

Appendix D: Sample Goals

Sample Goals

This section includes a handful of sample goals for **Criteria 3, 5 and 8**. The samples listed are actual goals from real principals across the state. Goals found here are intended to spark discussions and not necessarily represent distinguished or model goals. Additional sample goals can be found at www.awsp.org/goalsetting.

Criterion 3 Sample Goals

Sample 1: Puyallup SD (Elementary)

This sample includes a teacher goal to illustrate how goals within a school could be complementary and aligned between teachers and the principal.

Criterion 3.5 Goal (Principal):

Whole School—If we implement a reoccurring six-week goal cycle for reading and math at every grade level from Oct. 1-May 15, 2014—focusing on the biggest obstacle to success as identified by classroom formative assessments and STAR enterprise—we will impact our student success in the core curriculum. This will result in:

- An increase from 50% to 85% achievement of the identified grade level goals.
- An increase from 42% of students achieving a 3 or greater on core curriculum unit tests to 80% of students meeting or exceeding standard on core curriculum unit tests.
- Closing the achievement gap through intersecting growth as identified by our DIBELS data in comparison to national norms of typical growth.

Criterion 3.5 Goal (Teacher):

Grade-level Team—6-week goal

- 80% of first graders will move one benchmark level in DIBELS Nonsense Word Fluency
- Red to yellow
- Yellow to green
- Green to whole words read

By Dec. 17, 2013, we want to see a DIBELS standard increase as students mature and move a benchmark level. Students will close the achievement gap through intersecting growth.



Sample 2: Enumclaw SD (Middle Level)

Criterion 3.1 and 3.2 Goal:

I will lead staff to systemically collect reliable data for the purpose of making decisions tied to the planning, implementation and intervention of instruction and development of school culture.

In August, teachers will use previous year's data to build data profiles on current students to identify group/individual needs. Data points to be used in individual/group discussions:

- Teacher instructional/student learning goal data
- Previous year MSP/grade data as well as multiple year MSP longitudinal and cohort data
- PLC common formative assessment data cycles (required part of PLC agenda)
- Intervention data (which students, for what purpose, outcomes)
- Mid/trimester grades
- Discipline and attendance trends

Criterion 3.3 and 3.4 Goal:

Various forms of data (achievement, intervention, attendance, behavior) will become the norm for clarifying issues/problems and testing assumptions/outcomes tied to solutions. This is year 1 of a 3-5 year focus on "enculturating" the use of data for decision making at our school. Checkpoints during the year:

- Mid/trimester grade periods
- Common summative assessment points
- Mid-year inquiry cycle for comprehensive staff
- End-year inquiry cycle for all staff
- Mid-year review of frequency of data cycles in PLCs

Sample 3: Kennewick SD (High School)**Criterion 3.3 Goal:**

What are the steps you will follow to lead your staff through the school improvement plan?

I will meet with staff during Wednesday early release planning time and release time I allocate for team leaders and building professional days. In September, I will establish the school improvement plan goal around math, with the input from each grade level team leader. In October, I will coordinate additional para-ed support and help with scheduling decisions with grade level teams to arrange differentiated support based on the MAP assessment needs from fall testing. From November to January, I will implement the additional personnel support and work with grade level teams to establish and track progress monitoring systems on math. In January, I will work with the grade levels and their team leaders to identify growth and progress for the first half of the school year and then adjust intervention curriculum and/or assessments for the second half of the school year. In March and April, I will work with grade levels and their identified students to provide support for spring testing.

Criterion 3.4 Goal:

How will you help staff reflect on the effectiveness of their instruction and make improvements when needed?

I will facilitate the changes in scheduling our math intervention time so all grades have access to additional staff support for the same amount of time each day. Training in the CCSS will result in changes in instruction and assessment. I will facilitate the revision of our scope and sequence for math incorporating the new math pacing guides and aid in development of new common assessments. I will facilitate the coordination of math intervention for our low-performing students. I will facilitate the addition of new curriculum for our advanced math students in 5th grade. I will use the TPEP components that address differentiating instruction to help teachers improve the delivery of their instruction to meet the needs of our various levels of academic need. Possible evidence to consider in the spring:

- Common assessment scores
- Record of trainings
- Literal notes from TPEP observations
- Team planning notes
- Data on overall implementation of structural and system changes, individual teacher implementation changes.

Sample 4: Everett PS (High School)**Criterion 3.5 Goal (English):**

At least 75% of 10th grade students who identified as level 2 on the baseline writing assessment in September will increase to level 3, in a four-tiered assessment, on the summative writing assessment in February. *Proficient* growth will be obtained if 75% of the identified level 2 students on the baseline writing assessment in September increase to level 3, in a four-tiered assessment, on the summative writing assessment in February. *Distinguished* growth will be obtained if greater than 75% of the identified level 2 students on the baseline writing assessment in September increase to level 3, in a four-tiered assessment, on the summative writing assessment in February.

Criterion 5 Sample Goals**Sample 1: Puyallup SD (Elementary)****Criterion 5.5 Goal:**

Focus: Third Grade Computational Fluency and Conceptual Understanding

Measure #1: September Math Screener (2nd Grade Expectations)

Targets:

- Third graders will improve their math computational fluency from 67% (63/94 students) meeting standard on the September math screener to 88% (83/94) meeting standard when this same assessment is administered in late April 2014.
- 100% of 3rd graders (31 students) scoring at level 1 or 2 on the September screener will increase by at least one proficiency level when this same assessment is administered in late April 2014. The average number of problems correct for this same group of students will increase from 7.5 correct in September to 12 correct in April.

Measure #2: Monthly Computational Fluency Assessment (3rd Grade Expectations)

Targets:

- Third graders will improve their math computational fluency from 56.2% meeting standard (54/96 students) on the October Math

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Computational Fluency Assessment to 83% meeting standard (80/96 students) on the May Computational Fluency Assessment.

- Of the 3rd graders scoring at level 1 or 2 on the October Computational Fluency Assessment, 80% will improve by at least one proficiency level on the May Computational Fluency Assessment.
- Third graders will increase the number of problems correct on the Monthly Computational Fluency Assessment from an average of 6.84 problems correct in October to 13 problems correct in May.

Sample 2: Everett PS (High School)

Criterion 5.5 Goal:

Focus: Special Ed. Math Teachers

A diagnostic baseline test was given to ELL students and Special Education students using Moby Math. All students tested below 5th grade level in national math standards. Teachers will monitor the formative assessments on Moby Math and will have in-class interventions or make referrals to academic support for specific skills for students who are not progressing. By May, assessments will indicate that *proficient* growth will show > 60% of students increase by two grade levels in pre-algebra skills. *Distinguished* growth will show > 90% of students increase by two grade levels in pre-algebra skills.

Criterion 8 Sample Goals

Sample 1: Puyallup SD (Elementary)

Criterion 8.3 Goal:

By June 2014, 50% of the K–4th grade students who are served by the LAP program will improve their reading fluency and comprehension as measured by DIBELS, demonstrated by moving from one instructional level to the next (e.g., from intensive to strategic or from strategic to benchmark). Progress will be measured by:

- DIBELS
- Read Naturally
- Read Well end-of-unit assessment fluency measures
- Journey fluency measures

Sample 2: Puyallup SD (Elementary)

Criterion 8.3 Goal:

By June 2014, the 2nd grade and 3rd grade LAP students will improve their ability to closely read and comprehend text by a year or more from their September 2013 baseline. Multiple forms of student reading comprehension data will be collected and monitored.

Sample 3: Everett PS (High School)

Criterion 8.3 Goal (English):

A baseline writing assessment will be administered to 10th grade students in September. Tenth grade students will be divided into four levels based on performance on this baseline assessment using the district 4x4 writing rubric. The level 2 students who are identified as free and/or reduced lunch students will be my sub-group. This sub-group will receive the normal daily instruction.

Moreover, the sub-group will get additional interventions as developed by the English department with my oversight. Progress monitoring will occur with:

- Baseline Expository Essay (on demand) in September;
- SpringBoard Unit 1, Embedded Assessment I (process paper) by December 6; and
- Persuasive Essay (on demand) on December 13.

Instruction will be adjusted based on the results.

The summative assessment:

- Expository Essay (on demand) on February 5-7.

Proficient growth will be obtained if 75% of the identified level 2 free and/or reduced lunch students on the baseline writing assessment in September will increase to level 3, in a four-tiered assessment, on the summative writing assessment in February. *Distinguished* growth will be obtained if greater than 75% of the identified level 2 free and/or reduced lunch students on the baseline writing assessment in September will increase to level 3, in a four-tiered assessment, on the summative writing assessment in February.