

## Turn Your Why Into SMART Goals

<p>Why are we deciding right now to come together in partnership?          Our community "Why" statement(s):</p>			
<p>Ex. All families feel welcome in our schools.</p>			
	<b>Example</b>	<b>Goal 1</b>	<b>Goal 2</b>
<p><b>S</b> Make a <b>Specific</b> statement about <b>who, what, when, where, and how</b> you will approach the goal.</p>	<p>At least 80% of the families with students in our school participate in family-focused activities during the school year so that they are comfortable reaching out to teachers if their child needs support.</p>		
<p><b>M</b> How will you <b>Measure</b> success?</p>	<p>Percentage of families participating in school events            Improvements in family satisfaction ratings on our annual survey</p>		
<p><b>A</b> What do you need to make it <b>Attainable</b>?</p>	<p>Need dedicated staff time to find and develop messages to reach families, develop activities that are convenient and valuable to families, and so on</p>		
<p><b>R</b> How is this goal <b>Relevant</b> to your why?</p>	<p>The more often families participate in activities the more comfortable they will feel coming to the school for help for their student</p>		
<p><b>T</b> When will you reach the goal (<b>Time-bound</b>)?</p>	<p>50% by the end of 2026–2027 school year,            80% by the end of 2028–2029 year</p>		

See also [Maine Department of Education Smart Goals worksheet](#)



## Who Is Our Community?

Understanding **who lives in your community** and what **their unique needs or challenges** may be, and actively giving them voice can assure your efforts reach everyone.

### Part 1: What are the demographics of our community?

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### Part 2: What groups are in our community and how are we seeking to meet their needs?

Brief Group Description	How large a group is this in the community?	What special needs do they have?	What strengths or assets do they have?	How can you bring this group into the work?
Example: Military families	About 10%	Often transient without roots in the community	Have some base support; resources	Reach out to base operations; connect with family liaison

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## Brief Needs Identification

With your team, identify what you think are the **greatest needs experienced by students and families in your community**. Define needs as specifically as possible.

This Group	Has This Need
Example: Families new to town . . .	need to know about kindergarten registration dates, deadlines, and requirements.
Children who have not been screened . . .	need to receive developmental screening.



## Community Assets

With your team, identify assets or advantages you think are present in your community – these include existing programs, services, or resources. Identify each of these and also note community groups (or individuals) who have ownership, control, or responsibility over the asset or who can act as a “key contact” for accessing it.

This is an asset (program, service or resource)	This is the responsible group or critical contact
Example: Recently completed community center with indoor and outdoor activity spaces.	Town Recreation Department
Example: Reading tutoring program connecting high school students and students in K-3	Coordinator of program; local high school

1 —  
2 — **Prioritizing Needs**  
3 —

Work with the team to determine the **importance, urgency, and difficulty** of each need identified.

Identified need	Rating: Low   Medium   High		
	Importance	Urgency	Difficulty
Example: Families new to town need information about kindergarten registration	High	High	Low

## Simplified Plan-Do-Study-Act (PDSA) Cycle

Use for each planned activity each time it is put into place.

Activity:	
Step in the Cycle	Activity Details
<p><b>PLAN</b></p> <p>Describe the planned activity—what is being done, by who to/for who, when, where, and what data will be collected to determine impact.</p>	
<p><b>DO</b></p> <p>Follow the plan then record what was observed/collect data, including qualitative and quantitative data. Note any problems that arose.</p>	
<p><b>STUDY</b></p> <p>Analyze data, how do the data compare to expectations, what was learned?</p>	
<p><b>ACT</b></p> <p>Summarize the results and plan next steps—adopt, adapt, or abandon. Describe what changes may need to be made.</p>	

Adapted from PDSA Planning Template developed by the National Implementation Research Network. Original available at [implementation.fpg.unc.edu/resource/pdsa-planning-template/](https://implementation.fpg.unc.edu/resource/pdsa-planning-template/)



## Identifying Agents of Change in the Community

Communities comprise many organizations that touch children’s lives. Any of these are candidates for inclusion in school-community teams. **List community organizations** (including schools, early learning center and home based programs, community agencies, and others, including private business). Describe the **resources or expertise** they offer.

Organization Name	Resources or Expertise	Key Contact Information
Example: Downeast Elementary School	K–3 classrooms and teachers; playground space; family engagement coordinator on staff	<ul style="list-style-type: none"> <li>▪ downeast.bangorschools.net</li> <li>▪ Ms. Dawn Jones, principal</li> </ul>



## Identifying Team Members

Using the organizations identified as agents of change (being sure to include Family as one or more agent of change) **identify individuals** (or roles if individuals are unknown) **to participate in the school-community partnership team**. The level of engagement with the team does not need to be defined yet.

Organization or Group	Name(s) and Role Within Organization or Group
Downeast School	Dawn Jones, Principal
Downeast School	Lori Smith, pre-K lead teacher
Families	Sue Wilson, parent of K, G1, and G4 grade students



## Identifying Team Members' Roles and Responsibilities

For each **team member** indicate the **role(s)** they are **willing and able to fill**. Note that a similar identification might be useful to guide specific team activities. Ensure there are sufficient team members willing to fill each role or responsibility.

Team Member	Role or Responsibility (mark all that apply)				
	Lead	Plan	Implement	Observe	Support
Example Maureen Wright	X	X		X	X
<b>Role totals</b> (number in each column)					















