



Fort Report

Mrs. Pearson, Principal

January, 2019



Many of us see January as the ideal time of year to consider adjustments to improve our life. From there, the pattern is generally predictable. We establish goals, begin them with vigor, and before you know it we have short changed our goal to improve and instead settled for more of what was. Why? Most of us focus on the success or failure of achieving our goals and usually give only superficial consideration as to *why* we succeeded or failed. Without looking at the "why's", we run the risk of not realizing any improvement.

In the world of education, a new year begins in September. It ushers in the same expectations but with an academic slant: How can we improve the performance of our students and continue to advance the skills of our dedicated teaching staff? Previous Fort Reports have reviewed the importance of assessing students, monitoring the ease with which they can or can't master the curriculum and monitoring the work habits that are reinforced both in the classroom and at home. These pieces of information are considered the "why's" of student performance. They must be considered prior to establishing our goals and revisited regularly.

Teachers have the important task of setting 3 goals: individual student goals which are generally based on individual student performance, classroom goals which are shared by all students and reflect the collective profile of the class, and grade level goals. Grade level goals are those goals that have the

potential to define the district as a whole. They are the goals teachers establish that reflect overall performance of our students. Grade level goals also serve the important purpose of reminding our staff what they and their students have in common. It narrows our focus which in turn helps us support one another in analyzing our teaching and student performance.

As part of the Dept. of Elementary and Secondary Education's standard for evaluating teachers, all educators must submit both a professional practice and student learning goal. These goals combined have a heavy influence over teacher performance. Consider how these goals guide your child's academic experience and performance: "...70% of students in each class will reach their typical growth measure as defined by i-Ready ", "Title I reading students will use at least 5 of these 7 reading strategies to increase their reading fluency" and "students will improve 1 level on an identified (science) weakness according to the administered rubric."

The key to keeping our goals is steady attention and monitoring of our progress. Fall, winter, spring assessments, regular professional development opportunities and twice weekly common planning time are all critically important in keeping the "why's" of student performance in mind. Parents/guardians are encouraged to revisit student report cards to remain vigilant about their child's strengths, weaknesses and grade level academic and performance expectations.

Let your child's success be our common goal and let steady attention to their learning be our common approach. Best wishes for a happy and successful 2019!

Your Partner in Education...
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A few captured moments...



SMART staff bulletin board. Our teachers when they were SMART students.



- 1/21: NO SCHOOL/Martin Luther King Day
1/25: Winter Music Concert 2nd- 8:40,
K -9:30, 1st -10:15



Winthrop High School Drama Dept presenting a **SMART -themed performance.**

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