

Sample S.M.A.R.T. Goals

From East Bridgewater Public Schools

H.S. Guidance

Student Learning Goal: By June of 2013, of students will have increased access and delivery of MASCA School Guidance College and Career Curriculum by having grade level appropriate presentations in grades 9, 10 and 11 three times per year, and grade 12 2 times per year.

H.S. Special Education Teacher

Student Learning Goal: By June 2013, 100% of the ACCESS Learning Center students who will be participating in the math, ELA or Science MCAS tests will score an average of 3 or better on pretest open response questions as evidenced by the implementation of graphic organizers and checklists developed in accordance with the DESE MCAS scoring rubrics.

H.S. Librarian

Student Learning Goal: By June 15th 2013 the EBHS use of electronic library databases supplied by the Board of Library Commissioners will increase by 10%.

From J. Russell Elementary School, Idaho:

School

Russell Elementary will make Adequate Yearly Progress as measured by ISAT goals and will look at the new SATR rating system for potential growth needs.

83.7% of students, grades 4-6 Economically Disadvantaged students, will score at the proficient or advanced level in Math as measured by ISAT scores.

Intervene as necessary for all students to help them reach their fullest potential during this current year.

3rd Grade

86% of third grade students will achieve proficient or advanced status on the Spring 2013 ISAT.

Activities and Materials that support this goal:

- Accelerated Reader Enterprise and Renaissance Place Harcourt Reading Series Third grade "Wall of Fame" Classroom trade-book libraries
- Literacy skills tests (Ren. Place)
- Accelerated Math program (Renaissance Place)
- Diagnostic testing and placement
- Daily math review / math meeting
- Number Corner (Bridges program)
- Math timings (Saxon, Math Facts in a Flash, 50 in a Minute)
- Daily Language Review (d.o.l.)
- Harcourt Reading Series language and grammar skills
- Evan Moor spelling program (varied /differentiated levels)
- 6 + 1 Daily Writing Traits
- Drops in a Bucket

- 85% of third grade students will achieve proficient or advanced status on the Spring 2013 ISAT. goal:
- 76% of third grade students will achieve proficient or advanced status on the Spring 2013 ISAT. goal:

4th Grade

- Activities and Materials that support this
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- 90% of 4th grade students will perform at the proficient or advanced level on the Math ISAT. 88% of 4th grade students classified as “economically disadvantaged” will perform at the proficient or advanced level on the Math ISAT. All 4th grade students will be exposed to “Mathematics in the Real World,” once a month for 9 months. 90% of the 4th grade students will perform at the proficient or advanced level on the reading ISAT. 90% of the 4th grade students will perform at the proficient or advanced level on the language ISAT. Engage students in one project-based math activity per quarter to begin transition to CCSS.

5th Grade

- 94% of 5th grade students will score at the proficient or advanced level in math as measured by ISAT scores
- 95 % of 5th grade students will score at the proficient or advanced level in reading as measured by ISAT scores
- 80% of 5th grade students will score 45 correct on timed math fact drills
- 92% of 5th grade students will score at proficient or advanced level in language usage as measured by ISAT scores

Special Education

General- Make the transition for special education students from West Park to Russell smooth so the students will feel more comfortable completing ISATs.

Math- Increase individual math skills to increase competency scores on math ISAT or ISAT /ALT, to proficiency or higher.

Reading- Increase individual basic reading skills to increase competency scores on reading ISAT or ISAT/ALT to proficiency or higher.

Written Language- Increase individual skills in written language to increase competency scores on ISAT or ISAT/ALT to proficiency or higher

Title I (MATH)

Specific- Title 1 staff will assist classroom teachers with reasonable math improvement for Title 1 students in grades 3-4-5. Intervention time will occur outside core math instruction hour in a small group setting.

Measurable- On the Idaho Standard of Achievement math assessment, NWEA math assessment and M-CAP, Title 1 students’ progress will be measured.

Attainable- This goal is attainable by supporting Title 1 students with specific curriculum based unit interventions (Envisions) in a small group setting for 30 minutes a day, if

possible.

Results Oriented-& Relevant 1) Title 1 students will achieve the benchmark score prescribed for Fall-Wtr-Spring M-CAP by using progress monitoring probes at appropriate grade level. 2) Title 1 students will score within or above the mean rit range on Wtr. NWEA math test at grade level. 3) Title 1 students will score within or above the mean rit range on the math ISAT at grade level.

Time Bound- Title 1 students will achieve these goals by spring 2013. **GOAL-** By spring 2013, 70% or more of our Title 1 students will perform at or above “meet standards” on the ISAT math test at grade levels 3-4-5.

READING

Specific- Title 1 staff will assist classroom teachers with reasonable reading improvement for Title 1 students in grades 3-4-5. Intervention time will occur outside reading instruction in a small group setting.

Measurable- On the ISAT reading assessment & AIMS fluency and Maze (comprehension) probes, Title 1 students’ progress will be measured.

Attainable- This goal is attainable by supporting Title 1 students with specific curriculum based unit interventions in a small group setting for 30-45 minutes using (Harcourt Trophies Intervention materials.)

Results Oriented-& Relevant 1) Title 1 students will test 80% proficient on end of story Trophy Intervention tests. 2) Title 1 students will achieve the benchmark score prescribed for Fall-Wtr.-Spring M-CAPS fluency & comprehension at grade level. 3) Title 1 students will score within or above the mean rit range on spring ISAT test at grade level.

Time Bound- Title 1 students will achieve these goals by spring 2013. **GOAL-** By spring 2013, 70% or more of our Title 1 students will perform at or above “meet standards” on the ISAT reading test at grade levels 3-4-5.

SCHOOL WIDE TITLE GOAL FOR MATH & READING- Title 1 teacher and students will host their own radio show announcing math & reading specific vocabulary: definitions, sentence examples, & math brain teasers.

Gifted Talented

- Vocabulary Development:
 - Teach students at least 2 new vocabulary words each day they are in my class. These 2 words will come from Marzano’s text. Students will use these words in one of two ways:
 - Written and Oral conversation
- Students will demonstrate their knowledge of the new word in a variety of ways.
 - Students may have a quiz. Students may make a vocabulary square. Students may choose a genre to demonstrate their understanding.
- Assist in increasing math scores on the ISAT and/or NWEA:
- Math Explorers (formerly Math Club) will be offered to the g/t students, and students whose ISAT and/or NWEA scores demonstrate the need for advance intervention in math.

- Students will meet with me once a week, perhaps more often, depending on my schedule. Evaluation of this goal will be demonstrated by comparing fall ISAT and/or NWEA scores to spring ISAT and/or NWEA scores.

Specialists:

Music-

- *Through the implementation of a comprehensive, academic vocabulary curriculum, students in music classes at Russell Elementary will build a conversational repertoire of musical terminology appropriate to each age level.*
- *Through the use of a sequenced, folk-song enriched repertoire, students in music classes at Russell Elementary will become conversationally adept in rhythmic and tonal solfege and will be able to read, write, and create at levels appropriate to their individual development as literate musicians.*

Physical Education-

- Through the implementation of an academic vocabulary curriculum, Russell students will develop physical education vocabulary appropriate for each grade level which will contribute to our school wide effort to broaden vocabulary use.
- Through the use of fitness concepts and activities, Russell students will be able to create and implement a fitness program that will lead to a healthy lifestyle.

Language Cultures-

- **Russell 3rd graders** would learn **French** through **Total Physical Responses**. The goal is to learn, understand, and respond properly in the target language without officially emphasizing Grammar. Russell 3rd graders would be learning Culture of French speakers through video traveling, and reading appropriate books. Russell 3rd graders would have a performance in the French language for the school community.
- **Russell 4th graders** would learn **Spanish** through mixture of teaching methods. They will learn reading, writing simple sentences, and grammar. Russell 4th graders would also learn Culture of Spanish speakers through video traveling, and reading appropriate books. Russell 4th graders would have a performance for the school community.
- **Russell 5th graders** would learning the appropriate designated language through all kinds of methods of teaching. The grammar would be emphasized more so than in 3rd or 4th grade. They would be learning: **Nouns, Personal Pronouns, Articles, Verbs, Conjugation, Adjectives, and the characteristic of the Adjectives in Foreign**. Russell 5th graders would learn the Culture of the designated language through doing one or two projects throughout the year as well as video traveling, and reading as many appropriate books. Russell 5th graders would have either a performance or a show & tell of their learning.

Counseling / Psych

- Make individual contact with 80% of 3rd grade families before December 1st 2012.
- Have an individual meeting with 95% of students who transfer from a different school within two weeks of their enrollment at Russell.