

Goal-Setting and Action Planning

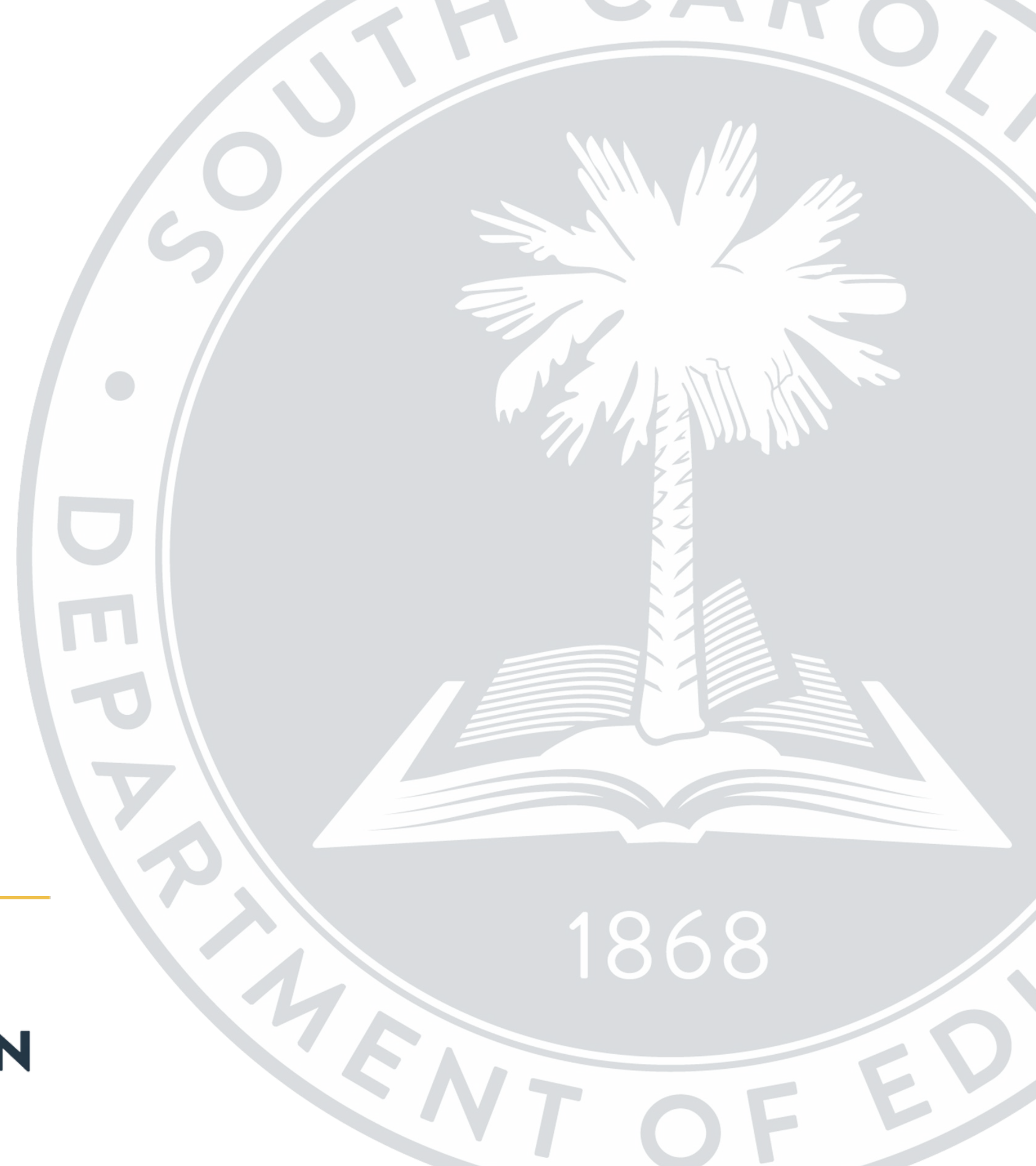
DSSR Professional Development Miniseries

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**SOUTH CAROLINA
DEPARTMENT OF EDUCATION**



Where have we been?



Agenda

1 Goals

2 Action Plans

3 Alignment





Agenda #1

Goals





A goal is a clear target that guides your actions and measures your progress.

Performance Goal Area

Once priority needs are clear, the Comprehensive Needs Assessment and Executive Summary become the **foundation for goal setting**.

Effective Goals Should:

- Directly address a **priority need** identified
- Be tied to **specific data points** noted in the CNA/Executive Summary
- Focus on **student achievement or growth**

This ensures goals are **not based on assumptions**, but on data.

REQUIRED GOALS



SMART GOALS

Clear goals. Better focus. Stronger results.

S

SPECIFIC



Be clear and specific about what you want to achieve.



What exactly do I want to accomplish?

M

MEASURABLE



Make sure your goal includes criteria to measure progress.



How will I know when I have reached my goal?

A

ATTAINABLE



Set a goal that is realistic and achievable.



Is this goal realistic based on my current resources?

R

RELEVANT



Choose a goal that aligns with your priorities and long-term objectives.



Does this goal matter? Does it support my bigger picture?

T

TIMELY



Set a target date to create a sense of urgency and focus.



When will I achieve this goal?



A **SMART** GOAL turns intention into action and action into achievement!



Writing a Performance Goal

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

Performance Goal Area: Choose an item.

(*required)

PERFORMANCE GOAL: (SMART Goal must include: WHO will do WHAT, as measured by HOW and WHEN.)

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source(s)	Average Baseline	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
What is being measured?		Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
What is being measured?		Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:
What is being measured?		Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:	Target: Actual:

*Add or delete rows as needed.



Example Goal

PERFORMANCE GOAL:

By Spring of 2029, Riverbank Middle School will improve Math achievement by decreasing the number of students who are 1 or more grade levels below by 4 percentage points per year.

Subsequently, by Spring of 2029, Riverbank Middle School will improve Math achievement by increasing the number of students with disabilities reaching their stretch growth goals from 24% to 54% (8% points each year).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Data Source	Cohort	Average Baseline	2024-2025	2025-2026	2026-2027	2027-2028
i-Ready Math – Students 1 or more grade levels below		Spring '24	Spring '25	Spring '26	Spring '27	Spring '28
	Current 5 th (incoming 6 th)	52% (from Elem)	Current 6 th Target: 48% Actual: 46%	Current 7 th Target: 44% Actual: 41%	Current 8 th Target: 40% Actual:	N/A
	Current 6 th	50%	Current 7 th Target: 46% Actual: 47%	Current 8 th Target: 42% Actual: 39%	N/A	N/A
	Current 7 th	43%	Current 8 th Target: 39% Actual: 36%	N/A	N/A	N/A
i-Ready Math	Students with Disabilities	24%	Target: 32% Actual: 34%	Target: 40% Actual: 40%	Target: 48% Actual:	Target: 54% Actual:



WRITE IT. FOCUS IT. ACHIEVE IT!

A great performance goal
turns **intention** into **impact**.



FOCUS
on what
matters most



DEFINE
a clear,
measurable result



PLAN
the key steps
to get there



ACHIEVE
and celebrate
your success!



HOW WE REVIEW DSSR PLANS

1

START HERE



GOALS FIRST

We begin by reviewing the goals in the plan.

2

CHECK CONNECTION



We go back to the **Executive Summary** to ensure the goals are connected.

3

CHECK ALIGNMENT



We go back to the **Comprehensive Needs Assessment** to ensure alignment with needs.

CONNECTION + ALIGNMENT



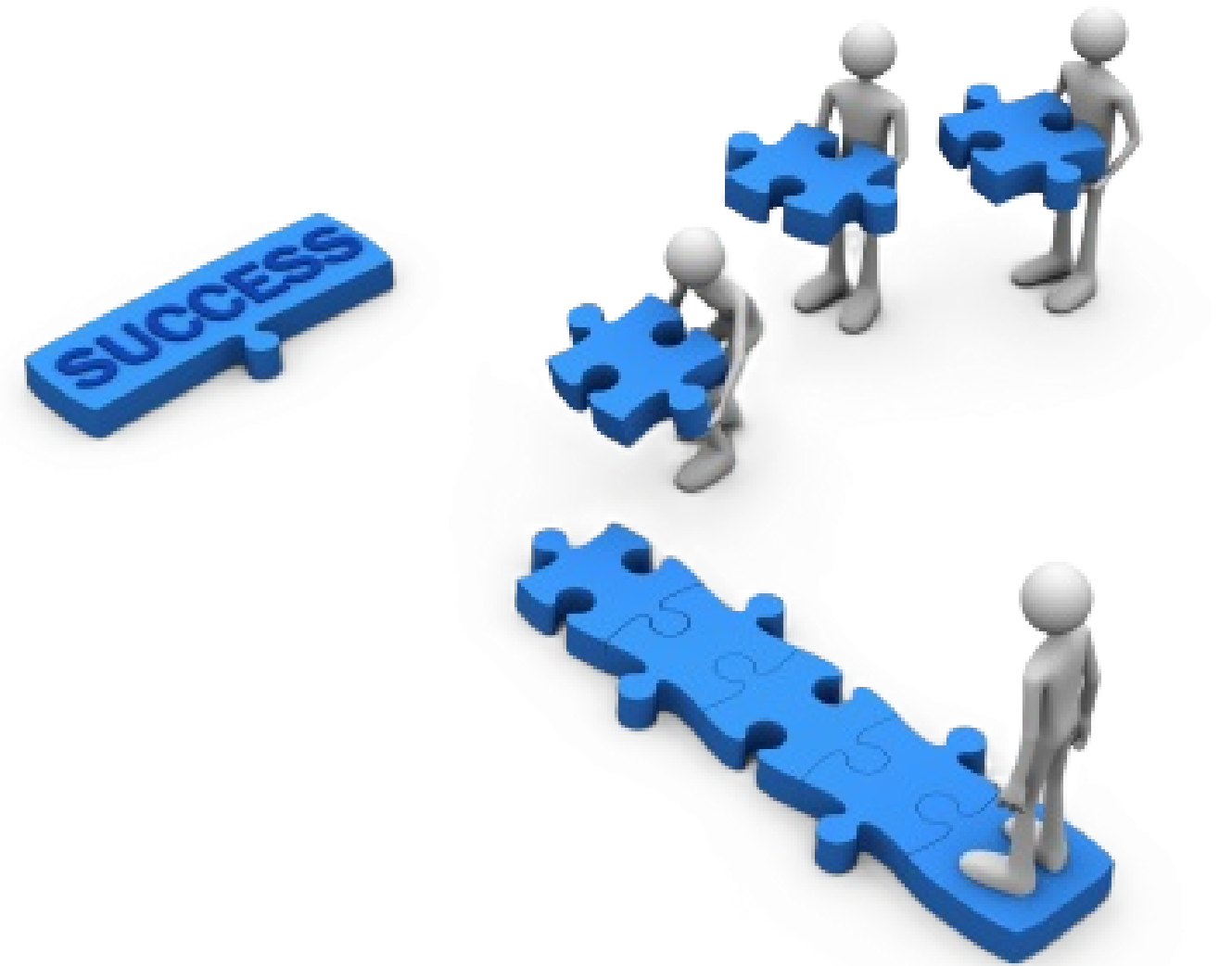
Agenda #2

Action Plans



Action Plans

A sequence of steps to be taken or activities to be performed for a goal to be achieved.



Writing Strong Action Steps

Action steps describe **how the goal will be accomplished**.

To ensure alignment:

- Each action step should respond to a **root cause identified in the Comprehensive Needs Assessment/Executive Summary**
- Actions should reflect adult practices and system changes
- Strategies should be evidence-based and measurable

Ask these questions:

- What did the data tell us was missing or ineffective?
- What adult actions must change to impact student outcomes?
- How will we know if the action step is implemented as intended?



Action Plan

Choose an item. STRATEGY #1

ACTION PLAN FOR STRATEGY #1:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To add a row, go to the last box and press the tab button.



Note: Riverbank Middle School and its associated district are entirely fictional. All names, addresses and contact information included are purely imaginary and used for illustrative purposes only.

STUDENT ACHIEVEMENT STRATEGY #2

Launch the AVID Elective School-wide to support learning and instruction with best practices.

ACTION PLAN FOR STRATEGY #2:

ACTIVITY	TIMELINE (Start and End Dates)	PERSON(S) RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	EVALUATION: INDICATORS OF IMPLEMENTATION
1. Add the AVID Elective in all grades to teach students WICOR strategies of Writing, Inquiry, Collaboration, Organization, and Reading. Train teachers of AVID strategies with AVID Summer Training.	Yearly	-AVID Admin -District AVID director -Principal -Elective Teacher	\$5,000 to join the AVID program.	Title 1	-Increased enrollment in the AVID Elective -Summative assessment data collected in the CCI
2. Create AVID Binders Schoolwide as an organization strategy to help increase organization and re-visiting of standards-based materials. The principal's secretary will assist in ordering organizational supplies.	Monthly check-ins via social studies classes	-AVID Administrator -AVID elective teacher -Principal's secretary	\$5,000	School materials fund	-Use of binders via data collected from Walkthroughs -AVID scholar awards to students using and keeping an orderly binder, 6 students per 9 wk -Organization of notes, handouts, worksheets and formative assessments.

Write
an
Action
Plan



A goal
WITHOUT A
PLAN
IS JUST A
WISH



THE PLAN

	Activity
	Timeline
	Person(s) Responsible
	Estimated Cost
	Funding Source
	Evaluation





Agenda #3

Alignment



How do we connect our DSSR to our Title One Plan?

District Strategic and School Renewal Plans

- Comprehensive Needs Assessment and Executive Summary of Needs Assessment Data Findings
- Action Plan Activities
- Estimated Cost and Funding Source
- Evaluation: Indicators of Implementation

Title One Plans

- Comprehensive Needs Assessment
- Expenditure (what you spent money on)
- Funding (where the funds came from and how much was spent)
- Evaluation and Return on Investment



ALIGNMENT

DSSR & TITLE ONE

Two plans. One purpose. Student Success! ★

DSSR

District and school improvement planning focused on:



GOALS

What we want to achieve for all students



STRATEGIES

Actions to improve teaching, learning, and supports



RESOURCES

How federal, state, and local funds are used



RESULTS

Measuring progress and improving outcomes



DSSR sets the **VISION** and **DISTRICT/SCHOOL GOALS** for improvement.



TOGETHER we create conditions for **ALL STUDENTS** to learn, grow, and succeed.



Title One **SUPPORTS** those goals by providing **TARGETED RESOURCES** and **STRATEGIES**.

ALIGNED MEANS:

- ✓ Goals are connected
- ✓ Strategies support each other
- ✓ Resources are coordinated for maximum impact

TITLE ONE

Federal funds that support high-quality education by:



SUPPORTING STUDENTS

Extra help for students who need it most



STRENGTHENING EDUCATORS

Professional learning and support for staff



ENGAGING FAMILIES

Building partnerships that support learning



IMPROVING OUTCOMES

Closing gaps and increasing achievement



DSSR provides the **ROADMAP**. Title One provides the **RESOURCES**. **TOGETHER** we drive results and create brighter futures for every student!



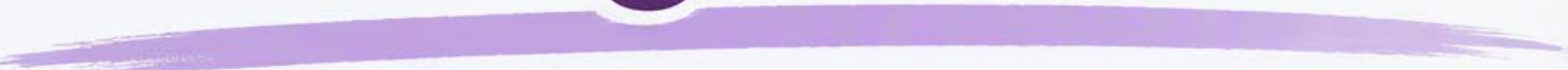
Questions



DSSR PD MINISERIES 



What Do We Do When We Aren't Meeting Our Goals?



October 21 • 9:00 AM

