**SMART GOALS**

**Required SMART Goals by Classification**

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

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

**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. There should be multiple Process goals for each Primary Need. What structures, systems need to be put in to place to help school/LEA reach Impact goals?

By August 31, 2022, all staff will receive training on implementing PLCs.

By September 18, 2022, all collaborative teams will adopt norms, agenda template and determine meeting dates as evidence by written documents.

By December 14, 2022, all collaborative teams will have met a minimum of 4 times as evidence by meeting agendas submitted to principal.

By (date) evidence-based reading intervention curriculum will be adopted as evidenced by written documents.

Implementation of reading intervention curriculum will begin (date).

A system of support for teachers will be planned and put into place by (date).

As a result of participating in professional development opportunities and ongoing coaching cycles, all staff will implement prioritized trauma-informed practices by December 2022 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, ACT/Aspire, AZELLA)*.

**I. Content Area Achievement/Proficiency or Growth Goals (ELA, Math)**

**(Growth)**: ELA achievement for all students will increase by \_\_\_\_% moving from \_\_\_\_% proficient or highly proficient on 2022 state assessment to \_\_\_% proficient or highly proficient on 2023 state assessment.

**(Achievement/Proficiency)** \_\_% of students will score proficient or higher on the Math 2023 AZ State Assessment.

**II. ACT/Aspire Goals**

**(Achievement/Proficiency)** The percentage of students that meet the college readiness benchmark score in all four content areas will improve from \_\_\_% in 2022 to \_\_\_% in 2023 as measured by the ACT.

**(Achievement/Proficiency)** The percentage of students that meet the ACT readiness benchmark score in all four content areas will improve from \_\_\_% in 2022 to \_\_\_% in 2023 as measured by the ACT Aspire.

**(Growth)** The average ACT (Aspire) composite score will increase from \_\_\_ in 2022 to \_\_\_ in 2023.

**III. Graduation Rate**

Graduation Rate will increase from \_\_\_\_% in 2021-2022 to \_\_\_% in 2022-23. (4-year cohort or 5-year cohort)

**IV. Other indicators:**

Overall attendance will increase from \_\_\_\_% (in 21-22) to \_\_\_% (in 22-23); Senior attendance will increase from \_\_\_\_% (in 21-22) to \_\_\_% (in 22-23).

The number of referrals will be reduced by \_\_\_\_% from \_\_\_\_ (in 21-22) to \_\_\_ (in 22-23).

**aTSI Subgroup Goals:** There must be a SMART goal for each identified aTSI subgroup in your IAP.

Percent of (subgroup) scoring proficient will increase by \_\_% from \_\_% in 2022 to\_\_ % in 2023 on the state assessment.

The achievement gap between % of all students scoring proficient and the % of \_\_\_\_\_ (subgroup) students scoring proficient will be reduced by \_\_\_% from \_\_\_% in 2022 to \_\_\_\_% in 2023 on the state assessment.