

## Reflective Questions for Consideration Regarding School Improvement Plan

### Regarding the “SMART” goal

1. Is the goal aligned to curriculum? To specific expectation(s)?
2. Is it specific to individual grade levels or groups of students?
3. Is the goal measureable? (a statement in the goal of how the outcome of improvement will be measured – i.e. ‘as measured by...’)
4. Does the goal include clear **baseline** data for the goal? (e.g. Currently \_\_\_% of these students are performing at Level 3 or 4) (Without baseline data the improvement cannot be measured)
5. Does the chosen goal contribute, in important ways, to the school’s overall record of achievement? ( if a goal is chosen in one area, does the present interpretation of data or trend in data support the importance of pursuing this goal)
6. Does the goal represent an urgent, critical need within the school as surfaced by the inquiry process? (SEF, Katz)
7. Does the goal identify specific dates (season, month, or day) for assessment, data collection, and analysis?

### Regarding Assessment and Monitoring (Implementation)

1. Does each measure listed, align directly with the strategy to the left of it on the template? Will the measure given, tell us if the strategy is effective for improvement of student learning?
2. Does each measure state what is being measured, by who, when and why? (eg. Samples of student work with written feedback from teachers will be collected by classroom teachers monthly and discussed at the PLC meeting in order to determine next steps for those students)
3. Do the measures include student data, work samples, teacher anecdotal checklists, classroom charts, running records, notes from teacher/student conferences etc. that will show the effectiveness (or not) of the strategy being implemented?
4. Does the responsibility column indicate who will ensure that the strategy is being monitored? (implemented)