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**SMART Goal Setting for Student Progress Form**

**Teacher’s Name: \_\_\_Robin Liten-Tejada\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject/Grade: \_\_\_\_\_English 10 HILTEX\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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)* | This is an English 10 HILTEX class, composed entirely of Level 4 English language learners, in Arlington Mill High School Continuation Evening Program. The students range in age from 19 to 27. Almost all work during the day and come to school at night, leaving little time to complete outside school work. |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based on learner achievement, data analysis, or observational data)* | Writing is a persistent struggle for these students. In order to move to the next proficiency level, students are expected to score a 5 on our HILT/HILTEX writing rubric by May. County-wide writing tests are given twice a year: in December and in May, and are scored holistically by a team of teachers. Students are expected to have earned a 4.0 on their writing sample prior to entering this level, but only 5 out of 14 had done so. |
| ***III. Baseline Data*** *(What is shown by the current data?)* | Out of 14 students, 5 had the appropriate writing score to enter this level (4.0), 5 students were at a level 3.0 and 3 students were at a 2.5. This means that 57% of the students are writing below the expectations for the beginning of the year.  *x Data attached* |
| ***IV. SMART Goal*** *(Describe what you want learners/program to accomplish)* | 75% of the students will improve their previous writing score on the HILT/HILTEX rubric by at least 0.5 point by May. |

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| ***V. Means for Attaining Goal*** *(Strategies used to accomplish the goal)* | | |
| **Instructional Strategy** | **Evidence** | **Target Date** |
| Formative writing samples will continually be analyzed to determine students’ areas of weakness, which will be communicated through individual conferencing. Students may have different writing goals, depending on needs. | Copies of student writing samples with teacher comments; conference log showing date and topic of conferences | On-going |
| Frequent mini-lessons will be conducted to address needs evidenced by the majority of students. | Log of mini-lessons with rationale. | On-going |
| Writing models will be shared to help students visualize effective writing. Rubrics that address areas of need will be developed to help focus students’ attention and focus assessment. | Examples of models and rubrics. | On-going |
| Progress towards goal will be measured through December writing sample and frequent formative writing assessments. | December scores will be added to data. Data on in-class writing assessments will be kept showing student progress on individual goals. | On-going |

Teacher’s Signature: Date:

Evaluator’s Signature: Date:

Print or Type Evaluator’s Name:

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

**Initial Data**

**Last Writing Test Score in June, August (if attended summer school) or September (if not here in June or summer)**

**Scores for individual students:**

**Total number of scores at each level:**