

SMART Goal Worksheet: Third-Grade Team

School: George Washington Elementary **Team Name:** Third Grade **Team Leader:** Theresa Smith

Team Members: Ken Thomas, Joe Ramirez, Cathy Armstrong, Amy Wu

District Goal(s):

- We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

School Goal(s):

- We will improve student achievement in language arts as measured by local, district, state, and national indicators.

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p>Our Current Reality: Last year, 85 percent of our students met or exceeded the target score of 3 on our state's writing prompt in May.</p> <p>Our SMART Goal: This year, at least 90 percent of our students will meet or exceed the target score of 3 on our state's writing prompt in May.</p>	<p>Curriculum</p> <ol style="list-style-type: none"> 1. Clarify and pace essential student learning outcomes in writing using standards documents, curriculum guides, assessment blueprints and data, and the wish list of skills from the fourth-grade team. 	<p>All members of our team</p>	<p>October 15</p>	<p>Lists of essential student learning outcomes and pacing guide</p> <p>Increased results for all students on team, district, state, and national indicators</p>

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	<p>Assessments</p> <p>2. Develop, implement, and collaboratively score grade-level formative writing prompts to:</p> <ul style="list-style-type: none"> a) Frequently monitor each student's learning of essential writing outcomes b) Provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets in writing c) Learn with and from each other better ways to help students become proficient writers 	All members of our team	<p>October–May</p> <p>Checkpoints at midpoint of each grading period</p> <p>District benchmark assessments at end of each semester</p>	<p>Common writing prompts</p> <p>Common writing rubric</p> <p>Increased results for all students on team, district, state, and national indicators</p>
	<p>3. Provide students with writing assignments in all subject areas, and utilize a variety of instructional strategies to help students learn all essential writing skills.</p>	All members of our team Principal Resource staff Volunteers	Daily, September–May	<p>Intervention/enrichment schedule</p> <p>Student learning results</p>
	<p>4. Initiate individual and small-group sessions to provide additional intervention and enrichment focused on writing.</p>	All members of our team	Daily, September–May	<p>Intervention/enrichment schedule</p> <p>Student learning results</p>

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	<p>5. Provide parents with resources and strategies to help their children succeed as writers.</p>	<p>All members of our team</p>	<p>First semester workshop: 10/20 Second semester workshop: 1/19 Newsletters End-of-grading-period conferences</p>	<p>Number of parents in attendance Study guides and newsletters</p>
	<p>Staff Development</p> <p>6. Develop, implement, and evaluate our team action research project in writing to improve our individual and collective ability to help our students learn to write at high levels.</p> <p>Use information from our common formative assessments to identify staff development needs and engage in ongoing, job-embedded staff development in the area of writing.</p>	<p>All members of our team</p>	<p>Weekly collaborative team meetings Staff development days Faculty meeting sessions Additional professional learning time by request</p>	<p>Common assessments Quarterly reviews Midyear progress reports End-of-year team evaluations Increased results for all students on team, district, state, and national indicators</p>