

S.M.A.R.T. Goals

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Statewide Guiding Coalition

Mission and Vision

Mission

To provide support and guidance for Arkansas educators in developing, leading, and sustaining a statewide Professional Learning Community

Vision

To be a high functioning collaborative team that plays an integral part in Arkansas leading the nation in student-focused education.

Goals

1. Implementing and spreading professional learning communities throughout schools and districts (webinars and conferences)
2. Building collaborative teacher and administrator teams
3. Support in developing and growing professional learning communities through modeling and observations - onsite and visiting other schools
4. Partner Model PLC school with other schools
5. Celebrating Statewide PLC successes

High Reliability Schools Framework

Level 1 - Safe, Supportive, and Collaborative Culture	Level 2 - Effective Teaching in Every Classroom	Level 3 - A Guaranteed and Viable Curriculum	Level 4 - Standards-Referenced Reporting	Level 5 - Competency-Based Education
<p>The school effectively addresses the leading indicators for a safe, supportive, and collaborative culture.</p>	<p>The school effectively addresses the leading indicators for effective teaching in every classroom.</p>	<p>The school effectively addresses the leading indicators for a guaranteed and viable curriculum.</p>	<p>The school effectively addresses the leading indicators for standards-referenced reporting.</p>	<p>The school effectively addresses the leading indicators for competency-based education.</p>
<p>Students have their basic needs met.</p> <p>Teachers have their basic needs met.</p> <p>Parents and guardians have their basic needs for their children met.</p>	<p>Teachers develop and maintain enhanced levels of pedagogical skill.</p>	<p>Teachers are clear about their content to teach and have adequate time and resources to do so.</p> <p>Teachers can design more focused and well-crafted lessons and units.</p>	<p>Teachers track the growth and status of each individual student.</p> <p>Teachers provide specific feedback to each student for each topic in the curriculum.</p>	<p>Teachers take collective responsibility for determining each student's status and growth on specific topics.</p> <p>Teachers take collective responsibility to determine when each student should move to the next level relative to specific topics and subject areas.</p>
<p>Teachers can better focus their attention on instruction.</p> <p>Students can better focus their attention on learning.</p>	<p>Students receive high-quality instruction.</p> <p>Students have a heightened probability of learning the taught curriculum.</p>	<p>Students have increased opportunities to learn the intended curriculum.</p>	<p>Students have a better understanding of what they need to learn or improve relative to specific topics in the curriculum.</p>	<p>Students move through the curriculum at a pace consistent with their development and individual needs.</p> <p>Students do not have gaps in their learning.</p> <p>Students develop an enhanced sense of urgency and responsibility.</p>

Presenters:

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The Four Pillars of Collaborative Teams

- Shared Mission “Why do we exist?”
- Shared Vision “What must we become?”
- Collective Commitments “How must we behave?”
- Shared Goals “Which steps must we take and when?”

How do goals relate to a school's mission and vision?

- Establish learning-focus goals
- Learn together about new and different ways to achieve goals
- Put learning into action
- Gather evidence of learning
- Celebrate
- Create new learning focused goals

How do we begin?

- With members of your team, district, etc begin examining your current reality
- Look for trends in your data (student learning)
- Celebrate areas of improvement
- Identify areas for improvement for new goals

What are S.M.A.R.T. Goals?

- Strategic
- Measurable
- Attainable
- Results Oriented
- Time Bound



Strategic

- Goals need to be aligned with the organization (i.e. district, school, team)
- Everyone working together for high student achievement
- Specific Outcomes
- Establish current reality and where you want to go (what is the evidence you will need to get there)

Measurable

- How will you know if your goal is working or if your goal has been met?
- “We will increase by 5%”

Attainable

- Goals need to be realistic...when everyone is working together you are likely to get the results you've set
- Consider your most recent data as your baseline.
 - ACT Aspire average 65% predicted, 2019 scored exactly 65%
 - 2020 mid-term 56% using new math program.
 - COVID
 - New iReady was 17% on grade level/37% one grade below/46% two or more grade levels behind.
 - Panic.
- Goals need to be higher than previous data.
 - Again, previous data is your most recent data.
 - 36% is all our coach would allow me to go.

Attainable

- Why only 36%?
- Have a formula
 - Start with 17% on grade level.
 - Move $\frac{1}{2}$ the students on the bubble ($.5 \times 37\% = 18.5\%$)
 - $17\% + 18.5\% = 35.5\%$
 - I convinced her to let me round up.
- Make it realistic and personal.
 - Small school with around 100 kids per grade.
 - One student is one percentage.
 - Look at the data wall. Which 18 kids on this bubble can you move?

Results Oriented

- Start looking at the impact that your actions will have on student learning
- Always about increasing student learning
- Refer back to measurable - this is what we are measuring.
- How much of our planning and instruction was effective in the end on reaching our goal on a specific essential standard?

SMATT vs. SMART

- Results oriented means **Student Results**
- Often an error is seen and goals are set that are **Teacher** oriented.
- “Our 7th grade science team will incorporate at least three (3) Argument Driven Inquiry lessons by the end of the first semester.”
- 80% correct.
 - It is strategic
 - It is measurable
 - It is attainable
 - IT IS NOT student result oriented, but focused on teacher actions.
 - It is time bound

Time-Bound

- An ending point for the goal when you will expect results.
- Too long of a goal can result in a loss of focus.
 - No more than one year.
 - Semester or quarterly more effective.
 - Between interim assessments.
 - SMART goal for each unit.

Examples

- 1) Graduation Rate – For the 2020-2021 school year, we will obtain a 95% or higher graduation rate as evidenced by the ADA ESSA report.
- 2) Teams should set goals also - By the end of our 3 week morphology unit on prefixes, 85% of our students will be able to correctly identify at least 8 out of 10 words as having either a Greek or Latin prefix on our common formative assessment.

Examples

- 3) East Pointe Elementary 3-4 students with an IEP who are ready or exceeding grade level proficiency will increase 12% as measured by the ACT Aspire Interim 1 assessment.
- Math 38% to 50%
 - Reading 38% to 50%

GOAL TEMPLATE

Once you have a goal, you should then start planning how you will get there with action steps, team member responsibilities, time frames, and how to evaluate your results.



Link:

https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_CTPBPLC/smartgoaltemplate.pdf

REPRODUCIBLE

SMART Goal Template

School: _____ Team Name: _____ Team Leader: _____

Team Members: _____

District Goals: _____

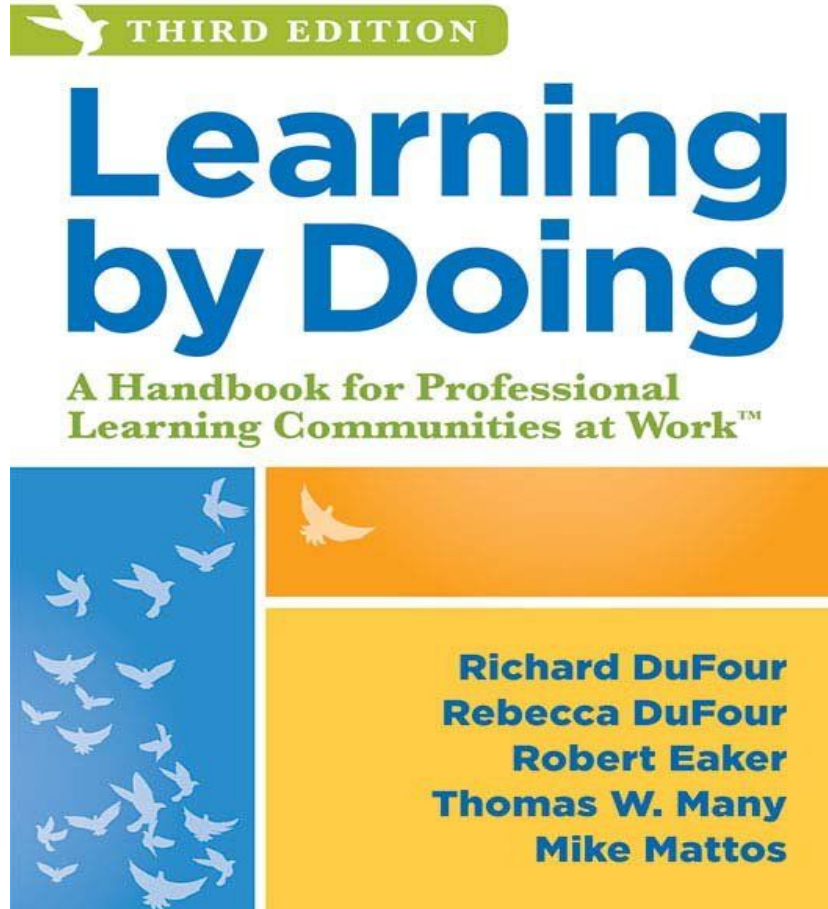
School Goals: _____

Identify a student achievement SMART goal (strategic and specific, measurable, attainable, results oriented, and time bound):

Action Steps and Products What steps or activities will you initiate to achieve your goals? What products will you create?	Team Members Who is responsible for initiating or sustaining the action step or product?	Time Frame What is a realistic time frame for each step or product?	Results and Evaluation How will you assess your progress? What evidence will you use to show you are making progress?

Sources: Adapted from DuFour, R., DuFour, R., & Eaker, R. (2006). Professional Learning Communities at Work plan book. Bloomington, IN: Solution Tree Press; Kanold, T. D., & Schuh, S. (2020). Mathematics at Work™ plan book. Bloomington, IN: Solution Tree Press.

Resources



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