S	<ul> <li>SPECIFIC</li> <li>Define the goal as much as possible with no unclear language</li> <li>Who is involved, WHAT do I want to accomplish, WHERE will it be done, WHY am I doing this – reasons, purpose, WHICH constraints and/or requirements do I have?</li> </ul>
Μ	<ul> <li>MEASURABLE</li> <li>Can you track the progress and measure the outcome?</li> <li>How much, how many, how will I know when my goal is accomplished?</li> </ul>
Α	<ul> <li>ATTAINABLE/ACHIEVABLE</li> <li>Is the goal reasonable enough to be accomplished? How so?</li> <li>Make sure the goal is not out or reach or below standard performance.</li> </ul>
R	<ul> <li>RELEVANT</li> <li>Is the goal worthwhile and will it meet your needs?</li> <li>Is each goal consistent with the other goals you have established and fits with your immediate and long term plans?</li> </ul>
Т	<ul> <li>• TIMELY</li> <li>• Your objective should include a time limit. Ex: I will complete this step by month/day/year.</li> <li>• It will establish a sense of urgency and prompt you to have better time management.</li> </ul>

## **Examples of measurable items:**

**Report Cards** – 80% of TK-5 students (in the school or in the RCPLI teachers' classrooms?) will meet the Math Standards by the end of the year as reported on the California Standards based report card.

**Interim Assessments** – 100% of teachers participate in Interim Assessment training and then will choose one Math Interim Assessment Block (of their choice / as assigned?) and implement a session of the same block in October/November and in February/March with a goal of growth for 100% of the students.

**Engagement** – 85% of students will be engaged in math instruction as measured by an engagement rubric and teacher's observations of each other. Teacher observations will take place in November, February and May.

**CoreGrowth** – 95% of TK-2 students will show growth from first to third trimester on all math assessments as measured by the CoreGrowth FYI (Full Year Inventory) assessment tools.

**Common Assessments** – All teachers will create/use 4 common formative math assessments (from existing curriculum / MAPS/ teacher created?) across the grade level for math during the year. Student scores will be discussed as well reteaching strategies. A similar assessment will be given after reteaching with a goal of 95% growth.