated in at least one community-based service project by the end of the school year. | |
| | Approaching | Between 70-89% of students in grades 6-12 have participated in at least one community-based service project by the end of the school year. | |
| | Does Not Meet | Less than 70% of students in grades 6-12 have participated in at least one community-based service project by the end of the school year. | |
| **6. Measurement Details:**<br>How often will the school collect data for this goal during the school year? What data source will you use? | Data will be collected at each semester (Dec and June). Teachers and advisors will maintain logs documenting student participation, including dates, project descriptions, and levels of engagement.Students will be required to sign in or complete a participation form for each service activity to ensure accurate records. After completing a service project, students will complete reflection forms or surveys to capture their experiences, learning outcomes, and any challenges they faced. This will help assess the depth of their engagement and understanding of community leadership. The school will track overall participation rates, including the number of students who have engaged in at least one community-based service project by grade level. | | |
| **7. Results Summary:**<br>Provide a summary of results for your goal (not completed until the end of the school year). Additional attachments are welcome.<br>**All data are verified by the Commission.** | | | |