



English Language Arts Department SMART Goal Samples ~2013-2014 Elementary Level

STUDENT LEARNING	PROFESSIONAL PRACTICE
By the conclusion of the 2013-2014 school year, 90% of my students will reach the end-of-year reading benchmarks for my grade level as outlined by Plymouth Public Schools.	In order to increase the effectiveness of my small group reading instruction, I will implement the use of on-going running records between district-mandated benchmark assessments and use that information for daily planning and progress monitoring.
By the end of the 2013-2014 school year, all students will demonstrate growth in narrative, informational, and opinion writing, as measured by a writing continuum with pre-unit and post-unit writing samples.	In order to address the language standards of the CCSS, I will establish word study notebooks based on the instructional strategies outlined in <i>Words Their Way</i> .
As measured by the Spring 2014 Grade 4 MCAS test, 80% or more of my students will achieve a topic development score of 4 or higher on the Long Composition Section.	In order to address the Speaking and Listening standards outlined in the MA Framework/CCSS, I will incorporate mini-lessons into each unit of study that teach students how to build on each other's talk to productively develop ideas.
As measured by the Spring 2014 ELA MCAS test, 75% or more of my students will score in the Proficient range.	In order to address the increased text demands of the CCSS, I will increase by 25% the number of texts my students are required to read for each unit of study.
By the end of the 2013-2014 school year, 80% or more of my students will achieve at least an M (Meeting the Grade Level Standard) on all English Language Arts standards on the PPS Elementary Report Card.	In order to address the writing demands of the CCSS, I will increase by 25% the number of pieces each student is expected to complete during each unit of study.