### District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

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<tr>
<th>Team SMART Goal</th>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
<th>Results</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal: Build and implement procedures for increased habits of work practices in the school and classrooms</strong></td>
<td>• All teachers will grade HOW standards</td>
<td>Teachers</td>
<td>All School year</td>
<td>Students will have a good understanding of what HOW grades are and how to check them based on survey data.</td>
<td>96% of students surveyed indicated they know how to access PS and check grades when surveyed in April</td>
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<td></td>
<td>• HOW standards will be listed in PowerSchool above content standards</td>
<td>Principal</td>
<td>All School year</td>
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<td></td>
<td>• Create scoring criteria and use weekly</td>
<td>Teachers</td>
<td>Fall</td>
<td></td>
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<td></td>
<td>• Create and use self-scoring w/ students</td>
<td>Teachers</td>
<td>Fall</td>
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<td></td>
<td>• All parents will be reached via email multiple times with information about HOW grading and how to check grades in PowerSchool</td>
<td>Principal</td>
<td>All School Year</td>
<td>Students will be given a pre-assessment of where Habits of Work are located in PowerSchool, how to check on the HOW grades, taught the HOW skills and how they are accessed in PS</td>
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<td></td>
<td>• Positive rewards for success</td>
<td>Teachers</td>
<td>Winter / Spring</td>
<td></td>
<td>93% of students when asked by admin prior to second training could access PS HOW and Content (100% after 2nd training)</td>
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<tr>
<td></td>
<td>• Athletic eligibility for Preparedness</td>
<td>Teachers / Principal</td>
<td>Winter / Spring</td>
<td></td>
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<td></td>
<td>• Teachers and administration will go over with students HOW grading and how to check on PowerSchool</td>
<td>Principal / Teachers</td>
<td>All School Year</td>
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<td></td>
<td>• HOW posters for all rooms</td>
<td>Teachers</td>
<td>All School year</td>
<td>They will be given a recheck in the third trimester. The goal is to have 95% of students being able to self-check and complete self-checks and understand their HOW grades in all classes.</td>
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<td></td>
<td>• Direct instruction as needed in HOW</td>
<td>Teachers</td>
<td>All school year</td>
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<td></td>
<td>• Guidance and RTI support students as needed</td>
<td>Teachers / Principal</td>
<td>All school year</td>
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<td></td>
<td>• Teachers attend trainings to be able to teach the HOW skills</td>
<td>Teachers / Principal</td>
<td>All school year</td>
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</table>
Strategies and Action Steps for 17-18 Goals

- HOW grades were moved above Content grades in PowerSchool
- Scoring criteria was created for all HOW standards for school
  - Teachers/students modify to fit subject/class
- Parents were emailed multiple times throughout the year to check grades,
  - Parents emailed when paper copy of grades were sent home
  - Multiple YouTube videos were sent to parents on how to access grades in PS
- Athletic Eligibility is based on Preparedness HOW
  - Working on improving how we monitor this
- Lifetouch created HOW posters for all classrooms
- RTI, Guidance, Ed. techs, Special Ed and classroom teachers provided extra HOW support as needed
- RTI staff, Admins, Special Ed, guidance all provided additional training for teachers
  - HOW student skills
  - Student Self-assessments
  - Creating scoring criteria
- Teachers/admin provided direct instruction on how to check grades in PS

2018-19 HOW Focus (even though not the formal goal)

- Continue to improve PowerSchool
- Continue to communicate with parents and students about PS and checking grades
- Focus on HOW skills that will improve content learning
- Self-Assessing
- Students and teachers creating rubrics together
- Eligibility criteria and monitoring
## School: Freeport Middle School 2018-19

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| **ELA Goal:** Deepen level of comprehension skills for students | • Work with the students to think critically, communicate thoughts effectively, and reason to solve problems and make decisions related to issues of fairness and social justice.  
• Increase student discourse in the classroom  
• Complete three TC Units of Study in reading and three in writing.  
• Become familiar with and begin using the new Units of Study. | Teachers / Strategist / Principal | All School Year | All teachers will complete 6 TC Units  
All teachers will reflect on new TC units to improve instruction for the following year | All teachers will complete 6 TC Units  
All teachers will reflect on new TC units to improve instruction for the following year |
| **MATH Goal:** Establish mathematics' goals to focus learning | • All units of instruction are taught. Use pacing guide. (Equal access)  
• Ensure the learning target is clearly stated and visible  
• Consistent use of scoring criteria with summative assessments  
• Increased use of exploration/activity  
• Promote mathematical discourse | Teachers / Strategist / Principal | All School Year | 60% of students reach their NWEA reading goal | All teachers use a pacing guide.  
All teachers complete activities/exploration for all units  
60% of students reach their NWEA math goal | All teachers will complete activities/exploration for all units  
60% of students reach their NWEA math goal |
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<tr>
<th><strong>Social Studies Goal:</strong> Increase reading comprehension skills of students</th>
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<tbody>
<tr>
<td>• Work on accessing just right level reading materials for all students</td>
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<tr>
<td>• Research, find, and develop reading materials that are at the grade level of the students in the classroom</td>
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<tr>
<td>• Teaching students how to access reading materials at their grade level</td>
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<th><strong>Science Goal:</strong> Research and implement highly effective classroom management, decreasing distracting student behaviors that interfere with their own learning or the ability for others to learn.</th>
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<td>• Improve/develop classroom starters focused on the essential learning of the lesson</td>
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<tr>
<td>• Work on classroom flow/management to improve content instruction/learning</td>
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<tr>
<td>• Research and implement classroom management strategies</td>
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<tr>
<td>• Observe other effective teachers</td>
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<tr>
<th><strong>Teachers</strong> / Strategist / Principal</th>
<th>All school year</th>
<th>60% of students reach their NWEA reading goal</th>
</tr>
</thead>
</table>

| **Teachers** | All school year | Improved MEA science scores |
SMART Goal 2017-2018

School: Freeport High School

Team Name: N/A

Team Members: Jen Gulko, Charlie Mellon, FHS Staff

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FHS Goal: By June 2018, Freeport High School will have proficiency-based practices developed, reflected on, revised and communicated to all stakeholders for the Class of 2021 and Class of 2022 by the start of the 2018-2019 school year. These practices will support students in reaching proficiency in their classes as well as keep parents informed about proficiency-based practices.

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| Expand training for teachers on proficiency-based reporting system and practices. | - Visit nearby schools to analyze systems for standards-based reporting and grading practices  
- Attend Professional development for PowerSchool for standards-based reporting with FHS admin and FHS teacher representatives  
- Reflect on and revise (if necessary) drafts of our FHS policies (Reassessment, Habits of Work, Eligibility, etc.)  
- Share policies with all stakeholders | - FHS administrators  
- FHS leadership teams  
- FHS staff members | - Sept. 2017-June 2018 | - PowerSchool workshops  
- School visit notes  
- Teacher workshops  
- Student scores in PowerSchool  
- PLC and PLD agendas and work |
| Standards-aligned scoring criteria will be developed and/or revised as necessary for 9th and 10th grade courses in all content areas by June 2018 | • All FHS teachers work in departments to develop and refine scoring criteria  
• Teachers will pilot scoring criteria throughout 2017-2018 school year to reflect and revise as needed | • FHS Administrators  
• FHS Faculty | • Sept. 2017 to June 2018 | • Written scoring criteria  
• Student scores in PowerSchool  
• PLC and PLD agendas and work  
• Student work |
| --- | --- | --- | --- | --- |
| School-wide Habits of Work rubric and scoring practices will be implemented, reflected on and further refined for the Class of 2021 and Class of 2022. | • Continue to analyze Habits of Work practices of neighboring schools and districts  
• Implement the Habits of Work rubric and regularly discuss methods for teaching and assessing H.O.W. in PLC and department meetings  
• Reflect on draft of FHS Habits of Work guidelines for staff and students and revise draft as necessary | • FHS Administrators  
• FHS Faculty | • School visits from Nov. 2017-April 2018  
• Discuss HOW rubric and practices in PLCs Sept. 2017-June 2018  
• Complete any revisions by June 2018 | • School visits  
• Student scores in PowerSchool  
• PLC and PLD agendas and work  
• Student work |
| Communication of and feedback for PBE practices with students and parents will be ongoing throughout the 2017-2018 school year for students and parents of the Classes of 2021 and 2022 (current 8th grade). | • Reflection, revisions and additions to the PBE parent guide  
• Host 4 Focus group meetings for feedback from the Class of 2021  
  • 2 parent focus group meetings  
  • 2 student focus group meetings | • FHS Administrators  
• FHS Guidance counselors  
• FHS Leadership Team | • January 2018 parent event for Class of 2022  
• January 2018 student and parent focus group for Class of 2021  
• May 2018 parent event for Class of 2021  
• May/June 2018 | • Parent event/workshop attendance  
• Parent event/workshop attendance  
• Focus group meetings attendance and feedback notes |
- Host informational Parent Events for Class of 2022
  - January
  - May

student and parent focus group for Class of 2021

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FHS Goal: Increase the total number of students in the 9th and 10th grade meeting their individual growth target in both math and reading by 5% as measured by the NWEA.

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<tr>
<td>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA math test will increase by 5%.</td>
<td>- Pilot new math curriculum in Algebra and Geometry&lt;br&gt;- Implement math support class for 9th and 10th grade students scoring significantly below grade level on NWEA&lt;br&gt;- Providing coaching and development for FHS math teachers with new curriculum&lt;br&gt;- Focus on formative assessment and formative feedback with PLC teams</td>
<td>FHS Administrators&lt;br&gt;FHS Faculty</td>
<td>Sept. 2017 to June 2018</td>
<td>- Enrollment in math support classes&lt;br&gt;- Teacher workshops&lt;br&gt;- PLC and PLD agendas&lt;br&gt;- Spring 2018 NWEA math data&lt;br&gt;  - All 9th and 10th graders&lt;br&gt;  - Students in math support class</td>
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Data will be measured from spring of 2017 to spring of 2018.

Student Growth data from Fall 2016 to Spring of 2017

Students meeting individual growth goal: 36% of 9th<br>44% of 10th
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<tr>
<th>The total number of students in the 9th and 10th grade who meet their individual growth target on the NWEA Reading test will increase by 5%.</th>
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<tr>
<td>Data will be measured from spring of 2017 to spring of 2018.</td>
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<tr>
<td><strong>Student Growth data from Fall 2016 to Spring of 2017</strong></td>
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<tr>
<td>Students meeting individual growth goal: 48% of 9th 40% of 10th</td>
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</table>
| • Implement literacy support class for 9th and 10th grade students scoring significantly below grade level on NWEA  
  • Focus on formative assessment and formative feedback with PLC teams | • FHS Administrators  
• FHS Faculty | • Sept. 2017 to June 2018  
--- |
| • Enrollment in literacy support classes  
• Teacher workshops  
• PLC and PLD agendas  
• Spring 2018 NWEA ELA data  
  o All 9th and 10th graders  
  o Students in literacy support class |