**SMART GOALS**

[SMART Goal Module](https://vimeo.com/473912151) (Video) | [SMART Goal Module](https://www.azed.gov/sites/default/files/2021/02/SMART%20Goal%20Module%202020.pdf) (PDF)

**Required SMART Goals by Classification**

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| **Classification & Type of School** | **Process Goals** | **Student Impact SMART Goals** | | | | | |
| **ELA** | **Math** | **Science** | **ACT** | **Grad Rate** | **Subgroup(s)** |
| **D School** (Elem/MS) | **X** | **X** | **X** | **X** |  |  |  |
| **D School** (HS) | **X** | **X** | **X** | **X** | **X**\* |  |  |
| **CSI- Low Achievement** (Elem/MS) | **X** | **X** | **X** | **X** |  |  |  |
| **CSI- Low Achievement** (HS) | **X** | **X** | **X** | **X** | **X**\* |  |  |
| **CSI- Grad Rate** (HS) | **X** |  |  |  | **X**\* | **X** |  |
| **TSI** (Elem/MS) | **X** | **X**\*\* | **X**\*\* | **X**\*\* |  |  | **X** |
| **TSI** (HS) | **X** | **X**\*\* | **X**\*\* | **X**\*\* | **X**\* |  | **X** |

\*ACT could fulfill ELA/Math/Science goals because it measures English, mathematics, reading, science, and writing.

\*\*Title I TSI requires ELA, Math, and Science which can include subgroup goals.

**Process SMART Goals**: Goals that pertain to the implementation of systems, structures, and processes. These goals are written to define successful markers of the integrated action plan.

* By October 1, 2021 all PLCs will turn in their SY20-21 PLC Plans which documents 1) agreed upon norms, 2) an agenda/notes template, 3) meeting dates and times for the year, 4) and articulate prioritized outcomes.
* By January 2022, all teachers will have attended the four-part MTSS professional learning series and will begin implementing evidence-based tier II interventions in their classes. Evidence will be collected through PD sign-in sheets and reflections as well as classroom walk-throughs conducted by admin and instructional coach.
* Grades 3-5 will implement supplemental reading resources and interventions according to the agreed upon frequency for each program by November 1, 2021 (i.e. 4th grade students will complete a minimum of 3 Achieve 3000 lessons each week). This data will be tracked through the learning platforms by the instructional coach.
* As a result of participating in professional development opportunities and ongoing coaching cycles, all staff will implement prioritized trauma-informed practices by December 2021 as measured by focused monthly walkthroughs by site leadership.

**Student Impact SMART Goals:** Goals that pertain to student achievement or growth *(i.e. state assessment, AZELLA, benchmark assessment, Galileo, DIBELS, etc)*.

**I. Content Area Achievement/Proficiency or Growth Goals**

* **(Growth)** [*content area*] achievement for all students will increase by \_\_\_\_% moving from \_\_\_\_% proficient or highly proficient on 2021 State Assessment to \_\_\_% proficient or highly proficient on 2022 AZ State Assessment.
* **(Achievement/Proficiency)** \_\_% of students will score proficiency or higher on the [*content area*] 2022 AZ State Assessment.
* **(example)** Of all the students who are assessed in grades 6-8 on the Spring 2022 Arizona State Assessment, 45% will score proficient or higher on the ELA assessment, 40% will score proficient or higher on the Math assessment, and 35% will score proficient or higher on the Science assessment.

**II. ACT Goals**

* **(Achievement/Proficiency)** The percentage of students that meet the college readiness benchmark score in all four content areas will improve from \_\_\_% in 2021 to \_\_\_% in 2022 as measured by the ACT.
* **(Growth)** The average ACT composite score will increase from \_\_\_ in 2021 to \_\_\_ in 2022.

**III. Graduation Rate**

* Graduation Rate will increase from \_\_\_\_% in 2020-2021 to \_\_\_% in 2021-22. (4-year cohort or 5-year cohort)
* **Other indicators:**
  + \_\_\_ % of Juniors and Seniors will be classified as “on track” to graduate by December 2021.
  + Overall HS attendance will increase from \_\_\_\_% (in 20-21) to \_\_\_% (in 21-22); Senior attendance will increase from \_\_\_\_% (in 20-21) to \_\_\_% (in 21-22).
  + The number of referrals will be reduced by \_\_\_\_% from \_\_\_\_ (in 20-21) to \_\_\_ (in 21-22).

**TSI Subgroup Goals:** There must be a SMART goal for each identified TSI subgroup in your IAP. These goals can be combined and include multiple content areas, sub-goals of a larger proficiency/growth SMART goal, separated out by each subgroup individually, or specify achievement gap goals. Below are some examples of these variations of TSI Subgroup goals.

**I. TSI Combined**: *includes more than one subgroup in a goal statement*

* By the end of year benchmark assessment in May 2022, \_\_\_\_% of **students with disabilities** and **Hispanic students** will show at least one year of growth OR will be “on grade level” in both ELA and Math based on their Galileo assessment.

**II. TSI Integrated**: *includes a TSI subgroup goal as a sub-goal of a larger SMART goal in the IAP*

* *(Larger SMART Goal of a Strategy)- Of* ***all the students*** *who are assessed in grades 6-8 on the Spring 2022 Arizona State Assessment, 45% will score proficient or higher on the ELA assessment, 40% will score proficient or higher on the Math assessment, and 35% will score proficient or higher on the Science assessment.* 
  + **(TSI Subgroup 1 Goal)** The percent of **students with disabilities** scoring proficient or higher on the **ELA** Arizona State Assessment will increase from \_\_\_\_% to \_\_\_\_% (\_\_\_\_% growth); **Math** Arizona State Assessment will increase from \_\_\_\_% to \_\_\_\_% (\_\_\_\_% growth).
  + **(TSI Subgroup 2 Goal)** The percent of **Hispanic/Latino** students scoring proficient or higher on the **ELA** Arizona State Assessment will increase from \_\_\_\_% to \_\_\_\_% (\_\_\_\_% growth); **Math** Arizona State Assessment will increase from \_\_\_\_% to \_\_\_\_% (\_\_\_\_% growth).

**III. TSI Separated**: *includes separate goal statements for identified TSI groups, not necessarily integrated with another*

* **(TSI Subgroup 1 Goal)** The percent of **students with disabilities** scoring proficient or higher on the **ELA** Arizona State Assessment will increase from \_\_\_\_% to \_\_\_\_% (\_\_\_\_% growth); **Math** Arizona State Assessment will increase from \_\_\_\_% to \_\_\_\_% (\_\_\_\_% growth).
* **(TSI Subgroup 2 Goal)** The percent of **Hispanic/Latino** students scoring proficient or higher on the **ELA** Arizona State Assessment will increase from \_\_\_\_% to \_\_\_\_% (\_\_\_\_% growth); **Math** Arizona State Assessment will increase from \_\_\_\_% to \_\_\_\_% (\_\_\_\_% growth).

**IV. TSI Achievement Gap**: *notes the reduction of the discrepancy between the identified subgroup and rest of school*

* The achievement gap between percentage of all students scoring proficient and the percentage of \_\_\_\_\_ (subgroup) students scoring proficient will be reduced by \_\_\_% from \_\_\_% in 2021 to \_\_\_\_% in 2022 on the State Assessment.