SMART Goals, SMART Tools

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Solution Tree
SMART Goals
SMART Tools!

Professional Learning
Communities at Work Institute
2006

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By the end of this session you will be able to say…

“I know what a SMART Goal is and how to construct one using a Tree Diagram.”
“The annual goal statements that emerge from school improvement efforts are rarely linked to student achievement, and they seldom challenge the basic elements of practice.”

-- G. McGonagill, 1992

“Clear, measurable goals are at the center of the mystery of a school’s success, mediocrity or failure.”

-- S.J. Rosenholz, 1991

**FOCUS: Team Goals**

“Transforming broad directives into specific and measurable performance goals is the surest first step for a team trying to shape a common purpose.”

Katzenbach & Smith (1993)
How are goals used in your school?

SMART Goals

Specific + Strategic
Measurable
Attainable
Results-oriented
Timebound
Why does SMART work?

- FOCUSED
- SHORT & LONG TERM
- ALIGNED
- STUDENT CENTERED

SMART goals focus on the few things most likely to have the greatest impact!

Pareto Principle
80% of the trouble is caused by 20% of the problems

Used with permission from Joiner Associates
SMART goals have both short and long term impact!

School wide: Breakthrough

Grade Level: Incremental

SMART goals align with other key strategic initiatives.
Levels of SMART Goals

Challenging, inspiring, strategic far-reaching goals
Prioritized targeted area/s based on our unique student needs
Focused on specific skills, knowledge within shorter time frame

**SMART goals focus on results!**

**PROCESS**
Following a recipe

**RESULT**
**PROCESS GOAL**
Implement an integrated math/science curriculum

**RESULTS GOAL**
Increase passing rate of incoming freshmen.

**RESULTS GOAL**
Increase numbers of students who are reading by the end of 3rd grade.

**PROCESS GOAL**
Develop a balanced literacy program for primary students.

**From Process to Results**
- Going to graduate school
- Selling your house
- Going on a diet
- Learning a new hobby
- Running in the Boston marathon
- Climbing a mountain

What’s the end result?
The Tree Diagram

• A graphic organizer
• A collaborative planning tool
• A template for making goals SMARTer

Tree Diagram Template

SMART GOAL INDICATOR MEASURE TARGET

RESULTS GOAL

Improve physical fitness by Sept. 1, 2006.

Weight loss
Size of clothes
Cardiovascular fitness
Vital capacity (lungs)
Energy level

Goal:

Indicator: 
Measure: scale
Target:

Indicator: 
Measure: 
Target:

Indicator: 
Measure: 
Target:

Indicator: 
Measure: 
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Indicator: 
Measure: 
Target:

Indicator: 
Measure: 
Target:
SMART Goals Accelerate Learning For All
NES Professional Learning Communities at Work Institutes 2004

VISION

SMART GOAL

INDICATORS

MEASURES

TARGETS

METHODS

• Exercise classes
• Dieting
• Support group

Tree Diagram Template

GOAL

INDICATOR

MEASURE

TARGET

HOW WILL WE GET THERE?

Staff
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2002-03

60% Gap

NCLB - 100%
by 2014

A Thinking Process

GREATEST AREA OF NEED

SUBJECT AREA
(Accountability Gap, Proficiency Gap and Change over Time)

DISAGGREGATION BY GENDER, ETHNICITY, F/R LUNCH, ETC.

ITEM ANALYSIS

SYSTEMIC PROGRAMMING PATTERNS

INSTRUCTIONAL STRATEGIES LINKED TO KIDS

SMART Goal

DISAGGREGATION BY GENDER, ETHNICITY, F/R LUNCH, ETC.

SUBTEST & / OR GRADE LEVEL ANALYSIS OF STANDARDS, SKILLS OR KNOWLEDGE

What?
GAN by Subject Area

- Proficiency Gap
  - What is it?
  - Why is it important?

- Accountability Gap
  - What is it?
  - Why is it important?

- Change over Time
  - What is it?
  - Why is it important?

Run Charts

SMART Tree Diagram Example

**District Accountability Goal:**
90% of students will score proficient or advanced in each tested area by 2009.
What is the Greatest Area of Need?
Can we verify this with multiple measures?

8th Grade Achievement Test
% Meeting the Standard

What should our school wide SMART Goal be?

*General Rule:*
School wide goals are usually 1-3 years out.
**8th Grade Achievement Test**

% Meeting the Standard

- **Math**: 80% in 3 years
- **Writing**: 70% in 3 years
- **Reading**: 90% in 3 years
- **Science**: 60% in 3 years

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**School wide Goal**

Within 3 years, 90% of our students will be proficient readers at their grade level.

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**6th, 7th and 8th Grade Reading**

% Proficient & Advanced

- **6th Grade**: Vocabulary 40%, Drawing Conclusions 30%
- **7th Grade**: Vocabulary 50%, Drawing Conclusions 40%
- **8th Grade**: Vocabulary 60%, Drawing Conclusions 50%
**School wide Goal**

Within 3 years, 90% of our students will be proficient readers at their grade level.

**Indicator**

**Drawing Conclusions**

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How will we measure progress on our SMART Goal?

**MEASURES:**

Tools used to monitor progress toward our goal. Measures are specific to the indicators.

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**Measures: Our School**

- 8th grade achievement test (annual/summative)
- district reading assessments 6-8 (fall/spring...formative)
- classroom assessments and projects (ongoing / formative)
What should our targets be?

**TARGETS:**
Shorter term incremental steps toward the goal. Targets are set for each measure.

**Selecting Targets Can Be Tricky!**

- Based on the data, what is attainable?
- Based on our resources, what is attainable?
- If we have no data, what is a reasonable yet challenging level of improvement we think we have a chance of achieving?
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### School wide Goal

**Within 3 years, 90% of our students will be proficient readers at their grade level.**

**Indicator**  
Drawing Conclusions

**Measure**  
District Reading Assessment

**Target**  
70% of students will be proficient/advanced by end of year 1

**High School Case Study**

- **GAN => Mathematics.** Current average proficiency level = 55%.
- Consistent decline on achievement tests for ALL students through 10th grade; begins in 6th grade
- Gap for girls worse than for boys over time. Current proficiency for girls = 50%; boys = 60%.
- Assessments in science and social studies are showing a similar trend.

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### Math Indicators

- Basic math facts
- Basic math concepts
- Computational Skills
- Applications
- Reasoning
- Problem Solving
- Spatial Relations
- Statistics
Common Assessments

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PASSING = 80% or better
PASSING = 4 or higher on a 6 point rubric

Measures

- Timed tests
- Weekly quizzes
- Unit tests
- Pre/post math competency tests
- Performance tasks/rubrics
- SATs/ACTs
- Standardized tests
- Quarterly, semester, final exams
- Grades

Agenda - Purpose: To create a SMART Goal Tree

1 min. Select meeting roles - Facilitator, Timekeeper, and Scribe

10 min. Develop one branch of the Goal Tree for this high school.

2 min. Evaluate your meeting.
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Tree Diagram Template

SMART GOAL
INDICATOR MEASURE TARGET

Use post-it notes

Tree Diagram Template

GOAL
80% of students will be proficient in math by 2006

From 50-80% Girls
From 60-80% Boys

INDICATOR MEASURE TARGET

Problem Solving Performance Task

How will we get to where we want to be?

Collaboration
SMART Strategies
Link Directly to Goals
Results-oriented Planning & Improvement

VISION

GOAL

INDICATORS MEASURES TARGETS METHODS

Improvement Strategies
Include...
- Innovations in teaching
- Use of instructional best practices
- Curriculum alignment
- Development & use of common assessments
- Professional development
- Process improvements
- System interventions and improvements

Goals can give us Direction

But only if they are clear and measurable
Tree Diagram Example: Identifying Components of 3-Year School Goal

SMART Goal
Specific + strategic, measurable, attainable, results-oriented, time-bound

INDICATORS
Standards and objectives (weak areas for students)

MEASURES
Tools we'll use to determine where students are now and whether they are improving

TARGETS
The attainable performance level we’d like to see

SMART GOAL
Within 3 years, increase the number of students scoring proficient or advanced in reading and writing to 80%

Reading Comprehension

- 3rd Grade standard test
- 2nd & 4th grade standard tests
- Classroom assessments

Persuasive Writing Skills

- District writing sample (2nd/3rd)
- 2nd & 5th grade standard tests
- Classroom assessments

Source: The Handbook for SMART School Teams, by Anne Conzemius and Jan O’Neill. NES 2002

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Tree Diagram Template

RESULTS GOAL

Improve physical fitness by Sept. 1, 2006.

INDICATOR

- Weight loss
- Cardiovascular fitness
- Energy level

MEASURE

- scale
- Size of clothes
- Blood pressure
- Vital capacity (lungs)
- journal

TARGET

- 2 pounds each week
- From size X to size Y
- From 135/100 to 100/60
- From 3 to 5 liters
- From avg 3 to avg 4
Tree Diagram for SMART Reading Goals (Elementary)

**Results Goal**
- Improve reading comprehension of all 2nd and 3rd grade students.
  - Students comprehend words or phrases essential to the meaning of the story.
  - Students recognize major points made in the text as well as structural relationships such as compare/contrast, cause/effect, and outlining.

**Indicators**
- Students comprehend words or phrases essential to the meaning of the story.
- Students recognize major points made in the text as well as structural relationships such as compare/contrast, cause/effect, and outlining.

**Measures**
- Terra Nova Test
- In-class vocabulary assessment
- In-class comprehension assessment (leveled texts)

**Targets**
- Increase mastery from 8% to 50% (currently 8% of students are at mastery).
- Increase from 15 to 45 students consistently scoring 100% (currently only 15 students).
- Increase mastery from 15% to 50% (currently 15% of students are at mastery).
- Decrease errors by 50%.

**SMART Goals**
- By the end of the school year, 50% of students will show mastery of word comprehension on the Terra Nova 2nd grade reading test.
- By the end of this semester, at least 45 students (out of 60 total) will consistently achieve 100% on the in-class vocabulary assessment.
- By the end of the school year, 50% of students will show mastery in their ability to recognize major points made in text and structural relationships in text.
- Within 6 weeks, each student will have reduced the number of comprehension errors they are making by 50%.

Source: Building Shared Responsibility for Student Learning Appendix A
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Tree Diagram for SMART Writing Goals (Middle School)

**Results Goal**: Improve writing skills of all 8th graders.

**Indicators**
- Logic and organization of writing is clear.
- Vocabulary use is developmentally appropriate and accurate for the context.
- Writing is persuasive and compelling.

**Measures**
- District rubric
- State writing exam
- 8th grade vocabulary list, first semester
- Performance task as measured by qualified outside experts.

**Targets**
- Class average of 4.5 or higher on 6-point rubric (current average is 3.0)
- 80% score proficient or advanced (current is 65%). None at “minimal” (current is 10%).
- Increase from fall baseline of 50% average accuracy to 75% average accuracy.
- 80% of readers (current is 40%).

**SMART Goals**
- By the end of the school year, the 8th grade class will achieve a class average of at least 4.5 on the district-developed writing rubric.
- By the end of the school year, at least 80% of our students will score either proficient or advanced, and no one will score “minimal” on the state writing exam.
- By the end of this semester, all students will show at least 75% mastery of the 8th grade vocabulary list.
- By the third quarter, 80% of readers will report they were persuaded by the students’ written arguments.

Source: Building Shared Responsibility for Student Learning Appendix A

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Results Goal

Indicators

Students demonstrate ability to gather, organize and analyze information.

Measures

Performance assessments grades 9-12 using 4 point rubric (common measure developed by math and science)

Targets

80% students score 3 or better (no data on current score)

SMART Goals

By the end of the semester, 80% of students will score a 3 or better on a 4-point performance rubric

Indicators

Students demonstrate ability to gather, organize and analyze information.

Measures

District assessment in grade 8

Targets

80% will score above standard on math and science components (current is 60%)

SMART Goals

By the end of the year, 80% of students will score above standard on the math and science components of the district assessment

Indicators

Students demonstrate ability to gather, organize and analyze information.

Measures

Sub-test from state test in grade 9

Targets

90% will score at or above state average on math and science components (current is 75%)

SMART Goals

By the end of the year, 90% of students will score at or above state average on the math and science components of the state test

Indicators

Students demonstrate ability to gather, organize and analyze information.

Measures

Performance assessments in science (lab demonstrations). Common measure TBD.

Targets

All students score 4 or higher on 6 point rubric (current is 20% 3 or below)

SMART Goals

By the end of this semester, all students will score at least 4 on the science class performance assessment

Source: Building Shared Responsibility for Student Learning Appendix A

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Tree Diagram for SMART Climate Goals (Schoolwide)

**Results Goal**
- Improve school climate and teacher morale.

**Indicators**
- Staff absenteeism
- Collaboration on projects
- Involvement in staff meetings
- Staff retention

**Measures**
- Substitute teacher logs and payroll reporting sheets
- Request forms for new projects
- Agenda review
- Transfer request forms

**Targets**
- 50% fewer days absent (current average is 7 days)
- 4 out of 5 of the new projects requested will be collaborative (currently 4 out of 5 new projects requested are individual in nature).
- Principal responsible for only 50% of agenda items (currently 100%).
- No staff requests to transfer (has averaged 5 per year for past 3 years).

**SMART Goals**
- By this time next year, we will have reduced our absenteeism by 50% to an average of 3.5 days.
- Within two years, 4 out of 5 of the new projects requested will be collaborative in nature.
- By spring of next year, the staff and the principal will share 50/50 responsibility for developing and leading faculty meetings.
- Over the next three years, the number of staff requests to transfer will be reduced from an average of 5 per year to zero.

Source: Building Shared Responsibility for Student Learning Appendix A
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