SMART Goal Worksheet				
School: Morse Street School				
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning.				
School SMART Goal	**Strategies and Action Steps**	**Responsibility**	**Timeline**	**Evidence of Effectiveness**
Goal 1: By May/June 2019 100% of teachers will report that they are regularly using 5 or more Responsive Classroom practices to increase student engagement and academic achievement. **Baseline:** 50% (2017) of teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement. 95% (2018) teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement.	• Provide support and feedback through observations of classrooms. (Julie Nickerson) • PLC teams collaborate on structures used in classrooms and success they have with students. (Grade Level and Specialist Teams) • Continue to use reinforcing, reminding and redirecting language consistently to build a positive community and more effectively manage behavior to help students develop skills, confidence and independence. (All staff) • Provide support and Professional Development to teachers new to our school to build growth and awareness of interactive learning structures that increase student engagement. (Julie Nickerson/Paul White)	On-going 2018-2019 On-going 2018-2019 On-going 2018-2019	Classroom observations, walkthroughs and planning documents Teacher survey results	
Goal 2: By May/June 2020 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment. June 2018 - 55% June 2019 - 65% June 2020 - 75% 100% of students K-2 will	• TC Staff Developer and Literacy Strategist provide targeted professional development in comprehension to ensure that all students are able to provide literal, interpretive and analytical responses. (Susan Dee) • EM Staff Developer and Math Strategist provide targeted professional development in targeted mathematical practices. (Amy Wheeler) • Literacy and Math Strategists continue to support differentiated small group work and increased student discourse with embedded PD in their content area. (Susan Dee and Amy Wheeler)	On-going 2018-2019 On-going 2018-2019 On-going 2018-2019	F & P assessment for reading Math SLO NWEA (Grade 2 only)	

make expected growth as measured by the Math SLO assessment. **Baseline:** Reading F & P Spring 2017 47% (96/205) students met or exceeded expected growth targets. F & P Spring 2018 56% (119/212) students met or exceeded expected growth targets Math SLO Spring 2017 93% (190/205) students met or exceeded expected growth targets. SLO Spring 2018 96% (204/212) students met or exceeded expected growth targets. NWEA math achievement data: 2017 77.3% students average or above 2018 79.2% students average or above	• Use assessment data to focus differentiated small group instruction and individual conferences in both reading and math. (Classroom Teachers) • Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning in both reading and math. (Grade Level Teams) • Conduct peer observations with a focus on student learning to provide support and insight to improve instruction. (All Teachers) • Implement Readwriteinc. Phonics program in PK	On-going 2018-2019 On-going 2018-2019 On-going 2018-2019 On-going 2018-2019	
Goal 3: By May/June 2019 Develop and Implement a data informed RTI-B process for supporting students with	• SAT Team collaborate to develop a multi-tiered documented process for supporting students with social-emotional needs. (Julie Nickerson, Cindy Kivler, Kelley Ryder-Herzog, Melissa Shaw and Aja Darak)	On -going 2018-2019	Documented process and Individual student intervention plans

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social-emotional needs	• Provide Professional Development to all staff on proactive strategies to support students identified in Tier 1 and 2. (Julie Nickerson, Paul White, Cindy Kivler, Kelley Ryder-Herzog, Melissa Shaw, Aja Darak and Sacha Shaw)	August 2018 October 2018	
	• Develop a screening tool to identify vulnerable students early, and provide intervention. (SAT team)	August 2018	
	• Grade level teams use PLC to collaborate over student social-emotional needs and suggested intervention plans (Grade Level Teams)	On-going 2018-2019	
	• Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams)	On-going 2018-2019	
	• Grade level teams collaborate and analyze student data using protocols (Grade Level Teams)	On-going 2018-2019	
	• Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers)	On-going 2018-2019	
	• Implement Tier 2 Positive Behavior Support Plans (PBSP) and monitor to determine next steps for each students (Cindy Kivler and Classroom Teacher)	On-going 2018-2019	