

**SMART Goal Setting for Student Progress Form**

**Teacher’s Name: \_\_\_\_\_\_\_3th Grade teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject/Grade: \_\_\_Reading/English\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_ -\_\_\_\_**

**Directions:** This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

***Initial Goal Submission (due by \_\_\_\_\_\_\_\_\_\_\_\_\_ to the evaluator)***

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| ***I. Setting*** *(Describe the population and special learning circumstances)* | *2/3rd grade pull-out class for students with disabilities:6 students, 5 females, 1 male, 6white students* |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based on learner achievement, data analysis, or observational data)* | *Reading in a SpellRead class* |
| ***III. Baseline Data*** *(What is shown by the current data?)* | *In September 2012, students’ Test of Word Reading Efficency (TOWRE) scores in sight word efficiency ranged from 1.6 to 2.4 and their phonetic decoding efficiency scores ranged from 1.2-1.6.**x[ ]  Data attached* |
| ***IV. SMART Goal*** *(Describe what you want learners/program to accomplish)* | *By the end of the year, all students will increase both their sight word and phonetic decoding efficiency by at least one full grade level.* |
| ***V. Means for Attaining Goal*** *(Strategies used to accomplish the goal)* |
| **Instructional Strategy** | **Evidence** | **Target Date** |
| ***SpellRead implemented for 1 hour a day 5 times a week with no more than 5 students.*** | *Weekly class report* | *weekly* |
| ***Data input into ISS*** | *ISS print outs* | *monthly* |
| ***Student goals setting for speed packs*** | *Teacher/student conference to reflect on goals* | *Every 4-6 weeks* |
| ***Use positive behavioral supports to increase engagement and shape effective reading behaviors in students*** | *Visual incentive charts to help students tracking print, make self-corrections, participate, attend to task etc..* | *Daily* |

Teacher’s Signature: Date:

Evaluator’s Signature: Date:

Print or Type Evaluator’s Name:

**[ ]  Principal forwards one copy to the Professional Development Office**