

S M A R T Goal Setting and Action Plan – Example 3

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

At the beginning of Grade 4, 25% of students' French reading competencies are lower than expected. Some parents are worried; they are hiring tutors to support their child after school, or transferring their child to the English Program. These trends are concerning.

2. Creating a S M A R T Goal			
	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 percentage of Grade 4 students meeting provincial expectations in Lecture (Reading in French)</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>At least 90% of Grade 4 student will meet provincial expectations</i>
	A ction oriented/ Achievable	What will you get done? Describe a result.	<i>Improve Grade 4 students' reading competencies in French</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 the performance level criteria set out by the Department for Lecture (Reading in French) The decision needs to take into account the current 25% of Grade 4 students that do not meet provincial expectations in Lecture (Reading in French)
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 beginning of the 2018-2019 school year</i>
3. Write S M A R T Goal targeting student results: <i>Increase the percentage of Grade 4 students meeting provincial expectations in Lecture (Reading in French) to at least 90% by the beginning of the 2018-2019 school year</i>			

SMART Goal Setting and Action Plan — Example 3 (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 percentage of Grade 4 students meeting provincial expectations in Lecture (Reading in French) to at least 90% by the beginning by the 2018-2019 school year 	<ul style="list-style-type: none"> Increase French vocabulary base of K-3 students before commencing formal reading in French Put in place interventions/strategies appropriate for French language acquisition of K-3 students which reflect K-3 expectations (Note. This excludes <i>Reading Recovery</i> in French for grade 1 students, since formal reading in the French Immersion Program starts in grade 2 or 3.) Provide information sessions for K-3 parents about literacy skills and expectations in the French Immersion Program Create a Professional Learning Community/mentorship program for teachers to network about strategies to develop students linguistic and reading skills Apply for departmental Revitalization Funding to hire a co-literacy teacher to work alongside teachers to provide direct support to students Consult with BEF about resources and evaluation tools for K-3 literacy Create self evaluation questionnaire for teachers to track improvement in the learning environment: (<i>How am I creating a language rich FI environment and providing engaging learning experiences for student?</i>) 	<ul style="list-style-type: none"> Three times a year, have teachers fill in the self evaluation (K-3) tool (<i>How am I creating a language rich FI environment and providing engaging learning experiences for students?</i>) to reflect upon their pedagogy On a regular basis, assess progress of K-3 students' French oral communication proficiency using BEF's oral communication assessment grid with at least 90% end of Grade 3 students achieving a performance level of 3 on this grid Assess progress of Grade 2 and 3 students' proficiency using BEF's <i>Trousse de lecture</i> At least 90% of Grade 3 students will be reading at stage '<i>Développement 2</i>' based on BEF's French reading continuum for French Immersion Keep track of Beginning Grade 4 results in <i>Lecture</i> (Reading in French)