

PLC SMART Goals and Examples

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What is a SMART Goal?

What is a SMART goal?

Specific, **S**trategic, **M**easurable, **A**ttainable, **R**esults-based, and **T**ime-bound.

Dufour's Four Questions:

- What do we want students to learn? What are your indicators? (Goal)
- How do we know if they know it? (Goal)
- What do we do if they don't know it? (Action Plan)
- What do we do if they know it? (Action Plan)

SMART Student Achievement Goal:

- Goal must explicitly state the baseline data and the targeted level of achievement.
- Goal must explicitly state whose progress will be assessed.
- Goal must explicitly state what measurement will be used to assess progress.

Why do we need a SMART goal? [Learning by Doing](#)

Writing a SMART Goal

How do I write a SMART goal?

What do we want students to learn?

1. What group of students do you want to focus on?
2. With your PLC, discuss what you would like your students to understand or demonstrate. Pick something important, something meaningful, something with enough rigor so your team can have healthy, productive conversations throughout the school year.

What are your indicators for student achievement?

3. Choose or design an indicator (assessments, rubrics, surveys, etc.) to gauge student achievement.

How do we know if they know it?

4. Gather baseline data. Establish check in dates to review student performance.
5. Choose a target and a date for achievement.

What do we do if they don't know it? What do we do if they know it?

6. Now, your PLC is ready to develop your action plan and strategies for success.
How will you meet the needs of your students?

Elementary SMART Goal Examples

Elementary General Education Example 1

Students: 3rd graders

Goal: improve inferencing skills

Indicator: teacher-created rubric

Baseline: 24% students scored 3 or higher in the Fall

Target: 78% score of 3 or higher by June of the current year

PLC Goal:

78 % of third graders will earn 3 or higher on the teacher-created rubric for inference.

Elementary General Education Example 2

Students: identified at-risk second graders

Goal: improve reading fluency

Indicator: DIBELS Benchmark

Baseline: 45% of second graders were at-risk in the Fall

Target: gain 20 wcpm by the Spring of the current year

PLC Goal:

Students who read 70 wcpm or less in the Fall (year) will gain at least 20 wcpm by the Spring (year) as measured by the DIBELS Benchmark.

Elementary Special Education

Students: setting 2 and 3 EBD students identified with executive functioning deficits of response inhibition

Goal: students will improve executive functioning skills

Indicator: *Executive Functioning Ratings Scale*

Baseline: 34.5% average fall

Target: 60% average spring

Students identified with executive functioning deficits in the area of response inhibition (impulse control) will receive targeted interventions and show growth with SEL Standard 2C (Students use effective decision making skills) from 34.5% in Fall to 60% in Spring as measured by the Executive Functioning Skills Rating Scale.

Elementary Social Work

Students: 6 students

Goal: improve student attendance

Indicator: attendance

Baseline: students' unexcused absences are 20 days, on average, for the current school year

Target: average reduction of unexcused absences by 2.5 days by the end of the current school year

PLC Goal:

Six students with documented history of unexcused absences and/or a combination of partial days will improve their attendance. An average reduction of unexcused full day absences and/or a combination of partial days by 2.5 days per family will occur this school year compared to the last (date) school year.

Early Childhood Special Education

Students: identified ECSE students with pre-writing objectives on their IEP

Goal: improve pre-writing skills

Indicator: IEP objectives

Baseline: individual level stated on IEP - Fall

Target: 75% of students will achieve their pre-writing objective - Spring

75% of identified ECSE students who have pre-writing objectives on their IEP will improve their prewriting skills from the present level on their IEP as measured by monthly data collection.

Secondary SMART Goal Examples

High School Jefferson Music Dept

Students: Jefferson Music Students

Goal: Improved Music literacy for students - understanding of important vocabulary 90 terms

Indicator: Teacher-created common vocabulary summative - proficiency defined by correct response 70%+

Baseline: 43% proficient response (fall)

Target: 80% proficient response (spring)

Pretest results show that 43% meet proficiency on these terms (measured by 70% correct response or higher). Our goal is that 80% of all full year instrumental and vocal music students will be proficient on the common music vocabulary summative assessment by the Trimester 3 final exam.

Secondary General Ed ELA

Students: At-risk English-10 students who have received a 1 or 2 on Reading MCA measures

Goal: Improved end of trimester summative measures

Indicator: Average percentage correct for formative and summative measures

Baseline: 56% correct response on formative and summative measures Tri 1

Target: 60% correct responses summative measures Tri 3

In this current school year, the average score of 56% determined from Tri 1 data of our students' formative and summative assessments will increase to 60% from Tri 1 to Tri 3 for students who received a 1 or 2 on the Reading MCA.

High School Social Studies (Trimester 1 Short Term Goal)

Students: General education social studies

Goal: Growth in student organization to impact formative & summative academic progress

Indicator: Consistent use of student planner as measured using a 4 point scale, students scored out of 4 points, 1 point for each day = 4 points for a typical block week

Baseline: Baseline data will be collected by September 17th for PLC reflection & sharing

Target: 70% of students will show consistency in the use of their planners

By the end of Trimester 1, 70% of students will consistently use their planner for social studies class as measured by using a 4 point scale.

Middle School Science

Students: Middle school students in science classes

Goal: Improve grade level science skills (6th writing hypothesis, 7th - writing conclusions, 8th reading graphs)

Indicator: 4-point scale rubric for each grade level

Baseline: Individual student results from assessment

Target: 50-75% of students will move at least one level on the rubric

Using the grade level skills rubrics, science students will move up at least one level on their grade-level rubric towards proficiency. In 6th grade, 70% of students who are currently not at a 4 will move up one level towards proficiency. In 7th grade, 75% of students who are not currently at a 4 will move up one level towards proficiency. In 8th grade, 80% of students who are not currently at a 4 will move up one level towards proficiency.

Middle School Social Studies

Students: All middle school social studies students

Goal: Develop citizenship skills

Indicator: Teacher-created citizenship rubric

Baseline: 68% of students below 3 on initial assessment

Target: 80% of non-proficient students move one level given rubric

80% of social studies students not meeting proficiency will advance one proficiency level on the citizenship rubric by the Spring.

Middle School Math (Short Term Goals)

Students: 6th grade EL and Special Education Students

Goal: Increase proficiency on specific math skills

Indicator: Unit test

Baseline: Pre-assessment on specific math skill

Target: 70% or higher proficiency on specific math skill

Goal 1: 70% of EL & Special Education students will score 70% or higher proficiency on graphing from ____ to ____ as measured by our unit test.

Goal 2: 70% of EL & Special Education students will score 70% or higher proficiency on evaluating expressions from ____ to ____ as measured by our unit test.

Goal 3: 70% of EL & Special Education students will score 70% or higher proficiency on solving equations from ____ to ____ as measured by our unit test.

Adult or High School ML

Students: Adult or high school ML newcomer students

Goal: Develop speaking skills

Indicator: Teacher-created speaking assessment

Baseline: 0 of 5 of students on initial assessment

Target: 4 of 5 of non-proficient students meet proficiency

Four of five newcomers will use a sentence starter to speak to a classmate by the end of October.