

SMART Goals for PLCs

Developing a clear goal is essential to the success of your team and its members. Once a professional learning community (PLC) has identified a focus for the year, they design a **Specific, Measurable, Attainable, Results-focused, and Timely (SMART)** Goal and include it on their activity proposal. Team Members agree to adopt their PLC's SMART Goal to guide adult and student learning throughout the year. An effective SMART goal is:

Specific: Clarifies the teaching and learning focus and students who will benefit from the Goal.
Example: Algebra II standards; 9th – 12th grade students in physics, chemistry, and marine science

Measurable: Identifies evidence from student outcomes that will allow the team to quantify progress and determine whether they have reached the goal.
Example: Common Formative Assessments and Algebra II EOC

Attainable: Challenges the team to consider the current reality and to aspire to effect improvement in student outcomes.
Example: Last year 60% of students demonstrated proficiency.

Results-focused: Requires improved results as compared to the previous year.
Example: This year, 75% of students will demonstrate proficiency.

Timely: Defines a realistic time by which the goal will be attained, usually one academic year.
Example: By May 2016

Sample SMART Goal: The percentage of ninth through twelfth grade students in physics, chemistry and marine science scoring proficient or higher in the Algebra II standards will increase from 65% to 75% by May 2016 as measured by Common Formative Assessments and the Algebra II EOC.

Model Statement: The percentage of [student group] scoring proficient or higher in [content area] will increase from [current reality percentage] to [goal percentage] by the end of [month and year] as measured by [assessment tool].

Examples of SMART Goals for Preschool through Senior High and Centers are included on the following pages.

Preschool

The percentage of preschool students who can recognize all of their upper- and lower-case letters will increase from 60% to 70% by the end of May 2016 as measured by a teacher-developed common formative assessment.

Elementary School

The percentage of Kindergarten students scoring at grade level or above will increase from 80% to 90% by the end of May 2016 as measured by the Pearson Developmental Reading Assessment.

The percentage of first grade students scoring proficient or higher in reading Fluency and Comprehension will increase from 73% to 84% by the end of May 2016 as measured by district created end-of-year reading assessment.

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The percentage of third grade students scoring proficient or higher in math will increase from 45% to 65% by the end of May 2016 as measured by the FSA in Mathematics.

Middle School

The percentage of sixth grade students scoring proficient or higher in equations and expressions standards will increase from 67% to 78% by the end of May 2016 as measured by Florida Standardized End-of-Year Assessment.

The percentage of elective students scoring proficient or higher in reading comprehension will increase from 76% to 86% by the end of May 2016 as measured by teacher-developed common formative assessments.

The percentage of language arts students scoring proficient or higher in writing will increase from 50% to 70% by the end of May 2016 as measured by school-wide common writing prompts.

The percentage of eighth grade science students scoring proficient or higher in science will increase from 48% to 63% by the end of May 2016 as measured by the Statewide Science Assessment.

High School

The percentage of geometry students scoring proficient or higher will increase from 63% to 75% by May 2016 as measured by the Geometry End-of-Course (EOC) Assessment.

The percentage of high school seniors scoring proficient or higher in reading readiness will increase from 60% to 75% by May 2016 as measured by the ACT Reading Test.

The percentage of career and technical education students demonstrating proficiency in reading and comprehension of science/technical texts will increase from 75% to 85% as measured by informational text and vocabulary comprehension performance assessments.

Centers

The percentage of ESOL adult students (with a minimum of 48 hours in attendance) scoring at or beyond the top score of the Educational Functioning Level he/she is in and earning a Literacy Completion Point will increase from 50% to 65% by the end of April 2015 as measured by the state-approved test.

The percentage of ESE students enrolled in the ACCESS class and Career Placement class scoring proficient or higher work maturity skills in 11 out of 22 sub-skills will increase from 67% to 80% by the end of May 2016 as measured by standards-based common formative assessments created by PLC team.

The percentage of students with disabilities demonstrating mastery of at least 50% of IEP goals will increase from 55% to 65% by the end of May 2016 as measured by quarterly progress reports.