

SMART Goal Worksheet

School: Voyager Elementary	Team: PBIS	Leader: Rhonda Haug (4th), Leslie Walker (Resource), Todd Dempewolf (Dean), Matthew Summers-Smith (Counselor)
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Goal: All Voyager students will develop strong relationships between each other, with adults, and in the community.

Rationale: As a Kids at Hope School, Voyager staff supports the three universal truths. When students have meaningful and sustainable relationships with adults, they succeed. Focusing on developing positive relationships supports students' social-emotional well being and is aligned to PSD's pillars.

Strategies & Action Steps Aligned with the Four Pillars	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
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Tier 1

Engagement

Recognizing positive behavior (through S.A.I.L. slips)	All Staff	Throughout Year	<ul style="list-style-type: none"> Number of slips Feedback from students and staff 	<ul style="list-style-type: none"> Ideas for drawings/rewards
Whole-School Recess	Administrative Team Recess Supervisors	Throughout Year	<ul style="list-style-type: none"> number of discipline referrals student/parent feedback 	<ul style="list-style-type: none"> adequate coverage (staffing)
Morning Announcements	Administrative Team	Throughout Year	<ul style="list-style-type: none"> staff feedback 	n/a
Student Council	Student Council Teacher Leaders 4th & 5th Grade Teachers	Throughout Year	<ul style="list-style-type: none"> monthly theme/event 	n/a

Kids at Hope Assemblies (4 Destinations w/ follow up activities)	PBIS Team Administrative Team	Throughout Year Dec (Home/Family) Feb (Career/Education) Apr (Community Service) May (Hobbies/Recreation)	<ul style="list-style-type: none"> • staff/student feedback • agendas/outlines 	<ul style="list-style-type: none"> • creative support • ideas for guest speakers
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Building Buddies	Classroom Teachers Specialists	Throughout Year	<ul style="list-style-type: none"> • survey • # of buddies 	
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Assessment

<p>Teacher Survey</p> <ol style="list-style-type: none"> 1. Did you use building buddies? 2. How did you use them? How frequently did you use them? 3. Did you find it effective in building student-student relationships? 	PBIS Team	Spring	<ul style="list-style-type: none"> • Responses 	<ul style="list-style-type: none"> • Google Forms PD • Time to complete survey
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<p>Teacher Survey</p> <ol style="list-style-type: none"> 1. Did you invite a parent/community organization to 	PBIS Team	Spring	<ul style="list-style-type: none"> • - Responses 	<ul style="list-style-type: none"> • Google Forms PD • Time to complete survey
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<p>speaking about their interests, profession, etc.?</p> <p>2. What support do you need to make this connection?</p>				
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Collaboration

Invite families and community members into classrooms as opportunities arise	Classroom Teachers Possibly HS Leadership	Throughout Year	<ul style="list-style-type: none"> Survey 	<ul style="list-style-type: none"> ideas of connections
Connect w/ Community Organizations	Counselor Dean	Throughout Year	<ul style="list-style-type: none"> Stargazer article List of resources and services 	<ul style="list-style-type: none"> Time to develop list
PBIS Conference	Counselor Dean	Spring	<ul style="list-style-type: none"> Attendance Sharing during CW/Learning Mtg 	<ul style="list-style-type: none"> Support for cost of registration

Communication

Video Announcements	Administrative Team	Throughout Year	<ul style="list-style-type: none"> parent feedback 	n/a
Share Curriculum Diversity Links as applicable	Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> newsletters 	<ul style="list-style-type: none"> time to find links in Social Studies/RW/ Second Step Curriculum
Administrative Tea	Administrative Team	Fall, Winter, Spring	<ul style="list-style-type: none"> Attendance 	n/a

Parent Conferences	Classroom teachers	Fall and Spring	<ul style="list-style-type: none"> • Parent feedback • Attendance at conferences 	n/a
PBIS Corner in Newsletter	PBIS Team	Throughout Year	<ul style="list-style-type: none"> • newsletters • monthly Stargazer • parent feedback 	n/a
Tier 2 (in addition to all Tier I action steps)				
Engagement				
Check-in Check-out	Counselor Dean Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> • SWIS 	<ul style="list-style-type: none"> • Attendance at PBIS Conference • Need for more adults to participate
Assessment				
SWIS Behavior Data	Counselor Dean	Throughout Year	<ul style="list-style-type: none"> • Tracking of incidents 	n/a
Collaboration				
Kids at Hope Meetings	Classroom Teachers Administrative Team School Psych	Throughout year	<ul style="list-style-type: none"> • KAH notes • assessment scores 	n/a
SST Meetings	Classroom Teachers Administrative Team School Psych	Throughout Year	<ul style="list-style-type: none"> • meeting notes 	n/a

Communication				
Office Discipline Referrals	Classroom Teachers Administrative Team	Throughout Year	<ul style="list-style-type: none"> parent signatures 	n/a
Tier 3 (in addition to all Tier I and II action steps)				
Engagement				
Social Skills/Executive Functioning Groups	SPED	Throughout Year	<ul style="list-style-type: none"> Behavior data (SWIS) self-monitoring checklists observations 	n/a
Executive Functioning Book Study	Facilitator (SPED) Staff	January-June	<ul style="list-style-type: none"> attendance Agenda/Meeting notes 	n/a
Assessment				
Functional Behavior Analysis	SPED Administrative Team	Throughout Year, as needed	<ul style="list-style-type: none"> notes 	n/a
Collaboration				
504 Meetings	Counselor Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> notes/drafts Final 504 Plans 	n/a
Eval/IEP Meetings	SPED Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> calendar invites IEP drafts w/ notes 	n/a
Communication				
Ongoing communication and collaboration between SPED,	SPED Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> progress notes between SPED and 	<ul style="list-style-type: none"> Time to communicate between

classroom teacher, paras, families			classroom teachers • progress notes sent home	grade levels and SPED
Other (Additional action steps applicable to PACE)				
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SMART Goal Worksheet		
School: Voyager Elementary	Team: ELA	Leader: Amy Murry (K) & Stephanie Etheredge (1st)
SMART Goal: 85% of 3rd Grade students will meet or exceed standard on the ELA SBA OR 3rd grade students meeting or exceeding standard on the ELA SBA will exceed the		

statewide percentage of students meeting or exceeding standard on the ELA SBA by 15% or more.

Rationale: Literacy for all students is the foundation for future learning. It is critical that all students are fluent in their ability to read and write. Third grade is a pivotal year when students transition from learning to read to reading to learn. The above goal is in alignment with PSD’s reading goal for third graders.

Strategies & Action Steps Aligned with the Four Pillars	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Tier 1				
Engagement				
Utilize Reading Wonders curriculum components	Classroom Teachers	throughout year	<ul style="list-style-type: none"> • scores on RW unit tests • observations 	<ul style="list-style-type: none"> • training for new teachers, • refresher for veteran teachers • district release days to observe RW in action
Consult Frameworks for science/social studies integration	Classroom Teachers	throughout year	<ul style="list-style-type: none"> • feedback from Framework surveys • PLC Planning Document 	<ul style="list-style-type: none"> • continuous Framework development • Framework “directory”
Engagement Techniques (Total Participation Techniques)	Classroom Teachers	throughout year	<ul style="list-style-type: none"> • observations • time on task • assessment scores 	<ul style="list-style-type: none"> • Engagement Talks • Book Study
Enrichment Opportunities	Classroom Teachers w/ support from support staff (para & specialists)	throughout year	<ul style="list-style-type: none"> -assessment scores -documentation of flexible groupings 	<ul style="list-style-type: none"> • Time to prepare
Assessment				

Alignment of Assessments (grade level and cross grade level)	Classroom teachers District Leaders	Throughout year	<ul style="list-style-type: none"> assessment scores TACA document 	<ul style="list-style-type: none"> time to practice TACA document time to work in grade levels
Determine Essential Standards	Framework specialists Classroom teachers	Throughout year	<ul style="list-style-type: none"> assessments aligned to standards 	n/a
AimsWeb Sound/Letter ID, nonsense words, ORF, MAZE	Classroom Teachers Aims SWAT Team	Fall, Spring, Summer	<ul style="list-style-type: none"> scores project growth 	<ul style="list-style-type: none"> time for scoring/analyzing
Reading Wonders Unit Assessments	Classroom Teachers	After unit instruction	<ul style="list-style-type: none"> assessment scores 	<ul style="list-style-type: none"> time for scoring/analyzing
Collaboration				
Exchange with colleagues during Monday Matters, BPD sessions, etc.	Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> attendance at Monday Matters, BPD sessions, etc. 	n/a
Focused PLC Time on CW	Classroom Teachers	Throughout year	<ul style="list-style-type: none"> PLC Planning Document 	<ul style="list-style-type: none"> PLC Facilitator training
Spell-a-thon & Read and Lead (PTA)	PTA in collaboration w/ classroom teachers	Fall & Spring	<ul style="list-style-type: none"> participation performance on spelling tests increased fluency 	n/a
Communication				
Unit cover sheets	select grade levels	Throughout year	<ul style="list-style-type: none"> Parent feedback 	n/a
Shared Reading Strategies	LAP Teacher Classroom Teachers	Throughout year	<ul style="list-style-type: none"> Stargazer articles Classroom newsletter articles 	n/a

Literacy Night	Literacy Night Team	Fall	<ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> time to implement financial support
Parent Conferences	Classroom teachers	Fall and Spring	<ul style="list-style-type: none"> Parent feedback Attendance at conferences 	n/a
Tier 2 (in addition to all Tier I action steps)				
Engagement				
LAP Services	LAP Staff	Throughout year	<ul style="list-style-type: none"> exit from LAP services 	<ul style="list-style-type: none"> scheduling support
General Education Small Group Support	Classroom Teachers Para Educators	Throughout year	<ul style="list-style-type: none"> assessment scores 	n/a
Assessment				
Leveled Assessments	Classroom Teachers	Throughout year	<ul style="list-style-type: none"> assessment scores 	<ul style="list-style-type: none"> time to prepare assessments
Identification of Tier II students	Classroom Teachers LAP Teacher	Throughout year	<ul style="list-style-type: none"> list of LAP students 	
AimsWeb ORF Progress Monitoring	LAP Staff	Throughout year	<ul style="list-style-type: none"> Fluency Growth 	
Collaboration				
Kids at Hope Meetings	Classroom Teachers Administrative Team School Psych	Throughout year	<ul style="list-style-type: none"> KAH notes assessment scores 	n/a
Learning meetings w/ focus on reading interventions	LAP Teacher Any staff	Throughout year	<ul style="list-style-type: none"> agendas assessment scores 	<ul style="list-style-type: none"> PD in shared leadership need for volunteers

Communication				
Ongoing communication between LAP, classroom teacher, paras, families	Classroom teachers LAP	Throughout year	<ul style="list-style-type: none"> • progress notes between LAP and classroom teachers • progress notes sent home 	<ul style="list-style-type: none"> • Time to communicate between grade levels and LAP
Tier 3 (in addition to all Tier I and II action steps)				
Engagement				
Resource Services	SPED Classroom teachers	Throughout Year	<ul style="list-style-type: none"> • progress on/achievement of IEP goals (progress reports) • increased scores on assessments 	<ul style="list-style-type: none"> • Time to collaborate with PLC, cross grade levels, SPED to plan, create interventions • Support from Gen Ed teachers
Executive Functioning Book Study	Facilitator (SPED) Staff	January-June	<ul style="list-style-type: none"> • Participation • Agenda/Meeting notes 	n/a
Assessment				
Identification of Tier III students	MDT Team	Throughout Year	<ul style="list-style-type: none"> • list of Resource students • progress on IEP goals 	n/a
Modified leveled assessments within the curriculum	Classroom teachers SPED	Throughout Year	<ul style="list-style-type: none"> • increased assessment scores 	<ul style="list-style-type: none"> • PLC time to develop/prep leveled assessments
Collaboration				

Eval/IEP Meetings	SPED Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> calendar invites IEP drafts w/ notes 	n/a
Communication				
Ongoing communication and collaboration between SPED, classroom teacher, paras, families	SPED Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> progress notes between SPED and classroom teachers progress notes sent home 	<ul style="list-style-type: none"> Time to communicate between grade levels and SPED
Other				
(Additional action steps applicable to PACE)				
Junior Great Books Pilot	PACE Teachers	Throughout Year	<ul style="list-style-type: none"> growth in scores 	<ul style="list-style-type: none"> time to score/analyze data
Reading Wonders HiCap Support Materials (critical thinking, creativity)	PACE Teachers	Throughout Year	<ul style="list-style-type: none"> attendance at parent event Student products 	n/a
"Envision" Project-based Learning	PACE Teachers	Throughout Year	<ul style="list-style-type: none"> attendance at parent events Student products 	n/a

SMART Goal Worksheet

School: Voyager Elementary	Team: Math	Leader: Linda Rudsit (3) & Sheryl Mills (STEM)		
<p>SMART Goal: 85% of 4th Grade students will meet or exceed standard on the Math SBA OR 4th grade students meeting or exceeding standard on the Math SBA will exceed the statewide percentage of students meeting or exceeding standard on the Math SBA by 15% or more.</p> <p>Rationale: 4th grade is a pivotal grade in terms of student achievement and future performance in all math-related subject areas. 4th grade skills build the foundation for higher-level mathematics. The above goal is in alignment with PSD's math goal.</p>				
Strategies & Action Steps Aligned with the Four Pillars	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Tier 1				
Engagement				
Sixty to ninety minute block of whole group instruction	Classroom teachers	Throughout Year	<ul style="list-style-type: none"> • Formative and summative test scores • Observations 	n/a
Engagement Techniques (Total Participation Techniques)	Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> • observations • time on task • assessment scores 	<ul style="list-style-type: none"> • Engagement Talks • Book Study
Enrichment Opportunities	Classroom Teachers w/ support from support staff (paras	Throughout Year	<ul style="list-style-type: none"> • assessment scores • documentation of flexible groupings 	<ul style="list-style-type: none"> • Time to prepare

	& specialists)			
Math Mania	PTA Volunteers coordinate event and count minutes	Fall	<ul style="list-style-type: none"> • Increase scores on AimsWeb 	n/a
Chess Club	PTA Volunteers	Throughout Year	<ul style="list-style-type: none"> • attendance 	n/a
Assessment				
AimsWeb Math Computation Benchmark	Classroom Teachers Aims SWAT team	Fall, Winter, Spring	<ul style="list-style-type: none"> • scores project growth 	<ul style="list-style-type: none"> • time for scoring/analyzing
Topic and Optional End of Year Tests	Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> • Increased scores on topic tests and eoy tests 	<ul style="list-style-type: none"> • time for scoring/analyzing
Collaboration				
Focused PLC Time on CW	Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> • PLC planning Document 	<ul style="list-style-type: none"> • PLC Facilitator Training
Science Framework Integration	STEM Specialists Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> • Completed framework 	<ul style="list-style-type: none"> • Time
Environmental/STEM Club	Select Classroom Teachers Harbor Wild Watch	Fall & Spring	<ul style="list-style-type: none"> • attendance 	n/a
Communication				
Parent Conferences	Classroom teachers	Fall and Spring	<ul style="list-style-type: none"> • Parent feedback 	n/a

			<ul style="list-style-type: none"> Attendance at conferences 	
STEM Night (Science)	STEM Specialists	February	<ul style="list-style-type: none"> Attendance Graded Projects 	n/a
Shared Math Strategies	Classroom teachers	Throughout Year	<ul style="list-style-type: none"> Classroom newsletter articles 	n/a
Tier 2 (in addition to all Tier I action steps)				
Engagement				
General Education Small Group Support	Classroom Teachers Para Educators	Throughout Year	<ul style="list-style-type: none"> assessment scores 	n/a
Small Group in-class support	Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> assessment scores 	n/a
Assessment				
Leveled Assessments	Classroom Teachers	Throughout year	<ul style="list-style-type: none"> assessment scores 	<ul style="list-style-type: none"> time to prepare assessments
Identification of Tier II students	Classroom Teachers LAP Teacher	Throughout year	<ul style="list-style-type: none"> list of LAP students 	
Collaboration				
Kids at Hope Meetings	Classroom Teachers Administrative Team School Psych	Throughout year	<ul style="list-style-type: none"> KAH notes assessment scores 	n/a
Communication				
Tier 3				
Engagement				
Resource Services	SPED	Throughout Year	<ul style="list-style-type: none"> progress on/achieve 	<ul style="list-style-type: none"> Time to collaborate

	Classroom teachers		<ul style="list-style-type: none"> ment of IEP goals (progress reports) increased scores on assessments 	with PLC, cross grade levels, SPED to plan, create interventions
Individualized Work Packets	SPED Gen Ed Teachers	Throughout Year	<ul style="list-style-type: none"> packet completion progress on IEP goals 	n/a
Pilot Focus Math Curriculum	SPED	Throughout Year	<ul style="list-style-type: none"> increased assessment scores Teacher reflections 	<ul style="list-style-type: none"> time to familiarize
Assessment				
Identification of Tier III students	MDT Team	Throughout Year	<ul style="list-style-type: none"> list of Resource students progress on IEP goals 	n/a
Modified leveled assessments within the curriculum	Classroom teachers SPED	Throughout Year	<ul style="list-style-type: none"> increased assessment scores 	<ul style="list-style-type: none"> PLC time to develop/prep leveled assessments
	Collaboration			
Eval/IEP Meetings	SPED Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> calendar invites IEP drafts w/ notes 	n/a
Communication				
Ongoing communication and collaboration between SPED, classroom teacher, paras, families	SPED Classroom Teachers	Throughout Year	<ul style="list-style-type: none"> progress notes between SPED and classroom teachers progress notes sent home 	<ul style="list-style-type: none"> Time to communicate between grade levels and SPED

Other

(additional action steps applicable to PACE)

Accelerated Math/Redbird math	PACE Teachers Cluster Teachers	Throughout Year	<ul style="list-style-type: none">• Progress reports	<ul style="list-style-type: none">• PD on implementation and integration of both programs
Cross-district PLC	PACE Teachers HiCap Coordinator	Throughout Year	<ul style="list-style-type: none">• PLC Planning Document	<ul style="list-style-type: none">• PLC Facilitator Training
Pre/Post Unit Tests	PACE Teachers	Throughout Year	<ul style="list-style-type: none">• assessment scores	<ul style="list-style-type: none">• Time to prepare assessments