[](http://www.apsva.us/a)

Standard 7: SMART Goal Setting Form

Teacher’s Name: Classroom Teacher School: APS Elementary School

Subject/Grade or Position: Early Literacy Skills, Grade 1 Reading School Year: 2019 - 2020

Directions: This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

Specific, Measurable, Appropriate, Realistic but Rigorous, Time Limited

*Initial Goal Submission (due by \_\_\_\_\_\_\_\_\_\_\_\_\_ to the evaluator)*

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| *I. Setting (Describe the population and special learning circumstances.)* | *APS Elementary School is a Title I school located in an urban/suburban neighborhood. There are just over 500 students in preK through grade 5.* | |
| *II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)* | *Early Literacy Skills/Grade 1 Reading* | |
| *III. Baseline Data (What is shown by the current data?)* | *Over the last 3 years, 14% - 23% of all first-grade students at APS Elementary School have not meet the fall PALS benchmark (summed score 41) and 21% - 25% have not meet the* ***spring*** *benchmark (summed score 35). Spring subtests include spelling and the word list for Grade 1.*  *The current fall Phonological Awareness Literacy Screening (PALS) shows that 20% of my first-grade students did not meet the* ***fall*** *benchmark (41). The subtests include Spelling, Preprimer Word list, and Letter sounds.*  *Data attached* | |
| *IV. SMART Goal (Describe what you want learners/program to accomplish.)* | *For the current school year, all of my first-grade students will make measurable growth on PALS by increasing their scores on the word list and spelling subtests by 5 points.*  *In the spring 2020, 90% of my students will meet the spring benchmark (35).* | |
| ***V. Means for Attaining Goal*** *(Strategies used to accomplish the goal)*  For students who **did not meet** the fall PALS benchmark:   * Small group instruction daily by the classroom teacher will target specific skill areas (i.e. letter sounds, word recognition, spelling, alphabetics, phonemic awareness) as indicated by PALS. Students will be grouped based on instructional needs and will receive additional lessons with the Heggerty Phonemic Awareness curriculum, in the specific areas identified by the Heggerty Phonemic Awareness Skills Baseline Assessment for first grade. * Students will be provided with support in PALS intervention program/group with a PALS tutor 2.5 hours per week, with concentration on early literacy skills (i.e. letter sounds, word recognition, spelling, alphabetics, phonemic awareness) as indicated by PALS. Student groups will be created based on instructional needs. | | |
| **Instructional Strategy** | **Evidence** | **Target Date** |
| In-class small group differentiated instruction (target specific skill areas in need i.e. letter sounds, COW, word knowledge, spelling); groups are formed based on instructional needs as indicated on PALS | PALS Quick Checks – given every 3 – 4 weeks on targeted skills  PALS midyear and spring | October, November, December, February,  March, April  January and May |
| Small group instruction with a PALS  tutor (with pull-out); groups are formed based on instructional needs as indicated by PALS; students will participate in small group targeted instruction on specific early literacy skills i.e. phonemic awareness, COW, spelling, sight words. | PALS Quick Checks  PALS midyear and spring | October, November, December, February,  March, April  January and May |
| Individual and small group instruction based upon students’ needs for support in phonemic awareness skills of:   * Rhyme production * Onset fluency * Blending syllables * Isolating final sounds in words * Segmenting words into syllables * Isolating medial sound in words * Blending phonemes * Segmenting words into phonemes * Adding phonemes * Deleting phonemes | Students who do not meet the fall benchmark will also be administered the Heggerty Phonemic Awareness Skills Baseline Assessment for first grade. This will occur in October.  The assessment will indicate areas in which students require targeted instruction.  The assessment will be re-administered in January, as well and May to document progress. | October  January  May |

Teacher’s -Signature: Date:

Evaluator’s Signature: Date:

Print or Type Evaluator’s Name:

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| ***Mid-Year Teacher Reflection****:  Data attached* In this section you will type your reflection on the progress you have made on your SMART Goal. Are you on track to meet your goal? Why or why not? Are there any adjustments that need to made as you move forward with your goal? |
| ***End of Year Teacher Reflection***  *Did you meet your SMART Goal?  Yes  No  Data attached*  In this section you will type your reflection on the results of your SMART Goal. Was your goal met? Why or why not? What are the implications for your future work based on these results?  Teacher’s Signature: Date:  Evaluator’s Signature: Date:  Print or Type Evaluator’s Name: |

**Data attached:**

* PALS School History Report for Grade 1: 2019, 2018, 2017 (3-year trend for fall and spring benchmarks)
* PALS Student Summary Reports: Fall, 2019 for students who did not meet the fall benchmark
* Spreadsheet of student scores in areas indicated by the Heggerty Phonemic Awareness Skills Baseline Assessment for first grade (for fall, mid-year, and spring)