

# SMART Goal Examples

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

These are sample goals and by no means perfect. The intent is to show that all SMART components need to be included in the goal statement.

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**\*\*Notes:** At the elementary level all students should be included within the two student learning and growth goals. Goals for secondary teachers (middle and high) must cover all the students instructed by the teacher **in a particular course**.

## Elementary (K – 5)

Grade	Goal Statement Example	How is this goal SMART?	
<b>Kinder</b>	By June, 2015, all my kindergarten students will demonstrate growth towards counting to 100 in a count sequence using the district-approved classroom math assessment. The growth will be as follows based on the pre-assessment: <b>Subgroup (A)</b> Students who can count to 20 or less accurately will increase the number to which they can count with accuracy by at least 70; <b>Subgroup (B)</b> Students who can count between 21 and 40 accurately will increase the number to which they can count with accuracy by at least 60. <b>Subgroup (C)</b> Students who can count between 41 and 70 accurately will increase the number to which they can count with accuracy by at least 50 and be able to count to 100 in tens. <b>Subgroup (D)</b> Students who can count between 71 and 100 accurately will increase the number to which they can count with accuracy by at least 30 and be able to ...	<b>S</b>	Count sequence
		<b>M</b>	Category 2: District-approved classroom math assessment
		<b>A</b>	Kindergarten standard: Math standard, K.CC.1 (CCSS Math Counting and Cardinality)
		<b>R</b>	Students divided into four subgroups based on pre-assessment data, and growth targets identified.
		<b>T</b>	By June 2015

Grade	Goal Statement Example	How is this goal SMART?	
<b>First</b>	<p>All of my students will demonstrate growth in the areas of reading accuracy and fluency as measured by DRA 2 Assessment by May 31, 2015.</p> <p><b>Subgroup (A)</b> Students whose beginning level was "Below benchmark" between Lv. A &amp; Lv.2 in the fall will show growth to Level 10 or above in the spring.</p> <p><b>Subgroup (B)</b> Students who scored "within benchmark" in the fall, Lv. 3-6 will show growth to Level 16 or above.</p> <p><b>Subgroup (C)</b> Students who scored "above benchmark" in the fall, Lv. 10 or above will show growth to Level 18 or above.</p>	<b>S</b>	Reading at grade level
		<b>M</b>	Category 2: DRA2 Assessment
		<b>A</b>	1 <sup>st</sup> grade standard: Reading Literacy, 1.RF.3, 1.RF.4 (CCSS Reading Foundational Skills)
		<b>R</b>	Students divided into three subgroups based on pre-assessment data, and growth targets identified.
		<b>T</b>	By May 31, 2015
<b>Second</b>	<p>Using the CFA Addition Assessment, all 27 of my students will show growth in adding numbers to 20 fluently by June 2015 in the following manner:</p> <p><b>Subgroup (A)</b> Students scoring 3-20% accuracy will increase their accuracy to at least 65% or better;</p> <p><b>Subgroup (B)</b> Students scoring 21-50% accuracy will increase their accuracy to at least 81% or better;</p> <p><b>Subgroup (C)</b> Students scoring 51-94% accuracy will increase their accuracy to at least 97% or better and will begin work on products of two one-digit numbers.</p>	<b>S</b>	Adding numbers up to 20 (all sums of two one digit numbers)
		<b>M</b>	Category 2: district approved CFA Addition Assessment
		<b>A</b>	2 <sup>nd</sup> grade standard: Math – Addition, 2.OA.2 (CCSS Operations and Algebraic Thinking)
		<b>R</b>	Students divided into three subgroups with growth targets identified.
		<b>T</b>	By June 2015

Grade	Goal Statement Example	How is this goal SMART?	
<b>Third</b>	<p>By June, 2015, students in the following subgroups will demonstrate growth in reading grade level text with accuracy and fluency. Students should read 70 wpm with 95% accuracy in the fall on grade level text.</p> <p><b>Subgroup (A)</b> Students who scored significantly below benchmark reading 54 wpm or less at an accuracy rate of 88% or less will increase in the spring to reading between 80-99 wpm with an accuracy rate of 94-96%</p> <p><b>Subgroup (B)</b> Students who scored below benchmark in the fall reading 55-69 wpm with an accuracy rate of 89%-94% will increase in the spring to benchmark with a reading rate of 100+ wpm and an accuracy rate of 97% or greater.</p>	<b>S</b>	Read with sufficient accuracy and fluency to support comprehension
		<b>M</b>	Category 2: Oral Reading Fluency Passages – (Words Per Minute & Accuracy Rating)
		<b>A</b>	3 <sup>rd</sup> grade standard: Reading – Know and apply grade level phonics to read accurately and fluently – RF.3.3 & RF.3.4 (CCSS Reading Foundational Skills)
		<b>R</b>	Based on the pre-assessment data two subgroups were identified with the most need, with growth targets identified.
		<b>T</b>	By June 2015
		<b>**Notes:</b> This goal only includes a portion of the students in the class, so the other goal would need to include the rest of the students.	
<b>Fourth</b>	<p>By June 2015, students in the following subgroups will demonstrate growth in extending understanding of fraction equivalence and ordering. Subgroups were decided upon based on the STAR state standards report which breaks students into the following categories based on their performance in the area of 4.NF.F data...actual growth data will be shown using grade level CFA's</p> <p><b>Subgroup (A)</b> Students who scored in the "below" category in the fall and/or scored between 0-8 on the CFA will increase their score by 30%</p> <p><b>Subgroup (B)</b> Students who scored in the within category in the fall and or between 8-14 on the CFA will increase scores by 20%</p> <p><b>Subgroup (C):</b> Students who scored in the above category in the fall or between 14 &amp; 18 on the CFA will increase their score by 10%</p> <p><b>Subgroup (D):</b> Students who scored in the above category in the fall and 20 (100%) on the CFA will use equivalent fractions as a strategy to add and subtract fractions(5<sup>th</sup> grade CCSS)</p>	<b>S</b>	Recognize and generate equivalent fractions and explain why two fractions are equivalent to each other
		<b>M</b>	Category 2: STAR Math Assessment – used as an indicator of skill need – District approved CFA used to show growth over the year
		<b>A</b>	4 <sup>th</sup> grade standard, 4.NF.1 Extend Understanding of fraction equivalence and ordering (CCSS Number & Operations-Fractions)
		<b>R</b>	Students divided into four subgroups based on pre-assessment data, and growth targets identified
		<b>T</b>	By June 2015

Grade	Goal Statement Example	How is this goal SMART?	
<b>Fifth</b>	<p>By June 2015 all of my students will demonstrate growth in reading by increasing their score on the STAR Reading assessment (which assesses multiple CCSS reading standards for fifth grade) in the following manner:</p> <p><b>Subgroup (A)</b> Students who demonstrated they are at/above benchmark as indicated on the STAR reading assessment in the fall will increase their percentile rank to at least 50 percentile or improve on their personal percentile rank (whichever is greater) in the spring.</p> <p><b>Subgroup (B):</b> Students who scored in the “on watch” category (between 26-39 percentile rank) will grow by at least one level towards meeting the standard to the “at/above benchmark category (above 40 percentile rank).</p> <p><b>Subgroup (C)</b> Students who scored in the "intervention" category(between 11-24 percentile rank) on STAR in the fall will grow by at least one level towards meeting the standard to the “on watch” category (between 26-39 percentile rank)</p> <p><b>Subgroup (D)</b> Students who scored in the "urgent intervention” category (below 10 percentile rank) on STAR in the fall will grow by at least one level towards meeting the standard to the intervention category (between 11-24 percentile rank)</p>	<b>S</b>	All students in the class will show growth on CCSS Reading standards
		<b>M</b>	Category 2: STAR Reading Assessment
		<b>A</b>	5 <sup>th</sup> grade standards: 5.RF.3 & 5.RF.4,(CCSS Reading Foundational Skills) 5. RL.1-10 (but no RL.8) (CCSS Reading Literature) 5.RI.1-10(CCSS Reading Informational Text) 5.L.4-6 (CCSS Language Skills)
		<b>R</b>	Students divided into four subgroups based on pre-assessment data, and growth targets identified
		<b>T</b>	By June 2015

## Specialists

Grade	Goal Statement Example	How is this goal SMART?	
<b>Special Ed</b>  <b>LRC</b>	From ODE’s website:  By the end of the school year, 6 out of 8 first grade students and 6 out of 9 second grade students will be reading on or above grade level. The five students who might not be reading on or above grade level will make significant progress and be in a position to continue their growth in the following year to successfully read on or above grade level. Students in grade 1 in June should be at Level 16-18 to be considered on grade level. Students in grade 2 in June should be at least at Level 28 to be considered on grade level. Will use assessment tool DRA2 to measure and monitor growth.	<b>S</b>	Reading at grade level
		<b>M</b>	Category 2: DRA2 Assessment
		<b>A</b>	Reading Fluency, 1.RL, 2.RL (CCSS Reading Foundational Skills)
		<b>R</b>	Baseline indicates most students are close to grade level reading and those students who have farther to go we’ve identified a track of growth to get them to grade level over a longer period of time.
		<b>T</b>	By end of school year
<b>ELL</b>	From ODE’s website:  The growth target for all students (35 on caseload) in oral communication, (listening and speaking skills – ELP.4-5.2, ELP4-5.8, ELP4-5.9 and ELP4-5.10) is to move up at least one proficiency level based on the district approved ELL rubric from the pre-test (September) to the post-test (April).	<b>S</b>	Oral communication, (listening and speaking skills – ELP.4-5.2, ELP4-5.8, ELP4-5.9 and ELP4-5.10)
		<b>M</b>	Category 2: District approved ELL rubric.
		<b>A</b>	These oral communication skills will help increase their level of English language proficiency, improve overall academic achievement and increase their use of English in all subjects and outside of the school.
		<b>R</b>	Will advance at least one proficiency level
		<b>T</b>	By post-test in April
<b>PE</b>	All fourth grade students will demonstrate growth in their Cardiovascular Endurance (maximal aerobic fitness) by June 2015 when assessed using the PACER Test assessment. <b>Subgroup (A)</b> Students who scored in the red zone on the pre-assessment test will grow by at least one level. <b>Subgroup (B)</b> Students who scored in the yellow zone on the pre-assessment test will grow by at least one level. <b>Subgroup (C)</b> Students who scored in the green zone on the pre-assessment will maintain their fitness level or show growth.	<b>S</b>	Cardiovascular Endurance (maximal aerobic fitness)
		<b>M</b>	Category 2: PACER Test Assessment
		<b>A</b>	Cardiovascular Endurance is a test of maximal aerobic fitness and is part of the Fitnessgram assessment and reporting program used by CSD Physical Education teachers.
		<b>R</b>	Students divided into three subgroups based on pre-assessment data, and growth targets identified
		<b>T</b>	By June 2015

<b>Grade</b>	<b>Goal Statement Example</b>	<b>How is this goal SMART?</b>	
<b>Music</b>	<p>All 4<sup>th</sup> grade students will demonstrate growth in reading and performing music with treble clef note names and music symbols, as designated in CSD 509J Elementary Music Standards: 2.3 and 5.3. Students will demonstrate growth using the Note/Symbol assessment in the following manner:</p> <p><b>Subgroup (A)</b> Students who perform at a red level (0-10 points) will grow by at least one level;</p> <p><b>Subgroup (B)</b> Students who perform at a yellow level (11-20 points) will grow by at least one level;</p> <p><b>Subgroup (C)</b> Students who perform at a green level (21-30 points) will grow by at least one level</p>	<b>S</b>	All 4 <sup>th</sup> grade students will demonstrate growth in reading and performing music with treble clef note names and music symbols
		<b>M</b>	Note/Symbol Test
		<b>A</b>	Category 2: CSD 509J Elementary Music Standards: 2.3 Playing Instruments with melodic notation 5.3 Reading and performing music with symbols and traditional terms
		<b>R</b>	Students divided into three subgroups based on pre-assessment data, and growth targets identified
		<b>T</b>	By June, 2015
<b>Specialist</b> <b>HS Counselor</b>	<p>All 9<sup>th</sup> graders not passing two or more classes and not on track to graduate with their peers as determined in October 2014 will demonstrate growth by increasing the number of classes they are passing by at least one by June 2015.</p>	<b>S</b>	All 9 <sup>th</sup> graders not passing two or more classes and not on track to graduate with their peers
		<b>M</b>	Using the Pinnacle Viewer for counselors – grades will be monitored weekly
		<b>A</b>	In order to meet state standard of all 9 <sup>th</sup> graders on track to graduate
		<b>R</b>	Reducing the number of classes each student is failing
		<b>T</b>	By June 2015

## Secondary (6 – 12)

Subject	Goal Statement Example	How is this goal SMART?	
<b>Language Arts Writing</b>  <b>Middle School</b>	By June 2015, all 6 <sup>th</sup> students will meet their growth target in the area of Writing Conventions as measured by the Conventions Common Assessment. <b>Subgroup (A)</b> Students who did not meet (scored 10 or fewer points) will grow by at least four points. <b>Subgroup (B)</b> Students who nearly met (scored 11-13 points) will grow by at least 3 points <b>Subgroup (C)</b> Students who met (scored 14-15 points) will grow by at least two points. <b>Subgroup (D)</b> Students who exceeded (scored 16 or more points) will grow by at least one point	<b>S</b>	All 6 <sup>th</sup> grade students will show growth in writing conventions
		<b>M</b>	Category 2: Conventions Common Assessment
		<b>A</b>	CCSS Language – Conventions of Standard English
		<b>R</b>	All students will show growth using tiered growth points.
		<b>T</b>	By June 2015
<b>Language Arts Reading</b>  <b>High School</b>	All 9 <sup>th</sup> students will demonstrate growth in Reading Informational Text as measured by their performance on the Reading Common Assessment pretest and post-test by June 2015. <b>Subgroup (A)</b> Students who scored 60 – 69% on their pre-test will increase their score by at least 10% on the post-test. <b>Subgroup (B)</b> Students who scored 70 -79% on their pre-test will increase their score by at least 7% on the post-test. <b>Subgroup (C)</b> Students who scored 80% or greater on their pre-test will increase their score by at least 5% on the post-test.	<b>S</b>	All 9 <sup>th</sup> grade students will show growth in reading informational text
		<b>M</b>	Category 2: Reading Common Assessment
		<b>A</b>	CCSS Reading Informational Text
		<b>R</b>	Students divided into three subgroups based on pre-assessment data, and growth targets identified
		<b>T</b>	By June 2015
<b>Math Algebra I</b>	By May 2015, all my Algebra I students will demonstrate growth in the area of Representing and Solving using the Algebra I CFA Work Samples assessment to measure growth in the following manner: <b>Subgroup (A)</b> Students scoring a 2 or lower will increase to at least a 3; <b>Subgroup (B)</b> Students scoring a 3 will increase to at least a 4; <b>Subgroup (C)</b> Students scoring a 4 will increase to at least a 5	<b>S</b>	Representing and Solving
		<b>M</b>	Category 2: School approved CFA work sample
		<b>A</b>	CCSS Standards for Mathematical Practice
		<b>R</b>	Students divided into three subgroups based on pre-assessment data, and growth targets identified
		<b>T</b>	May 2015

<b>Subject</b>	<b>Goal Statement Example</b>	<b>How is this goal SMART?</b>	
<b>Science Middle School</b>	Example from ODE:  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 9 <sup>th</sup> grade district science assessment.	<b>S</b>	100% of my students will make measurable for scientific inquiry.
		<b>M</b>	Category 2: state scoring guide for scientific inquiry
		<b>A</b>	Scientific inquiry dimensions (forming a question or hypothesis, designing and investigation, collecting and presenting data and analyzing and interpreting results)
		<b>R</b>	Students will improve by at least one performance level Students in levels 4 and 5 will reach level 3 or above on the 9 <sup>th</sup> grade district science assessment.
		<b>T</b>	June 2015
<b>Science AP Biology High School</b>	By June 2015, all AP Biology students 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	<b>S</b>	All AP Biology students will show growth in designing and describing experiments, analyzing data and sources of error
		<b>M</b>	AP Biology Exam – Pre-Assessment and Spring Exam
		<b>A</b>	AP Biology Curriculum NGSS High School Biology
		<b>R</b>	Students will improve their score by at least one rank. The AP Board uses a ranking system of 1-5, with each rank corresponding to a percentage of correct answers.
		<b>T</b>	By June 2015
<b>Social Studies High School</b>	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: <b>Subgroup (A)</b> Students who scored between 0 and 59% on the pre-test will grow to a passing score of at least 60%. <b>Subgroup (B)</b> Students who scored 60% - 80% on the pre-test will increase their score by at least one letter grade. <b>Subgroup (C)</b> Students who scored 81% - 90% on the pre-test will increase their score by at least one letter grade.	<b>S</b>	All students in the International Studies class will show growth in knowledge of the history and geography of the Middle East
		<b>M</b>	Middle East Unit Exam
		<b>A</b>	CSD Curriculum Guide for Middle East Unit of Study
		<b>R</b>	Students divided into three subgroups based on pre-assessment data, and growth targets identified
		<b>T</b>	By end of January 2015