# SMART Goals

Through the use of targeted interventions improve the attendance, academic performance and engagement of underachieving (Tier II) XXX Middle School (MMS) students by:

- Decreasing identified Tier II student absenteeism rates by 25%.

- Increasing the number of identified Tier II students meeting standard on their report cards in 2009-10.

Improving identification and targeted interventions for Tier II students at XMS through XMS Professional Learning Community (PLC) professional development and systemic supports for Tier II students.

Systematically implement a combination of a pilot math curriculum, small-group instruction, and AIMSweb® progress monitoring tools among special education students in grades four to six in order to achieve at least one year's academic growth in mathematics from fall 2009 to spring 2010.

At XX School, 23% - 44% of the students in $1^{st}$ – $6^{th}$ grade were not meeting grade level standard in reading. The goal of Multi-Tiered Instruction (MTI) is to have 80% of students meeting grade level standard through the systemic facilitation and implementation of MTI as an intervention to specifically target and improve reading. This intervention project specifically targeted first grade, where 44% of the students are not meeting grade level standard in reading, as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in Oral Reading Fluency. The specific intervention project goal was:

First grade students identified as below grade level benchmark in Oral Reading Fluency will increase their fluency to grade level expectations, as evidenced by the DIBELS, by 36% to a total of 80% during the 2009/10 school year.

**Goal #1**
Design the Multi – Tiered Instruction (MTI) Plan for XX Elementary to specifically target interventions to improve reading instruction.

**Goal #2**
Facilitate the systematic implementation of MTI to improve reading achievement at all grade levels, but particularly for the 25% of the $3^{rd}$ and $4^{th}$ graders, 34 % of $5^{th}$ graders, and 42 % of $6^{th}$ graders not meeting standard in reading, as measured by formative and summative assessments.

**Goal #3**
Facilitate grade level discussions during MTI meetings to analyze student achievement data for core program strengths and weaknesses.

## SMART Goals

Increase XX Elementary School's 2009-10 sixth grade reading comprehension through the use of Continuous Improvement (CIT) strategies specifically focused on increasing student engagement and appropriate instructional interventions that are identified through analysis of formative assessment data, as measured by the Measure of Student Progress (MAPS) and (AIMS WEB).

**Goal #1**
To develop and implement a class in the 2009-2010 school year to support identified students in Algebra 1.

**Goal #2**
To increase the number, by 10%, of students passing Algebra 1 in the 2009-2010 school year (as compared to the previous school year)

**Goal #3**
To create greater continuity, as shown by uniform adoption of skill quizzes and daily topical alignment, among our Algebra 1 classes, thus decreasing course variability during the 2009-2010 school year.

**Goal #1**
Support staff to assure consistent use of at least two (2) evidenced-based remediation strategies shown to increase student achievement.

**Goal #2**
Increase the reading and writing achievement of targeted students in XXX High School's English I classes, as measured by student passing rates.

**Goal #1**
Develop and implement an after school math tutoring elective credit course which will pre-teach the Algebra I curriculum in the 2009-2010 school year to support identified students at risk of failing Algebra 1.

**Goal #2**
Provide intervention support and coordination necessary for 60% of the identified under-achieving math students who are concurrently enrolled in Math Lab and Algebra I to attain a passing grade in Algebra I in the 2009-2010 school year.

# SMART Goals

Improve reading and mathematic achievement by providing targeted instructional support during 2009/10 year among twenty-two targeted underachieving Migrant students through an improved XX Elementary After-School Program, as measured by the following assessments:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Measurement of Academic Progress (MAP)
- Diagnostic Reading Assessment (DRA)
- Measurement of Student Progress (MSP)

**Goal #1**

Participating staff will develop and implement a plan for use of formative assessment to guide instructional decisions within their classrooms.

**Goal #2**

Identified struggling students in the piloted freshman English and biology credit recovery classes will increase achievement, as evidenced by classroom assessments compared to historical data.

**Goal #3**

Decreased level of apathy toward school work, as evidenced by assignment completion rates higher than historical data.

Make use of data to provide a mentor teacher support for a select group of struggling students at each grade level from 6-8 to improve academic performance through an emphasis on:

1. Making connections with identified students, including recognition of successes.
2. Providing supports that these individual students need, including modification of instructional practices in the classroom.
3. Communicating with families about student progress and engaging them in the process of supporting their child(ren).

Facilitate the systemic implementation of Multi-Tiered Instruction (MTI) as an intervention specifically targeted to improve reading instruction and, thereby, student achievement of the thirty-two percent (32%) of Brier Elementary School students in grades K-6 not meeting reading standards, as measured by formative and summative assessments.

# SMART Goals

**Goal #1**

Facilitate the implementation of systemic approaches to increase student engagement and motivation, thereby permitting a Tier 2 focus on the remaining struggling students who are unable to achieve standards, as evidenced by:

- The percentage of students who earn a 3.0 GPA on semester report cards increases by 10%, when compared to the previous year.
- The percentage of students who agree with the statement "I am proud of the work I am doing in school" on the middle school student opinion questionnaire increases from 69% to 79%.
- The percentage of students who agree with the statement "My teachers encourage me to do my best" on the middle school student opinion questionnaire increases from 79% to 89%.

**Goal #2**

Assure the Tier 2 support classes use research-based pedagogy to meet the needs of the identified struggling students, as evidenced by:

- Increase the percentage of students meeting standard on the State of Washington Reading MSP from 60-70% (7th Grade) and 69-79% (8th Grade).
- Increase the percentage of students meeting standard on the State of Washington Math MSP from 61-71% (7th Grade) and 51-61% (8th Grade).

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Increase 4th grade reading achievement an average of ten (10) points per student, as measured by the Measure of Student Progress (MAP) fall 2009 to spring 2010 reading assessment, through the establishment of bi-monthly grade-level Professional Learning Community (PLC) meetings that follow specific protocol for collaboratively examine student work and formative assessments resulting in common lessons focused on reading comprehension.

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**Goal #I:**

Increase the percentage of third grade students meeting benchmark on oral reading fluency to 80% on Dynamic Indicator of Basic Early Literacy Skills (DIBELS) by January 2011 and 90% by June 2011..

**Goal #2:**

Increase third grade teacher capacity to use formal and informal assessment data to drive instructional decisions resulting in at least four out of five target students meeting 90 day "quick win" goals defined as being at standard on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or the Fountas and Pinnell Benchmark "Independent Level" by end of year assessment dates.

## SMART Goals

Decrease the fourth and seventh grade cohorts' mathematics achievement gap compared to state averages at XX  School, as measured by the 2010-11 Measurement of Student Progress (MSP), through the implementation of targeted Tier II mathematics instruction and the Mathematics Navigator curriculum.

Increase 10th grade HSPE success by reducing the number of 9th and 10th grade students failing in one or more core classes by 25% in each semester of the 2010-11 school-year.

**Goal #1:**
Assure for the consistent use of at least two (2) evidenced-based remediation Sheltered Instruction Observation Protocol (SIOP) strategies in the first through the sixth grade XX Elementary classrooms, as observed through the SIOP by June, 2012.

**Goal #2:**
Increase first through sixth grade English Language Learner (ELL) reading achievement at XX
Elementary , as measured by limiting the approaching target and meeting target opportunity gap to 5% or less for ELL compared to non-ELL students on Fountas and Pinnell independent reading by June, 2012.

**Goal #3:**
Increase third through sixth grade English Language Learner (ELL) reading achievement at XX  Elementary, as measured by limiting the approaching target and meeting target opportunity gap to 5% or less for ELL compared to non-ELL students on the Benchmark Comprehension Assessment by June, 2012.

We will implement Sheltered Instruction Observation Protocol (SIOP) to support increased academic performance for 4th, 5th, and 6th grade English Language Learners (ELL) students at XX  Elementary.  Over the course of the year, these interventions will result in 1.5 school years of Fountas and Pinnell reading level growth and Adequate Yearly Growth (AYG) on the Washington English Language Proficiency Assessment (WELPA) ELL assessment.  This pilot program will be expanded K-6 in the 2012/13 school year.

The progress of these students will be monitored through use of the following assessments at each of our quarterly MTI meetings:

- Washington English Language Proficiency Assessment (WELPA)
- Benchmark Comprehension Assessments
- Fountas and Pinnell Running Records

# SMART Goals

Narrow the XX Elementary (XE) reading achievement gap between the thirty-six Learning Assistance Program (LAP) qualified students compared to general 1st, 2nd, and 3rd grade student achievement as evidenced by increasing the percentage of proficient third grade readers from 82% in 2010 to 90% or more by 2012 (with the ultimate goal of closing the achievement gap by 2013).

Incremental progress will be attained for Learning Assistance Program (LAP) students in the 2011-12 school year as listed below:

| LAP Group Grade | From: November 2011 | To: June 2012 | Measurement |
|---|---|---|---|
| First (n=18) | 2.71<br>4 is standard for November in 1st grade | 8<br>8 is standard for June in 1st grade | Fountas & Pinnell Benchmark Assessment |
| Second (n=12) | 7.83<br>8 is standard for November in 2nd grade | 12<br>12 is standard for June in 2nd grade | |
| Third (n=6) | 10.67<br>13 is standard for November in third grade | 15<br>15 is standard for June in 3rd grade | |

**Goal 1:**
Seventy-nine percent (79%) of the fourth grade students at X Elementary (XE) will meet or exceed standard in mathematics, as measured by the 2012 District assessment (pre-test in September—post-test in June) which is aligned to the state standards.

**Goal 2:**
At least seventy-nine percent (79%) of the fourth grade students at X Elementary (XE) will demonstrate greater engagement, and thereby achievement, by being able to explain what the learning target is of each mathematics lesson and why they are learning that particular target.

Narrow the X Middle School (XMS) 7th grade gender writing gap by 5% total and by 10% between Level 3 and Level 4, as measured by the 2012 state Measurements of Student Progress (MSP).

Decrease the reading achievement gap among secondary students assigned to reading support teachers participating in the piloted professional development and coaching intervention,

- **(Short-term goal)** by an average gain of at least two grade levels, as measured by the Scholastic Reading Inventory (SRI),
- **(Long-term goal)** with at least thirty percent (30%) of these students demonstrating grade level proficiency on the Measurements of Student Progress (MSP) and/or High School Proficiency Exam (HSPE).