

“Abundant research and school evidence suggest that setting [common] goals may be the most significant act in the entire school improvement process, greatly increasing the odds of success.”~Mike Schmoker

Professional Learning Communities...

*Focus on and ensure learning for all.
Collaborate and work interdependently.
Expect results and strive for continuous improvement.*

Team:	Team Members:
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Step #1: As a team, brainstorm areas that you believe might need improvement (use available data).
Data might include: test data (state and local), survey data, observational data, student work, etc.

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Step #2: Based on your needs and desire to improve student learning, what would your group like to get accomplished this year?

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Step #3: Highlight the district goals that align with your desired PLC work (refer to the Sharepoint for more detailed information about each goal).

Goal #1: MTSS-Student learning will improve as a Multi-Tiered System of Support is put into action.

Goal #2: C.I.A. Practices-Student learning will improve as curriculum is aligned, best practices for instruction are implemented, and assessments are refined to address the needs of our students.

Goal #3: Character Ed/Bullying-Student learning will improve as character education and bullying prevention are embraced and reflected by our staff and students.

Goal #4: 21st Century Learning-Student learning will improve as a 21st Century Learning Environment is fostered.

Goal #5: PLCs- Student learning will improve as professional learning communities collaborate, learn, and achieve results.

Step #4: Based on the learning needs of your group, **write a student and staff learning goal.** These goals will become the focus of your collaborative work.

Student Learning SMART goal

Student Learning Goal:

Specific	
Measurable	
Attainable	
Results-Oriented	
Time-Bound	

Staff Learning SMART goal

Staff Learning Goal:

Specific	
Measurable	
Attainable	
Results-Oriented	
Time-Bound	

Example Student Learning SMART Goal

By 2006, there will be significant improvement in all students' reading comprehension performance on the Kansas State Reading Assessment, the ITBS Reading Assessment K-3, and the District CRT Reading Assessment K-3.

- 70% of our students will perform at or above meets standard level on the Kansas State Reading Assessment at all grade levels in which the assessment is given.

The chart below illustrates how this student learning goal is SMART:

Specific	There will be significant improvement in all students' (grades K-3) reading comprehension performance
Measurable	On the Kansas State Reading Assessment, the ITBS Reading Assessment K-3, and the District CRT Reading Assessment K-3.
Attainable	This goal is possible in the time and percentage indicated.
Results-Oriented	70% of our students will perform at or above meets standard level on the Kansas State Reading Assessment at all grade levels in which the assessment is given.
Time-Bound	By 2006

Example Staff Learning SMART Goal

Beginning the week of Sept. 3 and throughout '03-'04, teachers will consistently use cues, questioning, predicting and summarizing, and graphic organizers as instructional tools to facilitate students' learning. This use will be verified through peer observation and written feedback at least 2 times during each nine-week period of the school year. The results of this use will be:

- Teachers use cues and questioning to provide students with a preview of what they are going to experience through reading or being read a particular text.
- Teachers use Predicting and Summarizing to facilitate students linking text to meaning.
- Teachers use graphic organizers for the purpose of facilitating students' understanding.

The chart below illustrates how this staff learning goal is SMART:

Specific	Teachers will consistently use cues, questioning, predicting and summarizing, and graphic organizers as instructional tools to facilitate students' learning
Measurable	This use will be verified through peer observation and written feedback at least 2 times during each nine-week period of the school year.
Attainable	Reaching this goal is possible in the time indicated.
Results-Oriented	<ul style="list-style-type: none"> • Teachers use cues and questioning to provide students with a preview of what they are going to experience through reading or being read a particular text. • Teachers use Predicting and Summarizing to facilitate students linking text to meaning. • Teachers use graphic organizers for the purpose of facilitating students' understanding.
Time-Bound	Beginning the week of Sept. 3 and throughout '03-'04