



### SMART Intervention Goals

**Directions:** Based on the prioritized root causes, the school should develop 3-4 SMART intervention goals in order to address the recommendations for improvement from the Root Cause Analysis report. Goals must be specific, measurable, achievable, realistic, and time-bound (SMART).

- **Specific:** Is the goal clearly defined?
- **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal?
- **Achievable:** Does the goal stretch the school while still being attainable?
- **Realistic:** Does the goal relate to student learning and achievement? Is it data-based?
- **Time-bound:** Is the timeframe appropriate for accomplishment of the goal?

**For each SMART intervention goal:**

- Identify one or more of the Four Domains to which the goal aligns,
- Identify the annual outcomes for the goal (i.e. – what data will the school collect and measure to determine if this goal has been achieved?), and
- Identify the progress indicators\* for the goal (i.e. – what data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?).
  - Schools will identify progress indicators for various time frames (30 days, 60 days, quarter 2, and quarter 3).
  - Schools will also identify progress indicators related to both implementation (i.e. adult actions, systems, structures, and processes) and student outcomes.

**\*NOTE:** Indicators are incremental checkpoints, data, or information used to assess progress toward achieving an outcome. How to pick leading indicators:

- Ask what data are indicative, or can help predict the outcome of interest before it happens
- Look at the various data points that would be available to the school, which are
  - Relevant
  - Clear and easy to understand
  - Provide enough detail for analyses and understanding
  - Robust and reliable and accurate
  - Seen as valid
- Analyze data to see if the data are useful for understanding the outcome (e.g., correlated or predictive)
- Might compare over time or different groups



CSI Category	Problem Statement	Root Causes
Low Performing 5%	In grades 3-8, 91% of students did not score at the meets or exceeds proficiency level on the 2019 State assessment for English Language Arts.	Lack of targeted intervention to improve academic performance of students who are below grade level.

Domains for Rapid School Improvement  <input type="checkbox"/> Turnaround Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Instructional Transformation <input type="checkbox"/> Culture Shift	SMART Intervention Goal  1.	Annual Outcomes <i>(What data will the school collect and measure to determine if this goal has been achieved?)</i>	Progress Indicators* <i>(What data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?)</i>		
			Timeframe	Implementation Data	Student Outcome Data
			30 days		
			60 days		
			Quarter 2 (90 days)		
			Quarter 3		



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CSI Category	Problem Statement	Root Causes
Low Graduation Rate - Comprehensive	63% of students are not passing two or more core subjects in 9th grade.	The school lacks structures to support students who are academically below grade level.

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CSI Category	Problem Statement	Root Causes
Low Graduation Rate - Alternative	63% of students are not passing two or more core subjects in 9th grade.	The school lacks structures to support students who are academically below grade level.

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