**SMART Goal Setting for Student Academic Progress Form**

**Abbreviated SMART Goal Setting Student Academic Progress Form**

**Teacher’s Name***Teacher X*

**Subject/Grade***High School Health Education*  ***School Year*** *2012-2013*

**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** 9/30 **to the evaluator)**

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| --- | --- | --- |
| **I.Setting** (Describe the population and special learning circumstances.) | *I teach three classes of grade 10 health education students. I have a total of 86 students. Of the 86 students I teach, 65 are minority and 3 are labeled as gifted. I teach 6 learning disabled students, one with an emotional disability, two students who are in a self-contained classroom, and three who are trainable/mentally disabled students. The majority of the students I teach scored basic to proficient on the standardized test in reading and math. Only 21 students in my classes scored below basic on the SOLs.* | |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based on learner achievement, data analysis, or observational data.)* | *In family life education, we focus on area regarding dating and*  *marriage.*  *10.7 – The student will explain the factors to be considered in preparing for dating and marriage.*  *Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Students will identify the characteristics of dating violence and abusive relationships.* | |
| ***III. Baseline Data*** *(What does the current data show?)* | *I administered a pre- assessment to see what students already know about dating, healthy relationships, abusive relationships, and dating violence. 75% of my students understand the steps that are involved in relationships (including friendships), dating, and mate selection and 75% of students could identify characteristics of dating violence and abusive relationship as measured by an 80% or higher on their pre-assessment test.*  *Data attached* | |
| ***IV. Goal Statement*** *(Describe what you want learners/program to accomplish.)* | *During the 2012-2013 school year, 100% of students will improve their score by 7% on the cumulative FLE, dating and marriage final exam test.* | |
| **V. Means for Attaining Goal** (Strategies used to accomplish the goal) | | |
| ***Instructional Strategy*** | ***Evidence*** | ***Target Date*** |
| *Formative assessment on students’ understanding of relationships (including friendships), dating and mate selections, healthy relationships, dating violence, and abusive relationships (pre-test)* | *Formative assessment* | *First week of FLE unit strand dating and marriage* |
| *Lessons that focus on dating and relationships* | *Lesson plans* | *Ongoing, on a daily basis until the end of the FLE unit strand dating and marriage* |
| *Student projects, student debates, student PSAs, student surveys, unit test, etc.* | *Student Work* | *Ongoing, on a weekly basis until the end of the FLE unit strand dating and marriage* |
| *Post formative assessment and/or post project assessment on students’ understanding of relationships (including friendships), dating and mate selections, healthy relationships, dating violence, and abusive relationships (post-test)* | *Formative assessment and/or project assessment, student work* | *End of FLE unit strand dating and marriage* |

**Teacher X Baseline Data and End of Unit Data, Class #1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Baseline Data**  **First Week of FLE Unit (Dating and Marriage), Pre-Assessment** | **End of FLE Unit**  **(Dating and Marriage), Post Assessment, Improved Score by 7%** | **Demonstrating Measurable Progress in Health Education, Improved Score by 7%** |
| 1 | 85% | 92% | Yes |
| 2 | 65% | 80% | Yes |
| 3 | 89% | 96% | Yes |
| 4 | 90% | 97% | Yes |
| 5 | 68% | 80% | Yes |
| 6 | 81% | 88% | Yes |
| 7 | 85% | 92% | Yes |
| 8 | 83% | 93% | Yes |
| 9 | 88% | 95% | Yes |
| 10 | 80% | 88% | Yes |
| 11 | 83% | 91% | Yes |
| 12 | 69% | 81% | Yes |
| 13 | 67% | 82% | Yes |
| 14 | 87% | 96% | Yes |
| 15 | 70% | 80% | Yes |
| 16 | 90% | 98% | Yes |
| 17 | 91% | 98% | Yes |
| 18 | 92% | 99% | Yes |
| 19 | 90% | 98% | Yes |
| 20 | 91% | 99% | Yes |
| 21 | 82% | 89% | Yes |
| 22 | 67% | 82% | Yes |
| 23 | 88% | 95% | Yes |
| 24 | 84% | 91% | Yes |
| 25 | 83% | 90% | Yes |
| 26 | 89% | 96% | Yes |
| 27 | 91% | 98% | Yes |
| 28 | 90% | 97% | Yes |
| 29 | 66% | 83% | Yes |

**Teacher X Baseline Data and End of Unit Data, Class #2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Baseline Data**  **First Week of FLE Unit (Dating and Marriage), Pre-Assessment** | **End of FLE Unit**  **(Dating and Marriage), Post Assessment, Improved Score by 7%** | **Demonstrating Measurable Progress in Health Education, Improved Score by 7%** |
| 1 | 80% | 88% | Yes |
| 2 | 70% | 80% | Yes |
| 3 | 87% | 94% | Yes |
| 4 | 90% | 97% | Yes |
| 5 | 69% | 80% | Yes |
| 6 | 81% | 88% | Yes |
| 7 | 85% | 92% | Yes |
| 8 | 81% | 88% | Yes |
| 9 | 86% | 93% | Yes |
| 10 | 80% | 87% | Yes |
| 11 | 82% | 89% | Yes |
| 12 | 68% | 80% | Yes |
| 13 | 66% | 81% | Yes |
| 14 | 88% | 95% | Yes |
| 15 | 71% | 81% | Yes |
| 16 | 91% | 98% | Yes |
| 17 | 90% | 97% | Yes |
| 18 | 91% | 98% | Yes |
| 19 | 92% | 99% | Yes |
| 20 | 90% | 98% | Yes |
| 21 | 84% | 91% | Yes |
| 22 | 64% | 81% | Yes |
| 23 | 89% | 96% | Yes |
| 24 | 80% | 88% | Yes |
| 25 | 81% | 89% | Yes |
| 26 | 90% | 97% | Yes |
| 27 | 92% | 99% | Yes |
| 28 | 91% | 98% | Yes |
| 29 | 63% | 82% | Yes |

**Teacher X Baseline Data and End of Unit Data, Class #3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student** | **Baseline Data**  **First Week of FLE Unit (Dating and Marriage), Pre-Assessment** | **End of FLE Unit**  **(Dating and Marriage), Post Assessment, Improved Score by 7%** | **Demonstrating Measurable Progress in Health Education, Improved Score by 7%** |
| 1 | 81% | 87% | Yes |
| 2 | 70% | 82% | Yes |
| 3 | 88% | 95% | Yes |
| 4 | 91% | 98% | Yes |
| 5 | 68% | 81% | Yes |
| 6 | 82% | 89% | Yes |
| 7 | 86% | 93% | Yes |
| 8 | 80% | 88% | Yes |
| 9 | 85% | 92% | Yes |
| 10 | 80% | 87% | Yes |
| 11 | 83% | 90% | Yes |
| 12 | 67% | 80% | Yes |
| 13 | 68% | 81% | Yes |
| 14 | 88% | 95% | Yes |
| 15 | 72% | 82% | Yes |
| 16 | 92% | 99% | Yes |
| 17 | 90% | 97% | Yes |
| 18 | 90% | 97% | Yes |
| 19 | 87% | 94% | Yes |
| 20 | 92% | 99% | Yes |
| 21 | 83% | 90% | Yes |
| 22 | 63% | 80% | Yes |
| 23 | 88% | 95% | Yes |
| 24 | 70% | 86% | Yes |
| 25 | 81% | 88% | Yes |
| 26 | 90% | 97% | Yes |
| 27 | 91% | 98% | Yes |
| 28 | 92% | 99% | Yes |