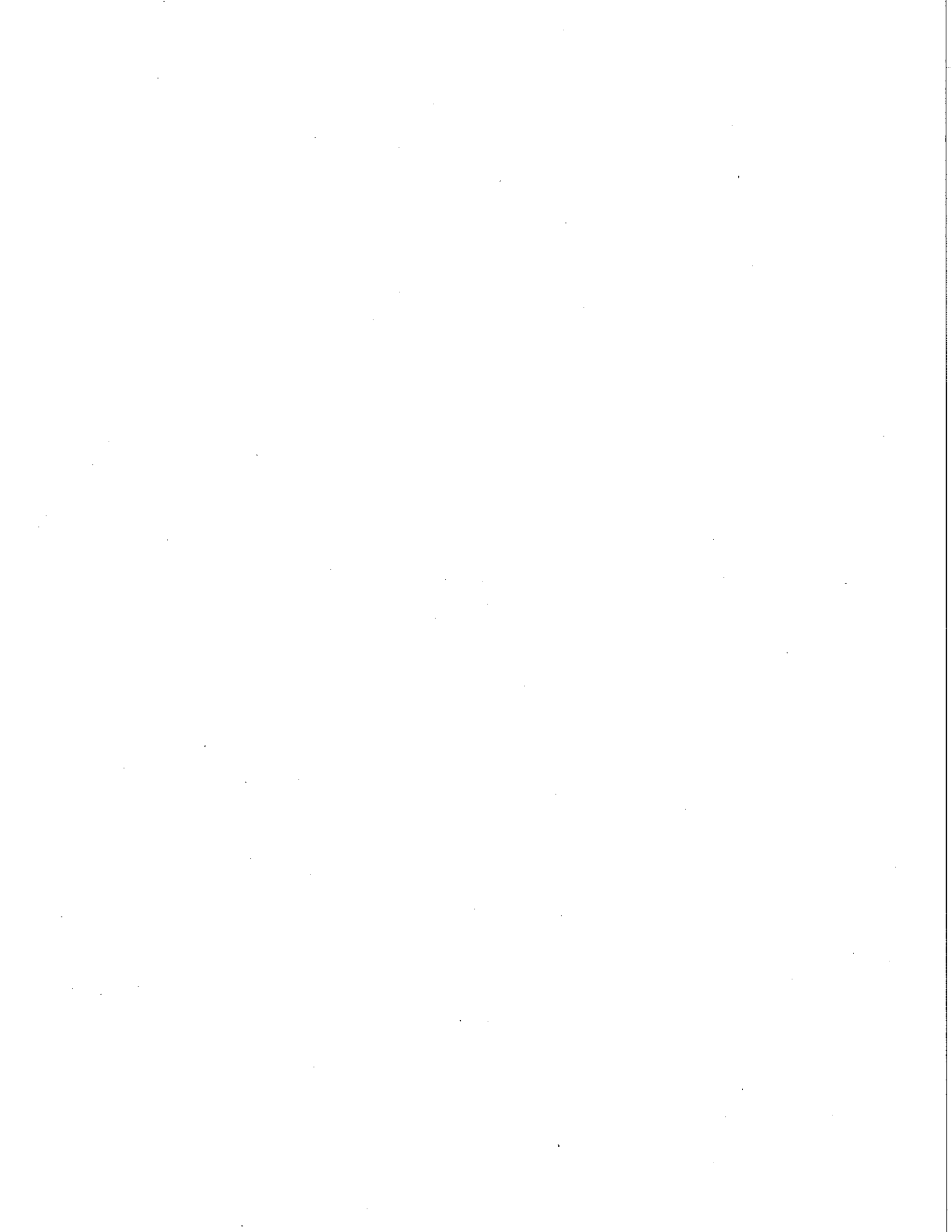


**Lincoln County School District  
K-6 SLGG's**

Position	Goal focus
Elementary 2 <sup>nd</sup> – 6 <sup>th</sup> Grade	<ol style="list-style-type: none"> <li>1. By May 2015, all (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>) grade students will make 1 or more year's growth as measured by the STAR assessment in Mathematics.</li> <li>2. By May 2015, all (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>) grade students will make 1 or more year's growth as measured by the STAR assessment in Reading.</li> </ol>
Grade 3 Math	By June 2015, all 3 <sup>rd</sup> grade students at north elementary will demonstrate growth in fluency of multiplication facts within 100, according to baseline assessment on Math Facts test. Growth measured by following chart...
Grade K-1	<ol style="list-style-type: none"> <li>1. By May 2015, all (K/1<sup>st</sup>) grade students will make 1 or more year's growth as measured by the STAR assessment and/or "I can" statements in <b>(reading/math)</b>.</li> <li>2. By May 2015, all (K/1<sup>st</sup>) grade students will make 1 or more year's growth as measured by the STAR assessment and/or "I can" statements in <b>(reading/math)</b>.</li> </ol>
*Grade 1 Math	<p>During the 2013-14 school year, 100% of the grade 1 students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the basic fact assessments for quarters 1, 2, 3, and 4 and end-of-year assessment.</p> <p>Above grade level students will demonstrate proficiency on basic facts through 20.</p> <ul style="list-style-type: none"> <li>• All students who demonstrated mastery of 0-30% of the basic facts on the beginning-of-the-year baseline data will increase mastery to at least 50% on the end-of-the-year assessment</li> <li>• All students who demonstrated mastery of 31-45% of the basic facts on the beginning-of-the-year baseline data will increase mastery to at least 65% on the end-of-the-year assessment</li> <li>• All students who demonstrated mastery of 46-55% of the basic facts on the beginning-of-the-year baseline data will increase mastery to at least 70% on the end-of-the-year assessment</li> <li>• All students who demonstrated mastery of 56-69% of the basic facts on the beginning-of-the-year baseline data will increase mastery to at least 75% on the end-of-the-year assessment</li> <li>• All students who demonstrated mastery of 70-79% of the basic facts on the beginning-of-the-year baseline data will increase mastery to at least 80% on the end-of-the-year assessment</li> <li>• All students who demonstrated mastery of 80% of the basic facts on the beginning-of-the-year baseline data will increase mastery to at least 90% on the end-of-the-year assessment</li> </ul> <p>*Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.</p>
*Grade 3 Writing	During the 2014-15 school year, all grade 3 students will increase their writing proficiency by at least one level in one trait, using the ODE writing rubric. Students whose scores do not meet or nearly meet will increase by at least one level in their lowest traits using the same rubric as the pre-test in informative/explanatory writing.
Music	By May 2015, all music students will make 1 or more year's growth

Position	Goal focus								
	measured by a pre-assessment of music standards or "I can" statements <ul style="list-style-type: none"> <li>• Math</li> <li>• Reading</li> <li>• Music standard</li> </ul>								
PE	Presidential fitness? 3 new skills?								
Counselor	Appropriate growth goals or counselors may involve character education, Second Steps, Tribes, Discipline Data, Bullying Data, SWIS data, PBIS  Through school-wide education, student behaviors will be reduced by 50% during lunchtime between the hours of 10:45am to 12:45 pm as measured by Taft Elementary SWIS Data from the 2013-14 school year to the 2014-15 school year as follows: <table border="1" data-bbox="500 674 894 800" style="margin-left: 40px;"> <thead> <tr> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>Gr 5-6 - 31%</td> <td>15.5%-</td> </tr> <tr> <td>Gr 3-4 - 28%</td> <td>14%-</td> </tr> <tr> <td>Gr 1-2 - 21%</td> <td>10.5%-</td> </tr> </tbody> </table>	2013-14	2014-15	Gr 5-6 - 31%	15.5%-	Gr 3-4 - 28%	14%-	Gr 1-2 - 21%	10.5%-
2013-14	2014-15								
Gr 5-6 - 31%	15.5%-								
Gr 3-4 - 28%	14%-								
Gr 1-2 - 21%	10.5%-								
Title	<ol style="list-style-type: none"> <li>1. By May 2015, all <b>3rd grade students</b> receiving title services will make 1 or more year's growth as measured by the STAR assessment in <b>Reading</b>.</li> <li>2. By May 2015, all <b>5th grade students</b> receiving title services will make 1 or more year's growth as measured by the STAR assessment in <b>Reading</b>.</li> <li>3. 100% of 5<sup>th</sup> grade students being serviced in title in the fall of 2014 will show growth according to the pre and post multiple choice comprehension assessment of EZCBM. (Tier out ranges with scores based on appropriate growth levels.)</li> <li>4. By May 2014, grade 3 students receiving title services will make measurable growth according to STAR assessment in reading. Students at grade 1.1 reading level will increase to grade 2.2 reading level. Students at grade 1.10 reading level will increase to the grade 2.10 reading level. Students reading in grade 1.5 will increase to grade 2.5 reading level.</li> </ol>								
ELD	<ol style="list-style-type: none"> <li>1. During the 2014/15 school year, 100% of all returning ELLs in grades 1, 3, 4, and 6 that are receiving pull-out ELD instruction will improve by at least one performance level in 2 or more strands as measured by spring 2014 ELPA.</li> <li>2. During the 2014/15 school year, 100% of Kinder, grades 2, 5, and 6 ELLs will improve by at least one performance level in 2 or more strands as measured by spring 2014 SOLOM rubric.</li> </ol>								
ESOL	ELPA levels growth Reading year+ growth <ol style="list-style-type: none"> <li>1. By May 2015, all ESOL students will move up one level as measured by the ELPA Test.</li> <li>2. By May 2015, all <b>(?) grade students</b> will make 1 or more year's growth as measured by the STAR assessment in <b>Reading</b>.</li> </ol>								
SPED	<ol style="list-style-type: none"> <li>1. By May 2015, all 4/5 <b>SPED students</b> with <b>math</b> goals will make one year or more growth as measured by the STAR assessment, I can statements, or IEP goals as appropriate.</li> <li>2. By May 2015, all grade 2/3 <b>SPED students</b> with <b>reading</b> goals</li> </ol>								

Position	Goal focus
	<p>will make one year or more growth as measured by the STAR assessment, I can statements, or IEP goals as appropriate.</p> <p>3. By June 2015, grade 2/3 SPED students with reading goals will improve their reading level by at least one level and improve their reading fluency by at least 10 words correct per minute, as measured by the Developmental Reading assessment.</p> <p>4. All students in the structured learning center classroom will follow their individual visual schedules with 100% accuracy by mid-year, and will maintain 100% accuracy through the end of the 2014-15 school year.</p>
*Gr 4-5 Speech	For the 2014-15 school year, all students will demonstrate a 10% increase in their individual score on the Social Language rubric, above baseline measures.



**STUDENT GROWTH AND PROFESSIONAL GOAL SETTING FORM**

Student Learning and Growth Goal may be developed as a team. (example: PLT, Grade Level Department Team.)

Teacher: \_\_\_\_\_ Contract Status: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Administrator/evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Content/Standard Student Learning Goal 1 (SLG 1)</b>	Common Core State Standards for Mathematics 1.OA 6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.
<b>Context</b>	My first Grade class has 28 students. Five students are on IEPs, 2 student are English Language Learners, and 10 students receive Free and Reduced Lunch.
<b>Baseline Data</b>	<p>End of the year 2012-2013 data showed that 80% of the kindergarten students scored at least 80% on the EOY kindergarten assessment. However, analysis of data for specific sections of that test showed that only 60% of students showed mastery of the fact fluency through 5. Although the majority of students are scoring overall satisfactory on this assessment, deeper analysis of the data shows that students should be given more opportunities to build fluency with the basic facts to five. Students during the first grade are expected to have fluency through all the facts to ten. Fluency and automaticity are important skills as students move forward.</p> <ol style="list-style-type: none"> <li>1. Review data from kindergarten assessments, if available.</li> <li>2. Review kindergarten Checklist of Standards.</li> <li>3. Analyze Pretest of fact fluency to 5.</li> <li>4. Use the first grade EOY test given at the beginning of the year as a pretest.</li> <li>5. Use the second grade EOY test given at the beginning of the year as a pretest for Above Grade Level first grade students.</li> <li>6. (Attach class roster to share students' scores on Beginning-of-the-Year Assignment/Performance Task/Assessment.)</li> </ol>
<b>Student Growth Goal Statement</b>	<p>100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the basic fact assessments for quarters 1, 2, 3, and 4 and End-of-Year Assessment.</p> <p>Above grade level students will demonstrate proficiency on basic facts through 20.</p> <ul style="list-style-type: none"> <li>• All students who demonstrated mastery of 0-30% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 50% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated mastery of 31-45% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 65% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the End-of-the-Year Assessment.</li> <li>• All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the End-of-the-Year Assessment.</li> </ul> <p>*Please note: Students identified by IEP teams as having significant</p>

	cognitive disabilities will have individual targets.
Types of Measures/Evidence for SLG	<input type="checkbox"/> <b>Category 1:</b> State or National Standardized Test: _____ <input type="checkbox"/> <b>Category 2:</b> Common national, international, regional, district-developed measures: _____ <input checked="" type="checkbox"/> <b>Category 3:</b> Classroom-based or school-wide measures: _____
Strategies	<ul style="list-style-type: none"> <li>• Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in their students.</li> <li>• Focus on decomposition of number and mental math strategies.</li> <li>• Refer to Teaching Addition and Subtraction Fact strategies to ensure students have strategies to find the basic facts prior to building fluency.</li> <li>• Focus team data conversations on sharing data and analyzing student progress on classroom-based lessons to develop fact fluency.</li> <li>• Differentiate instruction based on use of formative assessments throughout the year.</li> <li>• Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs.</li> </ul>
Professional Learning and Support:	<ul style="list-style-type: none"> <li>• Teaching partner, educational assistants</li> <li>• Professional development on developing common formative assessments</li> </ul>

**STUDENT GROWTH AND PROFESSIONAL GOAL SETTING FORM**

Student Learning and Growth Goal may be developed as a team. (example: PLT, Grade Level Department Team)

Teacher: \_\_\_\_\_ Contract Status: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Administrator/evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Goal-Setting Conference	<b>Content/Standard Student Learning Goal 1 (SLG 1)</b>	Common Core State Standards for 3 <sup>rd</sup> grade writing
	<b>Context</b>	<ul style="list-style-type: none"> <li>• 33 students (17 3<sup>rd</sup>, 16 4<sup>th</sup>)</li> <li>• 6 students who are on IEPs for OHI and have reading goals (pull-out resource),</li> <li>• 3 students who are TAG</li> <li>• 1 student on a 504 for health issues</li> <li>• 5 English Language Learners.</li> <li>• 93% attendance</li> </ul> <p>My 4<sup>th</sup> grade students are looped (I had them in 3<sup>rd</sup> grade). Half my 3<sup>rd</sup> grade students are new to this school because there was a boundary change. We have 30 minutes of EA help each day during reading.</p>
	<b>Baseline Data</b>	<p>Pre-assessment: As measured on district informative/explanatory writing rubric, levels 1-6, my students lowest scores on one (or more) of the traits were:</p> <ul style="list-style-type: none"> <li>• 3rd graders: 4 1s, 4 2s, 5 3s, 2 4s, 1 5s</li> <li>• 4th graders: 5 1s, 6 2s, 4 3s, 1 4s</li> </ul>
	<b>Student Growth Goal Statement</b>	By June 2013: All students scoring a: 1 or 2 on their lowest trait(s) will increase by 2 levels, and all students scoring a 3-5 will increase at least 1 level in their lowest trait(s) using the same rubric as the pre-test in informative/explanatory writing.
	<b>Types of Measures/Evidence for SLG</b>	<b>Category 2:</b> Common national, international, regional, district-developed measures: Common writing rubric
	<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Implement Writer's Workshop strategies I learned last year</li> <li>• Implement meta-cognitive strategy during Modeling of exemplars for each trait</li> <li>• Monitor and adjust my strategies every 3-4 weeks based off data</li> </ul>
	<b>Professional Learning and Support:</b>	<ul style="list-style-type: none"> <li>• I would like to observe in other LA classrooms and likewise have my peers observe my classroom during direct instruction and 1:1 conferencing time with students.</li> <li>• I would also like support in developing a feedback protocol for such observations.</li> </ul>
	<b>Content/Standard Student Learning Goal 2 (SLG 2)</b>	Common Core State Standards for 3 <sup>rd</sup> grade reading, both Literary and Informational Text

<p><b>Context</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 33 students (17 3<sup>rd</sup>, 16 4<sup>th</sup>)</li> <li>• 6 students who are on IEPs for OHI and have reading goals (pull-out resource),</li> <li>• 3 students who are TAG</li> <li>• 1 student on a 504 for health issues</li> <li>• 5 English Language Learners.</li> <li>• 93%attendance</li> </ul> <p>My 4<sup>th</sup> grade students are looped (I had them in 3<sup>rd</sup> grade). Half my 3<sup>rd</sup> grade students are new to this school because there was a boundary change. We have 30 minutes of EA help each day during reading.</p>
<p><b>Baseline Data</b></p>	<p>DRA: 3<sup>rd</sup> grade = 2 St's @ 6, 3 St's @ 24, 5 St's @ 28, 8 St's @ 30, 2 St's @ 38;  4<sup>th</sup> grade = 2 St's @ 18, 4 St's @ 34, 4 St's @ 38, 4 St's @ 40, 2 St's @ 48</p> <p>OAKS Reading: 3<sup>rd</sup> grade – this is not a valid measurement of growth as there is no baseline data for 3<sup>rd</sup> graders  4<sup>th</sup> grade – last year's 3<sup>rd</sup> grade scores were as follows: 1 @ 196, 2 @ 203, 6 @ 213, 1 @ 215, 1 @ 216, 1 @ 218, 1 @ 219, 1 @ 220, 1 @ 221, 1 @ 223</p>
<p><b>Student Growth Goal Statement</b></p>	<p>By June 2013:</p> <ul style="list-style-type: none"> <li>• 50% of 4<sup>th</sup> grade students will meet their growth target (see attached data) as measured by OAKS-Reading at or above the 50<sup>th</sup>ile (typical growth); the remaining students will demonstrate measurable growth within at least -5 RIT scores of their growth target</li> <li>• 3<sup>rd</sup> graders and the 4<sup>th</sup> grade students who did not meet OAKS growth target will show at least a year's worth of growth as measured by the DRA</li> </ul>
<p><b>Types of Measures/Evidence for SLG</b></p>	<p>Category 1: State or National Standardized Test: OAKS  Category 2: Common national, international, regional, district-developed measures: DRA</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>• Monitor and adjust reading groups based off bi-weekly formative data</li> <li>• Monitor and adjust my reading strategies every 3-4 weeks based off data</li> <li>• Work with PLC to glean any new strategies</li> <li>• Work with reading specialist to help struggling readers (more than 2 years behind)</li> <li>•</li> </ul>
<p><b>Professional Learning and Support:</b></p>	<ul style="list-style-type: none"> <li>• I would like to request an observation during reading time to give feedback on reading strategies</li> <li>• Time to observe Mr. Johnson's ELA class during reading</li> </ul>



Building: Tigard-Tualatin School District

[Redacted]

Responsible: [Redacted]

362255

**STUDENT LEARNING & GROWTH/PROFESSIONAL GOAL: END OF YEAR (GOAL 1)**

Name: [Redacted]

Evaluator: [Redacted]

Location: Tigard-Tualatin School District

Assignment: Speech Pathologist

## Goal Setting

### Content

- The goal is being written around which grade/subject/level?

This goal is written for fourth and fifth grade level special education students who are part of social communication groups. The content of the goal is from the Common Core State Standards Speaking and Listening #1. These students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 or 5 topics and texts*, building on others' ideas and expressing their own clearly.

### Context

- What are the characteristics or special learning circumstances of my class(es)?
- What are the demographics of my classroom?

This group of students consist of 5 students who are eligible for Special Education services. Four are eligible under the category of Autism Spectrum Disorder and one has a Emotional Disturbance eligibility. All five students participate in their regular education classrooms for at least 60% of their school day.

### Baseline Data

- What are the learning needs of my students?
- What are the assessments or evidence I will use?
- Attach supporting data.

Each of these students has goals to 'effectively participate in collaborative discussions in their classroom with adults and peers.' Baseline data will be collected from their classroom teachers on each student using a rubric developed to look at five classroom communication characteristics or skills needed to be an effective classroom discussion participant. These characteristics are outlined in the Common Core State Standards Speaking and Listening #1. Each characteristic will be scored on a three point scale of 'usually,' 'sometimes,' 'never' observed in class (see attached rubric).

The baseline will be completed in the first week of October, then repeated in February and May to determine their progress toward meeting this goal.

The rubric will also be used as a self-reflection measure for each of these students for skill training and self-monitoring of these characteristics in the classroom.

### Student Growth Goal Statement

Use the space below to write your Student Learning and Growth Goal.  
Be sure your goal meets the SMART criteria.

For 2013-14 school year, 5/5 students will demonstrate a 10% increase in their individual score on the Social Language rubric, above baseline measures contingent upon attendance of 80% or better attendance. Attainment of this goal for Social Language will indicate improvement in the student's classroom communication skill level.

- Specific -- Does the goal specifically state the area targeted for improvement?
- Measurable -- Does the goal specifically state how growth will be measured?

Student Learning & Growth/Professional Goal: End of Year  
(Goal 1)

- Achievable – Is the goal realistic?
- Relevant – Is the goal relevant to your professional practice?
- Timely – Does the goal specifically state a timeline for when it will be achieved?

*Strategies for Improvement*

- How will I help students attain this goal?
- Provide specific actions that will lead to goal attainment.

Teaching focused social communication based lessons, observations of the students in class and consulting with teachers on a monthly basis will help in the achievement of this goal.

*Professional Growth Goal*

- What professional development will help me accomplish my goal?
- What do I need to learn to meet my goal?
- What skills do I need to develop?
- How might I team with colleagues in professional development to meet my goal?

I see three areas for professional development for me to accomplish this goal.

Conference or workshop designed for;

- a. teaching classroom communication skills for late elementary school students.
- b. supporting students' communication skills in their regular education classrooms.
- c. Collaborating with classroom teachers for student's skill development and carryover in the classroom and using classroom curriculum effectively.

*Resources and Support*

- What resources and support do I need to meet my SMART Goal?
- Collaboration with other Speech Language Pathologists who share similar student demographics and IEP goals.
- Collaboration with classroom teachers for completing the scoring rubric and evaluating student progress.
- Access to conference funds to attend additional trainings.

## Mid-Year Review

*Collaborative Mid-Year Goal Review*

- What progress has been made?
- Include a reflection on Professional and Student Learning & Growth goals
- Attach supporting data

The data through February indicates there has been minimal progress at this point (through January 2014) in the year. What progress is noted; a few of the student's understand the process for classroom discussions and come better prepared to participate in content-area discussions. Four of the 5 students have made progress toward becoming better collaborators in the classroom discussion, and one student's overall score has decreased, as reported by his teacher. The "student's own reflection" on their skill level will begin in April, as well as a final progress survey by their teachers in May.

Student Learning & Growth/Professional Goal: End of Year  
(Goal 1)

In focusing on this professional growth area I have become more aware of the process of student's participation in small group and large group discussion at the skill level and the classroom teacher's limits in addressing these skills in large group settings.

**Strategy Modification**

- *What adjustments need to be made to my instructional methods and/or interventions?*

"Student's own reflection" on their classroom collaboration will be incorporated at the small group and classroom level. The desired outcome of this will be an increase in daily awareness of the expected social language skills and behaviors for their participation in class.

**Implications for Professional Growth**

- *Has my professional growth impacted student learning?*
- *Have my professional growth needs changed? If so, how?*

My increased focus on these common core skills appears to have a limited impact on their learning to this point in the year.

My professional growth needs to increase in focus to prepare these students for increasing their skill level and participation in classroom collaboration.

## End of Year

**End of Year Data**

- *What does the end of year data show?*
- *Attach data*

The end of the year data indicates significant growth for all five students in this sample. At midyear, 4 of the five students had shown a 1 or 2 point gain on the rubric, with one student having dropped 1 point. However, the May data shows an increase for all five students. The increase over midyear was from 5-8 points on the teacher-feedback rubric.

One student was exited from English Language Development due to his social and language growth. Another student was dismissed from language intervention by the IEP team due to his performance on the language portion of his three year evaluation to re-determine his special education eligibility.

- *Overall, what worked? What refinements should be made?*

I would highlight a few of the things I think worked with this goal. First, I think the awareness for the student's education teams (classroom teachers, instructional assistants, ELL and Learning Specialists, Speech Language Pathologist) and the resulting collaboration was student-focused, creating consistent expectations and follow through with the students.

Secondly, I would highlight the consistent attendance (sans school breaks) for all of the students. Consistent practice of these skills on a daily basis and over time of the school year, seemed to help these students increase their learning.

One area of refinement for this goal would be to increase communication between the team on a monthly basis with updates and problem solving, and to widen the team to include principal and school staff (i.e. playground monitors, etc.) who may also be able to reinforce these expectations for the students.

**Professional Growth Plan Implications**

*How can I use these results to support my professional goals?*

Student Learning & Growth/Professional Goal: End of Year  
(Goal 1)

[REDACTED]

These results will help support planning, collaboration, and communication with my school teams. It will also give some areas to clearly celebrate the success of the students. This goal from the common core can be used for a broader spectrum of students.

*Attached Workflow*

DR Sign, Supv Sign

*Current Status*

Approved

*Workflow Steps*

- 1 Signed by [REDACTED] on 06/12/2014 at 09:38 AM      Speech Pathologist  
Signature: Kevin Penner  
Disclaimer: I understand my signature does not necessarily indicate agreement and that I may include a response in the comments section.
- 2 Signed by [REDACTED] on 06/13/2014 at 2:36 PM      SPED Coordinator  
Signature: Ana Lia Oliva

# SMART Goal Examples

Elementary (K – 5)

Grade	Goal Statement Example	How is this goal SMART?	
<b>Kinder</b>	By June, 2015, students in this subgroup will show growth in letter and sound identification by moving up a skill set score range on the STAR Early Literacy Assessment alphabetic principle subtest.	<b>S</b>	Subgroup identified who will show growth in letter and sound identification
		<b>M</b>	STAR Early Literacy Assessment alphabetic principle subtest
		<b>A</b>	Literacy (CCSS Reading Foundational Skills)
		<b>R</b>	Move up a skill set score range
		<b>T</b>	By June, 2015
<b>Kinder</b>	By June, 2015, students who score below 20 on one-to-one counting correspondence using a classroom math assessment will demonstrate growth in the following manner: <b>Subgroup (A)</b> Students who can currently count to 10 or less accurately will increase the number to which they can count with accuracy by 10; <b>Subgroup (B)</b> Students who can currently count to between 11 and 19 accurately will increase the number to which they can count with accuracy by 5.	<b>S</b>	Two subgroups identified who will show growth in one-to-one counting correspondence
		<b>M</b>	Classroom math assessment
		<b>A</b>	Math (CCSS Math Counting and Cardinality)
		<b>R</b>	<ul style="list-style-type: none"> <li>• Will increase the number to which they can count with accuracy by 10</li> <li>• Will increase the number to which they can count with accuracy by 5</li> </ul>
		<b>T</b>	By June, 2015
<b>First</b>	All of my students will demonstrate growth in the areas of reading accuracy and fluency as measured by STAR Early Literacy Assessment in May, 2015. <b>Subgroup (A)</b> Students who demonstrated "mastery" in the fall will show scaled score growth of 100 points or more on STAR by the spring assessment. <b>Subgroup (B)</b> Students who scored "within benchmark" in the fall will show scaled score growth of 140 points or more on STAR by the spring assessment. <b>Subgroup (C)</b> Students who scored "below benchmark" in the fall will show scaled score growth of 195 points or more on STAR by the spring assessment.	<b>S</b>	All students divided into three subgroups who will show growth in reading accuracy and fluency
		<b>M</b>	STAR Early Literacy Assessment
		<b>A</b>	Reading Literacy (CCSS Reading Foundational Skills)
		<b>R</b>	<ul style="list-style-type: none"> <li>• Scaled score growth of 100 points or more</li> <li>• Scaled score growth of 140 points or more</li> <li>• Scaled score growth of 195 points or more</li> </ul>
		<b>T</b>	By May, 2015 - Spring STAR assessment

Grade	Goal Statement Example	How is this goal SMART?	
<b>First</b>	By June, 2015, students in the following subgroups will demonstrate growth in number and operations in base ten in the following manner: <b>Subgroup (A)</b> Students who scored in the Intervention Category will grow one level to the On Watch Category as measured by year-end STAR data. <b>Subgroup (B)</b> Students who scored in the On Watch Category will grow one level to the At/Above Category as measured by year-end STAR data.	<b>S</b>	Two subgroups identified who will show growth in number and operations in base ten
		<b>M</b>	STAR Early Literacy Assessments
		<b>A</b>	Math (CCSS Number and Operations in Base Ten)
		<b>R</b>	<ul style="list-style-type: none"> <li>• Grow one level to the On Watch Category</li> <li>• Grow one level to the At/Above Category</li> </ul>
		<b>T</b>	By June, 2015
<b>Second</b>	Using the CFA Addition Assessment, all 27 of my students will show growth in adding two-digit numbers by June, 2015 in the following manner: <b>Subgroup (A)</b> Students scoring 3-20% accuracy will increase their accuracy to at least 65% or better; <b>Subgroup (B)</b> Students scoring 23-50% accuracy will increase their accuracy to at least 81% or better; <b>Subgroup (C)</b> Students scoring 53-94% accuracy will increase their accuracy to at least 97% or better.	<b>S</b>	All students divided into three subgroups who will show growth in adding two-digit numbers
		<b>M</b>	CFA Addition Assessment
		<b>A</b>	Math – Addition (CCSS Numbers and Operations in Base Ten)
		<b>R</b>	<ul style="list-style-type: none"> <li>• Will increase their accuracy to at least 65% or better</li> <li>• Will increase their accuracy to at least 81% or better</li> <li>• Will increase their accuracy to at least 97% or better</li> </ul>
		<b>T</b>	By June, 2015
<b>Second</b>	By June, 2015, all 16 students who scored below the 50th percentile on the STAR Math Assessment in the fall will demonstrate growth in their math skills related to measurement and data as determined by a 5% increase in that skill area score on the STAR Math Assessment in the spring.	<b>S</b>	A subgroup of students who will show growth in measurement and data skills
		<b>M</b>	STAR Math Assessment
		<b>A</b>	Math (CCSS Measurement and Data)
		<b>R</b>	5% increase in their skill area score
		<b>T</b>	By June, 2015

Grade	Goal Statement Example	How is this goal SMART?	
<b>Third</b>	By June, 2015, students in the following subgroups will demonstrate growth in the multiplication and division standard as measured by the STAR Math Assessment. <b>Subgroup (A)</b> Students who scored in the "on watch" category in the fall (scaled score of 440-500) will meet or exceed the multiplication and division standard in spring. <b>Subgroup (B)</b> Students who scored below benchmark in the fall (scaled score of less than 439) will meet the multiplication and division standard in spring.	<b>S</b>	All students divided into three subgroups who will show growth in fluently multiplying and dividing within 100
		<b>M</b>	STAR Math Assessment
		<b>A</b>	Math – Multiplication and Division (CCSS Operations and Algebraic Thinking)
		<b>R</b>	<ul style="list-style-type: none"> <li>• Scored between 440 and 500 in the fall will meet or exceed the standard in spring</li> <li>• Scored below 439 in the fall will meet the standard in spring.</li> </ul>
		<b>T</b>	By June, 2015
<b>Third</b>	By June, 2015, students in the following subgroups will demonstrate growth in describing key ideas and details in literature as measure by the STAR Reading Assessment. <b>Subgroup (A)</b> Students who scored in the "on watch" category in the fall (scaled score of 470-301) will meet or exceed the key ideas and details standard in spring. <b>Subgroup (B)</b> Students who scored below benchmark in the fall (scaled score of less than 300) will meet the key ideas and details standard in spring.	<b>S</b>	Two subgroups identified who will show growth in describing key ideas and details in literature
		<b>M</b>	STAR Reading Assessment
		<b>A</b>	Literacy – Reading Literature (CCSS Reading Literature)
		<b>R</b>	<ul style="list-style-type: none"> <li>• Scored between 470 and 301 in the fall will meet or exceed the standard in spring</li> <li>• Scored below 300 in the fall will meet the standard in spring.</li> </ul>
		<b>T</b>	By June, 2015
<b>Fourth</b>	All students in my fourth grade class will meet their OAKS Growth Target on the OAKS Math Assessment (which assesses all CCSS math standards for fourth grade) by June, 2015. Using Oregon growth model targets as a guide: <b>Subgroup (A)</b> Students with 3 <sup>rd</sup> grade OAKS scores of 200-211 will increase their scores by nine points. <b>Subgroup (B)</b> Students with 3 <sup>rd</sup> grade OAKS scores of 212-218 will increase their scores by seven points. <b>Subgroup (C)</b> Students with 3 <sup>rd</sup> grade OAKS scores of 219-229 will increase their scores by seven points. <b>Subgroup (D)</b> Students with 3 <sup>rd</sup> grade OAKS scores of 230-239 will increase by three points.	<b>S</b>	All fourth grade students will show growth on OAKS math to include growth on all CCSS math standards
		<b>M</b>	OAKS Math Assessment
		<b>A</b>	Math (CCSS All Math Standards for Fourth Grade)
		<b>R</b>	Students are making growth according to the OAKS Growth Targets released by ODE. Growth targets in the goal statement reflect "typical growth."
		<b>T</b>	By June, 2015

Grade	Goal Statement Example	How is this goal SMART?	
<b>Fourth</b>	By June, 2015, students in the following subgroups will demonstrate growth in multiplying and dividing to solve word problems in the following manner: <b>Subgroup (A)</b> Students who scored in the "on watch" category in the fall (scaled score of 400-330) will meet or exceed the standard in spring. <b>Subgroup (B)</b> Students who scored below benchmark in the fall (scaled score of 329 or below) will meet standard in spring.	<b>S</b>	Two subgroups identified will show growth in multiplying and dividing to solve word problems
		<b>M</b>	STAR Math Assessment
		<b>A</b>	Math – Multiplying and Dividing in Word Problems (CCSS Operations and Algebraic Thinking)
		<b>R</b>	<ul style="list-style-type: none"> <li>• Scored between 400 and 330 in the fall will meet or exceed in the spring</li> <li>• Scored below 329 in the fall will meet in the spring</li> </ul>
		<b>T</b>	By June, 2015
<b>Fifth</b>	All of my fifth grade students will demonstrate growth in the category of Develop an Interpretation by June, 2015 as demonstrated on the OAKS Reading Assessment. <b>Subgroup (A)</b> Students who did not meet the standard in Developing an Interpretation on the 4 <sup>th</sup> grade OAKS test will meet the standard by improving their scaled score in this category by 10 points. <b>Subgroup (B)</b> Students who met the standard in Developing and Interpretation on the 4 <sup>th</sup> grade OAKS test will exceed the standard by improving their scaled score in this category by 6 points. <b>Subgroup (C)</b> Students who exceeded the standard in Developing an Interpretation on the 4 <sup>th</sup> grade OAKS test will improve their scaled score in this category by 4 points.	<b>S</b>	All students divided into three subgroups will show growth in the reading skill of Developing an Interpretation
		<b>M</b>	OAKS Reading Assessment
		<b>A</b>	Reading – Developing an Interpretation (CCSS Reading Literature)
		<b>R</b>	Students are making growth according to the OAKS Growth Targets released by ODE. Growth targets in the goal statement reflect "typical growth."
		<b>T</b>	By June, 2015
<b>Fifth</b>	By June, 2015, all of my fifth grade students will demonstrate growth in explaining how an author uses reason and evidence to support particular points in a text as measured by the spring STAR Reading Assessment. <b>Subgroup (A)</b> Students who demonstrated mastery as indicated on the STAR reading assessment in the fall will increase their score in this category by 5% in the spring. <b>Subgroup (B)</b> Students who scored in the "on watch" category on STAR in the fall will increase their STAR scores in this category by 10% in the spring. <b>Subgroup (C)</b> Students who scored in the "below benchmark" category on STAR in the fall will increase their scores in this category by 15% in spring.	<b>S</b>	All students divided into three subgroups will show growth in reading
		<b>M</b>	STAR Reading Assessment
		<b>A</b>	Reading – Using Reasons and Evidence to Support Particular Points in a Text (CCSS Reading Informational Text)
		<b>R</b>	<ul style="list-style-type: none"> <li>• Demonstrated in the fall will increase their score by 5% in the spring</li> <li>• Scored in the "on watch" category in the fall will increase by 10% in the spring</li> </ul> Scored in the "below benchmark" category in the fall will increase their scores by 15% in spring
		<b>T</b>	By June, 2015



Grade	Goal Statement Example	How is this goal SMART?	
<b>Special Ed</b>  <b>LRC</b>	By February, 2015, LRC second grade students whose literacy goal is to read with sufficient accuracy and fluency to support comprehension will demonstrate growth in this area. Students who scored less than 10 correct words on DIBELS assessment in September, will increase their score by 12 correct words on DIBELS Assessment in February.	<b>S</b>	LRC second grade students with literacy goal of reading with sufficient accuracy and fluency to support comprehension
		<b>M</b>	DIBELS Assessment
		<b>A</b>	Reading Fluency (CCSS Reading Foundational Skills)
		<b>R</b>	Students will increase the number of correct words they can read by 12
		<b>T</b>	By February, 2015
<b>ELL</b>	By June, 2015, all 3rd grade ELLs scoring a beginning NES "Non-English Speaker" on the IPT (Idea Proficiency Test) will advance at least one level of proficiency to "Early Intermediate" showing growth in recognition and use of nouns, verbs, adjectives, adverbs, and conjunctions as well as produce simple sentences as measured by the IPT.	<b>S</b>	3rd grade ELLs who score a beginning NES-Non English Speaker will show growth in recognition and use of nouns, verbs, adjectives, adverbs, and conjunctions as well as produce simple sentences
		<b>M</b>	As measured by the IPT (Idea Proficiency Test)
		<b>A</b>	3 <sup>rd</sup> Grade "Early Intermediate" – recognize and use some frequently occurring collective nouns, verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts, with support.
		<b>R</b>	Will advance at least one level of proficiency
		<b>T</b>	By June, 2015
<b>PE</b>	All fourth grade students will demonstrate growth in their Cardiovascular Endurance (maximal aerobic fitness) by June, 2015 when assessed using the PACER Test assessment. <b>Subgroup (A)</b> Students who did not meet in the PACER (red zone) will improve by 30%. <b>Subgroup (B)</b> Students who nearly meet in the PACER (yellow zone) will improve by 20%. <b>Subgroup (C)</b> Students who meet (green zone) in the PACER will improve their score by 10%.	<b>S</b>	All fourth grade students will show growth in Cardiovascular Endurance
		<b>M</b>	PACER Test Assessment
		<b>A</b>	Cardiovascular Endurance is a test of maximal aerobic fitness and is part of the Fitnessgram assessment and reporting program used by CSD Physical Education teachers.
		<b>R</b>	<ul style="list-style-type: none"> <li>• Red Zone students will improve scores by 30%</li> <li>• Yellow Zone students will improve scores by 20%</li> <li>• Green Zone students will improve scores by 20%</li> </ul>
		<b>T</b>	By June, 2015

Grade	Goal Statement Example	How is this goal SMART?	
<b>Music</b>	All 4 <sup>th</sup> grade students will demonstrate growth in reading and performing music with treble clef note names and music symbols, as designated in CSD 509J Elementary Music Standards: 2.3 Playing Instruments with melodic notation 5.3 Reading and performing music with symbols and traditional terms. Students will demonstrate growth in the following manner: <b>Subgroup (A)</b> Students who perform at a red level (0-10 points) on the Note/Symbol Pre-test will score at a yellow level or above on the Note/Symbol Post-test; <b>Subgroup (B)</b> Students who perform at a yellow level (11-20 points) on the Note/Symbol Pre-test will score at a green level Note/Symbol Post-test; <b>Subgroup (C)</b> Students who perform at a green level (21-30 points) on the Note/Symbol Pre-test will increase their score by one point or more Note/Symbol Post-test.	<b>S</b>	All 4 <sup>th</sup> grade students divided into three subgroups will demonstrate growth in reading and performing music with treble clef note names and music symbols
		<b>M</b>	Note/Symbol Test
		<b>A</b>	CSD 509J Elementary Music Standards: 2.3 Playing Instruments with melodic notation 5.3 Reading and performing music with symbols and traditional terms
		<b>R</b>	<ul style="list-style-type: none"> <li>• Red Zone will grow to Yellow Zone</li> <li>• Yellow Zone will grow to Green Zone</li> <li>• Green Zone will increase score by one or more points</li> </ul>
		<b>T</b>	By June, 2015