

S M A R T Goal Setting and Action Plan — Example 2

1. Needs Identification: What challenge do you want to address or success do you want to maintain?

Students and some staff members rarely speak French during non instructional time (in hallways, gym, library, etc.) and have difficulty using French in a social context. Assemblies, concerts, announcements, staff meetings take place in English. We find it difficult to create language rich French Immersion setting in a dual track setting.

| 2. Creating a S M A R T Goal | | | |
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| | Criteria | Description | Goal Setting |
| What | S pecific | Exactly what do you want to accomplish to ensure student success? Specify the area for improvement. | <i>Increase exposure and usage of the French language throughout the school day</i> |
| | M easurable | How much or how many? Quantify what you wish to accomplish. Give a concrete criterion for measuring progress toward the attainment of the goal. | <i>Using the appreciation scale in the School Questionnaire, students and staff will OFTEN use and hear French in all areas of the school during non-instructional time</i> |
| | A ction oriented/ Achievable | What will you get done? Describe a result. | <i>Have French language increasingly present in the school</i> |
| | R elevant & Realistic | Is the goal relevant to student success? Is the goal realistic? Goals are usually a challenge to achieve; therefore: <ul style="list-style-type: none"> Is the goal realistic given the context of French Immersion in your school? Choose a goal that matters enough to drive the team forward and which will not get overtaken by other activities. | Determined by a language rich setting which is the primary condition for success of the French Immersion Program. The decision needs to take into account the current state of our school's French Immersion setting. According to the data from the School Questionnaire, the usage and exposure to the French language is at the lower end of the appreciation scale at NEVER to RARELY in all areas of the school. |
| When | T ime based | By when? A time-bound goal keeps it alive and creates a sense of urgency. A commitment to a deadline helps a team focus their efforts on completion of the goal. | <i>By the end of the 2017-2018 school year</i> |
| 3. Write S M A R T Goal targeting student results: <i>Increase the exposure and usage of the French language during non-instructional time to OFTEN in all areas of the school by the end of the 2017-2018 school year</i> | | | |

SMART Goal Setting and Action Plan — Example 2 (continued)

4. Creating an Action Plan

The following chart presents possible actions to achieve the proposed goal and methods to track progress.

| SMART GOAL | ACTIONS | TRACKING PROGRESS |
|---|---|---|
| <ul style="list-style-type: none"> Increase the exposure and usage of the French language during non-instructional time to OFTEN in all areas of the school by the end of the 2017-2018 school year | <ul style="list-style-type: none"> Create awareness among all staff and students as to their role in creating the French Immersion setting by: <ul style="list-style-type: none"> Having teachers read and reflect on Section 2, <i>Validation of Students' Bilingual and Educational Experience</i> of the School Questionnaire Speaking with students about their role and have students create a personal goal Have teachers respond to question 23 of the School Questionnaire Request a BEF workshop on the validation of students' experience Enrich the French Immersion school environment by collaboratively developing a school-wide strategy for staff and students to speak French during non-instructional time Encourage French speaking parents to volunteer and support the enrichment of the FI setting Increase the exposure of the French language throughout the day by incorporating the following: <ul style="list-style-type: none"> Daily announcements in French Assemblies with French components Improve bilingual signage Display student work in the French language | <ul style="list-style-type: none"> Create an observation sheet by adapting the grids from questions 8 and 9, along with proposed scale (Never, Rarely, Sometimes, Often, Always), Section 1 of the School Questionnaire (<i>How often are students speaking French in the following areas?</i>) Have teachers and students make observations using created grid 3 times a year Have a celebration when exposure and usage of French during non-instruction is at SOMETIMES on the scale 80% of time, and again, when it is at OFTEN 80% of the time Create a mini questionnaire for parents or visitors on their perception of your school having created a bilingual setting |

