

# Elizabethtown Area School District: Development of a Data Driven SMART Goal

Name: Quality Teacher

Building: A+ School

School Year: 08-09

Grade/Dept: Social Studies

Mode of Evaluation:  Admin monitoring     Self-directed     Clinical

Directions: Develop a goal that is aligned to district and school goals, based on data that is specific, measurable, attainable, results-based, and time-bound. Goals should be designed so that at the end of the year evidence can be given of progress toward the goal.

**As an individual, based on your own student data, please complete Steps 1 and 2 using the Level 1 Data Analysis Protocol Questions.**

STEP 1: DEVELOPMENT OF A GOAL		STEP 2: DESIGN
Student Achievement Area of Concern based on data:	List EASD standard focus area for the year:	Research Based Strategies/Best Practices:***
1. Writing skills: transitions	1. Standard 3	1. use of rubrics; focus on vocabulary
2.	2.	2.
3.	3.	3.

**As a grade level/ department/ school review Level 2 and 3 Data Analysis Protocol Questions to determine the actions needed to achieve the goals.**

STEP 3: ACTION PLAN				
What Needs to Be Done: Describe "What needs to be done" for each research based strategy/best practice.	By Whom?	By When?	What Resources?	Monitoring Implementation: What indicators will be monitored? How will I know that I am on track to meeting my goal?
1.A develop plans teaching students organizational structures to improve writing				Utilizing the district rubric to score writing pieces and provide feedback to students Benchmark writing samples Performance tasks as defined by department/ grade level
1.B identify key vocabulary to promote smoother transitions in the writing process				
1.C teach the components of persuasive writing and have students apply these skills in multiple subject areas				
2.A				

<b>STEP 3: ACTION PLAN</b>				
<b>What Needs to Be Done:</b> <i>Describe "What needs to be done" for each research based strategy/best practice.</i>	<b>By Whom?</b>	<b>By When?</b>	<b>What Resources?</b>	<b>Monitoring Implementation:</b> What indicators will be monitored? How will I know that I am on track to meeting my goal?
2.B				
2.C				
3.A				
3.B				
3.C				

**Identify your role in determining whether or not the goal(s) were achieved.**

<b>STEP 4: DEMONSTRATION OF GOAL ATTAINMENT</b>		
<b>Target</b> <i>What do I want to see by the end of the year?</i>	<b>Tool/Indicator/Measurement</b> <i>What will I use to measure my success? What data will provide information to indicate progress?</i>	<b>End Result</b> <i>What were the results? What showed success? What areas still need to be addressed?</i>
By the end of the 2008-2009 school year, the 8 <sup>th</sup> grade class will achieve a class average of 4.5 or high on the district developed six-point rubric (current average is 3.0)	District rubric, PSSA writing scores	
By the end of the semester, all students will show at least 75% mastery on the 8 <sup>th</sup> grade vocabulary test.	8 <sup>th</sup> grade vocabulary list	
By the third quarter, 80% of readers will report that they were persuaded by the students' written arguments.	Grade-level/ department Performance Tasks as measured by outside experts	

\*\*Best Evidence Encyclopedia – high-quality evaluations of educational programs. [www.bestevidence.org](http://www.bestevidence.org)

\*\*What Works Clearinghouse – source of scientific evidence for what works in education. [ies.ed.gov/ncee/wwc](http://ies.ed.gov/ncee/wwc)