

INTRODUCTION

This collection of exemplar S.M.A.R.T. goals includes *student learning goals* and *professional practice goals* for teachers, specialized instructional support personnel, and administrators. Created by Massachusetts educators during ESE-facilitated workshops in Spring 2013, these goals focus on aspects of practice and student learning, including but not limited to:

- curriculum and assessment development
- student performance on revised MA Curriculum Frameworks
- collaborative learning and support
- leadership skills
- differentiated instruction
- promoting health and wellness
- community engagement strategies

PURPOSE of EXEMPLAR S.M.A.R.T. GOALS

These exemplar S.M.A.R.T. goals span multiple topics and measures and include individual and team goals one to three years in duration. The variety reflects the diversity of foci across individual educators, schools, and districts, and underscores the importance of crafting goals that are targeted and relevant to the individual educator or team of educators. These goals are intended to serve as a valuable resource to *guide*—not *prescribe*—the goal development process for others.

ESE PROTOCOL for GOAL DEVELOPMENT

A description of the process, protocol, and templates used in the ESE workshop on S.M.A.R.T. goal development are available on ESE's website at <http://www.doe.mass.edu/eval/resources/implementation/>. Districts and schools may use both the exemplar goals and the protocol as resources in supporting educators to develop targeted, concrete S.M.A.R.T. goals for educator evaluation.

ESE thanks the following Massachusetts educators for their participation in the development of this valuable resource.

Jennifer Agnese	Valerie Diggs	Noa Lai	Kristan Rodriguez
Kevin Andriolo	Rebecca Duda	Lisa Leach	Eugene Roundtree
Therese Caccavale	Sarah Dugan	Lisa Lineweaver	Chris Louis Sardella
Dawn Carney	Mary Ellen Dunn	Kathy Lobo	Mary Shapiro
Marissa Castello	Jeanne Dyer	Meghan McCombs	Nicole Sherf
Robin Cichetti	Stacey Faris	Jennifer Milia	Christine Soverow
Jessica Clifford	Janet Forte	Helen O'Donnell	Joan Struzziero
Judith Cournoyer	Jodi Fortuna	Marjorie Osherow	Judith Styer
Patrick Daly	Tiesa Graf	Robert Putnam	Caroline Tucker
Linda Davis-Delano	Sandra Guryan	Karen Raimo	Coleen Walsh
Mary DeLai	Sandy Kelly	Gaby Richard-Harrington	Antoinette Young

Contents

TEACHERS	2
EARLY EDUCATORS	2
GENERAL ELEMENTARY	2
ELA/History/ESL Team	3
SCIENCE	3
MATH	4
FOREIGN LANGUAGE	4
ARTS (Music).....	5
ARTS (Fine Arts).....	6
ARTS (Visual Arts).....	6
TEACHER MENTOR.....	7
PHYSICAL EDUCATION	7
READING SPECIALIST*	8
SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL	9
LIBRARIAN	9
SCHOOL PSYCHOLOGIST	9
NURSE.....	10
INSTRUCTIONAL TECHNOLOGY	10
GUIDANCE COUNSELOR.....	11
ADMINISTRATORS	12
PRINCIPALS/ASSISTANT PRINCIPALS/DIRECTORS	12
SCHOOL BUSINESS ADMINISTRATORS.....	12
SUPERINTENDENT/ASSISTANT SUPERINTENDENT	13

TEACHERS

EARLY EDUCATORS	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Kindergarten teachers Because early childhood literacy skills are critical to future success, we will increase the average percent of at risk Kindergarten students who achieve letter-naming fluency on the spring assessment administration of DIBELS from 65% to 80%. <u>Goal Duration:</u> 1 year	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: K-2 teachers In order to adequately prepare students to succeed in the next grade level, the early childhood teachers will each identify and employ 2-3 strategies to improve student engagement within large group, literacy-based activities. Teachers will assess their effectiveness by May 1 through increased participation, as evidenced by visual attention, appropriate verbal or nonverbal responses, and physical presence. <u>Goal Duration:</u> 1 year

GENERAL ELEMENTARY	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Grade 4 teachers In recognizing the importance of effectively communicating mathematical thinking, the grade 4 team will create open-ended performance tasks (at least one task in each of the five domains outlined in the Massachusetts Curriculum Framework for Mathematics) to assist students with developing higher order thinking skills in mathematics. By June, all grade 4 students will demonstrate mastery of 80 percent of the processes that effectively communicate thinking on open-ended higher order thinking tasks, as measured by a teacher-created common rubric. <u>Goal Duration:</u> 1 year	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Grade 4 teachers To establish consistent learning expectations and more informative measures of student learning in Grade 4, grade level teachers will create, implement, and refine at least one common mathematics assessment and/or rubric that promotes shared objectives and learning expectations in each of the five domains outlined in the Massachusetts Curriculum Framework for Mathematics. This work will begin in year one and refined in year two. <u>Goal Duration:</u> 2 years

ELA/History/ESL Team	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: 10 th grade English teacher, 10 th Grade U.S. History teacher, ESL educator In order address historically low scores on open response items and help to raise the school's overall AYP on the state mandated ELA test, 100 percent of our students will increase their average ELA open response scores by at least ½ point from the prior year. <u>Goal Duration:</u> 1 year	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: 10 th grade English teacher, 10 th Grade U.S. History teacher, ESL educator In order to help all educators build understanding and take ownership of the WIDA standards, particularly as we address the move in the Common Core toward understanding informational texts, we will work collaboratively to identify 2-3 instructional strategies to better enable all students to work with informational texts. Each team member will pilot the same 3 research-based strategies and analyze their effectiveness across all students. Together, we will determine the most effective strategies and share our findings with all school staff by the end of the school year. <u>Goal Duration:</u> 1 year

SCIENCE
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: In order to increase performance of ELL students on multipart open response test items, I will improve support of ELL students in vocabulary acquisition (content and assessment words), reading comprehension, and persistence through the development of two strategies to increase fluency in science vocabulary and reading comprehension, and a strategy to develop students' ability to persevere through complex, multistep problems. By the end of the year, all ELL students will demonstrate increased attendance and engagement in class, and performance on multipart open response test items on the end-of-year assessment by the ELL subgroup will improve by 25 percent over prior year. <u>Goal Duration:</u> 1 year

MATH	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: <p>In order to increase the level of independent practice by at risk students in Grade 8, such that they are able to achieve full mastery of the content, I will develop a system for students to monitor their practice that includes a student self assessment, a teacher assessment of student progress, and monthly check-ins. I will assess achievement of this goal through progress checks that would compare changes in independent practice to changes in performance on interim assessments. The student and teacher assessments of independent practice should reach common levels by the end of the school year with corresponding changes in student performance on end-of-unit assessments.</p> <p><u>Goal Duration:</u> 1 year</p>	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: <p>In order to improve my ability to monitor student understanding within a unit, I will develop, administer, and analyze results from a system of assessments for one unit that is comprised of three informal and one formal assessment, to be administered in Term 2, and share findings in a curriculum meeting by the end of the Term 2.</p> <p><u>Goal Duration:</u> 1 year</p>

FOREIGN LANGUAGE	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Foreign Language Department <p>In order to meet the ACTFL position paper goal of 90+ percent target language use/interaction in the foreign language classroom, we will develop and implement three to four strategies and related learning objectives that promote relevant, open-ended oral interaction between students, such that they reach the target level of interaction by the last quarter of the year, as measured through teacher and student feedback, peer observation, and videotape analysis.</p> <p><u>Goal Duration:</u> 1 year</p>	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Foreign Language Department <p>In order to improve design and delivery of proficiency-based instruction and assessment in foreign language instruction, our school team will develop a model standards-based unit comprised of communicative, performance-based objectives and a rigorous end-of-unit performance assessment, and share results and reflections with other foreign language educators in the district by May 1st.</p> <p><u>Goal Duration:</u> 1 year</p>

ARTS (Music)	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<p style="text-align: center;">ALIGNED GOALS</p> <p><input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: District Music Teacher Staff</p> <p>In order to improve student motivation, engagement, and performance on grade level standards associated with Standard I: Singing Alone and with others a varied repertoire, district music staff will develop and administer research-based pre- and post performance assessments in grades 2 and 5. One hundred percent of grade 2 and grade 5 students will participate in the pilot; seventy percent of participating students will demonstrate improvement in meeting grade level standards at the second administration (post-test).</p> <p><u>Goal Duration:</u> 1 year</p>	<p><input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: District Music Teacher Staff</p> <p>In order to develop and institutionalize accurate measures of student progress for Standard I: Singing Alone and with others a varied repertoire, district music staff will develop and administer research-based pre- and post performance assessments in grades 2 and 5 aligned to grade level standards. We will assess the utility and effectiveness of these assessments by the end of the year and make necessary adjustments for Year 2.</p> <p style="text-align: right;"><u>Goal Duration:</u> 1 year</p>

ARTS (Music)
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<p><input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Music Teacher & Grade 2 Teachers</p> <p>In order to improve students' writing and memory skills needed to understand sequence of story lines and music, I will work collaboratively with Grade 2 teachers on identifying structures in composition of stories and songs. By the end of one year, 100 percent of grade 2 students will have composed a book which includes three song tales learned in music class and one original song tale, and 75 percent of the students will have successfully completed this task with 90 percent accuracy.</p> <p><u>Goal Duration:</u> 1 year</p>

ARTS (Fine Arts)

Student Learning S.M.A.R.T. Goal

*Check whether goal is individual or team;
write team name if applicable.*

- Individual
 Team:

By May 2014, I will improve student performance related to MA Arts Curriculum Frameworks 5.1 (Critical Response) and 8.2 (Concepts of Cultural Style) through the implementation of 3 new well-structured art lessons designed to support and enhance the new Kindergarten “Tools of the Mind” units of study. Ancient Egypt, Oceans and Space will be the topics. Instruction will include highly engaging resources, activities, and materials to challenge students’ higher order thinking skills. By May, 90% of students will have demonstrated proficiency in both Standards, as measured by a rubric assessing key skills in to each Standard.

Goal Duration: 1 year

Professional Practice S.M.A.R.T. Goal

*Check whether goal is individual or team;
write team name if applicable.*

- Individual
 Team: District Fine Arts Staff

In order to better reach all learners through high expectations and multiple access points to knowledge, the district arts staff will increase their skills and practice in technological and social media tools by building an accessible online technology platform to broaden arts instruction and engage all students in learning. By June 2015, we will integrate this platform into the fine arts’ teaching practices as demonstrated by an online collaboration space that educators will use to share effective instructional strategies, exemplars, rubrics, and other assessment tools and model units.

Goal Duration: 1 year

ARTS (Visual Arts)

Student Learning S.M.A.R.T. Goal

*Check whether goal is individual or team;
write team name if applicable.*

- Individual
 Team:

In order to improve student understanding of artistic expression and technique, by June of 2014, all 9-12 grade students enrolled in introductory level studio art classes will have knowledge of a variety of artists from at least three periods of art history; by June 2015, all 9-12 grade students enrolled in advanced studies of studio art classes will be able to identify a variety of artists across three periods of art history and identify/connect them with their impact on art and culture.

Goal Duration: 2 years

ALIGNED GOALS

TEACHER MENTOR	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Mentor/Mentee Using the Standards and Indicators of Effective Teaching Practice, I will assist one new teacher in using data from a diagnostic spelling test (i.e. Barnell-Loft) to identify students a year or more below grade level and support the new teacher in providing data driven, direct instruction leading to growth of a year or more as measured by the end-of-year assessment. Note: This is a student learning goal for a mentor that directly supports a new teacher working toward his/her student learning goal. <u>Goal Duration:</u> 1 year	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Teacher mentors Based on Standards and Indicators of Effective Teaching Practice, mentors will strategically support new teacher needs in gathering at least 12 artifacts, three during each quarter, that illustrate effective instruction within each of the four Standards, as measured by a mentee's completed professional portfolio by the evaluation cycle. <u>Goal Duration:</u> 1-2 years

PHYSICAL EDUCATION	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: In order to meet the learning needs of <i>all</i> students, I will utilize data from formative unit assessments to identify students below performance standards for that unit, and design practice opportunities and activities such that at least 50% of those students reach proficient performance levels by the end of the unit. <u>Goal Duration:</u> 1 year	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: In order to more effectively differentiate instruction to meet the needs of individual students, I will formatively assess student performance in at least one topic covered in MA CF Standard 2: Physical Activity and Fitness (topics include: Motor Skill Development, Fitness and Personal and Social Competency). I will then analyze the data and use the results to make adjustments to at least two subsequent lesson plans within a given unit. My goal is to implement this assessment process in at least three units during the school year. <div style="text-align: right;"><u>Goal Duration:</u> 1 year</div>

READING SPECIALIST*

Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<p> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: </p> <p> In order to reduce the achievement gap and get all first graders on grade level for reading comprehension by the end of the 2013-2014 school year, I will develop and implement intervention action plans for all students who enter 1st grade below an Independent D, such that they advance at least five levels by the end of the school year. </p> <p> <u>Goal Duration:</u> 1 year </p>	<p> <input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Reading specialists </p> <p> In an effort to improve communication between classroom teachers and middle school reading specialists around strengthening supports to at-risk students, each reading specialist will collaborate with at least one classroom teacher over the course of the school year to develop and implement intervention action plans for their struggling readers, including monthly updates to each plan in response to agreed-upon student performance objectives. </p> <p> <u>Goal Duration:</u> 1 year </p>

*Reading Specialists may or may not be classified as a classroom teacher, depending on the scope of their role and responsibilities.

SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL

LIBRARIAN	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: Through direct instruction and adjustments to practice, I will implement appropriate interventions and enhancements such that 80 percent of participating 9 th grade World History students will score proficient in the ethical use of information (the selection and citation of information gathered from a variety of sources and formats) on their end-of-year research project, as measured using a predetermined rubric by May 2014. <u>Goal Duration:</u> 1 year	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: School librarians To improve curriculum-focused collaboration between librarian and classroom teacher, each school librarian will work with two teachers in the development of four collaborative units that are aligned with the Common Core Writing Strand: Research (to build and present knowledge), with a focus on improving student use of digital information and media literacy skills. Frameworks for these collaborative units will be shared with district educators at the end of the year as examples of effective research design strategies. <u>Goal Duration:</u> 1 year

SCHOOL PSYCHOLOGIST	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: In order to improve students' abilities to manage anxiety related symptoms and better focus on academic learning, I will employ direct instruction of research-based interventions/prevention strategies with targeted students over an 8-week period, such that students spend less time in the nurse's office, report higher attendance rates, and exhibit more on-task behavior in the classroom. <u>Goal Duration:</u> 1 year	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: In order to expand my role as a school psychologist from testing to prevention and promote a safer and more supportive school climate, I will identify and implement appropriate, research-based social-emotional intervention strategies in small, targeted prevention/intervention groups comprised of at-risk students that will meet one time per week for eight weeks. <u>Goal Duration:</u> 1 year

NURSE	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: District school nurse staff To improve student time on learning for all students with patterns of non-specific complaints, we will work to decrease frequency of nurse visits by 10%, reduce length of visits to an average of 10 or fewer minutes, and subsequently increase the overall return to class rate to 90% or more by the end of the school year. <u>Goal Duration:</u> 1 year	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: In order to increase educator awareness and understanding of the impact of physical and mental health issues on student academic growth and progress, I will develop and implement an effective communications plan designed to build knowledge among classroom teachers in my building by the end of the year, with success measured by teacher feedback data (end-of-year survey) and an increase in documented collaboration between classroom teachers and other specialized instructional support personnel as necessary (counselors, psychologists, and/or nurses). <u>Goal Duration:</u> 1 year

INSTRUCTIONAL TECHNOLOGY	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Technology Educator & Classroom Teacher By the end of the school year, all 6 th grade students will demonstrate proficiency in basic, standardized blended research processes using a web-based platform, as measured by teachers documenting student learning of specific research skills using a common “growth rubric” across three progressive research assignments. <u>Goal Duration:</u> 1 year	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: Technology Educator & Classroom Teacher In order to improve student use of Information and Communication Technology (ICT) skills in the classroom, ICT skills will be taught and practiced in the lab before they are applied to core content within the classroom. Collaboratively developed work samples designed to reflect at least three ICT skills will be collected from students in 4 th and 5 th grades and evaluated using a common scoring rubric. By the end of the year, at least 80% of students will demonstrate proficiency in their use of at least three ICT skills. <u>Goal Duration:</u> 1 year

GUIDANCE COUNSELOR

Student Learning S.M.A.R.T. Goal

*Check whether goal is individual or team;
write team name if applicable.*

Professional Practice S.M.A.R.T. Goal

*Check whether goal is individual or team;
write team name if applicable.*

COMING SOON

ADMINISTRATORS

PRINCIPALS/ASSISTANT PRINCIPALS/DIRECTORS	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: School-level administrator team As a school we are determined to close achievement gaps and have students who entered at-risk or off-risk leave us on-track and proficient. So, as an admin team, our goal is to have 80% of 4 th graders who entered “at risk” on DESE early warning indicators gain ≥ 1.5 points on the 4 point rubric for our newly developed CCSS-aligned E0Y math performance tasks. <u>Goal Duration:</u> 1 year	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: All school-based administrators As school-based administrators, we will support teacher teams associated with core subjects in each grade to develop a comprehensive assessment system comprised of rigorous mid- and end-of-year performance tasks that will be useful in instructional decision-making and educator evaluation. Drafts of each assessment system will be ready to pilot by January 15 th , with analysis of the assessments’ utility and effectiveness completed by June 15 th . <u>Goal Duration:</u> 1 year

SCHOOL BUSINESS ADMINISTRATORS	
Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Team: district administrator team Over a three year period, I will help to improve academic performance of students on the economic margin (those who do not qualify for free and reduced lunch but are still economically challenged), as measured by math and ELA assessment scores, by increasing their participation in the school lunch program by 5 percent. Goal implementation will be scaffolded by school year: elementary students: 2013-2014; middle school students: 2014-2015; high school students: 2015-2016. <u>Goal Duration:</u> 3 years	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Team: By 2015 (two years), I will develop and publish a budget plan through a collaborative and transparent process that (a) includes a comprehensive analysis linking spending to student outcomes, and (b) better communicates how resources are allocated in support of district goals to improve student achievement, as measured by stakeholder involvement in quarterly meetings, website traffic, and an annual survey of parent and community stakeholders. <u>Goal Duration:</u> 2 years

SUPERINTENDENT/ASSISTANT SUPERINTENDENT

Student Learning S.M.A.R.T. Goal

*Check whether goal is individual or team;
write team name if applicable.*

- Individual
- Team: District administrator team

In order to ensure that our schools and district meet the annual progress and performance index (PPI) levels identified for the 2013-2014 school year, our district team will participate in monthly district administrative and program council meetings aimed at implementing the plan; we will guide and support administrators in identifying a range of appropriate data sources, and using data to accurately assess school and district strengths and areas for improvement, as measured by the CPI in English language arts (ELA), mathematics and science; growth/improvement as measured by median Student Growth Percentiles (SGP) in ELA and mathematics; and high school graduation and drop-out rates.

Goal Duration: 1 year

Professional Practice S.M.A.R.T. Goal

*Check whether goal is individual or team;
write team name if applicable.*

- Individual
- Team: District administrator team

During the 2013-2014 school year, we will work to improve parent outreach and communication by communicating regularly with families using at least two 2-way communication tools per month (e.g. face-to-face forums and the use of 2-way interactive web sites, etc), as well as ensuring careful and prompt responses to communication from families, as measured by a pre- and post-parent survey, a completed administrative reflection, and artifacts of practice demonstrating a 25% increase in parent/administrator communications from the prior year.

Goal Duration: 1 year