# Revere Public Schools

## District Goals and Approved Educator SMART Goals 2012-2013

**District Goals:**

| DISTRICT GOAL 1 (DG1) | DISTRICT GOAL 2 (DG2) | DISTRICT GOAL 3 (DG3) |
|---|---|---|
| RIGOR<br>Meeting the needs of diverse learners<br>    RETELL<br>    Progress monitoring/data driven decisions<br>    Tiered/differentiated instruction<br>    Effective and appropriate instructional practices<br>    Effective use of technology to increase<br>        academic rigor | RELEVANCE<br>Maintain currency in state and national<br>    educational trends<br>    Educator evaluation<br>    Common Core/College & Career<br>    WIDA<br>    WGEE<br>    Effective use of technology to increase<br>        instructional relevance | RELATIONSHIPS<br>Develop positive relationships among Staff,<br>    Families, and the community<br>    Five District Partnership<br>    Professional learning groups<br>    Content coaches/teacher leaders<br>    Effective use of technology to foster<br>        relationships among students, staff, parents<br>        and the community |

**SMART Goals:**  The first goal, a professional practice goal, is mandatory for all RPS educators.  The second goal, a student learning goal, must come from the list of school/district goals.  An optional 3rd goal can come from the list of suggested goals or be crafted by the educator.

| | | **SMART Goal 1:  Required of all RPS Educators** |
|---|---|---|
| 1 | DG2 | I will develop complete understanding of the new Educator Evaluation system by June 15, 2013. |
| | | **SMART Goal 2:  Choose one student learning goal from this section** |
| 2 | DG1 | I will utilize unit pre-assessments at least _____ times this year to inform my unit planning and lesson design.  As a result of the pre-assessment data, I will create at least two whole class or small group action steps.  Reassessment will demonstrate at least 20% increase in number of students scoring at the highest level of performance. |
| 3 | DG1 | The median MCAS Student Growth Percentile (SGP) for (Math/ELA) will increase from _____ to _____ for (class/grade/school/district) on the 2013 assessment. |
| 4 | DG1 | On the 2013 AP _____ exam the number of students who score a 3 or higher will increase from _____ to _____. |
| 5 | DG1 | _____% of my students will achieve their GOLD developmental level and/or their IEP goals by the end of the school year. |
| 6 | DG1 | Students will demonstrate growth throughout the year on tasks of a high cognitive demand (select one: Synthesis writing prompts  Document-based questions (DBQs), Original musical composition, Original piece of art, Text annotation, Application of curricular concepts, Analysis of text or data, Evaluation of information).  By the end of the year, _____ percent of my students will consistently earn a 4 (or A level work) on these tasks. |
| 7 | DG1 | Comparing 2012 and 2013 MCAS results or some other independent measure, the achievement gap between my students identified as LEP or FLEP and those who are not will be reduced by 5%. |
| 8 | DG1 | Comparing 2012 and 2013 MCAS results or some other independent measure, the achievement gap between my students with IEPs and those without IEPs will be reduced by 5%. |

| 9 | DG1 | I will increase student class time and student achievement by delivering therapy services within the classroom for _____% of my case load. |
|---|---|---|
| 10 | DG1 DG2 | I will increase academic rigor by engaging students weekly in learning experiences that employ higher level thinking and involve the use of technology. These learning experiences will also provide access to relevant social, societal topics. By the end of the year, _____ percent of my students will consistently earn a 4 (or A level work) on these tasks. |
| 11 | DG3 | In collaboration with the building administration and other student support personnel, I will develop a program that increases time in class for our highest risk students. An effective program will show a 20% decrease from September to June in the amount of time these students spend in unplanned critical care sessions with support personnel. |
| 12 | DG3 | I will collaborate with the school administration and other support personnel to develop a drop-out prevention program that includes monitoring and providing additional support to at risk students. Effectiveness will be evidenced by a 1% decline in the district drop out rate. |
| 13 | DG3 | During the 2012-2013 school year, I will increase student class time and student achievement by decreasing the number of students sent out for discipline by 30% (teacher must define comparative time period). |
| 14 | DG3 | I will increase student achievement by increasing the frequency of my communications with parents. I will contact the parents of my 6-10 students who need the most support at least weekly until they move out of the highest need category as defined by student grades. |
| 15 | DG1 | The percent of students scoring proficient or advanced on the (BIO/ELA/Math) MCAS will increase from _____ to _____ for (class/grade/school/district) on the May 2013 assessment. Students who do not earn a score of proficient or advanced will demonstrate "typical" or better growth as determined by their Student Growth Percentile (SGP). |

### SMART Goal 3: OPTIONAL chose one in this section or create one to be approved by evaluator

| 16 | DG1 | The averages for all my classes on the ANet assessments will increase from _____ to _____ during the 2012-13 school year. |
|---|---|---|
| 17 | DG1 | During the 2012-2013 school year I will improve my skills regarding meeting the needs of diverse learners by accumulating ____PDPs on one of the following topic (choose one): (tiered/differentiated instruction, effective and appropriate instructional practices for diverse students, the use of technology to increase academic rigor for students with diverse needs). |
| 18 | DG2 | Starting in September 2013, every student will be taught curriculum that is fully aligned with the revised MA Curriculum Frameworks for _____ curriculum area. |
| 19 | DG1 DG2 | Starting in September 2013, every mathematics lesson will be aligned with at least 1 mathematics content standard as well as at least one Standard for Mathematical Practice from the 2011 Mathematics Curriculum Framework. |
| 20 | DG2 | Starting in September 2013, at least 40% of lessons taught in science, social studies, and/or technology will have a specific literacy objective to support students in achieving their daily content objective. These literacy objectives will align with the 2011 ELA/Literacy Curriculum Frameworks. |
| 21 | DG3 | I will develop a positive student behavior plan for my classroom. As a result, during the 2012-2013 school year, 90% of students will follow classroom rules 90% of the time. |
| 22 | DG3 | I will engage in activities that expand my knowledge of leadership and develop my skills as a teacher leader (teacher identifies specific activities). |
| 23 | DG3 | During Professional Learning Group time (or other opportunities for collaboration), I will work with colleagues to create one model curriculum unit aligned with the new curriculum frameworks by December 2012. |
| 24 | DG3 | During Professional Learning Group time (or other opportunities for collaboration), I will share at least three samples of student work quarterly. The student work samples will be used to discuss how students are demonstrating (either the Standards for Mathematical Practice or specific Literacy standards) as articulated in the new (either mathematics or ELA/Literacy) frameworks. |
| 25 | DG3 | During the 2012-2013 school year, I will conduct at least _____ peer observations. The focus of my peer observations will be _____. |
| 26 | ??? | Write your own third goal… |