

### FMS PLC Smart Goal Worksheet

Instructions: complete this form prior to starting the unit that has an essential skill in it

<b>PLC Members:</b> Sam Albers, Brandi Stevens, Amy Elliott	<b>Grade &amp; Subject:</b> 6 <sup>th</sup> Social Studies
<b>Unit of Study:</b> Geography	<b>Date:</b> 9-8-15
<b>What is the essential?</b> <i>Circle 1: What do we want students to know and be able to do?</i>	SSG GLE 2.1 analyze political, physical, climate, and land use maps
<b>Team SMART Goal for the unit of study (See Learning by Doing pg 164 for sample SMART goals)</b>	<i>Example: "75% of 6<sup>th</sup> graders will be able to write a complete paragraph, including a strong topic sentence, by November 15, 2015."</i> The percentage of 6 <sup>th</sup> grade social studies students scoring a 3 or better on the final map skills assessment analyzing political, physical, climate, and land use maps will increase to 85% by September 29.
<b>Timeline</b>	<i>What is the time period that instruction for learning the essential will occur?</i> By the end of Quarter 1 - September 29.
<b>Common Assessment will be given on what date?</b>	Formatives - August 7 and September 2 Summative - September 25
<b>Defining &amp; Communicating Success</b> <i>Circle 2: How will they and we know when they have learned it?</i>	<i>What score equals proficiency? Is there a rubric? - if so, attach it</i> 3 or above equals proficiency
	<i>How will the assessments be scored to ensure inner-rater reliability?</i> We will norm our grades. Answers are right or wrong so we will norm number correct equaling proficiency.
	<i>When will teachers, students, and parents know who has and who has not learned the essential skill?</i> We will norm our data due by so that we can have them in the grade book so parents/students can see grades and teachers can start intervention We will have data due within one week of assessment.

**A SMART goal is:**

**Strategic and Specific** Focuses on specific student learning. Answers the question - Who and What?

**Measurable** - The success toward meeting the goals can be measured in student achievement. It answers the question - How?

**Attainable** - Goal can be achieved in a specific amount of time, with increased teacher effectiveness. It should be a stretch from current achievement data.

**Results Oriented / Relevant / Rigorous** - The goals are aligned with a building UIP goal, and focus on increased student achievement in one defined area.

**Time Bound** - Goals have a clearly defined time-frame including a target date. It answers the question - When?

**Examples:** Not a SMART goal: Students will improve their writing skills in English 9. Does not identify a measurement or time frame. The trend is not measurable.

**SMART goal:**

- The percentage of English 9 students scoring a 3 or better on the writing standards rubric will increase to 85% by the end of second term.
- Data study have revealed a trend indicating at best 72% of students have received a 3 or higher on the standard. We are shooting for 90% of all students by May 3<sup>rd</sup>