

**Albert Einstein HS**  
**School Improvement Goals - School Year 2023-2024**

SMARTIE: Specific, Measurable, Attainable, Relevant, Time-bound, Inclusive, Equitable

**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

**Literacy SMARTIE Goals**

**School Literacy Goal:**

By the end of 2023-2024, at least 77% of 9th grade Hispanic and African American/Black male students, including students who receive EML and/or special education services, will meet the classroom Evidence of Learning measure by earning a C or higher in both semesters or a B or higher in semester 2 in their English or ELD class.

**Math SMARTIE Goals**

**School Math Goal:**

By the end of 2023-2024, at least 44% of 9th grade Hispanic and African American/black male students, including students who receive EML and/or special education services, will meet the classroom Evidence of Learning measure by earning a C or higher in semester 1 or by earning a B or higher in semester 2 in their respective math class.

**Culture/Climate SMARTIE Goals**

School leaders will intentionally gather voice data from students, families, and staff on a monthly basis. The voice data will help create a more inclusive environment in which all members of our community feel they belong. Listening to our member groups and taking action on their responses will increase the percentage of African American students who feel welcomed, affirmed, and supported by their teachers from 62% to 67%.

**Well-Being SMARTIE Goals**

Members of the Student Well-Being Team will engage in a bi-weekly analysis of absence events and attendance reporting. Data will be disaggregated by grade level, focus group and race/ethnicity. The SWBT will provide equity-centered, trauma-informed interventions and support to students and families. The focus on attendance will lead to a 7% decrease for 9th grade Hispanic and African American/Black male students, including students who receive EML and/or special education services, who are chronically absent.