

While COVID clearly had an impact on our learners, especially in the spring and fall of 2020, our data still shows significant growth. Our SMART goals from 2019 to the current school year are created by collaborative teams. We focus on specific essential standards and commit to growth student by student and target by target by using common and summative formative assessments and providing interventions.. The SMART GOALS below follow the cohort of first graders whose school was interrupted by COVID. The goals shifted as the needs of our students changed. The data shows continued growth.

First Grade SMART Goal 2019-2020

Team SMART Goal Statement: Using the F&P benchmark assessment, by June 2020, all first graders will score a 3 on the within the text question section relating to key details in fiction and nonfiction text at their independent level.

Which dimension(s) and component(s) of the CEL 5D+ Rubric would you like to grow this year based on this goal: Curriculum and Pedagogy:

Curriculum and Pedagogy: Differentiated instruction for students

Assessment for Student Learning: Teacher use of formative assessments

Professional Collaboration & Communication: Collaboration with peers and administrators to improve student learning

Which focus area(s) of the CIP is(are) being addressed through this individual SMART goal:

Instructional Excellence: Provide high quality proficiency-based First Instruction and Tier II interventions

Points relative to Individual SMART Goal:

Specific: What are the specific steps you need to take to achieve this SMART goal?

1. Create common formative assessments
2. Create a unit plan for both fiction and nonfiction units
3. Gather materials (i.e. mentor texts, graphic organizers)
4. Progress monitor on a frequent basis throughout the unit through oral retelling, graphic organizers, written responses
5. Form groups based on need, target instruction during guided reading and WIN
6. Pull additional resources to support struggling students and try different approaches
7. Meet as a team including specialists to collaborate around effective strategies

Measurable: What is being measured?

A student's ability to retell both fiction and nonfiction text at their independent level.

Attainable: How will you be able to attain this SMART goal?

-F&P Guided reading kits

-Scholastic News

- Carefully chosen, high quality mentor texts
- Time to meet as a grade level and as a whole team with specialists on a regular basis to review data, form groups, and plan for instruction
- A variety of graphic organizers
- Time to plan the unit
- Primary comprehension toolkit, Reading A to Z, texts for close reads

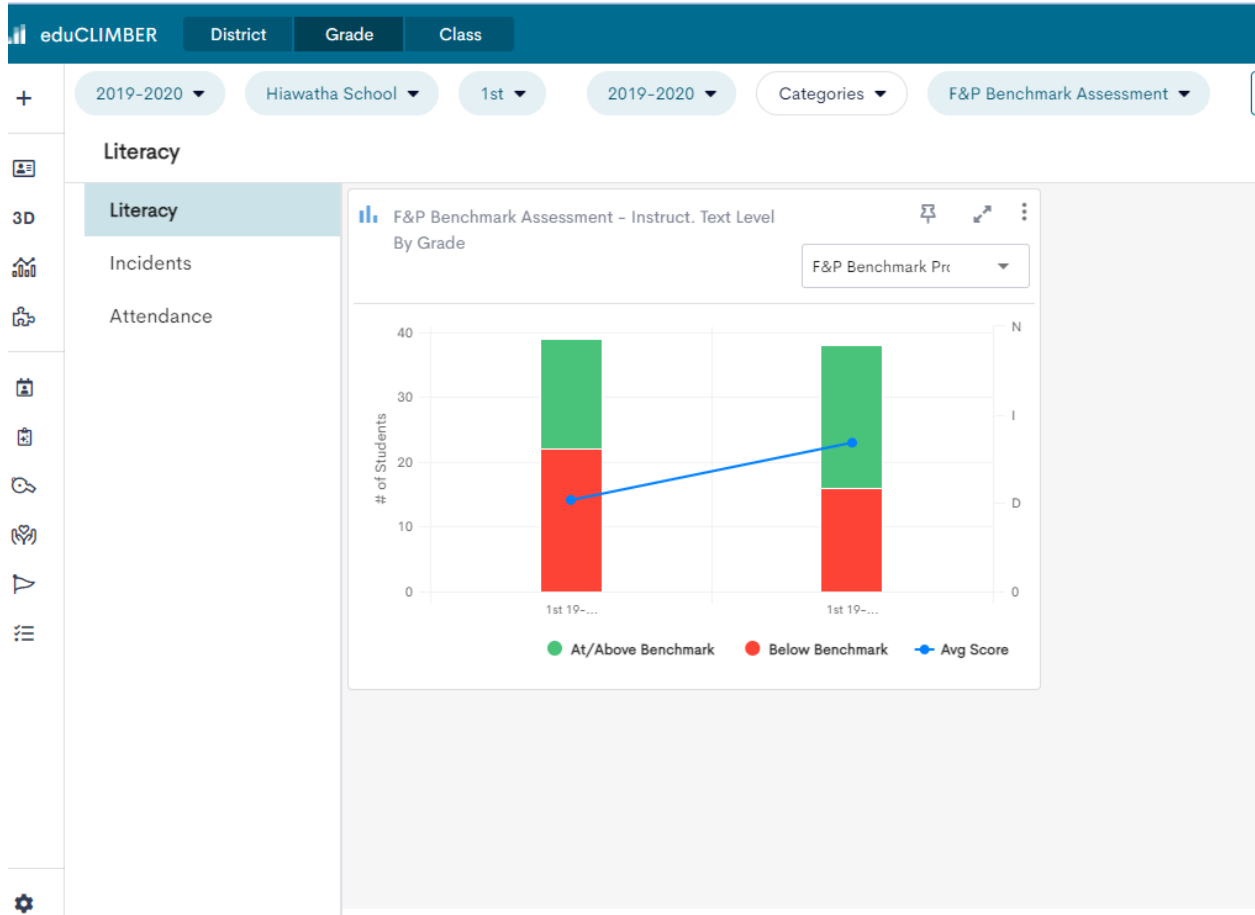
Relevant: How will this goal result in improved student learning? How will this goal enhance your professional growth?

By creating common formative assessments, developing a unit of study, and working collaboratively with grade level colleagues, we will be better able to track student progress as it relates to one of our specific essential standards.

Time Bound: List benchmarks for achieving this goal.

- November: Create common formative assessments and begin planning the nonfiction unit
- December: Continue work around planning nonfiction unit, start planning fiction unit
- January: Begin teaching nonfiction unit, review first data set from CFAs, provide intervention
- Late winter/Early Spring: Teach fiction unit, review first data set from CFAs, provide intervention

Achievement Data from Sept- February (no end of year data due to school closure)



Second Grade SMART Goal 2020-2021

Team SMART Goal Statement: By June 2021, we will increase the number of second graders meeting the benchmark in reading from 12 out of 39 students to 33 out of 39 students.

Which dimension(s) and component(s) of the CEL 5D+ Rubric would you like to grow this year based on this goal: Curriculum and Pedagogy: Differentiated instruction for students
Assessment for Student Learning: Teacher use of formative assessments

Which focus area(s) of the CIP is(are) being addressed through this individual SMART goal:
Engaged and Inspired Learners: Provide professional learning/foster teacher efficacy through PLCs
Engaged and Inspired Learners: Provide personalized learning and flexible pathways

Points relative to Individual SMART Goal:

Specific: What are the specific steps you need to take to achieve this SMART goal? Daily guided reading groups
Implementation of Foundations phonics program
Phonemic Awareness instruction: Heggerty and Kilpatrick drills and activities
Tier 2 instruction (by classroom teacher) during WIN time

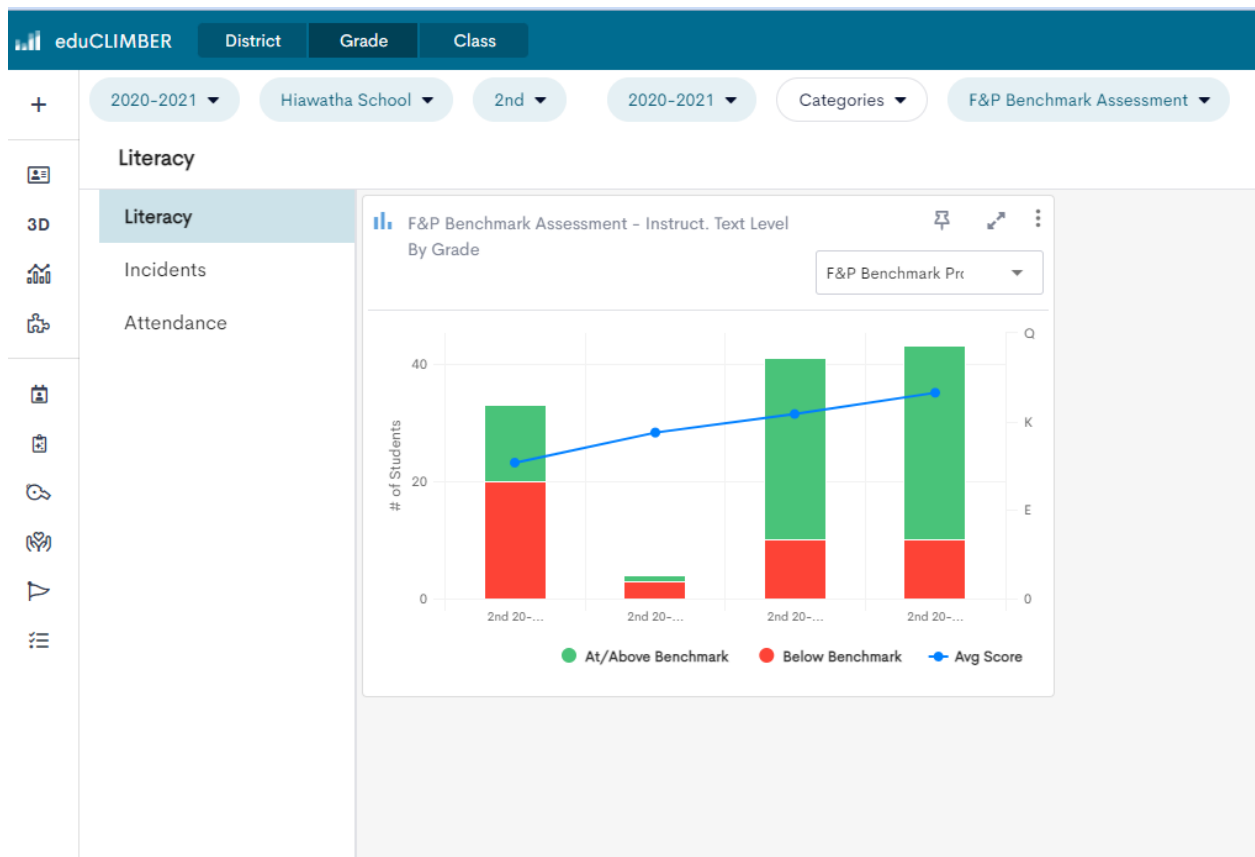
Measurable: What is being measured? reading comprehension and reading fluency sight word recognition

Attainable: How will you be able to attain this SMART goal? What resources will be required?
Pioneer Valley- Literacy Footprints leveled readers Support from specialists Foundations materials- whiteboards, magnetic letter boards PLC planning time

Relevant: How will this goal result in improved student learning? How will this goal enhance your professional growth? I am implementing components of the Stern Center Lead to Read program with the hopes of increased student learning in phonics and overall reading ability.

Time Bound: List benchmarks for achieving this goal. Include dates in your benchmarks.
District trimester assessments and progress monitoring with informal assessments such as running records and anecdotal records

End of the year F & P Data: 33 out of 43 students met the benchmark in reading according to the F&P Benchmark Assessment. The data clearly shows significant growth on the essential standard of reading proficiency with this cohort.



Third Grade SMART Goal 2021-2022

***While the third grade team had a common goal, this illustrates the need one teacher identified for herself to commit to using formative assessments to drive her instruction. This resulted in the collaborative team focusing on phonics and providing interventions when needed based on the common formative and summative assessments.**

SMART Goal Statement:

By the end of the year, I will see an increase in student performance on the end-of-unit Foundations assessments by using at least one formative assessment per month and providing targeted instruction during Reader's Workshop, Writer's Workshop and Word Work to students based on those formative assessments.

Which dimension(s) and component(s) of the CEL 5D+ Rubric would you like to grow this year based on this goal: Curriculum and Pedagogy:

Assessment for Student Learning: Teacher use of formative assessments

Which focus area(s) of the CIP is(are) being addressed through this individual SMART goal:

Instructional Excellence: Provide high quality proficiency-based First Instruction and Tier II interventions

Opportunity to Learn: Ensure equitable access for all students to challenging curriculum

Points relative to Individual SMART Goal:

-Mastery of skills taught in each Foundations unit as evidenced by student performance on formative assessments and end-of-unit assessments

Specific: What are the specific steps you need to take to achieve this SMART goal?

-Plan what the formative assessments will be for each unit.

-Plan additional instructional activities based on formative assessment results.

Measurable: What is being measured?

Mastery of skills taught in each Foundations unit as evidenced by student performance on formative assessments and end-of-unit assessments.

Attainable: How will you be able to attain this SMART goal? What resources will be required?

-I will develop one formative assessment for each unit. I will keep them brief and simple to complete and score.

-I will use the resources in the Foundations manual to develop the assessments.

-I will use time during the Readers and Writers Workshops to provide additional, targeted instruction of skills. I will focus on students who demonstrate a need for additional instruction based on formative assessments during the Word Work block.

Relevant: How will this goal result in improved student learning? How will this goal enhance your professional growth?

With practice, I will develop a routine for effectively creating and using formative assessments to guide my instruction. Over time, I will be able to apply this routine to other academic areas.

-This goal will result in improved student learning because the effective use of formative assessments results in stronger tier 1 instruction for students who struggle with a new concept.

Time Bound: List benchmarks for achieving this goal.

By the end of each month, I will have completed at least 1 formative assessment and used that information to provide targeted instruction. A Foundations unit is typically two weeks long, but occasionally a single lesson takes me two days to complete and there are other disruptions to the schedule that can arise. So, I can commit to completing at least one formative assessment per month.

Foundations Assessments as of Spring 2022- [link](#)

Grade 3 F & P Benchmark Data as of Winter 2022

