The introduction of specific, measurable goals is among the most promising – yet underused – strategy that we can introduce into school improvement efforts. Clear, measureable goals are the center to the mystery of a school's success, mediocrity, or failure. – Mike Schmoker, Results: The Key to Continuous School Improvement.

SMART Goal Planning Cycle:

1. Gather Baseline Data
2. Establish SMART Goals
3. Develop Strategies

SMART Goals

S – Strategic, Specific (What exactly do I want to measure?)

M – Measurable (How am I going to measure it?), Monitor-able

A – Attainable (Is this a reasonable goal?)

R – Results-Based (What will my goal look like when I've reached it?)

T – Time-Bound (When should I reach my goal?)

A SMART Goal is a ruler for measuring learning growth.

Process-Based	Results-Based
Failure Rate	By June 2013 the % of students failing the 9th grade will decrease by 5% (True Freshman) By June 2013 the % of repeater freshmen will decrease by 5%
Develop a balanced literacy program for primary students	Increase number of K-2 students who are reading on grade level at the end of the year grade by 10%
Adopt a "zero tolerance" policy	Decrease incidences of violent

toward violence	behavior within the current year by 30%.
Grade 11: Biology EOC; US History EOC; Algebra II EOC; ACT	By June 2013 the % of students scoring proficient and distinguished on the Algebra II, English II, US History and Biology EOC will increase by 5%. By March 2013 the % of students meeting the benchmarks on the ACT will increase by 5%.
12 graders who are not CCR. Content area: English & Math. Assessment: COMPASS; KYOTE, ASVAB; Industry Certification	By May 2015 44% of 12th graders will be College and Career Ready.

Alignment of Goals from District to Classroom to Students:

1. District Goals (to improve the math performance of all students)

2. School Goals (To increase by 10% the ED students scoring in MEETS and EXCEEDS on the next Math assessment)

3. Classroom Goals (By Oct 15, Mr. Smith's students will solve real-world problems with 80% accuracy using one-step equations.)

4. Student Goals (By the unit test, I will solve problems with 90% accuracy using one-step equations.)

Alignment of Goals from District to Classroom to Students:

1. District Goals (To provide a safe and orderly environment for teaching and learning)

2. School Goals (During the second semester, decrease by 50% the number of student referrals to the office for "disrespect")

3. Classroom Goals (The students of the Alpha Team will decrease by 75% the number of student referrals to the office for disrespect.")

4. Student Goals (I will report ready to work in Mr. Taylor's class everyday I possibly can during the last 9 weeks.)

Deeper Understandings

Goal: What are you seeking to improve, based on what data?

Indicator: Greatest Area(s) of Need (Skills, Standards, Strands, Domains)

Measure: Instrument or tool for assessing progress toward the goal.

Target: Amount of improvement sought

Methods: How you will bring about improvement

Resource: The Power of SMART Goals

Examples

Baseline Data: Over the last 3 years, 23-50% of all grade 1 students have not met the 2nd Fall Benchmark in writing of 8. (data attached)

SMART Goal: For the current year, 80% of my grade 1 students will meet the 1st grade Spring Benchmark in writing of 12 on the Ohio Writing Rubric.

Baseline Data: Out of 14 ESL students, 5 had the appropriate writing score to enter 12th grade on level 4, 5 students were at a level 3, and 3 students were at a 2.5. This means that 57% of the ESL students are writing below the expectations for the beginning of the year. (data attached)

SMART Goal: 75% of the ESL students will improve their previous writing score on the Ohio Writing rubric by at least 0.5 points by May.

Baseline Data: I administered a pre-assessment to see what students already know about ATOD and what their attitudes are about ATOD. 70% of my students understand the dangers and effects of ATOD on the body by scoring an 80% or higher on the ATOD pre-assessment test. (data attached)

SMART Goal: During the 2013-14 school year, 80% of the students will improve their score by at least 5% as measured by the ATOD final exam test.

Baseline Data: The baseline data show that the average score on the Beginning of the Year (BOY) mathematics assessment

was 40%. Scores ranged from 12% - 60%. The BOY serves as a pre-assessment and measures their knowledge of grade 3 math content. (data attached)

SMART Goal: For the 2013-14 school year, students will demonstrate 20% growth in mathematics as evidenced on the pre/post BOY assessment.

Baseline Data: Using the "exemplars" rubric, the baseline data show that my students range from novice to practitioner level in their problem solving ability. Novice – 8 students. Apprentice – 12 students. Practitioner – 5 students. Expert – 0 students. (data attached)

SMART Goal: For the 2013-14 school year, students will improve in their ability to problem solve, reason, and communicate in mathematics by at least one level on the open-ended task assessment portion of third 3rd quarter math assessment.

Baseline Data: I administered an assessment by giving students two challenges to accomplish using teamwork and team building skills. 50% of students in each class were not proficient at the beginning of the year completing challenges using teamwork and team building skills. (data attached)

SMART Goal: For the 2013-14 school year, students in grade 4 will complete challenges by 20% more that require working with partners in small groups to accomplish teamwork and team building skills.

Baseline Data: During the 2012-13 and 2011-12 school years, data indicates that 5 students were alternatively placed as the final outcome of a disciplinary infraction (fighting or threats to peers or staff) in both the fall and spring semesters of both school years. These students did not maintain their pre-alternative placement GPA. Students highlighted in yellow on data sheet. (data attached)

SMART Goal: By the end of the 2013-14 school year, given weekly participation in a conflict resolution/anger management group for teens with the school psychologist, 5 student's (alternatively placed in 2012-13 and 2011-12 and experienced a 2 year drop in GPA) will utilize learned skills to appropriately respond to a situation, thus decreasing the instances of alternative placements by 50%.

Baseline Data: I administered a Novice-Mid level task to all students in early Sept. to establish a baseline. I scored samples using the APS PATs (Performance Assessment Tasks for Speaking) level 1 rubric, which is out of a possible 24 points. The data show that 10 of 23 students received a score of a 5 and 13 of 23 students received a score of 6 on this initial assessment. (data attached)

SMART Goal: For the school year, 90% of my students will improve by 2 points or better on the Spring PATs exam.

We are all learning together how to write our SMART Goals. I hope these provide some help toward your

thinking about your classroom data and writing SMART Goals.

It would be advisable to use 2 of your OTES SMART Goals and switch up the wording to reflect the 5-year plan, and add one more. That way you are not managing 5 goals.

We will all get better at writing SMART Goals. We are learning together.

- We need to use diagnostic and formative assessments to drive our data.

- Formatively assess students on standards/content during class (other than clickers, and paper/pencil).

- Develop structured/consistent procedures for interventions.

- Refine standards-based grading practices.

- Teachers need to use Common Core pacing guides in order to focus on teaching CCR standards.

- Teachers need to use common assessments and develop congruent methods of grading these assessments.

- Lesson plans need to include "evidence of student learning" aka "assessment." At the end of every lesson students should know if they met the target, and teachers respond accordingly for the next lesson.