

DSSR SMART Goal Bank

The DSSR SMART Goal Bank is a resource of exemplar SMART goals designed to help districts and schools strengthen the quality, clarity, and measurability of performance goals within the DSSR plans.

Student Achievement Goals

By June 2029, Magnolia River School District will increase student proficiency rates (meets and exceeds) in reading and math by 20 percentage points for each grade level tracked, as measured by SC Ready, compared to 2023-2024 baseline data. Interim performance data will be measured using iReady Reading and Math.

By June 2029, the percentage of high school students meeting college and career readiness benchmarks – EOC scores, CTE certifications, and dual enrollment credits – will increase by 15% from the 2023-2024 baseline, as measured by graduation and post-secondary readiness indicators.

By Spring 2029, Palmetto Grove Elementary will improve ELA achievement by increasing the percentage of students scoring in the “Meets” or “Exceeds” categories on SC Ready ELA at least 3 percentage points each year. Progress toward this goal will be monitored through interim MAP Reading assessments to inform instruction and guide intervention efforts.

By Spring of 2029, Riverbank Middle School will improve ELA & Math achievement by decreasing the number of students who are 1 or more grade levels below by 4 percentage points each year. We will monitor progress by using the i-Ready diagnostics and have students set goals to meet their stretch growth targets using the Fall Data each year to set goals for the Spring Diagnostic.

By the end of the 2028–2029 school year, Highland Grove High School will increase student performance on End-of-Course (EOC) assessments by 7% annually, as measured by common formative assessments and official EOC test scores. This goal will be achieved through targeted instructional strategies, ongoing professional development, data-driven interventions, and consistent monitoring of student progress across all tested subjects.

By June 2029, HGHS will increase its overall graduation rate to 85%, up from 73% from the average baseline, by building on the success of the Dual Enrollment program and implementing targeted academic and support interventions for special education and economically disadvantaged students.

RiverTech Career Center will increase the number of students obtaining at least one credential upon completion of the program by 40%, from 48% to 88%, by Spring of 2029.

By the end of the 2026–27 school year, the percentage of K–2 students scoring On or Above Grade Level on the Winter i-Ready Reading Diagnostic will increase from 48% to 65%.

By June 2027, the percentage of English Learners demonstrating adequate annual growth in reading proficiency will increase by 10 percentage points, beginning at 32%, as measured by ACCESS and MAP Testing.

By the end of the 2029–30 school year, the percentage of students in grades 6-8 meeting typical or above typical growth on the i-Ready Math Diagnostic will increase 8% points each year as tracked by the cohort method.

By the end of the 2029–30 school year, the percentage of economically disadvantaged students demonstrating typical or above growth in mathematics will increase from 46% to 60%, as measured by Winter MAP Testing.

By the 2026–27 school year, the on-time graduation rate will increase from 83% to 90%, as measured by cohort graduation data.

By June 2027, the percentage of students earning a college- and career-ready credential (e.g., AP/IB credit, dual enrollment credit, industry credential) will increase from 28% to 40%.

By May 2029, increase Grade 3 ELA proficiency from 38% to 48% (SC Ready), with interim checks three times a year (Fall, Winter, Spring) using NWEA MAP Testing.

By 2029, the number of Pupils in Poverty (PIP) enrolled in dual credit courses will double (compared to 2022-23 data).

Teacher/Administrator Quality Goals:

By the end of the 2028 – 2029 school year, Magnolia River School District will:

- Increase the percentage of certified teachers in their subject areas from 92% (2023-2024 baseline) to 98%.
- Decrease teacher turnover in Title I schools by 25% compared to 2023-2024 rates.

By May 2030, Palmetto Grove Elementary will increase the relevance and impact of professional development by implementing a differentiated, job-embedded PD model aligned to classroom management strategies, LETRS implementation, and the Concrete-Representational-Abstract method of math instruction. At least 90% of teachers will report PD as “highly relevant” on the end-of-year staff survey, up from 40%.

By May 2029, Riverbank Middle School will increase the use of AVID strategies as measured by classroom observations by 10% (beginning with a baseline of 40%) annually through targeted support, consistent implementation, and alignment with AVID Schoolwide strategies. Teachers will report that instructional professional development is more relevant and aligned with their classroom practices.

By June 2029, HGHS will increase the integration of AVID and WICOR strategies in classroom instruction by 50% as measured by classroom observations. This goal will be achieved through a structured professional development model in which teachers lead two out of four Thursday PD sessions each month. These sessions will maintain a consistent instructional focus on AVID methodologies, WICOR components (Writing, Inquiry, Collaboration, Organization, and Reading), collaborative learning practices, and high-impact strategies grounded in John Hattie’s research on collective teacher efficacy.

RiverTech Career Center will expand its “Professional-in-Residence” initiative, from 0 each year to maintaining 4 per year, by ensuring that each program area hosts at least one industry expert-led experience annually—such as guest instruction, mentorship, or project collaboration—by Spring 2029, to enhance real-world learning and career readiness for all students.

By June 2027, the percentage of teachers implementing standards-aligned instructional practices with fidelity will increase from 60% to 85%, as measured by instructional walkthrough data using the district observation tool.

By June 2027, the percentage of classrooms demonstrating effective differentiation strategies for diverse learners will increase from 45% to 70%, as measured by walkthrough and observation data.

By the end of the 2026–27 school year, the percentage of teachers using formative assessment data to adjust instruction will increase from 50% to 80%, as evidenced through lesson plan reviews and PLC documentation.

By the end of the 2026–27 school year, the percentage of administrators providing timely, actionable feedback to teachers will increase from 55% to 85%, as measured by observation feedback logs and monitoring tools.

By June 2027, the percentage of schools implementing effective PLC structures with administrative support will increase from 50% to 90%, as evidenced by PLC agendas, minutes, and monitoring tools.

By the end of the 2026–27 school year, the percentage of instructional staff demonstrating effective use of data protocols during PLCs will increase from 40% to 75%, as measured by PLC artifacts and observation rubrics.

By June 2028, we will increase the percentage of observed lessons (Classroom Mosaic) rated proficient or above for ‘Checks for Understanding’ from 41% to 65% with monthly team leadership collaboration.

School Climate Goals:

By the end of the 2028-2029 school year, Magnolia River School District will reduce chronic absenteeism district-wide from 18% to 10%.

By the Spring of 2029, Palmetto Grove Elementary will reduce office referrals by 5% each year through the implementation of enhanced character and resilience education (CARE) and behavior intervention supports. Progress will be monitored monthly using behavior data reports, and success will be measured by a decrease in referral counts.

By June 2029, Riverbank Middle School will increase student voice in decision-making from 42% to 80% and reduce office referrals by 12% yearly by expanding character and resilience education (CARE) supports, strengthening staff/teacher capacity around instructional shifts, and establishing an inclusive learning environment.

By June 2027, HGHS will decrease its chronic absenteeism rate from 14% to 4% through the implementation of proactive attendance monitoring, family engagement strategies, and targeted interventions for students with repeated absences. Progress will be reviewed annually to ensure the goal remains achievable and aligned with school improvement priorities.

RiverTech Career Center will increase its student attendance rate by 2% annually by implementing targeted interventions, from 89% to 99%, including attendance monitoring, parent engagement strategies, and student incentive programs, with progress reviewed quarterly to ensure continuous improvement.

By June 2027, the percentage of students reporting that they feel safe and supported at school will increase from 78% to 90%, as measured by the South Carolina School Climate Survey.

By the end of the 2026–27 school year, the number of out-of-school suspensions will decrease from 145 to 100, as measured by discipline data.

By the end of the 2026–27 school year, participation in family engagement events will increase by 25%, as documented through sign-in sheets and event participation logs.

By the end of the 2026–27 school year, 100% of schools will implement a consistent school-wide behavior framework, as evidenced by implementation checklists and monitoring tools.

By May 2030, we will reduce chronic absenteeism from 22% to 14% districtwide, monitored monthly using attendance dashboards, with a focus on students above 25%.

Gifted and Talented Goals (district only)

By the end of the 2028-2029 school year:

- Increase the percentage of minority and economically disadvantaged students identified for GT services by 25%
- Increase district-wide participation in AP and dual enrollment programs by 20%

By the end of the 2028–29 school year, 100% of schools will implement consistent screening and referral practices for Gifted & Talented identification, as evidenced by completed identification checklists and documentation.

By the end of the 2028–29 school year, the district will expand advanced learning opportunities (e.g., enrichment clusters, advanced coursework, dual enrollment, or acceleration), increasing student participation from 45% to 70%, as measured by enrollment data.

By June 2029, the district will increase the percentage of GT classrooms demonstrating high-level instructional rigor from 55% to 80%, as measured by walkthrough and observation data aligned to GT indicators.

By April of 2027, we will increase universal screening completion in Grades 2-5 from 70% to 95% and reduce identification disproportionality for multilingual learners by 10% (using a district GT report).

By 2029, among students identified as gifted, increase the percentage of those students in grades 3-8 scoring at the Exceeds level on SC Ready in the areas of ELA and Math to 90%.