



EVENING STAR
ELEMENTARY

SMART Goals

**How do your PLCs use SMART Goals in a meaningful,
actionable way?**

**What advice would you give to PLCs who have not used
SMART goals in the past?**

SMART GOALS



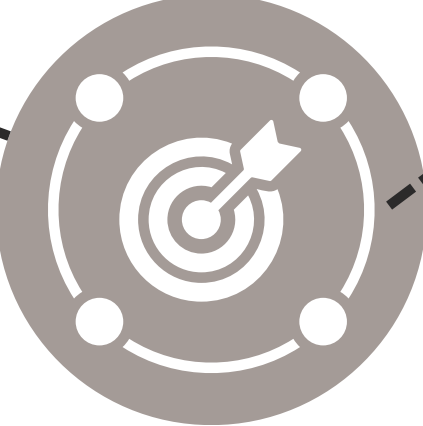
Strategic & specific



Measurable



Attainable



Results-oriented



Time bound

SMART Goals

Measurable

Attainable

Results-oriented

Simulate action

Drive the work of the Team. A common goal for which members are held mutually accountable.

“Clarity precedes competence.”
 Small wins are key!

Are intended to document incremental progress and build momentum and self-efficacy through short-term wins.

Balance between short term goals and stretch goals (Widley Important Goals, Big Hairy Audacious Goals)

Stretch goals are intended to inspire - to serve as a unifying focal point of effort. These goals are only effective if they simulate action

“If we seek & implement best practices, we have reason to believe we will achieve our team goal.”



ARE WE A GROUP OR ARE WE A TEAM?

PLC Team Members	1	5	10
Interdependency	Members want all students to be successful and each member will work his/her hardest in being the best teacher he/she can be independent of others.	Members share PLC managerial duties and exchange instructional ideas freely but find it awkward to hold each other accountable for full participation on the team and/or team norms. Team is more than colleagues, they are friends. Each teacher only takes responsibility for students listed under his/her name.	All PLC members deeply share collective responsibility for the mastery of promise standards for all students found in each of the PLC member's classes. Members can't imagine doing their job without their team. Members profoundly believe that what they can achieve together is greater than what they can achieve alone. Each member comes to meetings prepared and understands he/she are accountable to each other and collectively to the students assigned to their team.
Team Goals	Each PLC member has independent goals. There are no working goals or collective commitments that document the progress of the PLC.	PLC collectively writes goals for student learning, but goals are not time bound and it is difficult to measure the success of each goal.	PLC writes SMART goals with each unit to identify success for student learning and monitors each goal as they work to make changes in instruction to improve instruction. Team has established collective commitments for their PLC.
Promise Standards	PLC has not identified promise standards and learning targets for students to master in the given school year.	PLC has identified promise standards in their content but have a hard time ensuring all students master each. Promise standards are too broad. Learning targets exist but also are broad and vague.	PLC has identified narrow promise standards and aligned learning targets in their content. PLC monitors and ensures every student's mastery of promise standards in the given school year.
CFA's	PLC has had conversations regarding CFAs but uses them sporadically and with limited success.	PLC has created, implemented, and had conversation regarding CFA's for some of the most important standards but do not use data for reteaching or professional growth.	PLC has identified what below, proficient and exemplary are for each standard; have ongoing conversations around CFA's; and have written CFA's that are easily analyzed for regrouping of students. PLC consistently compares data, teacher by teacher, to learn from one another.
Sharing Instructional Strategies	PLCs plan and implement all units in the content. Each member plans for instruction independently without interaction or conversation with others. Student success varies between classrooms. Some students are viewed as lucky to have certain teachers.	PLCs plan and implement all units in the content. When a team member is excited about student learning or a new strategy, they share it with their team. Some PLC members, but not all, consistently collaborate around identifying and implementing effective instructional strategies.	After analysis of CFA data, all PLC members engage in conversation about effective instructional strategies that have created the most student learning. All teachers share practices, model for one another, and regroup students to ensure all students are learning.
Interventions	PLC members provide interventions for students found in his/her classroom only.	PLC members work together to provide interventions when students don't learn but systematic tracking of each student, by standard, is missing.	PLC members work together to provide interventions when students don't learn. The PLC systematically charts the progress of each student and responds accordingly when students haven't learned a promise standard or have already mastered a standard with appropriate interventions.

“There is nothing more important in determining the effectiveness of a team than each member’s understanding of and commitment to the achievement of results-oriented goals to which the group holds itself mutually accountable.”

Learning By Doing

*Adopted for Mike Mattos *Are We a Group or a Team?*



ARE WE A GROUP OR ARE WE A TEAM?

CFA's	<p>1-5-10 Goal: Our PLC will identify what <i>below</i>, <i>proficient</i>, and <i>exemplary</i> are for each standard; have ongoing conversations around CFA's; and have written CRA's that are easily analyzed for regrouping of students. Our PLC consistently compares data, teacher by teacher, to learn from each other.</p>		
4th Grade	Quarter 1	Quarter 2	Quarter 3
Action Steps: What needs to be done?	<ol style="list-style-type: none"> 1. Create CFA's for one essential Math standard and one essential literacy standard, and identify success criteria for those CFA's. 2. Create a spreadsheet for each subject to share CFA data. 3. Use the data to drive WISE time groups and small group math instruction. 4. Meet and discuss CFA data at the end of each unit to sort and respond to four essential questions. 	<ol style="list-style-type: none"> 1. Be more strategic/systematic in the use of data to drive WISE time groups and small group math instruction. 2. Create a calendar with set dates for creating, giving, and discussing CFA's. 	<ol style="list-style-type: none"> 1. Be more strategic/systematic in the use of data to drive WISE time groups and small group math instruction. 2. Create a calendar with set dates for creating, giving, and discussing CFA's.
Resources needed?	CFA data spreadsheet Resources for enrichment and foundational skills.	CFA data spreadsheet Resources for enrichment and foundational skills.	CFA data spreadsheet Resources for enrichment and foundational skills.
Evidence: How will success be measured? What will evidence of success look like?	80% of 4th grade students will show mastery of the success criteria with the understanding that the other 20% would get support in WISE time or small group math instruction or Tier 2 or 3 intervention.	80% of 4th grade students will show mastery of the success criteria with the understanding that the other 20% would get support in WISE time or small group math instruction or Tier 2 or 3 intervention.	80% of 4th grade students will show mastery of the success criteria with the understanding that the other 20% would get support in WISE time or small group math instruction or Tier 2 or 3 intervention.



ARE WE A GROUP OR ARE WE A TEAM?

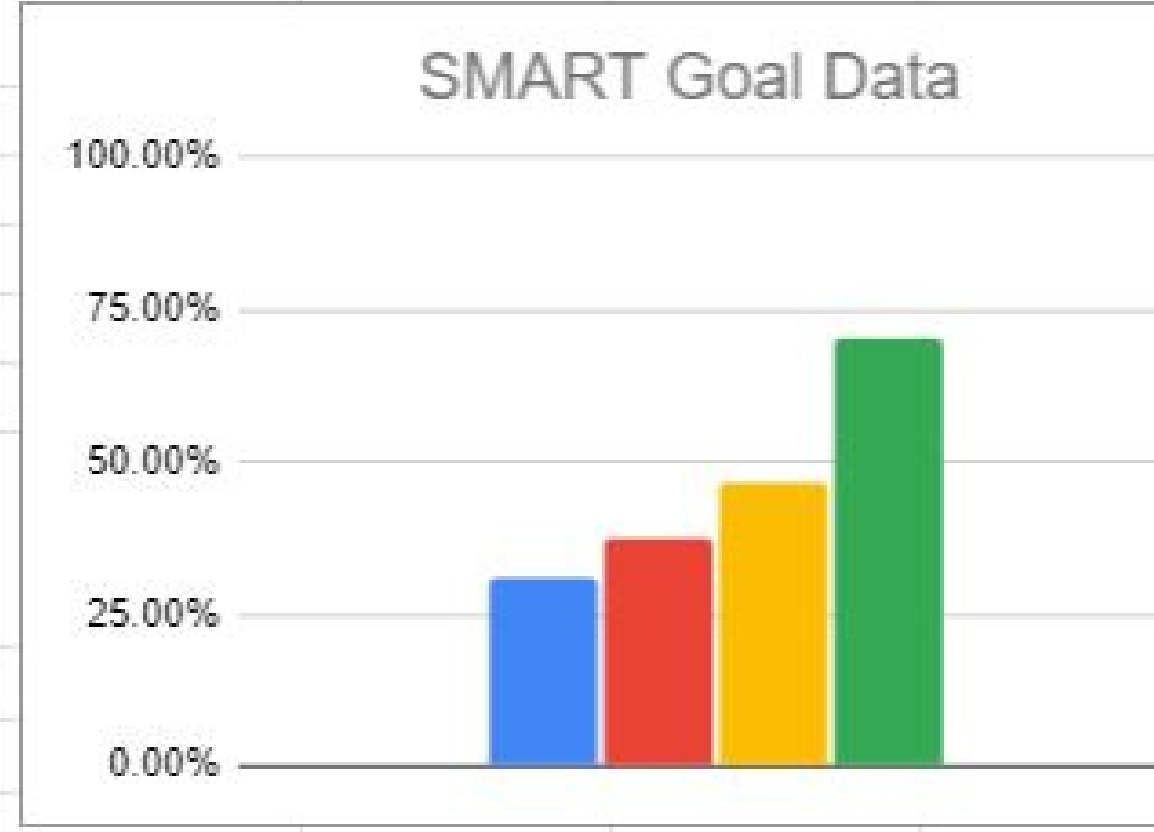
Teach and take data on a school wide core belief	1-5-10 Goal: Our PLC will define, teach, and take data using PBIS on the core belief teamwork.		
Activity	Quarter 1	Quarter 2	Quarter 3
Action Steps: What needs to be done?	Define Teamwork How to asses teamwork- length of time- grade level Definition: I can listen support and respect my classmates while working together to reach our common goal by communicating and cooperating. First grade will be the grade we take data on	Action steps: daily reflection	We will continue to take data based on our teamwork lessons.
Resources needed?	Team time together. PBIS Program; team create definitions; what is it going to look like for consistency; What does success look like? whole grade level? break down by teacher? *How often will you compare data? *Who will you use as support to address reluctant behaviors? * Who will create data collection form so everyone is collecting on the same form so it is easily compared?	Compare data - 12.15.22 - data discussion among team members Data collection sheet - LaRocco distributed by Monday 11.14.22	Current data Compare data across environments Discuss next steps PBIS Points -schoolwide view
Evidence: How will success be measured? What will evidence of success look like?		collecting data on checklist.	Collected data and target. Are we seeing an increase in students demonstrating teamwork?



Will this ensure high levels of learning for our students?

Examples from 2nd & 3rd Grade

Goal:	80% of students will show mastery by completing a Shape Go Map using standard RL2.2 Recount stories, describing major events by the end of quarter 2.							
	Class Size	Pre	Mid	Post	Post 2	Post 3		
	24	4	8	9	12	16		
	23	9	10	9	13	15		
	23	7	12	14	15	14		
	23	6	12	10	10	18		
	23	7	18 *given/graded by a long term sub	10	14	19		
	23	10	10	13	14	16		
	139	43	52	65	78	98		
Percentage		30.94%	37.41%	46.76%	56.12%	70.50%		
		Pre Assessment	Mid Assessment	Post Assessment	Post Assessment	Post Assessment		Grading Criteria
Examples		Thank You, Omu	Chocolate Milk Por Favor	Owen	Brave Irene	Mr. Belinsky's Bagels		

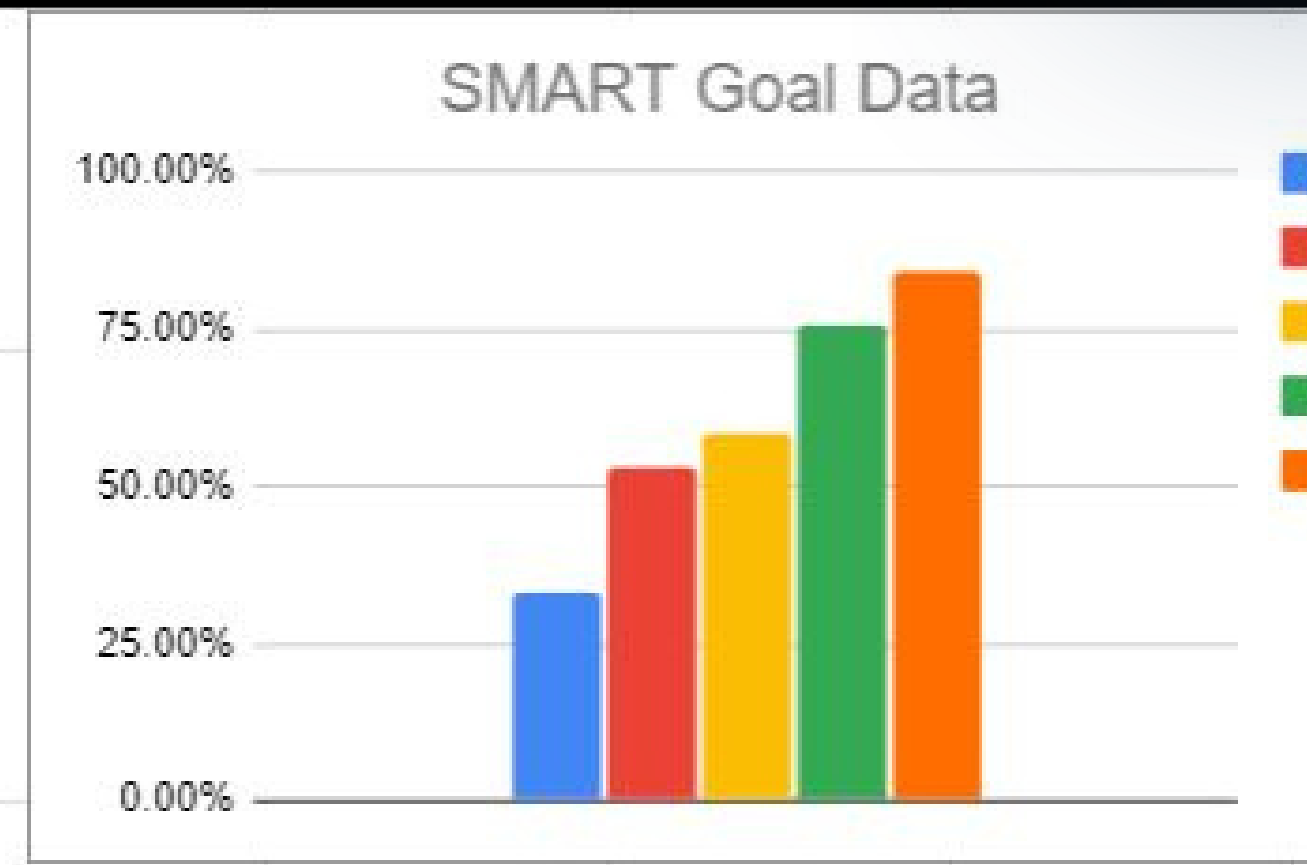




Will this ensure high levels of learning for our students?

Examples from 2nd & 3rd Grade

SMART Goal	3.OA.C.7 (1e) - 80% of students will be able to multiply within 100 demonstrating computational fluency with single digit multiplication facts (x2, x10, x5, x4) by the end of second quarter.					
	(Fluent Strategy in x2, x10, x5, x4 is the only way they get a check. Mastered up to T.1.e with no gaps)					
Assessors	<ol style="list-style-type: none"> 1. Give and record a pre-assessment (MDP) by October 14th. 2. Give and record a mid-assessment to students that are not T.1.e by November 18th. 3. Give and record a post-assessment (MDP) by end of Q2. 4. Give and record a post 2 assessment to students that are not T.1.e by Feb. 2nd 5. Give and record a post 3 assessment to students that are not T.1.e by March 17. 					
	Class Size	Pre	Mid	Post	Post 2	Post 3
Class 1	25	9	13	16	18	18
Class 2	25	0	11	7	19	22
Class 3	23	14	17	19	17	19
Class 4	25	9	12	17	19	22
Class 5	25	9	12	13	20	23
Total	123	41	65	72	93	104
Percentage		33.33%	52.85%	58.54%	75.61%	84.55%
		Pre Assessment	Mid Assessment	Post Assessment	Post 2 Assessment	Post 3 Assessment





2nd Grade PLC Template

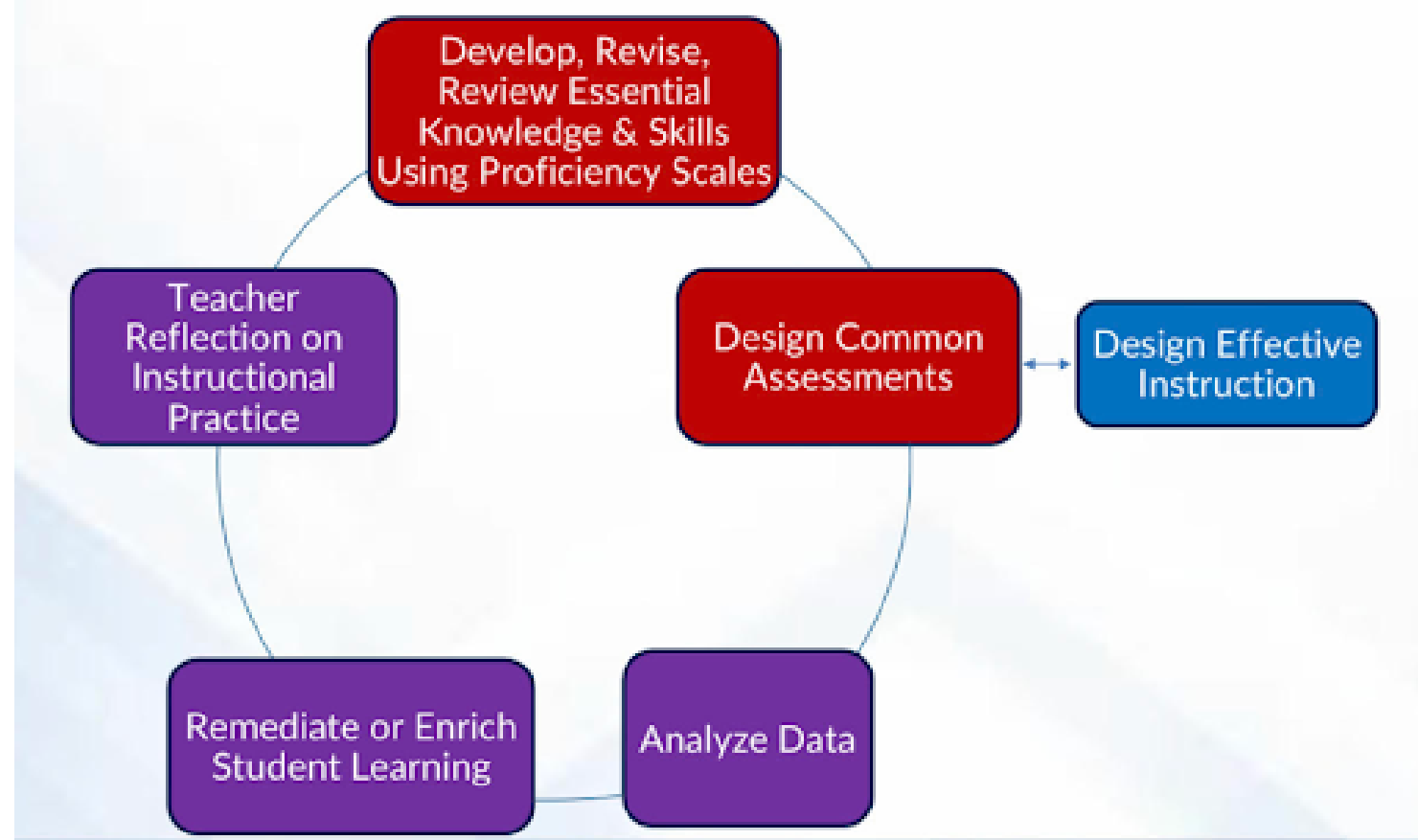
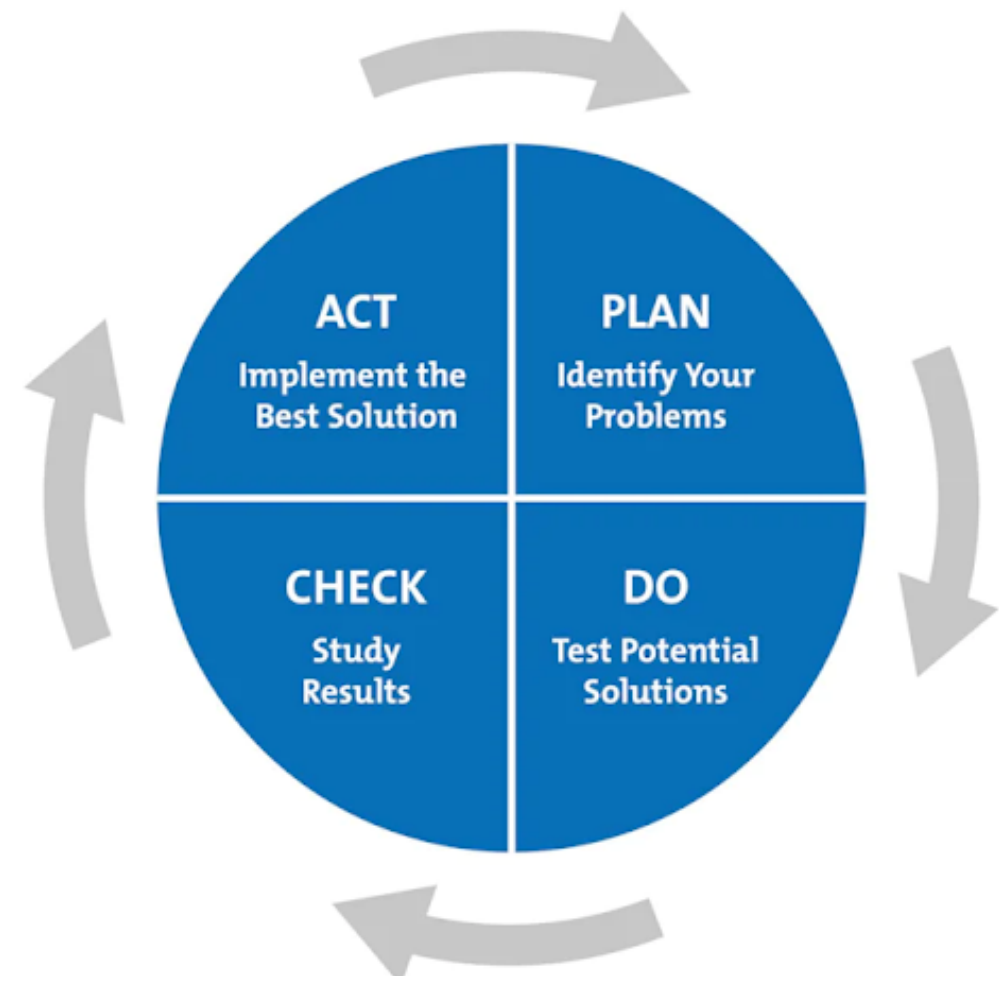
SMART Goal: 80% of our students will read at 90% accuracy and an appropriate rate (50wpm) by the end of the first quarter.																																																							
What do we want students to know and be able to do?	How will we know if students learn it?			What will we do if students don't know it?																																																			
<p>Standard: 2.FR.18.F</p> <p>Orally read texts with accuracy (90%) automaticity, and expression at an appropriate rate (50wpm) to support comprehension, self-correcting as necessary</p> <p>What concept gaps could impede the learning? How will we address that?</p> <ul style="list-style-type: none"> -Phonics/Decoding skills -Speech skills - Knowledge of Fluency 	<p>"Did You Know?"</p> <p>Mid- Link</p> <p>Post- Link</p> <p>How is your team determining if the student earns a 3-2-1? (rubric, # correct, etc) (Determine answer key as a team and link here)</p> <p>3: 50 WPM and 90% accuracy 2: 36-49 WPM 1: under 36 WPM Below 90% accuracy</p>	<p>Actions for Reteaching:</p> <ul style="list-style-type: none"> -Create small group surrounding QPA data and pulling in grade-level comprehension -Utilize grade-level fluency passages in small groups -Start progress monitoring 		<p>Actions for Extension:</p> <ul style="list-style-type: none"> -Create small groups with more complex fluency passages (pull from 3rd grade) -Pull in more complex comprehension questions that focus on MAP strands -Utilize Readworks for fluency skills and comprehension 																																																			
<p>Previous grade level standard</p> <p>1.FR.24.F</p> <p>Orally read texts with accuracy (90%), automaticity, and expression at an appropriate rate (60 wpm) to support comprehension, self-correcting as necessary.</p>	<p>Data to Review: (teachers complete beforehand)</p> <table border="1"> <thead> <tr> <th colspan="2">Data</th> <th colspan="3">(number & % of students showing mastery)</th> </tr> <tr> <th>Teacher</th> <th>Class Size</th> <th>Pre</th> <th>Mid</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>Baldrige</td> <td>24</td> <td>15</td> <td></td> <td></td> </tr> <tr> <td>Gouvion</td> <td>24</td> <td>8</td> <td></td> <td></td> </tr> <tr> <td>Langston</td> <td>23</td> <td>15</td> <td></td> <td></td> </tr> <tr> <td>Rippee</td> <td>24</td> <td>10</td> <td></td> <td></td> </tr> <tr> <td>Sooter</td> <td>23</td> <td>13</td> <td></td> <td></td> </tr> <tr> <td>Spence</td> <td>22</td> <td>12</td> <td></td> <td></td> </tr> <tr> <td>Total:</td> <td>140</td> <td>73</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td></td> <td>52.14%</td> <td>0.00%</td> <td>#DIV/0!</td> </tr> </tbody> </table>			Data		(number & % of students showing mastery)			Teacher	Class Size	Pre	Mid	Post	Baldrige	24	15			Gouvion	24	8			Langston	23	15			Rippee	24	10			Sooter	23	13			Spence	22	12			Total:	140	73	0	0	Percentage:		52.14%	0.00%	#DIV/0!	<p>What resources are we going to utilize to ensure the plan above is successful?</p> <ul style="list-style-type: none"> - Grade-level Fluency Passages -Small Group plans focused on decoding skills and fluency -Keeping data on student progress through WISE 	<p>What resources are we going to utilize to ensure the plan above is successful?</p> <ul style="list-style-type: none"> -Utilize Readworks -Pull MAP data by strands -Look at 3rd grade fluency expectations
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<p>Future grade level standard</p> <p>3.FR.11.F</p> <p>Orally read texts with accuracy (95%), automaticity, and expression at an appropriate rate (83wpm) to support comprehension, self-correcting as necessary.</p>																																																							



3rd Grade PLC Template

SMART Goal: 95% of students will be able to fluently add and subtract 3 digit whole numbers using appropriate strategies by the end of the 3rd quarter.																																																			
What do we want students to know and be able to do?	How will we know if students learn it?			What will we do if students don't know it?	What will we do to extend the learning if students already know it?																																														
Standard: 3.CAR.1 Use computational fluency to add & subtract 3-digit whole numbers, using strategies & algorithms based on place value, properties of operations, and/or the relationship between addition & subtraction.	Pre- Link	Mid- Link	Post- Link	Actions for Reteaching: - We will provide Tier 1 Instruction - We will create small groups based on strategy levels. - Dreambox lessons	Actions for Extension: - Project Based Learning - Push numbers to 10,000 - In the context of a word problem																																														
What concept gaps could impede the learning? How will we address that? - Addition & Subtraction Fluency - Place Value Understanding - Counting Skills (Forward & Back) - Skip Counting	How is your team determining if the student earns a 3-2-1? (rubric, # correct, etc) (Determine answer key as a team and link here) 3 - all 4 correct with appropriate strategy 2 - 2/4 correct, appropriate strategies w/ inaccurate answers, accurate answers inefficient strategy 1 - anything less than the above																																																		
Previous grade level standard 2.CAR.6 Use concrete models, drawings, or equations to solve addition and subtraction problems within 1000.	Data to Review: Addition Pre-Assessment (based on regrouping question only)																																																		
Future grade level standard 4.CAR.2 Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.	Data	(number & % of students showing mastery)																																																	
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Collaborative Unit Planning Cycle



Coaching Through the PDCA Cycle

	Plan the Work	Do the Work	Check for Gaps	Act to Close Gaps
<p>Coaching Through the PDCA Cycle</p>	<ul style="list-style-type: none"> • What is the goal and plan to achieve it? • How will you know when the work is done right/well? • How will you measure results (performance measures)? 	<ul style="list-style-type: none"> • What work are you doing? • Are you measuring your results? Are you on track? • Will this work help you meet your goal(s)? • What's your next step? 	<ul style="list-style-type: none"> • Did you hit or miss the target? • If there is a gap, what caused it? • What could you do to close the gap? • What are your options? (counter-measures) 	<ul style="list-style-type: none"> • What action will you take? • Is it the best action to close the gap to meet your goal? • What is your first step? • When will you take it?

The PDCA model is a circular model for continuous improvement. While often applied in problem solving, it is equally useful for fostering development of our people

GETTING STARTED

