

# Chapter 7 - Goals

The purpose of writing goals is to communicate clearly the needs of the school/district and what *specifically* it is that the district is attempting to achieve relative to those needs. There are three components to each goal – the Goal Statement, Activities, and Evaluation.

A goal should ensure that all components of this NCLB application (Program Specifics, Budget Detail) work together to form a plan that focuses on student achievement. Items from the Budget Detail page, for example, must correlate to the activities and/or evaluation of the goal entry. In addition, a multiplicity of goals might be coordinated together to tackle an issue from several perspectives (for example, a district could have an elementary reading goal and a middle school language arts goal that together are intended to have freshmen arrive at the high school level ready to do secondary-level reading and writing). Or a district might have a set of goals that individually deal with a few major problem areas that are not necessarily interconnected. Or a district might have just a few goals that make use of (and even share) a large number of activities.

## 1. Determining Priority Needs

Although the ultimate means for determining progress is the state assessment, there are other sources of data that are more readily available in schools (such as formative assessments like DIBELS, Aimsweb, MAP, other CBMs, etc.), and these are often good indicators of predictability for a student meeting state standards. A district might want to collect data from more than one source to clarify the nature of a problem area or to help prioritize the issues.

Once the data are in hand, they should be reviewed with various questions, such as the ones below, in mind.

- Are there specific deficit areas which are causing (or may cause) our students to fall behind?
- Are there subgroups that are (or are at risk of) lagging behind their peers?
- Are there specific core academic subject areas in which our students struggle? (NCLB, in Title IX, recognizes English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography as core academic subjects.)

**NOTE:** For a Targeted Assistance Program, districts will ask these questions in relation to the identified Title I students since they are the focus of that particular type of program. For a Schoolwide Program, districts will examine the data of *all* students served with those funds.

## 2. Goal Statement

It is important to remember that the purpose of Title I funding is to raise student achievement. Therefore, all goals should be focused on raising student achievement. ISBE recommends that districts write goals that are SMART—

S pecific  
M easurable  
A ttainable  
R elevant  
T ime-bound

The Goal Statement should bring together the need to be addressed (the OBJECTIVE), the means by which this will be done (the ACTIVITIES), and the method by which success will be measured (the EVALUATION).

### 3. Goal Objective

In a goal statement, the objective frequently becomes clear through other language, such as the measurable student outcomes, but the grant application expects districts to articulate their objectives. Here are examples of how the objective portion of a goal might be articulated:

- In a Schoolwide program: “In order to decrease the percentage of K-5 students receiving interventions in math, the district will....”
- In a Targeted Assistance program: “The district will improve reading scores for Title I students in grades K-5 who receive pull-out interventions....”

### 4. Goal Activity

The Activity section is a narrative that describes how the district will reach the intended student achievement goal. This is the bulk of the goal entry and should give the reader a clear picture of the specific strategies and activities that will be implemented in order to achieve the goal.

Most likely, items from the Budget Detail page will be linked to this section of the goal entry. *How are we going to achieve the stated goal? Have we included all activities in items on the Budget Detail page?*

As an example, in a Schoolwide Program goal, the Activity portion might read:  
“Universal screenings will be done in September, January, and May (AIMSweb - grades K-2, MAP - grades 3-5). Title I teachers, classroom teachers, and paraprofessionals will provide scientifically research-based interventions with students requiring interventions. Intervention tools include, but are not limited to, Reading Recovery and Reading Mastery. After-school tutoring is available and utilized as an intervention method. All students are eligible to participate regardless of ability to pay (i.e. the district will provide tutoring for homeless students). Students needing the most intensive interventions are strongly encouraged to participate in our summer reading program (summer school). We will also send teachers to professional development on differentiated instruction, guided reading, and data analysis. Staff will take strategies learned from workshops and implement with our struggling students.”

Here we have used underlining to highlight examples of items in the goal statement that should then be found on the Budget Detail page. Linking these items between the Activity narrative and the Budget Detail narrative clarifies what will be used or done to achieve the intended student achievement goal and what the costs will be. It is not necessary to write a goal for each Budget Detail item, but all Budget Detail items *must*

be linked to the Goals Page as a justification for the expenditure.

**NOTE:** In a Targeted Assistance program, the application will describe how the district will reach the intended goal for the *targeted students* (as should have been stated clearly in the Goal statement).

## 5. Goal Evaluation

The Evaluation narrative will include the tool that will be used to determine the effectiveness in reaching the goal and the timeframe for assessment. How will you measure the success/effectiveness (i.e. pre/post data for assessments like DIBELS/MAP/AIMSWEB, surveys, checklist, sign-ins, etc.)? How will we know when we get there?

It is much easier to measure success when goals include a percent or number of specifically identified students, the specific academic outcome goal for those students, and the specific date or timeframe for the activity and academic improvement to take place.

As a sample, here is an Evaluation statement:

At each universal screening (Aimsweb for K-2<sup>nd</sup> and MAP for 3<sup>rd</sup>-5<sup>th</sup>), the number of students meeting the pre-determined criteria for interventions will be assessed and documented. The number of students requiring interventions at the final screening will be compared to the number of students meeting the same criteria at the initial screening. Since the goal is to reduce the number of students needing interventions, if the number requiring interventions at the final screening is not less than the number originally requiring intervention, then the program will be reviewed and revised to meet the needs of the students better and to ensure improved student outcomes and success of the goal.

## 6. Examples of Complete Goals Statements

Now let's put objective, activities, and evaluation together to show a complete goal statement but broken up to reflect how the statement would appear in the grant application.

### Targeted Assistance Example #1

Objective: "To increase the percentage of **Title I** and homeless students performing at grade level by 5% by the end of the school year."

Activity: "High quality professional development opportunities will be provided for district teachers--registration for conferences in math, science, and reading and how to teach and address the needs of students in those subjects with different learning styles will be provided. The district will identify homeless students and provide the materials necessary for them to be successful. **Title I students** will be identified and provided with tutoring by our interventionist during the school day, as well as after school tutoring as needed through Homework Club."

Evaluation: "To evaluate whether we are achieving our goal, we will utilize pre/post data from MAP and Aimsweb testing."

Items associated with the Budget Detail Page are underlined here for emphasis. Notice the focus on **Title I** in the Objective and Activity sections.

Targeted Assistance Example #2:

Objective: “By Spring 2011, our goal is to move 5% of K-5 **Title I** students from Deficient to Emerging and from Emerging to Established according to the AIMSweb assessment.”

Activity: “**Title I teachers** will provide supplemental reading instruction to assist **Title I students** in meeting local and state learning goals. This instruction will consist of both push-in and pull-out (core subject areas will not be missed) teaching methods concentrating on the learning of appropriate grade level reading skills using Scott Foresman Grade Level Reading Series, Learning A-Z. All certified and non-certified staff will have the opportunity to attend high quality professional development in-service activities, workshops, and classes through colleges and universities. Topics will include core content areas, curriculum alignment, differentiated instruction, intervention strategies, data analysis, technology integration, smart board technology, classroom management, learning disabilities, and best practices. Provide specific parent involvement programs as requested during the annual parent survey to help our students. These programs will specifically involve parents of “at risk” students focusing on strategies for parents to support their children at home. These strategies will include reading, educational games, strategies for working on homework, study skills, how and where to obtain parent resources. Information will also be distributed regarding assessments, surveys, and communication.”

Evaluation: “AIMSweb assessment scores will be analyzed annually to determine level of achievement and rate of growth.”

Items associated with the Budget Detail Page are underlined here for emphasis. Again, notice the focus on **Title I** in the Objective and Activity sections.

Schoolwide Program Example #1 (LARGE district)

Objective: “By Spring 2011, all public and private school preK-5 students working below grade level in reading and language arts will meet or exceed standards OR increase their Reading and language arts scores by 10 percentage points.”

Activity: “Implement CIM by providing intervention support from literacy and reading recovery teachers. This support will provide additional instruction support to increase vocabulary, fluency, phonemic awareness, and comprehension skills. It will provide additional support in writing instruction for targeted students. Additional activities such as extended day, summer school, and intercession (balanced calendar schools) will be implemented in the Title I schools. Teachers and administrators will participate in professional development opportunities in and out of the District.”

District Institute days and building/district school improvement days will provide focused training. Staff will be afforded opportunities to attend professional conferences to stay abreast of promising practices and current trends in improving academic achievement for all students.”

Evaluation: “Students will be evaluated utilizing formative assessments such as quarterly and benchmark assessments, interim common assessments, Developmental Reading Assessment (DRA), Children’s Progress Academic Assessment (CPAA), ACCESS and reading/math rubrics.

Items associated with the Budget Detail Page are underlined here for emphasis.