**SMART Goal Examples – Specific, Measurable, Attainable/Achievable, Relevant and Timely**

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| **3rd Grade ELA SMART Goal** | **5th Grade Math SMART Goal** | **7th Grade ELA SMART Goal** |
| **Unit 2 Goal:** By the end of unit 2, 63 students will be at the standard for 3.RL.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text as measured by the unit 2 post literary assessment. The remaining 13 students will be able to determine the central message of the story and support their answer with a detail from the text (Q1). | **Unit 3 Goal:** By the end of unit 3, 90% of our students will be able to add and subtract decimal numbers to the hundredths (5.NBT.7) as measured by a teacher created common formative assessment. The remaining 10% will be able to add and subtract decimal numbers to the tenths as measured by a teacher created common formative assessment. | **Unit 3.2 Goal:** By the end of Unit 3.2, 75% of students will be able to write an argument to support a claim including an introduction and thesis statement, reasons to support the claim, counterclaim with reasons to refute, and a conclusion with a call to action W7.1) as measured by a teacher created common formative assessment. The remaining 25 % of students will be able to state a claim with reasons to support. |
| **Results:** 80% or 62 third graders were at standard for 3.RL.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text as measured by the unit 2 post literary assessment. Of the remaining 14 students 10 were able to determine the central message of the story and support their answer with a detail from the text (Q1). | **Results:**   85% of students (17 students) demonstrated mastery of adding and subtracting decimals as measured by common formative assessment. Seven students made a computational error in their work, but are demonstrating an ability to add and subtract with regrouping. The following students did not show an understanding of regrouping decimals when adding and/or subtracting: Corbin, Rylie S., Matt, Avalon, Mason, Corbin, Emery, Krisha. | **Results:** 67% of students met the standard and were able to write an argument to support a claim and include intro and thesis statement.  32% of the students could write the claim and support it with evidence. Students may have struggled with citing specific evidence or an incomplete thesis statement. |
| **Next Steps:** We Modified reading groups based on the data and all 10 students that didn't meet standards will be receiving time and support in this area from a classroom teacher with additional para support. This small group will be scaffolded and with specific modeling of the skills needed to recount stories. At the end of two weeks of intense intervention during reading interventions students will be given an additional formative assessment to determine mastery. | **Next Steps:** The students listed above will receive additional time and support as we begin to use the standard algorithm of multiplication and partial products when dividing. They will receive this support Tuesday-Friday from 9-:00-9:15 with teacher while other students complete independent work. This will allow students daily practice with these skills with whole numbers and will allow them to develop an understanding of regrouping to apply it to decimals.  After 2 weeks of intervention another formative assessment will be given to determine mastery. | **Next Steps:** Students who were below and near standard will review the feedback on evidence and their thesis statements. Students will take feedback and add a thesis statement to intros or review their intros to include the thesis statements.  All students will receive feedback and during workshop time, students will use feedback to add or revise their thesis and resubmit them. |