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

<table>
<thead>
<tr>
<th>SMART Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
</tr>
<tr>
<td>• Well defined</td>
</tr>
<tr>
<td>• Clear to anyone that has a basic knowledge of the project</td>
</tr>
</tbody>
</table>

| **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 |
Sample SIP goals - Rewritten in SMART format

**SMART GOAL EXAMPLES**

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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Focus Area</th>
<th>2005-06 % at/above (baseline %)</th>
<th>2006-07 % at/above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Ideas 56%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>First grade</td>
<td>Organization 65%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Second grade</td>
<td>Organization 48%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Third grade</td>
<td>Word choice 74%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Fourth grade</td>
<td>Word choice 79%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Fifth grade</td>
<td>Conventions 62%</td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Performance Targets (based on trend data)</th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>87%</td>
<td>93%</td>
</tr>
<tr>
<td>First grade</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Second grade</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Third grade</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Fourth grade</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>Fifth grade</td>
<td>60%</td>
<td>65%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S=Specific</th>
<th>M=Measurable</th>
<th>A=Attainable</th>
<th>R=Results-Oriented</th>
<th>T=Timebound</th>
</tr>
</thead>
</table>

1. Students will show one year’s growth in Language Total as measured by ITBS.

2. 95% of all 11th graders receiving f/r lunch will score above the 40th NPR on ITEDs. (increase from 80%)

3. 92% of 11th graders tested on ITED will score above the 40th NPR.

4. In mathematics, the percentage of proficient eighth graders will increase (in subgroups and total 8th grade)

5. Students will demonstrate responsible behavior and effective 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

Student’s Name___________________________________ 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 life-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 will I measure what and/or how?)
Measure 1: _______________________________
Measure 2: _______________________________
Measure 3: _______________________________
Measure 4: _______________________________
Student Goal and Action Plan

Goal:________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Action Plan: (What things will you do to reach your goal?)

•  __________________________________________________________________
•  __________________________________________________________________
•  __________________________________________________________________
•  __________________________________________________________________

Who will help?

•  ________________
•  ________________
•  ________________
•  ________________

Evaluation:

☐ I reached my goal.
☐ I did not reach my goal.