## Sample SMART Goals

**Literacy, Numeracy, Pathways, Community Culture & Caring**

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>NUMERACY</th>
<th>PATHWAYS</th>
<th>COMMUNITY, CULTURE &amp; CARING</th>
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</table>
| Literacy is defined as the ability to use language and images in rich and varied forms to read, write, listen, view, represent and think critically about ideas. It involves the capacity to access, manage and evaluate information; to think imaginatively and analytically; and to communicate thoughts and ideas effectively. Literacy includes critical thinking and reasoning to solve problems and make decisions related to issues of fairness, equity and social justice. Literacy connects individuals and communities and is an essential tool for personal growth and active participation in a cohesive, democratic society. | The study of mathematics equips students with knowledge, skills and habits of mind that are essential for successful and rewarding participation in society. Mathematical structures, operations, processes and language provide students with a framework and tools for reasoning, justifying conclusions and expressing quantitative and qualitative ideas clearly. Through mathematical activities that are practical and relevant to their lives, students develop mathematical understanding, problem-solving skills and related technological skills they can apply in their daily lives and their future workplace. | To promote success in school and in life, it is essential for Ontario schools to provide each student with the opportunities and support to plan their individual pathway through school and to make a successful transition to post-secondary education, training and work. “Pathways Thinking” includes:  
- Supporting students in identifying their personal interests, strengths, abilities and accomplishments and using this knowledge of themselves to inform their choice of programs and learning opportunities;  
- Providing a range of diverse and engaging learning opportunities, courses and programs both in and out of school that meet the interests, strengths and needs of the students and honour all pathways – apprenticeship, college, community living, university, workplace.  
(from School Effectiveness Framework glossary) | Building an equitable, inclusive and engaging environment that is conducive to student learning:  
- Classroom: For example: strategies related to universal design for learning, differentiated instruction, assessment for learning, student voice and choice, cultural sensitivity, and character development.  
- School: For example: strategies related to professional learning communities, safe schools, transition planning and orientation programs of all kinds  
- Community: For example: strategies related to community service, partnerships for program support, student leadership, community outreach and student-led projects |

### SMART GOAL: (must be stated in terms of what students will do differently)

By June, 2011, there will be an increase from a) 62% to 76% of students in grades K-8  
b) 44% to 62% of students in grades 9-12 able to demonstrate higher order thinking by generating, gathering and organizing information to present a chosen point of view on a topic suitable for a newspaper publication.

### SMART GOAL: (must be stated in terms of what students will do differently)

By June, 2011, there will be an increase from:  
a) 68 to 80% of students in grades K to 8  
b) 60 to 72% of students in grades 9 and 10 and  
c) 65 to 75% of students in grades 11 and 12 able to solve and communicate their understanding of authentic open ended tasks at level 3 of 4 in the mathematical strand of measurement, with a focus on the mathematical processes of problem solving and communication.

### SMART GOAL: (must be stated in terms of what students will do differently)

By June 2011:  
a) at least 65% of K-6 students can identify their personal interests, strengths, competencies, and accomplishments  
b) at least 60% of Grade 7 to 10 students can apply their knowledge of their personal interests, strengths, abilities, and accomplishments to education planning and career decision-making  
c) 75% of Grade 11-12 students can apply their knowledge of their personal interests, strengths, abilities, and accomplishments to choosing and planning a post-secondary education program or career path  
Targets are based on perceptual data and may be adjusted after the first monitoring cycle to include a baseline and revised target

### SMART Goal Characteristics

**Specific:** Identifies specific skills that are from the writing strand. These skills are also referenced in other curriculum areas.  
**Specific:** Identifies explicitly what mathematical strand and mathematical processes will be the focus of student learning  
**Specific:** Identifies specific Education and Career Planning knowledge and skills as a focus for learning for all students (Choices Into Action /OS K-12 policy)  
**Specific:** Identifies specific knowledge and skills related to CCC and the Learning Skills and Work Habits
### Sample SMART Goals

**Literacy, Numeracy, Pathways, Community Culture & Caring**

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<th>Measurable:</th>
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<th>Measurable in terms of student learning:</th>
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| A baseline has been measured using common grade/course assessments and targets for measurable student achievement gains have been established. | It is measurable as it gives a baseline and ambitious expected result specific to identified student groups. | Measures for this goal may include:  
- the percentage of students identifying their personal interests, strengths, abilities, and accomplishments in progress report conferences (K-12)  
- the percentage of students achieving an ‘S, G or E’ on the Self-regulation learning skill/work habit (K-12)  
- the percentage of students whose education and career plan reflects their personal interests, strengths, abilities, and accomplishments (7-12)  
- the percentage of students with IEPs (7-12) who actively participate in IEP development and review (e.g. transition plans)  
- the percentage of students engaged in a program selected based on their self-knowledge (i.e., personal interests, strengths, abilities, and accomplishments) as indicated by (e.g.) attendance, pass rates, the percentage achieving level 2 or above  
- the percentage of students from a representative sample of students who indicate (e.g., survey, focus group) they have made appropriate choices (e.g., post-secondary, grade 9 courses) based on their self-knowledge (i.e., personal interests, strengths, abilities, and accomplishments) |}

<table>
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<th>Attainable:</th>
<th>Attainable:</th>
<th>Attainable in terms of student learning:</th>
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| The goal is both achievable and appropriately ambitious. | It is achievable in the time provided, yet ambitious | Measures for this goal may include:  
- the percentage of students achieving an ‘S, G or E’ on the Collaboration learning skill and work habit (K-12)  
- the percentage of students achieving an ‘S, G or E’ on the Self-regulation learning skill and work habit (K-12)  
- progress and outcomes of behaviour management programs  
- data from IEPs (e.g. development of self-regulations skills in alternative programs)  
- suspensions, office referrals  
- student surveys (e.g., transition from grade to grade) |}

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<th>Results-Based:</th>
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| The goal clearly indicates what will be different for students as a result of attention to this goal. Measurable student achievement is linked to specific curriculum expectations. | It is result oriented in that it clearly identifies the intended student achievement in relation to the curriculum area, academic standards, mathematical strand and processes. | The goal focuses on ‘ends’ and ‘outcomes’ and is therefore results-oriented based on competency development related to a school-wide program as outlined in CIA/OS K-12. |}

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| The timeline is appropriate | The timeline has been designated as June 2011 | June 2011 with checkpoints as described in the monitoring column of the BIP template |}

**Additional Information related to Literacy and Numeracy SMART goals:**

SMART goals in Literacy and Numeracy can clearly be linked to curriculum expectations and can be measured in terms of gains in Student Achievement.

However, goals in Pathways and CCC cannot be measured in terms of gains in Student Achievement.

Pathways and CCC goals can be documented in terms of student learning of specific learning skills and career competencies.

**Additional Information:**

Pathways SMART goals are results based. Measures of student learning are based on policy as outlined in CIA/OS K-12 (pending).

The measure of a Pathways SMART goal can reflect quantitative (e.g., percentage of students achieving N, S, G or E on a learning skill) and qualitative data (e.g., responses to open-ended questions on an exit or transition survey).

**Additional Information:**

CCC SMART goals are results-based. Results are measured broadly in terms of student learning (e.g., evidence of collaborative skills)

Some measures may be indirect indicators of goal achievement (e.g., incident reports, suspensions, office referrals)