

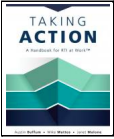
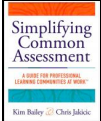
Summit Street School

SMART Goal Team Statement

FOCUS: LEARNING TARGETS and INSTRUCTIONAL STRATEGIES

Implementation of Essential Standards with Response to Intervention

Across the 21-22 school year, all essential standards will be implemented using the Response to Intervention process with a focus on the development of Learning Targets and student "I can" statements.

Resource Books Provided to all Faculty	
Taking Action A Handbook for RTI at work	
Simplifying Common Assessment	

Specific

- Read and understand the 5D+ Rubric for Instructional Growth Purpose
Purpose: Standards, Learning Targets, and Teaching Points Sections P1-P5
 - P1: Learning targets connected to standards.
 - P2: Lessons connected to previous and future lessons, broader purpose, and transferable skill
 - P3: Design of performance task
 - P4: Communication of Learning targets
 - P5: Success Criteria
- Understand and support the PLC and Response to Intervention Process.
- Intentionally plan instruction and assessment as a team.
- Essential Standards implemented with identification of Prerequisite Skills, "I Can" statements", Learning Targets, Common Formative Assessments, and Intervention
- Development of Common Formative Assessments
- Use Common Formative Assessment Protocol to discuss student evidence
- Celebrate successes with students and staff
- Review data and follow RTI process for Essential Standards
- Review data and Essential Standards implementation at the Collaborative Meetings

Purpose Measurable

- The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students.
- The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in

context.

- ❑ The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture, and language) in relation to the learning target(s).

Curriculum Measurable

- ❑ The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes.
- ❑ Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.
- ❑ The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.

Attainable

Working with Summit Street School Teacher Leaders and the Guiding Coalition, teachers will have all of the needed resources to obtain these goals.

Relevant

Implementation of Essential Standards includes formative assessment is needed to monitor, track, and assess student progress with achieving Math and Literacy Essential Standards and provide school-based teams with information to support the MTSS process in regards to student success. This goal will further support our professional growth across universal instruction and the MTSS process.

Time-Bound

By December 17, all students will have received instruction following the RTI process and implemented in at least one unit for both Math and Foundations using Essential Standards, Learning Targets, I can Statements, Common Formative Assessments and Intervention Cycle. Teams will intentionally celebrate wins with both students and staff.

By January 21, all grade levels will have developed and administered at least one common assessment and used data to inform instruction and intervention by using the common formative assessment protocol.

By February 18, all teams will have used the summative assessment protocol to determine the next steps for instruction. Teams will intentionally celebrate wins.

By March 18, all teams will review their progress in the implementation of the Essential Standards for the school year and assess needed professional development to further implementation. Teams will intentionally celebrate wins with both students and staff.

By April 1st, teams will reflect on their growth throughout the year and enter evidence.

By May 20, Final Reflections will be due in EWSD goals.