



English Language Arts Department SMART Goal Samples ~ 2013-2014 Middle/High School Level

| STUDENT LEARNING | PROFESSIONAL PRACTICE |
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| By the conclusion of the 2013-2014 school year, 80% or more of my students will demonstrate proficiency in all writing standards as assessed through the departmental narrative, informative, and argumentative writing rubrics. | In order to address each Massachusetts Curriculum Framework standard and properly frame each unit and daily lesson plan, I will utilize common syllabi and the ELA departmental unit template when designing a unit plan. Daily lesson plans will be designed based upon these units. |
| For the 2013-2014 school year, 80% or more of my students will reach expected reading growth as measured by lexile levels on the spring SRI assessment. | During the 2013-2014 school year, I will provide at least two opportunities for student choice of text (in addition to independent reading) and assess comprehension through participation in a range of collaborative discussions as outlined in SL1 of the MA Framework. |
| By the conclusion of the 2013-2014 school year, each of my students will engage in a research process related to one or more of the major course units and create and present a formal, properly cited multi-media presentation. Eighty percent or more of my students will demonstrate proficiency as assessed on the departmental or building-based presentation rubric. | At least once per term during the 2013-2014 school year, I will provide feedback through student conferences to improve writing proficiency. |
| During the 2013-14 school year, all students will participate effectively in a range of collaborative discussions (e.g. one-on-one, in groups, and teacher-led) with diverse partners about appropriate, grade-level texts and course topics and demonstrate proficiency on the departmental collaborative discussion rubric(s). | For each major unit during the 2013-2014 school year, I will consistently utilize the gradual-release model in my planning and instruction to shift learning responsibility from teacher to student. |
| As measured by the 2014 MCAS test, 80% or more of my students will achieve a topic development score of 4 or higher on the Long Composition Section. | For each major unit during the 2013-2014 school year, I will implement close-reading strategies using an excerpt from a novel, a short story, a poem, or an article, with a specific focus on craft and structure in order to enhance understanding of author's purpose. |