



SMART Goal 1: District Student Learning Goal

By June 2025, Peabody Public Schools will foster a sense of HOPE for every student every day that results in a 20% increase in the number of students meeting or exceeding grade-level expectations on state and local assessments.

Educators and instructional leaders will ensure that students have daily grade-level learning experiences grounded in the district-adopted HQIM and standards, so that students own the rigorous thinking.

District Instructional Priority	
To uphold High Expectations , all teachers in Grades PK-12 will prepare and facilitate grade-level learning experiences grounded in the district-adopted HQIM and standards, so that students have daily opportunities to own the rigorous thinking with data-informed scaffolds when needed.	
Literacy Instructional Priority	STEM Instructional Priority
To uphold High Expectations, all teachers of Literacy in Grades PK-12 will prepare and facilitate grade-level learning experiences grounded in the district-adopted HQIM and standards, so that students have daily opportunities to use evidence from complex text to support their answers in writing and speaking with data-informed scaffolds when needed.	To uphold High Expectations, all teachers of STEM in Grades PK-12 will prepare and facilitate learning experiences grounded in the district-adopted HQIM and focused on the depth of the grade-level standard , so that students have daily opportunities to explain and justify their thinking (showing their work, in writing, and/or speaking).
Literacy Progress Monitoring Indicators Literacy SY24-25	STEM Progress Monitoring Indicators SY24-25
<ul style="list-style-type: none"> Students spend the majority of time in complex text (from the adopted curriculum). Students provide text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses. 	<ul style="list-style-type: none"> Focus: The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof. Students explain and justify their thinking beyond just stating answers (showing their work, in writing, and/or speaking)
Non-Core Instructional Priority	
To uphold High Expectations, all educators in subjects such as Visual and Performing Arts, CTE programs, Wellness, World Languages, all non-core disciplines and related services in Grades PK-12 will prepare and facilitate grade-level learning experiences grounded in the district-adopted resources and state standards. This will ensure that students have daily opportunities to engage in authentic, interdisciplinary learning experiences that foster critical thinking, creativity, collaboration, and practical skills with data-informed scaffolds provided as necessary.	