

SMART Goal Worksheet- Homer HS Character Goal

Start Date: 10/1/2017

Date Achieved: _____

Goal: To increase student on time attendance.

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

The district, county, state and nation have identified on-time daily attendance as an important component of student learning. Over the past few years, recognition of students regarding daily attendance has occurred as an attempt to improve attendance rates. In addition to continuing this, our goal is to reduce unexcused lates to school (improve the on-time attendance rate).

Measurable: *How will you know when you have reached this goal?*

Date from the previous year shows: 2716 instances of unexcused tardy to school. A breakdown by grade shows: Grade 9 - 411, Grade 10 - 465, Grade 11 - 755, Grade 12 - 1085.

We will target a reduction in tardy to school to 2445.

Achievable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

Using the building character education team, incentives and means of recognition for students will be identified. The Student Services Team and high school staff will continue to reach out to students who have poor on-time attendance. One other means to address unexcused tardy to school instances is improved communication. We have started this school year with a daily automated call for any unexcused tardy to school instance.

Relevant: *Why is this goal significant to your life?*

As mentioned, on-time attendance is an indicator of student success. Further improving on-time attendance is significant because of the correlation to student success.

Timely: *When will you achieve this goal?*

By the end of 2018.

SMART Goal Worksheet- Homer HS Literacy Goal

Start Date: 10/1/2017

Date Achieved: _____

Goal: To increase student reading comprehension and achievement by improving student vocabulary recognition use and comprehension.

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Students are regularly exposed to vocabulary that is both content and non-content specific. Departments have developed and will refine content and non-content specific vocabulary. A focus on these key words and student recognition, use and comprehension will improve reading comprehension and achievement.

Measurable: *How will you know when you have reached this goal?*

Achievement data on prior exams exists as an achievement benchmark. Current reading assessment using Fastbridge completed during the first weeks of this school year will provide an initial data point for this year.

Through classroom informal and formal assessments, Fastbridge Reading assessment outcomes in the spring of 2017 and student state exam achievement, progress on goal can be measured. A specific target can be established based on Fastbridge benchmarking.

Achievable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

Vocabulary has been identified as an area to support comprehension as well as achievement. The English department at the high school is working to pilot a program with a focus on vocabulary. Other departments continue efforts to focus on academic and content vocabulary.

Relevant: *Why is this goal significant to your life?*

Student assessments required for graduation rely on student understanding of both content and academic vocabulary. With our goal of all students reaching graduation, this goal is directly relevant in its support.

Timely: *When will you achieve this goal?*

By the end of 2018.