

**March DTSDE Institute
Goal Setting Activity
Summary**

What you get by achieving your goals is not as important as what you become by achieving your goals.

Henry David Thoreau, American author and philosopher.

The majority of SMART goals crafted were well developed and had 4 of the 5 SMART elements. Many were missing the method of measure: How will you track your progress and how you will know when you have reached your goal?

TEAM GOAL	SMILEY VOTES	SED RETOOL or OBSERVATIONS
All teachers, including ELL & SE, will meet bi-monthly by curriculum area to plan collectively using data-driven instructional protocols to identify ways to scaffold the CCLS curriculum to meet the needs of ELL & SE students as evidenced by an increase of 3% on all content area benchmarks & Regents assessments.	10	Using data driven instructional protocols, teachers will collaborate during bi-monthly planning sessions to identify ways to scaffold the curriculum to best meet the needs of ELL and SE students as evidenced by a shift in instructional practices as observed through teacher observations.
By 6/2015, teachers of all departments, using modules specific to their departments or the CCLS shifts, will meet two times after school to use student work protocols to review and revise a unit of instruction which includes CFAs and scaffolding to ensure rigor and alignment to the CCLS for all students as evidenced by increased levels of proficiency and mastery of 10% over the 2014 aggregated June Regents statistics.	36	All departments will meet bi-annually to evaluate and revise units to align with CCLS using EngageNY modules and student work protocols as evidenced by increased rigor in instructional practices as observed through teacher observations and an increase of 5-10% Regents proficiency.
Beginning September 2015-June 1016, 100% of the teaching staff will participate in collaboration with Special Education and ENL in PLCs to develop lesson	12	Using data driven instructional protocols, teachers will collaborate during common planning sessions to develop lesson plans to best meet the needs of ELL and SE students as evidenced by a shift in instructional

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<p>plans that are informed by data-driven protocols to measure student progress in CCLS. Student progress will increase by 5% from 2014-2015 state data.</p>		<p>practices as observed through teacher observations.</p>
<p>All teachers of Regents courses will devote 1 department meeting per month to develop scaffolds and modifications to C.C.-aligned units for all students, with special attention to SWDs & ELLs, to increase the school's Regents passing rate on the five required June Regents assessments from 35% to 40%.</p>	<p>30</p>	<p>Using data driven instructional protocols, teachers will collaborate during monthly department meetings to develop CCLS aligned unit plans to best meet the needs of all students with emphasis on ELL and SE students as evidenced by a shift in instructional practices as observed through teacher observations.</p>
<p>School leaders will collect, discuss, & analyze all template submissions for fidelity of implementation. Each submission must show a minimum of 85% compliance with template standards.</p>	<p>0</p>	<p>This is missing major components and cannot be rewritten as a goal statement. Submission of a template from whom? What type of template? To serve what purpose?</p>
<p>By January 2016, 100% of teachers will use CCLS modules within their content areas to collaborate, plan, and discuss curriculum twice per month using the data-driven protocol, looking at student work, in order to identify curricular modifications needed with students (with a focus on ENL & SWD) as evidenced by monthly targeted modifications/scaffolding as observed in lesson plans and observations based upon feedback from progress monitoring tools (STAR, grade level benchmark, Fountas & Pinnell).</p>	<p>29</p>	<p>Nicely written! This SMART goal is complete as is.</p>
<p>By June 2015, all departments will utilize the district-approved template, which ensures adherence to CCLS and NYS content standards, to evaluate unit and lesson plan content, incorporating the progression of</p>	<p>5</p>	<p>Using the district approved alignment template, teachers will develop CCLS aligned unit and lesson plans to best meet the needs of all students as evidenced by a shift in instructional practices as observed through</p>

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<p>sequence & scaffolded skills for all students, including ELL and Special Education.</p>		<p>teacher observations by June 2015.</p>
<p>By October 2015, the principals will provide 100% of teachers in core areas, ESL, & Special Education, a common planning time of at least 50 minutes per day, within the school day, where teachers will create rigorous Curriculum Maps and Lesson Plans driven by data and aligned with CCLS units as evidenced by school leader participation, meeting minutes, lesson plans, & multiple student assessment tools.</p>	<p>34</p>	<p>Principals will provide all teachers common planning sessions to collaboratively develop lesson plans to best meet the needs of ELL and SE students as evidenced by a shift in instructional practices as observed through teacher observations.</p>
<p>From March 2015 through June 2015, common planning time after school will be held twice a month to identify ways to scaffold the curriculum to better meet the needs of the Special Education and ESL students by using units from EngageNY, as evidenced by classroom walkthroughs, lesson plans, and analysis of student achievement results.</p>	<p>34</p>	<p>Teachers will collaborate during bi-monthly planning sessions to identify ways to scaffold the curriculum to best meet the needs of ELL and SE students as evidenced by a shift in instructional practices as observed through teacher observations.</p>
<p>100% of teachers will begin to revise lessons/unit plans using the newly adopted district templates and current student data as evidenced by observations, lesson plan evaluations, and academic achievement results.</p>	<p>3</p>	<p>Using the district approved alignment template, teachers will develop CCLS aligned unit and lesson plans to best meet the needs of all students as evidenced by a shift in instructional practices as observed through teacher observations by June 2015.</p>
<p>From March 2015 through June 2015, student achievement results will increase by 5-10% by establishing a common planning time after school, twice a month, in order to identify ways to scaffold the curriculum to better meet the needs of the SWD and LEP students by using units from EngageNY as</p>	<p>0</p>	<p>Principals will provide all teachers common planning sessions to collaboratively identify ways to scaffold the curriculum to best meet the needs of SWD and LEP students as evidenced by classroom walkthroughs, lesson plans, and an increase of 5-10% in student achievement results.</p>

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evidenced by classroom walkthroughs & lesson plans.		
By June 30, 2015, 100% of Ima Good HS teachers will submit lessons derived from CCLS units of study for each subgroup, that includes formative data indicators of progress, as measured by the Principal's APPR review.	8	Nicely written! This SMART goal is complete as is.
100% of 9 th grade English teachers will participate in embedded collaborative planning sessions (full day, pull out) twice quarterly to develop a CCLS unit plan to support the use of modules and containing an authentic assessment from which performance data will be drawn to influence the creation of subsequent units.	20	9th grade English teachers will participate in embedded collaborative planning sessions (full day, pull out) twice quarterly to develop data driven CCLS aligned unit plans to best meet the needs of all students as evidenced by a shift in instructional practices as observed through teacher observations by June 2015.
In 100% of English, Math, Science, and Social Studies classes, teachers will implement one collaboratively-developed, differentiated, CCLS-aligned curriculum unit per quarter, during the 2015-16 school year.	12	Using data driven instructional protocols, core content teachers will collaborate during monthly department meetings to develop CCLS aligned unit plans to best meet the needs of all students as evidenced by a shift in instructional practices as observed through teacher observations.
By June 2015, 100% of educators will effectively use PLC and PD time to develop and align instruction to the CCLS, with a complete understanding of the rigor represented in the standards and shifts. This will be presented and monitored monthly through agendas and meeting notes as collected by school leaders.	11	All educators will use allocated PD time to evaluate and revise units to align with CCLS as evidenced by increased rigor in instructional practices as observed through teacher observations and an increase of 5-10% Regents proficiency.
As a result of current course failure rates and ELA	51	Nicely written! This SMART goal is complete as is.

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<p>Regents performance, all teachers instructing our ELL and Special Education students will meet two times a week to analyze student performance on current formative assessment to create targeted instructional strategies that will result in a 5% increase in proficiency on the CC ELA Regents in June 2015 for our ELL and Special Education students.</p>		
<p>By June 2015, all teachers will use student assessment data (Scantion Performance Series) to develop rigorous CCLS-aligned tasks and units as measured by Teacher Improvement in practice on the Danielson FFT Component 1E (Designing Coherent Instruction APPR tool).</p>	21	Nicely written! This SMART goal is complete as is.
<p>1. During monthly PLC meetings, 100% of teachers will collaboratively plan and review CCLS-aligned/CCLS shift-aligned unit and lesson plans using the Marzano rubric for quality and rigor.</p> <p>2. By June 2015, as a result of the above, it is expected that 80% of the students will achieve 80% or greater as measured by the DDI Interim Assessment results.</p>	9	Using the Marzano rubric, all teachers will collaborate during monthly PLC meetings to develop CCLS aligned unit plans to best meet the needs of all students as evidenced by a shift in instructional practices as observed through teacher observations and an increase of 5-10% in the number of students achieving 80% or greater on the DDI Interim Assessment.
<p>During April and May 2015, all high school ELA and Math teachers will implement one CCLS module as evidenced by the collection & analysis of the data gathered through the school administrator's use of the CCLS observation tool.</p>	11	All high school ELA and Math teachers will implement one CCLS module as evidenced by a shift in instructional practices as observed through the school administrator's use of the CCLS observation tool.

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<p>Beginning October 2014, data teams (including Special Education/ELL teachers) will meet for at least 60 minutes bi-weekly to review common student assessment data, to develop units/lessons aligned to CCLS, resulting in a 5% annual increase of students performing at proficiency levels on year end assessments which are monitored by quarterly benchmark assessments.</p>	20	<p>Beginning October 2014, data teams will meet for at least 60 minutes bi-weekly to review student assessment data that will inform the development of CCLS aligned units/lessons aligned to CCLS as evidenced by a shift in instructional practices as observed through teacher observations and an increase of 5-10% in the number of students performing at proficiency at year end assessments.</p>
<p>1. Beginning July 2015, the Science Dept. will use the summer, after school, or common planning time, bi-weekly, to develop a rigorous unit that has embedded formative assessments. Team meeting minutes and products will be shared on a common drive for all to review.</p> <p>2. A team comprised of administrators and teachers will evaluate the curriculum using the tri-state rubric to ensure rigor.</p>	23	<p>Beginning July 2015, the Science Dept. will use bi-weekly planning time to develop a rigorous unit with embedded formative assessments as evidenced by a shift in instructional practices as observed through teacher observations and evaluation using the tristate rubric.</p>
<p>All common course teachers will meet starting 4/1/2015, 2 times monthly after school, to develop a CCLS-aligned unit specific to the course. Teachers will identify and create scaffolded instruction that encompasses all subgroups (i.e., ELLs, SE). The units are to include a pre/post assessment aligned to the units' objectives.</p>	8	<p>Teachers will collaborate during bi-monthly planning sessions to develop a rigorous unit with embedded formative assessments along with identified ways to scaffold the curriculum to best meet the needs of ELL and SE students as evidenced by a shift in instructional practices as observed through teacher observations.</p>
<p>By June 2015, a comprehensive PD plan will be developed to provide all staff with PD on how to deliver curriculum aligned with CCLS that is both</p>	24	<p>Nicely written! This SMART goal is complete as is.</p>

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<p>rigorous and modified to meet the unique needs of subgroups, as evidenced by the PD plan, master schedule, staff attending PD, and lesson plan evaluation.</p>		
<p>1. By November 15, 2015, 100% of all instructional staff will write unit/lesson plans using DDI protocols, aligned to NYS and CC standards, as evidenced by lesson/unit plan evaluation by lead evaluators, and observation of student achievement on interim assessments.</p>	<p>46</p>	<p>Nicely written! This SMART goal is complete as is.</p>
<p>Each department, including Special Education and ESL teachers, will have collaboratively developed and implemented one unit that meets tri-state rubric criteria by October 31, 2015. Walkthroughs in November and December will document a shift in practice in 75% of classrooms.</p>	<p>21</p>	<p>By October 31, 2015, all teachers will use bi-weekly planning time to develop a rigorous unit with embedded formative assessments as evidenced by a shift in instructional practices as observed through teacher observations and evaluation using the tristate rubric.</p>