

## **20-21 SMART Goals**

### **Star Valley Middle School SMART Goal 20-21**

By the end of the 20-21 school year all teachers at SVMS will have developed at least one unit in Canvas. Staff can work towards achieving this goal by completing course work at <https://lcsd2.instructure.com/> Teachers will also receive training and coaching as part of our focused PD throughout the 20-21 school year.

### **Swift Creek High School**

#### **PLC Team Goal**

“Over the course of 2020-21 school year, within the PLC group, teachers will share at least 1 new classroom strategy, activity, or method that was successful and 1 that had limited success”

#### **Building Goal**

“Over the course of the 2020-21 school year, SCHS teachers will work with the other secondary teachers in the district to select priority standards in each content area. Once priority standards are identified, SCHS teachers will realign the building common assessments to make sure the priority standards are represented.”

### **Cokeville Elementary School**

#### **School Goals:**

- 1- Improve our School Math Proficiency score on the WYTOPP by 1% by setting clear learning goals in math and linking standards to assessments.
- 2-The staff of Cokeville Elementary will teach the 8 Keys of Success to build and maintain a respectful and caring culture at CES.

#### **PLC Goals:**

- K-3 Write and Revise short and long-term SMART goals based on data more than 2 times a year to increase student math achievement by at least 1%
- 4-6 Routinely use data to discuss each other's teaching strategies/methods in order to improve instructional practice and student outcomes.

### **PLC Goals AES 2020-2021**

**At Afton Elementary, by the end of the 2020/2021 school year, all teams will have completed common formative assessments in reading and math and will continually meet to utilize them to group students for enrichment and intervention.**

#### **Kindergarten**

Our SMART goal for this school year is derived from all 4 portions on the PLC Rubric: Focus on Collaboration, Focus on Learning, Focus on Results, Focus on Action. We feel that our team is in the Emergent portion on the rubric in these targeted areas. As a Kindergarten PLC, our goal is to narrow our focus more explicitly on student data and student progression. We will regularly discuss and examine student data (i.e. artifacts, assessment results, student work samples, documentation/observations) then implement strategies and/or activities that target the essential 4 learning questions. To maintain the integrity of time and our focus, we will have data pre-entered and names of students to discuss on the agenda prior to the meeting. We will revisit and check on our progress towards this goal in January and again at the end of the school year.

The following Table will be used to track goal progress:

### **1st Grade**

Since we will be working on building assessments for our new math program, we will work on having agreed upon knowledge/skills for math that students should have acquired by the end of the year, term, and chapter. We will have new assessments that will meet the required standards for first grade end of the year expectations and help to drive formative decisions regarding interventions and enrichment. We hope to have at least 50% of assessments completed by the end of May. This helps us meet the Focus on Learning portion of the PLC rubric.

### **2nd Grade**

Our PLC Goal for the year is to focus on learning. The 2nd grade team at Afton Elementary will meet every Monday for one hour to focus on the students and the curriculum we are using to instruct. The following are our focus areas that we plan to have completed and in place to use by the end of the 2020-2021 school year.

1. We will focus on writing Common Assessments for ELA and the essential standards, which are RL.2, 1, 2, 4 and 10 and RI.2.1, 2, 4, and 10
2. We will collaborate with each other about the grades we are going to enter into the grade book on Infinite Campus. We will decide what assessments will be used for those grades. We will have this completed by Nov. 2020.
3. We will implement the building's new RTI data tracking folders for our bottom 5 students to monitor their progress, will discuss those students' growth at PLC and will have the needed data completed and ready to pass on to the 3rd grade team by May 2020.

### **3rd Grade**

3rd grade will use Teacher Toolbox and iReady to administer common formative reading assessments using results to target interventions and enrichment using the same program with individualized iReady instruction and learning activities. We will administer 1 assessment per unit in Teacher Toolbox (or approximately every 6 weeks) during the 20/21 school year. This will not interfere with direct instruction.

## **EES PLC Goal Sheet**

#### **4th Grade Reading:**

By the end of the 20-21 school year, at least 80% of 4<sup>th</sup> grade students will be at a 50 or higher percentile rank based on fall to spring data on AIMSweb in Reading without retakes

#### **4th Grade Math:**

By the end of the 20-21 school year, at least 80% of 4<sup>th</sup> grade students will be at a 50 or higher percentile rank based on fall to spring data on AIMSweb in Math without retakes.

#### **Domain 2 Design question:**

2.3 - The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

#### **Aligned LCSD#2 Rubric item:**

"Focus on Learning" from LCSD#2 PLC Rubric (Proficient to Accomplished)

#### **Domain 3 Design question:**

3.2 - The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Aligned LCSD#2 Rubric item:

"Focus on Results" from LCSD#2 PLC Rubric (Emerging to Proficient)

5th Grade Math: The fifth grade class will show a 4% increase in the number of students to be above the 25th percentile compared to the beginning of 5th grade as measured by AIMSWeb in math.

5th Grade Reading: The fifth grade class will show a 4% increase in the number of students to be above the 25th percentile compared to the beginning of 5th grade as measured by AIMSWeb in reading. Goal: For each unit in Into Math, priority lessons will be determined and used as a way to focus instruction and student learning on the essential knowledge/skills in each unit. These lessons will align with our priority standards. At the end of each unit, we will evaluate the effectiveness of the priority lessons in relation to the unit as a whole.

Domain 2 Design question: Domain 2, Element 43 Lessons Within Units

Domain 3 Design question: Domain 3, Element 51 Evaluating the Effectiveness of Individual Lessons and Units

Aligned LCSD#2 Rubric item: Focus on Learning (First bullet point - Emerging to Proficient)

6th Grade Math: 80% of 6th grade students will be proficient in math for the 20-21 school year, based on AIMS data and common formative assessments. Students who do not reach proficiency will make one school year's growth from where they enter the 6th grade.

6th Grade Reading: 80% of 6th grade students will be proficient in reading for the 20-21 school year, based on AIMS data and common formative assessments. Students who do not reach proficiency will make one school year's growth from where they enter the 6th grade.

Domain 2 Design question:

2.3 - The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

Aligned LCSD#2 Rubric item:

"Focus on Learning" from LCSD#2 PLC Rubric (Proficient to Accomplished)

Domain 3 Design question:

3.2 - The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Aligned LCSD#2 Rubric item:

"Focus on Results" from LCSD#2 PLC Rubric (Emerging to Proficient)