

Plan for Measuring and Monitoring SMART Goal

Directions: Use the table below to document your SMART goal. Use the tables on the following pages to document your measuring and monitoring plan and results of quarterly impact checks that will help your organization address the high-leverage causes of student performance issues reflected in your SMART goal.

SMART Goal					
Verb	Performance Measure (with unit of measure)	Baseline	Target Year 1	Target Year 2	Target Year 3
SAMPLE SMART GOAL: <i>Increase</i>	<i>Percentage of students scoring at the typical or high growth levels in Language Arts</i>	<i>From: 62% in 2013- 2014</i>	<i>To: 71% in 2014- 2015</i>	<i>To: 80% in 2015- 2016</i>	<i>To: 85% in 2016- 2017</i>
YOUR SMART GOAL:					
Your DISTRICT GOAL to which SMART Goal is aligned					

High-Leverage Cause (of student performance issue reflected in SMART Goal)	Solution (action/initiative(s) that addresses high-leverage cause)	Team (assigned to validate/ implement solution(s); collect artifacts & evidence)	Performance Measure(s) (begin with a unit of measurement: %, #, \$ or /)	Artifacts/Evidence (reviewed, collected, analyzed)	Timeline (for implementing solution & reviewing, collecting, analyzing the artifacts and evidence)
<p>Sample Cause:</p> <ul style="list-style-type: none"> Lack of processes for creating and using common formative assessments to inform instruction in L. Arts 	<p>Sample Solution:</p> <p>L. Arts Vertical Teams:</p> <ul style="list-style-type: none"> Review curriculum maps and units to ensure they are clearly aligned to standards Revise curriculum maps/units Develop quarterly common formative assessments aligned to standards and curriculum maps Analyze results to inform instruction Provide intervention for identified students Provide enrichment for identified students 	<p>Sample Team:</p> <ul style="list-style-type: none"> L. Arts vertical teams led by the principal, assistant principal and/or lead L. Arts teacher 	<p>Sample Performance Measure:</p> <ul style="list-style-type: none"> % of curriculum maps and units aligned to standards # of curriculum maps and units revised to align with standards # of common formative assessments developed to align with standards and curriculum maps # of common formative assessments that are analyzed to inform instruction % of students identified for intervention or enrichment % of students participating in intervention who meet standard when reassessed 	<p>Sample Artifacts/Evidence:</p> <ul style="list-style-type: none"> Completed curriculum maps and unit plans Completed formative assessments Scores on common formative assessments Lesson plans for intervention and enrichment Scores on follow up assessments 	<p>Sample Timeline:</p> <ul style="list-style-type: none"> Preplanning: review and revise yearly maps and Q1 units plans; create Q1 formative assessment Meet after each assessment to analyze results and plan for intervention, enrichment and analyze results of follow up assessments Plan units, assessments prior to next quarter

Quarterly Impact Check Date: October 15		
Artifacts, Evidence, and Performance Measures How do our artifacts/evidence suggest we are doing in making progress toward implementing our actions/initiatives with fidelity?	Student Achievement Impact How have these initiatives/actions impacted student achievement?	Course Corrections What course corrections do we need to make as a result of this impact check?
<ul style="list-style-type: none"> Reviewed curriculum maps for the year and revised 3 of them to better reflect the standards; revised 2 unit plans for Q1 Developed common formative assessment for Q1 Analyzed results of common formative assessment to identify students for intervention and enrichment and to determine adjustments to instructional strategies 	<ul style="list-style-type: none"> 35% of students identified for intervention; 85% of those students demonstrated mastery on assessment following intervention Remaining students were provided enrichment and created products that were assessed. Of those students, 45% exceeded standards 	<ul style="list-style-type: none"> Revising unit plans and creating the common formative assessment takes time to do well, so we began working on next quarter's plans and assessment three weeks ago. We will continue with this timing for the remainder of the school year. During team conversations we will focus more on effective instructional strategies to reduce the number of students requiring intervention following the common assessments. We will create follow up assessments for enrichment work to continue helping more students move to exceeding expectations levels.

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