How do your SMART goals align with the needs identified in the Needs Assessment?

- Have a reasonable number of SMART goals been established?
- Are improvement targets identified?
- Does the goal represent an urgent critical need and align with the analysis from the needs assessment?
- Is the identified goal capable of delivering the most gain in student achievement?

- Is each goal:
  - Specific
  - Does the goal represent the greatest area of need for some or all students?
  - Measurable
    - Has a baseline been established?
    - What tools will best measure if targets have been achieved?
  - Attainable
    - Is the goal reasonable? What is the evidence?
    - Is the goal ambitious yet attainable?
  - Results-Oriented
    - Why is it important to achieve this goal?
    - For students
    - For staff
    - For schools
    - For the Board

- Time Bound
- What is the timeframe for achieving this goal?

**ANALYSIS OF DATA**

- Review previous year’s Board Improvement and School Improvement SMART goal outcomes. If a goal has not been achieved, is it carried forward?
- If the goal is not longer valid, specify reasons.
- What are the patterns and trends identified through the Board Improvement Plan, School Improvement Plans, School Effectiveness Self-Assessment and District Reviews?
- What are the areas of strength?
- Which achievement gaps have been identified for specific students?
- What student achievement data is of most concern?
- What factors caused these needs of greatest concern to occur?
- Are the present programs/services and courses effective in reducing the achievement gap and enhancing student achievement for all students? Board, School & Continuing Education
- How are the adult actions impacting on successful outcomes for all students (e.g. teaching strategies, assessment practices, collaborative partnerships, transition processes, feedback techniques, curriculum and monitoring)?
- What supports can be put in place to address needs in these areas?
- Prioritize those causes factors capable of delivering the most gain in student achievement or supporting capacity building for staff.
- How are equity issues addressed (e.g. specific sub-populations, low performing schools)?
- What staff development opportunities are being provided to enhance capacity for staff on an on-going basis (e.g. Job-embedded and/or Board Professional learning opportunities)

**EVALUATION**

- How do the components that are being evaluated relate to the SMART goals?
- Have measures of student achievement shown improvement (e.g. IEP, credit accumulation, EQAO)?
- Is the evaluation plan designed to compare planned results with actual outcomes in student performance for each SMART goal?
- Is the evaluation plan designed explicitly to describe the steps that should be taken to sustain successes and eliminate unsuccessful practices?
- Is the evaluation plan designed to describe how lessons learned will be applied to future Board improvement plans?

**RESPONSIBILITY**

- How do all learning community members see themselves in the plan?
- Is there a designated individual responsible for the support and monitoring process for each goal?
- Is there shared leadership toward the specific monitoring and support strategies for the goal?

**MONITORING**

- How does ongoing monitoring relate directly to the SMART goal?
- Does the monitoring plan describe explicit data to be collected and analyzed, when each goal will be monitored and who will be responsible for reporting progress for each SMART goal?
- Does the plan include a continuous cycle of monitoring and opportunities for mid-course revisions?
- Does the plan specify specific dates when monitoring will occur?
- Are communication strategies in place to ensure that all stakeholders understand the plan and know their respective roles?

**PROFESSIONAL LEARNING**

- How are the strategies/actions/professional learning and resources responsive to the SMART goal?
- Do professional learning strategies and action steps maintain a school based and job embedded focus?
- Is professional learning aligned to the identified strategies and goals?
- Do professional learning teams/communities focus on student work?

**RESOURCES**

- How have you made ministry resources an integral part of professional learning opportunities?
- Do the strategies/actions describe planned improvements that will change practice?
- Is student learning at the core of the change strategy?
- How will this strategy improve instruction?
- Can all staff and schools identify their part in relation to each goal?
- Is there a concise blueprint for each goal (limited number of attainable strategies / actions)?
- Are there systems and actions informed by research and/or effective classroom practice?
- Are interventions for schools and student sub-groups identified?
- Are the strategies sufficiently clear so that all stakeholders can understand what is needed for effective implementation?