

SMART GOALS

To improve student performance and instructional practice, you need to create goals that will challenge and motivate your entire school community. The SMART framework can help you determine how effective your goals will be. Once you've set your goals, make sure that they are made transparent to the entire staff, to ensure that everyone shares the vision for what you have set out to achieve.

Specific: The goal should be well-defined enough that anyone with basic knowledge of the activity or project is able to read it and understand what is to be accomplished.

Measurable: You must be able to determine when the goal has been achieved. The team will identify measurable, acceptable evidence prior to working on their task. For example, "improve student learning" is not measurable; whereas, "95% of students will achieve proficiency on the state assessment" is measurable.

Ambitious but Achievable: The goal must strike the right balance between achievable and lofty enough to impact the desired change. You must be sure that the desired result can be accomplished. At the same time, you want to be sure that the goal will be a stretch for both students and staff.

Results-oriented: All goals should be stated as a clear outcome or result—they should not focus on the process but rather the outcome of the process. "Review data from the district-mandated test" is not a result. It is a process. "Select an instructional focus for this school year based on data from the district-mandated test" is a result to be achieved.

Time-bound: You need a clear time frame in which to reach your goal (accomplish the objective). Think about everything that needs to be done to reach the goal. Begin to plan backward from the desired result. Develop a timeline for accomplishing the various tasks that the group will undertake to achieve the desired results.

Smart goals are:

Specific

Measurable

Ambitious (but Achievable)

Results-oriented

Time-bound

Examples of SMART Goals

<p>By June, at least 85% of students will score at the proficient level or higher on statistics and probability items on the state-mandated mathematics test.</p>	<p>By May, increase 2nd-grade CST achievement so that 80% of students are proficient or advanced in math. All other students will move up at least one proficiency level from where they started.</p>	<p>By May, 100% of algebra students will score at least 80% on assessment tests. To accomplish this, teachers will develop rigorous common unit assessments and plan backwards from them.</p>
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How SMART Are Your Goals?

The rubric below can help you determine how SMART your school-wide goals are.

How SMART are your goals for student achievement?

Level 1 Our goals are lacking in 3 or more SMART features—or we have not set any goals.	Level 2 Our goals lack 2 SMART features (e.g., they are not specific or ambitious).	Level 3 Our goals lack 1 SMART feature (e.g., they are not ambitious.)	Level 4 Our student achievement goals meet all SMART criteria.
Remedy: Involve the leadership team and faculty members in a process of refining goals.			

Are your goals for student achievement grounded in a solid body of evidence, using multiple measures of achievement?

Level 1 Our goals, if any, are based more on intuition than real evidence.	Level 2 Our goals are based on a single measure of achievement, such as standardized tests.	Level 3 Our goals are based mainly on standardized tests; however, we do look at other measures.	Level 4 Goals are grounded in evidence, including test data, assessments, and systematic reviews of student work.
Remedy: Identify ways to expand measures of student achievement, including systematic reviews of student work.			

Are your goals for student achievement standards-based?

Level 1 There is little if any connection between our goals and local academic standards.	Level 2 Some of our goals are related to local standards, though the connection is not clear or direct.	Level 3 There is alignment between goals and standards but the connection is not clear or direct.	Level 4 Our goals are directly and specifically related to local academic standards.
Remedy: Work to ensure that your goals are directly related to assessed standards.			

Are your achievement goals targeted at areas that are known to give the most students the most difficulty?

Level 1 We have not done this kind of analysis.	Level 2 We suspect that our goals are related to areas that give students the most difficulty, but we cannot be sure.	Level 3 Our goals are targeted at areas of known difficulty; however, some important areas may be missing.	Level 4 Our goals are targeted around areas that, based on evidence, give students the greatest amount of difficulty.
Remedy: Conduct an analysis of performance data, aimed at identified areas of greatest need.			

Has the entire faculty been involved in identifying instructional priorities and goals?

Level 1 The goals, if any, have been established by the school leadership, by the district, or some other agency.	Level 2 School leadership (or some agency) has been responsible for setting the goals with limited faculty awareness.	Level 3 Our faculty has not been fully involved, but most teachers have awareness and commitment.	Level 4 The faculty has been involved in looking at data, identifying areas of weakness, and setting SMART goals. They are committed to the goals, and confident in their ability to achieve them.
Remedy: Involve the faculty in looking at data, identifying areas of weakness, and setting goals for the year. Involve faculty in a process of review and refinement.			

**Having Trouble Coming Up with an Instructional Goal?
Here are some ideas.**

<p>Staff and students understand grading policies and grading criteria</p>	<ul style="list-style-type: none"> • Create expectations for grading • Articulate how grades should be given out • Create structures for grading policies, corrective instruction, and assessment
<p>Grading expectations are consistent and known by all</p>	<ul style="list-style-type: none"> • Implement a standards-based grading policy that focuses on achievement • Identify separate consequences for missing time and making up work
<p>Consistency in grading across classes—grades are based on what students know and demonstrate</p>	
<p>Routines and learning environments are consistent across classrooms</p> <p><i>Examples: learning outcomes shared with students, transition time used effectively to maximize learning</i></p>	<ul style="list-style-type: none"> • Identify 3–5 routines and practices that impact student learning to be implemented school-wide • Ensure that every staff member has the skills to implement the non-negotiables with fidelity • Monitor implementation of the non-negotiables
<p>All lesson plans include clear objectives, opening activities, multiple paths of instruction to a clearly defined curricular goal, and formative assessments</p>	<ul style="list-style-type: none"> • Create standard lesson planning templates • Articulate clear expectations for common planning time
<p>All lesson plans include formative assessments</p>	
<p>Teachers have deep and frequent conversations about student data and corrective instruction</p>	<ul style="list-style-type: none"> • Develop teacher capacity to review and assess lessons
<p>Differentiation is incorporated into every lesson</p>	
<p>Teachers are taught instructional strategies that, if consistently applied, will improve student engagement</p>	<ul style="list-style-type: none"> • Assess current instructional strategies. • Identify the strategies to improve engagement • Implement PD to inspire commitment • Monitor implementation of the strategies
<p>Every teacher tracks the learning of every student on multiple measures, and makes this data visible and available</p>	<ul style="list-style-type: none"> • Support and develop staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs an continuous improvement
<p>Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data-driven interventions matched to their needs.</p>	<ul style="list-style-type: none"> • Articulate a pyramid of preventions and interventions that includes classroom-based practices and strategies that all teachers implement • Identify the 10% of students who need the highest level of interventions and create plans to support them