

# Chetek-Weyerhaeuser Area School District Smart Goals

## Step 1: Collect and Chart Data

\*see collected data or use Turnleaf for more data

## Step 2: Analyze Strengths and Needs

Strengths	Needs

## Step 3: Establish Short-Term SMART Goal(s)

### Short-Term SMART Goal 1:

Percentage of \_\_\_\_\_ scoring proficient and higher in \_\_\_\_\_ will  
increase from \_\_\_\_\_% to \_\_\_\_\_% by \_\_\_\_\_  
As measured by \_\_\_\_\_ administered on \_\_\_\_\_.

### Short-Term SMART Goal 2:

Percentage of \_\_\_\_\_ scoring proficient and higher in \_\_\_\_\_ will  
increase from \_\_\_\_\_% to \_\_\_\_\_% by the end of \_\_\_\_\_  
As measured by \_\_\_\_\_ administered on \_\_\_\_\_.

## Step 4: Select Instructional Strategies

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## Step 5: Determine Results Indicators

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## Help Page

### Step 1 Help

- Some data is collected for you
- You may want additional data which you can collect yourself.
- Possible sources of data collection include
  - Student WKCE results by grade (hard copy for each group)
  - Turnleaf (access using passwords given)
  - WKCE books available for each group
  - MAPs data NWEA site

### Step 2 help

- Examine student work and abilities that is proficient and higher and consider strengths, consistent skills and anything that stands out.
- Examine student work and abilities that is not proficient. Consider weaknesses, inconsistent skills, trends or patterns of failure to apply certain skills, misconceptions about problem-solving process, issues related to certain subgroups, students consistently not rated as proficient.
- List findings on T-chart. List students strengths who were proficient and higher. List needs or reasons why students did not achieve proficiency. Where were the errors? Is there a trend? Are there common errors? What is preventing these students from becoming proficient?

### Step 3 Help

- Format is a suggested format. Other formats may be appropriate. Make sure that you identify your target, when you expect to achieve it and how you will measure it.
- If using a different format for your goal(s) please attach a separate paper.

### Step 4 Help

- Brainstorm and discuss possible strategies. Analyze each possible or suggested strategy in terms of impact on student learning. Consider what other teachers are implementing to cause a high degree of success. Only suggest strategies that teachers are responsible, avoid strategies outside of your sphere of influence.
- Teams must collaborate on choosing one or two strategies that they all agree to implement during the next grading period. Individual teachers may use different strategies. Mark those selected by the group with an X.

### Step 5 Help

- When the strategy is implemented, we expect to see the following evidence. . .