

**Specific Measurable Accelerated and Attainable Relevant Timely Equitable**

Schools guided by clear goals for student achievement are more likely to stay focused on what is essential. Goals allow everyone at the site to ask “How will this help us achieve our goals?” and to only focus on initiatives with a clear connection to achievement. Well-written goals guide planning, resource allocation and daily decision making and also provide a means for measuring progress and reflecting on the impact of actions taken (Schmoker, 1996). When setting goals, schools should ask:

- Which groups of students are and are not achieving at proficient level?
- What are the sub-skills or standards across grades with which students are struggling?
- In which grade levels are the achievement gaps the widest?

In addition to student achievement data, schools may use data on attendance, behavioral referrals, referrals to and placement in special education and gifted programs in order to help school leaders develop a more complete understanding of the ways in which different groups of students (based on their race, class, gender, etc.) are being currently served at the school.

**Sample Student Achievement Goals**

Type of Goal	Sample Goals
School-Wide CST Goals	<ul style="list-style-type: none"> <li>• At least 10% point growth in the # of students scoring P/A on ELA CST (35% to 45%) and at least a 10% decrease in the # of students scoring FBB/BB on ELA CST (36% to 26%)</li> <li>• All students will score advanced on the 2012 Math CST or will increase their proficiency by one performance band.</li> </ul>
Subgroup CST Goals	<ul style="list-style-type: none"> <li>• Latino students scoring P/A on the ELA CST increase by at least 10% (from 41% to 51%)</li> <li>• At least 15% point growth in the # of African American students scoring P/A on the ELA CST (from 35% to 50%) and 15% point decrease in the # of African American students scoring FBB/BB on the ELA CST (from 40% to 25%)</li> <li>• 50% of the Latino ELLs scoring Basic will move to P/A on ELA CST.</li> </ul>
Early Literacy Goals	<ul style="list-style-type: none"> <li>• By the end of May, All K-1<sup>st</sup> grade students will read at grade level as measured by the DRA.</li> <li>• By June, All K/1<sup>st</sup> grade students will be fluent readers, as measured by a score of “benchmark” on district fluency passage, and writers, as measured by a score of 3 or higher on the district writing rubric</li> </ul>
Literacy Goals Closure	<ul style="list-style-type: none"> <li>• By June, all FBB and BB students will make 1.5 years progress in their reading levels as measured by DRA assessments.</li> <li>• All students will demonstrate grade level proficiency or achieve at least 1.5 years of growth on Fountas &amp; Pinell reading assessments</li> <li>• By June, all students will increase their fluency by 1.5 grade levels as measured by the district fluency assessment</li> </ul>
ELD Goals	<ul style="list-style-type: none"> <li>• By fall 2011, 80% of ELs will grow 1 CELDT level</li> <li>• In 2011-2012 the school-wide re-designation rate will increase from 12% of ELs achieving criteria for re-designation to at least 20% of ELs achieving criteria for re-designation</li> </ul>
Other Goals (Discipline, Attendance, etc.)	<ul style="list-style-type: none"> <li>• Achieve 98% in Average Daily Attendance for the 2011-2012 school year (up from 93% in 2010-2011)</li> <li>• Decrease the # of referrals &amp; suspensions by 50% in 2011-2012</li> </ul>

Student Goals/Indicators Bank

Type of Goal	Goals Bank
School-Wide CST Goals	<p>At least ___ point growth in the # of students scoring P/A on ELA CST (___ to ___)</p> <p>At least a ___ decrease in the # of students scoring FBB/BB on ELA CST (___ to ___)</p> <p>All students will score _____ on the 2012 Math CST or will increase their proficiency by _____ performance band.</p>
Subgroup (Equity) CST Goals	<p>_____ students scoring P/A on the ELA CST increase by at least ___ (from ___ to ___ )</p> <p>At least ___ point growth in the # of _____ students scoring P/A on the ELA CST (from ___ to ___)</p> <p>_____ point decrease in the # of _____ students scoring FBB/BB on the ELA CST (from ___ to ___ )</p> <p>___% of _____ students will move from Basic to P/Adv</p>
Early Literacy Goals	<p>By the end of May, All K-1<sup>st</sup> grade students will read at _____ as measured by _____.</p> <p>By June, All K/1<sup>st</sup> grade students will be fluent readers, as measured by a score of _____ on _____ fluency passage, and writers, as measured by a score of ___ or higher on the district writing rubric</p> <p>___ % of student in K-3<sup>rd</sup> grades will master ___% of their grade level High Frequency Words.</p>
Literacy Goals Closure	<p>By June, all FBB and BB students will make _____ years progress in their reading levels as measured by _____ assessments.</p> <p>All students will demonstrate grade level proficiency or achieve at least _____ of growth on _____ (<i>Fountas &amp; Pinell, AR, etc.</i>) reading assessments</p> <p>By June, all students will increase their fluency by _____ grade levels as measured by the district fluency assessment.</p>
ELD Goals	<p>_____ % of ELs will grow at least one CELDT Level.</p> <p>In 2011-2012 the school-wide re-designation rate will increase from _____ % of ELs achieving re-designation to at least _____% of ELs achieving re-designation</p>
Other Goals (Discipline, Attendance, etc.)	<p>Achieve _____ in Average Daily Attendance for the school year (up from ___ in 2010-2011)</p> <p>Decrease the # of referrals &amp; suspensions by _____ in 2011-2012</p> <p>_____% of parents will participate in Fall Parent-Teacher Conferences</p> <p>_____% of parents will complete 30 hours of parent volunteer hours.</p> <p>_____% of parents participating in Back to School Night and Open House.</p>