

## 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 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.

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**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.

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**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.

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### **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.

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### **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.

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### **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.

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### **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

PLC Goal: 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.

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### **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.

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### **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 citizenship rubric by the Spring.

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**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.