**Hardin County Schools—SMART Goals 2013-2014**

***MEGA Goal :*Elementary/Middle School:By June 2014, 90% of the students in each school will show a minimum of a 1 year gain in reading and math from Fall 2013 to Spring 2014 as measured by MAP or like diagnostic assessment.    
High School: Each high school will increase their College and Career Readiness Percentage by 10% during the 2013-2014 school year.**

***SMART Goals – (The means used to achieve the MEGA Goal).***

Each of the following SMART Goals has an individualized rubric based on the bulleted performance standards below it. Quarterly charting of data on each performance standard will determine overall performance on each SMART Goal.

**SMART Goal 1—Schools exhibit and promote a culture of high expectations and a positive learning environment for all. Classrooms are equitable, inclusive, and engaging environments that are conducive to student learning.**

* School-based PLC’s, focusing on the Four Questions for Success, are performing at or above the fully functioning level.
* Teachers’ use of instructional and pedagogical strategies that promote a positive, inclusive learning environment for all is evident in the classroom.
* Positive Behavioral Interventions and Supports (PBIS) are being implemented, and PBIS data is reflecting a reduction in the number of discipline referrals and suspension days for students.
* A positive working and learning environment is evident in the school.

**SMART Goal 2**—**Student-centered instruction is occurring in schools at or above the fully functioning level.**

* Differentiated instruction is evident in the classroom.
* Targets are referenced during instruction.
* Connections are made to real life.
* Higher-order thinking (HOT) questions are evident during instruction.
* Tasks are rigorous.
* Tasks are aligned to the learning target.

**SMART Goal 3**—**A balanced assessment system that incorporates formative, summative, diagnostic, and common assessments is being implemented in schools at or above the fully functioning level.**

* The use of formative assessment as an instructional practice is evident in the classroom.
* The use of assessment data to inform instructional practices is evident in the classroom.
* Common assessments are developed in the PLC’s, implemented in the classroom, and used to inform/modify instructional practices.