

## SMART Goal Worksheet: Third-Grade Team

**School:** George Washington Elementary    **Team Name:** Third-Grade Team    **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 of our middle and secondary schools, using a variety of local, state, and national indicators to document improved learning on the part of our students.

**School Goal(s):** We will:

1. Increase the percentage of students demonstrating proficiency on both a national reading proficiency assessment and on the state test.
2. Eliminate the achievement gap for minority students.

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Our Reality:</b> Last year, 18% of our third graders were unable to meet grade-level proficiency standards in reading fluency and comprehension as measured by a standardized, individualized assessment program for early literacy development. Six percent of Caucasian and 33% of minority students were unable to demonstrate proficiency.</p>	<p>We will create a common team schedule that reserves 8:30 to 10:30 for language arts each day. We will designate 4-5 minutes (9:45 to 10:30) each day for regrouping students into three groups (intensive support, strategic support, and achieving benchmark) based on demonstration of reading fluency and comprehension.</p>	<p>Third-grade team will adhere to the agreed-upon schedule and identify the appropriate reading group for each student by the end of September.</p>	<p>End of September</p>	<p>Students will be assigned to one of three groups on the basis of individual reading assessment results.</p>



## SMART Goal Worksheet: Third-Grade Team (continued)

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Our Goal:</b> This year, 100% of third graders will demonstrate proficiency in reading fluency and comprehension as measured by the standardized, individualized program for early literacy.</p>	<p>The team will expand to include the special education teacher, Title I teacher, speech therapist, and literacy coach during the designated 45 minutes each day. Students in need of intensive support will be assigned to a member of the team in groups of no more than four students. Students in need of more strategic support will be assigned to groups of no more than eight students. Students at benchmark proficiency will be assigned to the remaining team members for reading enrichment and extension activities created by the team. Student proficiency will be monitored on an ongoing basis and membership in the groups will be fluid.</p>	<p>The team will:</p> <ol style="list-style-type: none"> <li>1. Work with the principal and staff members listed above to create the schedule that allows for this intervention.</li> <li>2. Create a series of ongoing assessments of reading fluency and comprehension and analyze the results.</li> <li>3. Align assessments with the content and format of the state test for language arts.</li> <li>4. Identify specific and precise instructional strategies to address the needs of students assigned to each group.</li> <li>5. Create a variety of enrichment activities for proficient readers, including Junior Great Books reading circles, independent and group research projects, computer-based explorations, silent sustained reading, and teacher read-alouds.</li> </ol>	<p>The team will administer the standardized assessment three times this year: in mid-September, January, and late April.</p> <p>The team will develop and administer its own assessments every 6 weeks.</p>	<p>Evidence will include:</p> <ol style="list-style-type: none"> <li>1. Student movement to higher groups</li> <li>2. All students demonstrating fluency and comprehension on the standardized assessment</li> <li>3. All students meeting the proficiency standard on the state test in language arts</li> </ol>

