SMART Goals

Goals should be SMART - specific, measurable, agreed upon, realistic and time-based.

The acronym SMART has a number of slightly different variations, which can be used to provide a more comprehensive definition for goal setting:

- S specific, significant, stretching
- M measurable, meaningful, motivational
- A agreed upon, attainable, achievable, acceptable, action-oriented
- **R** realistic, relevant, reasonable, rewarding, results-oriented
- T time-based, timely, tangible, trackable

SMART Goals

Specific

- Well defined
- Clear to anyone that has a basic knowledge of the project

Measurable

- Know if the goal is obtainable and how far away completion is
- Know when it has been achieved.

Attainable

• Agreement with all the stakeholders what the goals should be

Results Oriented

• Within the availability of resources, knowledge and time

Time Bound

- Enough time to achieve the goal
- Not too much time, which can affect project performance

School Improvement Plan SMART GOAL EXAMPLES

Sample SIP goals - Rewritten in SMART format

S=Specific **M**=Measurable **A**= Attainable **R**=Results-Oriented **T**=Time bound/Target

1. Every student will show evidence of one year of growth in mathematics each year in attendance.

SMART Goal = Math Problem-solving

During the 2006-07 school year, all students will improve their math problem-solving skills as measured by a 1.0 year gain in national grade equivalent growth from the 2005-06 to the 2006-07 ITBS math problem solving sub test.

2. Reduce levels of non-proficient students by 10% in all eight-grade sub groups on ITBS math concepts and estimation.

SMART Goal = Math Concepts and Estimation

During the 2006-07 school year, non-proficient students (as indicated by the ITBS math concepts and estimation subtest) at Sample School will improve their math concepts and estimation skills by 5% as measured by an increase in the percentage of students scoring in the "high" and "proficient" levels on the ITBS math concepts and estimation subtest.

3. Students will show one year's growth in Language Total as measured by ITBS.

SMART Goal = Vocabulary

During the 2006-07 school year, non-proficient students (as indicated by the ITBS vocabulary subtest) at Sample School will improve their vocabulary skills by 5% as measured by an increase in the percentage of students scoring in the "high" and "proficient" levels on the ITBS vocabulary assessment.

4. 95% of all 11th graders receiving f/r lunch will score above the 40th NPR on ITEDs. (increase from 80%)

SMART Goal = Math computation

During the 2006-07 school year, proficient 11th grade students in the f/r subgroup group (as indicated by the ITED math computation) at Sample School will increase by 15% as measured by the ITED math computation subtest.

5. Students will meet or exceed the district writing expectations as measured by the six-traits writing sample scoring.

SMART Goal = Writing Skills

During the 2006-07 school year, the number of first through fifth grade regular education students at Sample School improving their writing skills in targeted traits will increase 5% at each grade level (see chart below) as measured by the Six-Traits scoring rubric monthly grade level assessments.

Performance Targets		Rubric Target score at/above 3-4	
Grade Level	Focus Area	2005-06 % at/above (baseline %)	2006-07 % at/above
Kindergarten	Ideas 56%		61%
First grade	Organization 65%		70%
Second grade	Organization 48%		53%
Third grade	Word choice	74%	79%
Fourth grade	Word choice	79%	84%
Fifth grade	Conventions 62%		67%

6. At least 90% of all 3rd grade students will successfully read at or above Level P on the District Reading assessment by the end of 3rd grade.

SMART Goal = Reading Comprehension

During the 2006-07 school year, the number of K-5 students at Sample School improving their reading comprehension skills will increase by 5% in each grade level as measured by the District Reading Assessment (LAPO & ERA).

Performance Targets (based on trend data)			
	2005-06	2006-07	
Kindergarten	87% of students at/above Level C	93% of students at/above level C	
First grade	90% of students at/above Level H	95% of students at/above Level H	
Second grade	100% of students at/above Level L	100% of students at/above Level L	
Third grade	90% of students at/above Level P	95% of students at/above Level P	
Fourth grade	70% of students at/above Level T	75% of students at/above Level T	
Fifth grade	60% of students at/above Level W	65% of students at/above Level W	

7. Prepare all students to make a positive transition to adult life.

SMART Goal = Social-Emotional

100% of 12th grade students at Sample School will be prepared for transition to adult life as measured by the completion of the "7-step Plan for Transition to Adult Life" during the 2006-07 school year.

PRACTICE WRITING SMART GOALS

Sample SIP goals - Rewrite to SMART format				
S=Specific	M =Measurable	A= Attainable	R=Results-Oriented	T =Timebound
1. Stude ITBS.		one year's grov	vth in Language Tota	l as measured by
	of all 11 th grade s. (increase froi		lunch will score abo	ve the 40 th NPR on
3. 92% (of 11 th graders t	ested on ITED	will score above the	40 th NPR.
	athematics, the roups and total		proficient eighth grac	lers will increase (ir
5. Stude	ents will demon	strate respons	sible behavior and eff	ective citizenship.

Goal Setting with Students

Individual Conferences are held with each student.

- Discuss the classroom mission and the students personal mission statement.
- Review classroom SMART goals and talk about how the students' personal goals should align to them.
- Students have identified two or three challenge areas.
- Students are ready to initiate the goal writing process.

Students select one challenge area to develop for an academic goal and another challenge area for the development of a socialization goal (e.g. developing a students ethic, homework completion, or may be more specific behavioral goals).

Collaboratively:

- ❖ The student and teacher develop an action plan.
- Decisions regarding how data will be gathered and recorded are determined at this point (tally, bar graph, run chart).
- Weekly evaluation of the data being gathered is reviewed and shared.
- Goals and action plans are revised based on data collected.

It is important to note that students must have a clear understanding of expectations.

Students must be able to understand and define appropriate expectations. Examples of these are IEP Goals in simplified terms for students, State Standards in understandable language, and specific classroom standards.

Student friendly expectations need to be posted in the classroom. A copy is kept in the student data folder for student reference.

Remember:

Student goals should align to classroom SMART goals!

Student Goal-Setting Questionnaire

Su Na	Date:
1.	What is the ultimate long-range goal I have set for myself?
2.	What must be learned to achieve my goal?
3.	How will this learning be used toward achieving my goal?
4.	What do I see as the best way to accomplish the learning necessary so I may reach my goal?
5.	How may I integrate, demonstrate, and share my new learning into all aspects of my ife-long goals?
6.	What tools will my teacher and I use to ongoingly assess and document my progress?
7.	What is the time frame for reaching both my short-range and long-range goals?

Goals



What:	
How:	
Goals (How wil	I I measure what and/or how?)
Measure 1:	
Measure 2:	
Measure 3:	
Measure 4:	

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Student Goal and Action Plan

Action Plan: (What things will y	-
•	
Who will help?	Evaluation:
•	I reached my goal. I did not reach my goal.
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