Smart Goals

**S=Specific, M=Measurable, A=Appropriate, R=Realistic & Rigorous, T=Time bound**

To improve student achievement. In what? Math? Reading?

To increase student engagement. In what? Class participation? Club participation?

 To improve student behavior Where? In classrooms? In hallways? In the gym? When? Before school, after school, during lunch?

**Language Arts Writing Middle School**

By\_\_\_\_\_\_\_\_\_\_\_\_\_\_, all 9th grade students will meet their growth target in the area of **Writing Conventions** as measured by the Conventions Common Assessment.

**Subgroup (A)** Students who did not meet (scored 10 or fewer points) will grow by at least four points. **Subgroup (B)** Students who nearly met (scored 11-13 points) will grow by at least 3 points

**Subgroup (C)** Students who met (scored 14- 15 points) will grow by at least two points.

**Subgroup (D)** Students who exceeded (scored 16 or more points) will grow by at least one point

All 9th students will demonstrate growth in **Reading Informational Text** as measured by their performance on the Reading Common Assessment pretest and post-test by\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Subgroup (A) Students who scored 60 – 69% on their pre-test will increase their score by at least 10% on the post-test. Subgroup (B) Students who scored 70 -79% on their pre-test will increase their score by at least 7% on the post-test. Subgroup (C) Students who scored 80% or greater on their pre-test will increase their score by at least 5% on the post-test.

**Algebra**

By May 2015, **Algebra I** students will demonstrate growth in the area of Representing and Solving using the Algebra I work samples assessment to measure growth in the following manner:

Subgroup (A) Students scoring a 2 or lower will increase to at least a 3;

 Subgroup (B) Students scoring a 3 will increase to at least a 4;

Subgroup (C) Students scoring a 4 will increase to at least a 5

**Science**

By June 2015, 100% of my students will make measurable progress as assessed using the state scoring guide for **scientific inquiry**. Each student will improve by at least one performance level in all dimensions (forming a question or hypothesis, designing and investigation, collecting and presenting data and analyzing and interpreting results.) Students in levels 4 and 5 will reach level 3 or above on the 9th grade district science assessment.

By June 2015, all AP **Biology s**tudents will demonstrate growth in designing and describing experiments and analyzing data and sources of error by improving at least one rank level from the AP Exam pre-assessment given in the fall to the official AP Biology exam given in the spring.

**History**

By the end of the semester (September – January), all of my students will demonstrate growth in their knowledge of the **history** and geography of the Middle East based on increasing their score on the pre-test to the post-test in the following manner: Subgroup (A) Students who scored between 0 and 59% on the pre-test will grow to a passing score of at least 60%. Subgroup (B) Students who scored 60% - 80% on the pre-test will increase their score by at least one letter grade. Subgroup (C) Students who scored 81% - 90% on the pre-test will increase their score by at least one letter grade.

**Attendance**

Reduce failure rate of incoming freshmen incoming freshmen by 20% in \_\_\_\_\_\_\_\_\_\_.

Increase percentage of students reading on grade level at the end of the year by 10%.

Decrease incidences of \_\_\_\_\_\_\_behavior next year by \_\_\_\_%.

**Foreign Language**

In order to improve design and delivery of proficiency-based instruction and assessment in foreign language instruction, our school team will develop a model standards-based unit comprised of communicative, performance-based objectives and a rigorous end-of-unit performance assessment, and share results and reflections with other foreign language educators in the district by May 1st.

**Information & Communication Technology**

In order to improve student use of Information and Communication Technology (ICT) skills in the classroom, ICT skills will be taught and practiced in the lab before they are applied to core content within the classroom. Collaboratively developed work samples designed to reflect at least three ICT skills will be collected from students in \_\_\_\_grades and evaluated using a common scoring rubric. By the end of the year, at least 80% of students will demonstrate proficiency in their use of at least three ICT skills.