Writing SMART Goals

SMART Goals were developed to help individuals write goals that were realistic and would be successful. The acronym SMART can be used when writing goals and also used as a check list to determine if a goal represents a good objective. The following provides a detailed explanation of SMART Goals.

Defining SMART Goals

1. Specific
   A Specific goal is more likely to be accomplished than a general goal. A specific goal is clear and answers the six “W” questions:
   - Who: Individuals involved and affected
   - What: Exactly what you wish to accomplish
   - Where: Determine a location
   - When: Establish a time frame
   - Which: Identify requirements and restraints
   - Why: Specific reasons, purpose, or benefits

   Examples:
   General Goal: “Joe will meet benchmark.”
   Specific Goal: “Joe will be at benchmark in addition and subtraction by January.”

2. Measurable
   When a goal is Measurable, it is easy to determine whether or not it has been accomplished. To determine if your goal is measurable, ask questions such as:
   - How much?
   - How many?
   - How will I know when it is accomplished?

   Example:
   Measurable Goal: Joe’s rate of improvement on addition and subtraction will increase by 2 problems correct per week from Beginning of the Year (BOY) to January.

3. Attainable
   When a goal is Attainable, it is realistic and within your realm of control. Setting unrealistic goals will lead to frustration and failure, while setting attainable goals will lead to success for students.
Examples:
Unattainable goal: “Joe will solve 12 math addition problems with 100% accuracy by the end of next week.”
Attainable goal: “Joe will solve 10 addition and subtraction problems with at least 95% accuracy by the mid-year benchmarking period.”

4. Relevant
A Relevant goal is directly related to each student’s data-identified numeracy needs.
Examples:
Irrelevant goal: “Joe will get all fours on his report card.”
Relevant goal: “Joe will demonstrate improved addition problems to sums of 20 by 85% correctly answered problems and with increased automaticity by the end of May.”

5. Time Bound
A Time-Bound goal has a beginning, established interim benchmarks, and an end. There must be sufficient time to achieve the goal, but too much time takes away from its urgency. • If your goal is a long-term goal, frequent progress checks keep you on track while allowing for adjustments.
Example: Time-Bound goal: Joe’s rate of improvement on addition problems to sums of 20 will increase by 1 problem correct per week from September to January.

Sample Smart Goal
SMART Goal: Student will (what)__use strategies to solve addition problems by(specifically)__using tally marks__(to what degree)__with 80% accuracy by(how)__as measured by Unit 8 content mastery assessment (when)__by the end of 1st quarter

Developing Interventions
When determining the kinds of supports needed and the areas to be addressed, it is best to focus on one or two areas at a time.

Area of Focus:
Enter the specific challenge or need that will be addressed with this intervention.
Example: Student is unable to solve addition problems to sums of 20 automatically without the use of manipulates.

Dates
Enter the start date that you begin to implement the instructional intervention. Enter the end date that you are set for your intervention time period.

Measurable Goal
The goal or intended outcome of the intervention must be stated in measurable and observable terms.

Procedures/Strategies (Instructional Intervention):
State the instructional strategy and/or approach being used to address the identified need
Example 1: Using incremental rehearsal, self-monitoring and performance feedback, the student will work in small group, to solve additional problems to sums of 20 automatically without the use manipulates. 3 x per week for 20 minutes
Progress Monitoring

Progress monitoring refers to "check point" tasks or assessments that are used to gauge student growth. List the evaluation tool, unit of measurement, baseline data point, goal and person responsible.

Example: Informal task: student asked to complete problems with less reliance on concrete representation and tally marks

Response to Intervention: After an appropriate period of time (i.e. 2 weeks, a month, or a quarter), teachers will determine how the student is responding to the intervention using the data from the progress monitoring tasks, check the appropriate space.

Next Steps: If the student has responded positively to the intervention and demonstrated growth, teachers may choose to continue with the intervention until the goal is well established. Should teachers feel that the student has achieved the goal, they will identify a different area of need to address and begin the process. However, if the intervention did not help the student, the “Next Steps” to be taken must be entered in the PMP. The choices to complete are Improvement noted/no further intervention required, No significant Improvement noted or Other. If you select other then you will want to complete the text box.

Increasing the intensity: Some ways that instructional intensity can be increased:

- Reduce group size
- Add instructional time by increasing frequency or duration
- Increase teacher-led instruction and modeling
- Provide more scaffolding
- Increase teacher/student interaction
- Increase opportunities to respond
- Adjust instructional pace and increase opportunities for practice
- Increase use of graphic organizers, manipulatives, mnemonic strategies,
- Increase repetition cycles and corrective feedback
- Increase engagement and meaningful learning activities
- Increase expertise of intervention provider

NOTE: PMP Case managers and intervention support staff are expected to record ALL progress monitoring results in the TIEnet PMP Intervention Plan Progress Reporting Form page. Entering progress monitoring results in the AIMSweb online system will NOT meet this requirement.