

## SMART GOALS – Cato-Meridian Central Schools

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SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

**A SMART goal is:**

**Specific (and strategic):** Linked to position summary, departmental goals/mission, and/or overall School District goals and future strategic plan. Answers the questions—Who? and What?

**Measurable:** The success towards meeting the goal can be measured. Answers the question—How?

**Attainable/Achievable:** Goals are realistic and can be achieved in a specific amount of time and are reasonable.

**Relevant and realistic:** The goals are aligned with current tasks and projects and focuses in one defined area; include the expected result.

**Time frame:** Goals have a clearly defined time frame including a target or deadline date.

### **SMART Goal #1:**

- The administrative team has identified a goal to improve English-Language Arts outcomes for all Pre-K-12 students.

### **SMART Goal Planning Form**

**Specific – WHO? WHAT?** The Cato-Meridian Central School District will improve ELA outcomes for all students. To improve outcomes the following steps will be taken this school year:

1. Creation of a PreK-8 Response to Intervention Plan.
2. Provide Professional Development to teachers in the areas of identifying students' areas of strength, as well as areas of deficit (STAR and FAST Training).
3. Provide training to intervention providers in Leveled Literacy Intervention (LLI) and SONDAY System. LLI provides support for students who struggle in reading comprehension. SONDAY System provides support for students who struggle in the areas of phonetics.
4. Research best practices in the area of writing and begin to implement new writing standards for Pre-K-12 students.

The people responsible are the Response to Intervention committee. These people include the Superintendent of Schools, Building Principals, Director of Special Education, Curriculum Coordinator, and teachers who are on the RTI committee.

**Measurement/Assessment – HOW?** We will measure these outcomes with individualized growth data from FAST and STAR. State Assessment growth data will be used to measure the effectiveness of our overall ELA program. We will be comparing our state results with the other 8 school districts in our Cayuga-Onondaga BOCES Region.

**Attainable/Achievable – REASONABLE?** One year goal will be teachers and parents understanding growth data from STAR and FAST. Teachers will begin to monitor progress and adjust instruction accordingly. The goal is every student will make 1 years' worth of growth in Reading.

STAR, FAST, LLI and SONDAY Training will take place throughout the school year in a variety of ways. It will include release time and attending professional development opportunities at OCM BOCES.

Defining writing outcomes will be an ongoing process with grade levels/departments working towards developing specific outcomes for each grade level. This will require cross grade level meetings.

**Relevant and Realistic – EXPECTED RESULT?** Students will grow at least one year in reading. This aligns with our district goal of improving literacy outcomes for all students.

**Time Frame – WHEN?** RTI Plan will be completed by December 2018. LLI training will be provided to all ELA interventionists during the 2018-19 school year. SONDAY training will begin the fall/winter of 2018-19 school year. Writing curriculum will be developed and specific writing instruction will be implemented in the 2019-20 school year. During the 2018-19 school year, growth data will be shared with parents.

**SMART Goal #2:**

- The administrative team has identified a goal to improve Social-emotional outcomes for all Pre-K-12 students. Our goal is to create citizens and leaders who will enhance our community and country.

**SMART Goal Planning Form**

**Specific – WHO? WHAT?** The Cato-Meridian Central School District will improve Social-emotional outcomes for all students. To improve outcomes the following steps will be taken this school year:

1. Implementation of the Positivity Project.
2. Empower students to build positive relationships by equipping educators with the training, strategy, and resources to teach positive psychology’s 24 character strengths.
3. Cultivate a district-wide #OtherPeopleMatter mindset.

The people responsible are the Positivity Project committee. These people include the Building Principals, Director of Special Education, Transportation Department Representative, Curriculum Coordinator, BOE Member, and teachers who are one the Positivity Project committee.

**Measurement/Assessment – HOW?** We will measure these outcomes in a variety of ways. We will measure by a decrease of visits to the office, a decrease in discipline referrals and DASA incidences.

Other evidence will include staff and students learning and practicing the 24 character traits.

**Attainable/Achievable – REASONABLE?** Throughout the school year there will be activities that will teach the 24 character traits to all students. The curriculum materials will be available to all Pre-K-12 teachers in the district. In addition, there will be district-wide sponsored events that focuses on some of the character traits.

**Relevant and Realistic – EXPECTED RESULT?** Why is this relevant? They are the cornerstone of health, happiness, and resilience...and (according to experts) many jobs of the future. Inspire positive relationships and cultivate a district-wide #otherpeoplematter mindset.

**Time Frame – WHEN?** Throughout the 2018-19 school year.