



# SMART GOALS

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Franklin Public Schools

Fall 2012

# Agenda

- Why do we need SMART goals?
- SMART goals should...
- What is a SMART goal?
- How do we write SMART goals?
- Samples
- Time to practice

# Why do we need SMART goals?

- Goal setting provides focus for our efforts
  - Provides the vision and clarity
  - Assists in developing a plan
  - Builds consensus
  - Ensures attainability
  - Allows us to measure progress
- Comes from the SIP which comes from the DIP
  - Creates a throughline for the district
  - Individual or team
- Required by the new educator evaluation system

# SMART goals should:

- Begin with a self-assessment.
  - Can be individual or for groups.
  - Be linked to vision (SIP or DIP).
  - Be limited in number.
  - Focus on outcome, not means.
  - Have measurable performance standards.
  - Be monitored.
  - Be understood, accepted by all.
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- SMART goals do not encompass everything that we do.

# SMART goals:

- should fall between the expectations for success and the hopes and dreams we all have for our students



# What is a SMART goal?

- **Goals should be SMART - specific, measurable, agreed upon, realistic and time-based.**
- **S** - specific, significant, stretching
- **M** - measurable, meaningful, motivational
- **A** - attainable, agreed upon, achievable, acceptable, action-oriented
- **R** - realistic, relevant, reasonable, rewarding, results-oriented
- **T** - time-based, timely, tangible, trackable

# Specific

- To set a specific goal you must answer the six “W” questions and one H:
  - Who: Who is involved?
  - What: What do I want to accomplish?
  - Where: Identify a location.
  - When: Establish a time frame.
  - Which: Identify requirements and constraints.
  - Why: Specific reasons, purpose or benefits of accomplishing the goal.
  - How will it be accomplished?

# Measurable

- Establish concrete criteria for measuring progress
- When you measure your progress, you stay on track and reach your target dates and outcomes
- To determine if your goal is measurable, ask questions such as:
  - How much?
  - How many?
  - How will I know when it is accomplished?

# Attainable

- Identify goals that are important to you.
- Plan your steps and establish a time frame that allows you to carry out the action plan.
- Determine what is needed to assist in attaining your goals.
- Evaluate progress periodically and adjust as needed.

# Realistic

- A goal should represent an objective toward which you are both willing and able to work.
- A far reaching goal helps us to make substantial progress.
- The planned outcome should be reasonable.

# Time Bound

- A goal should be grounded within a time frame.
- The time frame should be reasonable.
- Establish interval times to assess progress.

# How do we write SMART goals?

- Complete the self-assessment
- Develop a topic individually or with a team
  - What is the focus area?
  - What does the SIP say?
  - What are the needs of students?
  - What are the teacher's needs?
- Consider all the aspects of SMART
  - Start drafting goal statements
  - Consult with others
  - Revisions as needed
  - Consider and reconsider
  - Finalize and be ready to adjust

# Sample

- A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”
- How can we make this better?

# Sample

- Every student will show evidence of one year of growth in mathematics each year in attendance.
- Is this a SMART goal?
- Can we improve upon it?

# Sample-Elementary

- Using the beginning of the year DRA to identify students below grade level by less than one year, interventions will be designed, implemented, and monitored during classroom instruction and the WINN block to ensure that these students are able to meet the grade level expectation by the end of the school year as measured by the DRA.
- Is this an effective SMART goal? Why or why not?

# Sample-Elementary

- Using MCAS 2012 data to identify students in the Warning category, interventions will be designed, implemented, and monitored during classroom instruction and the WINN block to ensure that students demonstrate improvement on MCAS 2013 by moving at least to the Needs Improvement category.
- Is this an effective SMART goal? Why or why not?

# Sample-Middle School

- On this year's MCAS tests, student scores on seventh grade open response questions will improve from an average of 2.59 to an average of 2.80. At Department meetings, team meetings, and faculty meetings, we will identify strategies so that we use the same language and process with students in all classes. We will collect student work samples to assess our progress towards this goal twice prior to the March MCAS test administration.



# Sample-High School

# Sample-Specialist

- By the end of the 2011-2012 school year K-12 music teachers will increase student achievement and close the achievement gap in melodic and rhythmic literacy as measured by common assessments and rubrics by level or by course aligned with the Massachusetts Music Frameworks.
- Is this an effective SMART goal? Why or why not?



# Time to practice

- Begin drafting goal statements
- Talk with colleagues and administrators for feedback