

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Requirements

- Administrator goals should be accurate measures of a school leader's effectiveness.
- Superintendent determines how many goals administrators will set each year (between one and four)
- Goals are set in consultation with a supervisor by October 31 each year.
- Goals must be specific and measurable, based on student growth and/or achievement data, and receive a final score between 1 and 4.

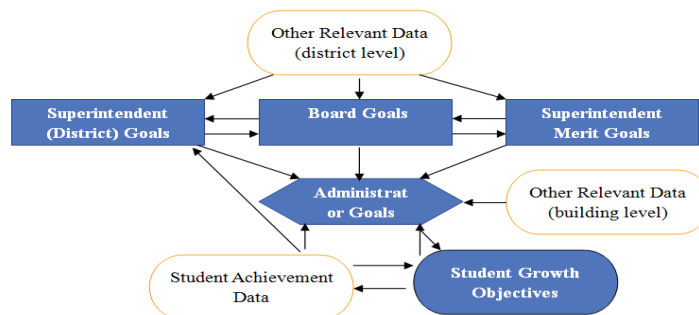
Recommendations

- **Sustain** a focus over multiple years --a multi-year goal.
- **Select** measures that the administrator can impact in one year such as:
 - When the goal is based on a new initiative or project and the administrator's efficacy is better demonstrated by **process measures** –outcomes other than student achievement – such as *teacher practice, teacher understanding, success of implementation, or stakeholder satisfaction*.
 - In year one (and possibly year two) of a multi-year goal, a process measure may be a better reflection of the efforts of the administrator (see examples above). Multi-year goals should evolve into goals that measure student achievement over one or more years.
- **Align** administrator goals with district priorities, other goals in the district, and/or teacher goals (SGOs).

Alignment Illustrated and Applied

Establishing vertical alignment among goals at different organizational levels will provide a powerful lever for student growth. Alignment can be facilitated by the thoughtful sharing of data and collaboratively establishing priorities. The following graphic organizer depicts the two-way flow of data and how priorities established at each level can influence each other.

Goal Alignment: A Graphic Organizer



A district uses **Leadership Team meetings** to collect and analyze **selected data**. From the data analysis, the district **establishes priorities**. These collaboratively developed priorities inform goals at the central office, which, in turn, inform administrator goals. District priorities are widely communicated and administrator goals are **communicated** to the corresponding faculty and staff:

- Examples of Leadership Teams
 - PLCs, DEAC, SciP, Instructional Council, or Administrative Team
- Possible Selected Data Sets
 - Student assessment results, aggregated observation data, or climate survey results
- Example of Establishing and Communicating Priorities
 - The SciP at the high school requests a component-level analysis of observation data and due to the low average score, determines that student engagement should be a building-level priority in the upcoming year which they share at the June DEAC meeting.
 - **Process/Exemplars:** The following pages illustrate a six-step process for constructing administrator goals, followed by examples of goals from elementary, middle, and high school administrators. There is also an optional template for recording your own administrator goals.

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Creating Administrator Goals: A Process	
Establish a Focus/ Provide a Rationale	<p>The focus and rationale provide the supervisor with an understanding of what this goal will address, why the goal is important, and how it is connected to student learning. The rationale could be found in:</p> <ul style="list-style-type: none"> • a trend, gap, or pattern in student learning data; • a district priority that each school is asked to address through an administrator goal; or • research, an innovative strategy, or a program or curriculum slated for implementation.
Select a Measure	<p>The measure --what the success will be measured by -- can be:</p> <ul style="list-style-type: none"> • a direct measure of student learning when making modifications to a process, program, or curriculum that has been in place for at least a year; • a process measure that captures the success of implementation, rather than its effect on student learning., such as when a new initiative is being implemented, and it takes time for a principal's indirect effect to impact student outcomes; or the basis for the scoring plan.
Establish a Baseline	<p>The baseline is the starting line for establishing how much growth or achievement can be expected.</p> <ul style="list-style-type: none"> • For measures of student achievement, consider using an average of growth or achievement over several years, as bigger groups provide more stable data. • For process measures, baseline data may be collected through qualitative means, such as a stakeholder survey or focus group, or be established based on prior experience. • Gathering additional information on where you are starting baseline data may help because one data point may not be enough.
Create a SMART Goal	<p>A SMART goal is Specific, Measurable, Achievable, Rigorous, and Time-bound. <i>2 notes on measureable</i></p> <ul style="list-style-type: none"> • Figuring out how much growth or what level of achievement is not an exact science. • One model for estimating a student learning target is: the SLO/SGO Model for Estimating Reasonable Growth¹ (model provided by James H. Stronge, Stronge and Associates Educational Consulting, LLC).
Design Action Steps	<p>Action steps are what the administrator creates to be sure that the goal is accomplished. Some action steps may rely on other people but the administrator should oversee all aspects of the action plan.</p>
Build a Scoring Plan	<p>The scoring plan must satisfy the following:</p> <ul style="list-style-type: none"> • Be mutually agreed to before the goal is approved; • Match outcomes to a four-point scale of effectiveness; and. • Reflect rigorous, attainable growth or achievement at the effective level.

¹. Establish a baseline and establish an ideal number for the measure. Calculate the difference between the current reality and the ideal. Divide that number in half and then spread it over three years for annual yearly growth. Example: graduation rate is currently 65% and we want it to be at 93%. Therefore, $93\% - 65\% = 28\%$ points. $28\% / 2 = 14\%$ points. 14% points divided over three years is about 4.3% points of growth/year.

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Administrator Goal Form (Elementary Exemplar I)

Overview

This is an elementary school goal (grades 3-5) that uses student learning data (Lexile scores) to establish the rationale, as well as to serve as the outcome measure. This principal seeks to improve scores in three grade levels –grades 3, 4, and 5. She uses her baseline data to set targets for the increase in the percentage of students expected to meet or exceed expectations for each grade based on historical outcomes. The targets for this goal refer to the increase in the percent of students meeting or exceeding expectations by the end of the year.

Notes

- Scoring plan
 - Effective is set at meeting the established targets. Highly effective is set at exceeding the targets.
- There is a range at each level of effectiveness. The numbers were informed by the baseline data. This score plan contains action steps that
 - are derived from the contributing causes identified in the rationale, and.
 - highlight ways in which the principal will contribute to the success of this goal.

Name	District	Grade or Grades	Total # of Students/ # Impacted by Goal	Target Date for Completion
Mrs. McAllister	Smithville	Elementary Grades 3-5	333/333	June 2017
Focus/Rationale <ul style="list-style-type: none"> • Establish what this goal will focus on. • Describe how it is connected to student learning and provide analysis, detail or research to support the approach you plan to take. 				
Focus Reading in Grades 3-5				
Rationale 2015 Scholastic Reading Inventory (SRI) End-of-Year Assessment (EOY) data indicates that, on average, 67 percent of the student population in grades 3-5 finished the 2015-16 school year reading below grade-level. Root cause analysis reveals that inconsistencies in the implementation of the reading curriculum and in the interventions for at risk students are contributing to the problem. Reading is a foundational skill, critical to students' success in meeting or exceeding the standards set forth in the New Jersey Student Learning Standards (NJSLs) in all content areas.				
Measure/Baseline Data <ul style="list-style-type: none"> • Identify the measure this goal will address. • Provide the corresponding baseline data 				
Measure The SRI EOY assessment will be used as the measure. <ul style="list-style-type: none"> • Targets will be set for students in grades 3, 4, and 5 at the end the 2016-17 school year. • The intervening SRI administrations will be used to monitor progress and guide interventions over the course of the year. 				

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Baseline The baseline is being established using a three-year average of SRI EOY data at each grade level 3rd grade: baseline: 20% of students are meeting or exceeding expectations for reading. 4th grade: baseline: 37% of students are meeting or exceeding expectations for reading. 5th grade: baseline: 42% of students are meeting or exceeding expectations for reading. This data has been relatively stable over the three years. No trends or patterns were detected that would further inform growth expectations. These data will be used to establish rigorous targets for growth in the percent of students meeting or exceeding expectations.					
SMART Goal Write a specific, measurable, achievable, realistic, and time-bound administrator goal.					
By the end of School Year (SY) 2016-17, SRI data will demonstrate whether each grade-level is meeting or exceeding its target growth percentage for students reading at or above grade level.					
3rd grade: target: 33% of students are meeting or exceeding expectations for reading (13% point increase). 4th grade: target: 47% of students meeting or exceeding expectations for reading (10% point increase). 5th grade: target: 50% of students are meeting or exceeding expectations for reading. (8% point increase).					
Action Steps List the activities the administrator will engage in to drive the anticipated growth or change.					
<ul style="list-style-type: none"> Principal establishes a Professional Development Schedule that correlates to <i>The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader</i> by Jan Richardson. Principal collaborates with the K-5 ELA supervisor to establish criteria and identify targeted students to receive RTI tutoring services and/or to attend after-school tutorial programs. Principal and ELA supervisor train RTI tutors on tiered Interventions available through the core reading program. Principal and ELA supervisor provide professional development to faculty on interventions and supports available in addition to the core program. 					
Scoring Plan State what percentage/number will describe attainment at each level. Modify the					
Target (Effective)	Percent/Number Range that Represents Attainment at Each Level				
	Highly Effective (4)	Effective (3)	Partially Effective(2)	Ineffective(1)	Score
3rd grade: 33% of students are reading on or above grade level. (13% point increase)	33.1%	33%-31%	29%-20%	below 20%	Score x .32 (weight determined by %of total students)
4th grade: 47% of students are reading on or above Grade level. (10% point increase)	47.1 % or more	47%-45%	44%-37%	below 37%	Score x .38
5 th Grade: (50%) students are reading Below Grade-Level. (8% point increase)	50.1% or more	50%-48%	48%-42%	below 42%	Score x .30
Approval of administrator goal Administrator and supervisor approve the goal and the scoring plan.					
Administrator _____		Signature _____		Date _____	
Supervisor _____		Signature _____		Date _____	

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Results of Administrator Goal		
Summarize results using the established scoring plan. Delete and add columns and rows as needed.		
Target	Percent Achieved/Score	Administrator Goal Score
33%	32%/3	3 x .32=.96
47%	49%/4	4 x .38=1.52
50%	50%/3	3 x .30=.90
Total		3.38 = Effective
Administrator Notes: Describe any changes made to administrator goal after initial approval, e.g. because of changes in student population or other unforeseen circumstances.		
Review Administrator Goal at Annual Conference Describe successes and challenges, lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related PD in the outcome of your goal.		
Closure of Administrator Goal: Administrator and supervisor acknowledge completion of this goal and its associated score.		
Administrator _____	Signature _____	Date _____
Supervisor _____	Signature _____	Date _____

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Administrator Goal Form (Elementary Exemplar II)

Overview

This is an elementary school goal (K-5). This goal will address a subgroup of students, as opposed to the first goal that addressed all students in a grade. This subgroup is demonstrating declining performance on state testing in mathematics, a fact that was uncovered in early September. A schedule implemented three years ago inadvertently decreased the amount of math time these students receive and this has been identified as a contributing cause of the declining scores. As a result, a midyear revision to the schedules of these students is being recommended. While the ultimate goal is to improve the math scores for this subgroup, the principal believes that his success in designing and overseeing implementation of the new schedule is the more appropriate measure of his effectiveness for this year. As a result, this goal uses a process measure. An action plan will be built that works with stakeholders to design and implement the new schedule. Faculty and parent satisfaction with the process will be the measure of success for this goal.

Notes:

- This administrator will continue to collect data on the math achievement of this group of students.
- While not shown here as a multiyear goal, this administrator would be well-advised to sustain this focus over another year or two, ultimately using student achievement as a measure to ensure that this group of students is making appropriate growth.

Name	District	Grade or Grades	Total # of Students/ # Impacted by Goal	Target Date for Completion
Mr. Marchin	Dentonville	Elementary Grades K-5	333/32	June 2016
Focus/Rationale <ul style="list-style-type: none"> • Establish what this goal will focus on. • Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. 				
<p>Analysis of state test results in mathematics over a three-year period reveals a steady and significant drop in subgroup scores for special education students. Further analysis indicates that changes implemented to the master schedule three years ago are a contributing cause. The new schedule increased the time that special education students spend in inclusion settings and reduced interruptions to art and music. The changes to the master schedule also produced the unintended consequence of reducing the amount of time these students spend in resource room mathematics, by 37 minutes per week. This data prompted a call for collaborative reflection on the current schedules for these students and consideration of options for revision. The target population for this goal is the 32 (K-5) special education students who receive resource room instruction in mathematics. Further analysis shows that the new schedule had significant support from parents. Given the importance of maintaining strong parental confidence in the level of services and the quality of communication, changes to the schedule should be made thoughtfully and collaboratively.</p> <p>Creating new schedules that restore at least 30 minutes of math resource room time to each student, while preserving some aspects of the increased inclusion and enrichment of the current schedule, will be the goal. Vetting the final product more thoroughly will prevent the type of unintended consequences seen with the current schedule. Teacher and parent satisfaction with the revision process and with the new schedule will be the measure of success.</p>				
Measure/Baseline Data <ul style="list-style-type: none"> • Identify the measure this goal will address. • Provide the corresponding baseline data. 				
Measure <p>Success on this goal will be measured through the following:</p> <ul style="list-style-type: none"> • The results from a survey issued to faculty and parents of all students impacted by the new schedule and • Satisfaction with the process for creating the new schedule. The survey will also collect feedback for moving forward but will not measure this aspect. 				

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Baseline This task has no baseline but expectations as well as results from prior surveys will inform the target.				
SMART Goals Write a specific, measurable, achievable, realistic, and time-bound administrator goal.				
By June of 2017, a new master schedule that restores a minimum of 30 minutes of resource room math time to each qualified student will be built and put in place for a half year. At that point, 85% or more of impacted parents and faculty will describe understanding of the rationale for the new master schedule and will indicate the level of satisfaction with the process used to design the schedule, as well as the results..				
Action Steps List the activities the administrator will engage in to drive the anticipated growth or change.				
The principal will do the following: <ul style="list-style-type: none"> Establish a committee with representation from all key stakeholder groups within the school community. Develop a committee meeting schedule and facilitate meetings two times quarterly. Keep faculty and parents updated through monthly updates at faculty and PTA meetings. Meeting minutes will be shared and additional input solicited. Submit proposed final master schedule to the superintendent and district curriculum & instruction committee. Pilot the schedule in semester II of 2016-17 school year to all stakeholders. Issue and analyze a stakeholder satisfaction survey. 				
Scoring Plan State what percentage/number will describe attainment at each level. Modify the table as needed.				
Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective(1)
85% satisfaction rating from survey of faculty and parents	86% or higher satisfaction rating from survey	85%-80% satisfaction rating from survey	79-70% satisfaction rating from survey	69% or below satisfaction rating from survey
Approval of Administrator Goal Administrator and supervisor approve the goal and the scoring plan.				
Administrator _____ Signature _____ Date _____ Supervisor _____ Signature _____ Date _____				
Results of Administrator Goal Summarize results using the established scoring plan, modify table as needed.				
Target	Percent/Number Achieved		Administrator Goal Score	
85%	88%		4	
Administrator Notes Describe any changes made to administrator goal after initial approval because of changes in student population, other unforeseen circumstances.				
Review Administrator Goal at Annual Conference Describe successes and challenges and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related PD in the outcome of your goal.				
Closure of Administrator Goal Administrator and supervisor acknowledge completion of this goal and its associated score.				
Administrator _____ Signature _____ Date _____ Supervisor _____ Signature _____ Date _____				

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Administrator Goal Form (Middle School Exemplar, Year 1)

Overview

This middle school goal (grades 6-8) focuses on the subgroup English language learners (ELL) and uses student learning data from state testing in math to establish the rationale. It does not use student learning data as an outcome measure in year 1 because the administrator concludes that new initiatives will be required to promote success for this subgroup of students. Selected initiatives include staff development, improved scheduling, and a more consistent approach to monitoring progress and providing intervention. Due to the complexity of the proposed changes and the associated need to build capacity, the administrator does not expect to see his or her effectiveness reflected at the student learning level this year. Therefore, this goal becomes a multiyear goal that will use a process outcome – measuring success through implementation of the action plan.

Notes

- As the title of this goal indicates, each of the middle school exemplars is a part of a multiyear goal in which a focus is sustained over two or more years and in this case, three years).
- This series of goals shows how in years one and two, as the initiative is being established, the goals use process outcomes and the administrator's success rests on successful implementation and management of change. Relevant student learning data continues to be monitored and tracked during the first two years.
- In year three, however, the administrator expects to see his effectiveness demonstrated in improved outcomes for students.

Name	District/School	Grades Served/ Impacted by Goal	Total # of Students/ # Impacted by Goal	Target Date for Completion
Mr. Fitzgerald	Mountainview Middle School	6-8/6-8	927/184	June 12,2016
Focus/Rationale <ul style="list-style-type: none"> • Establish what this goal will focus on. • Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. 				
<p>The data shows that English language learners (ELL) at Mountainview Middle School (MMS) have below average growth in mathematics as measured by state testing. On average, MMS students were in the 48th percentile for growth in math. MMS students in the ELL subgroup were, on average, in the 31st percentile for growth in math.</p> <p>The demographics at Mountainview Middle School are changing rapidly. The number of ELL students has doubled over the past two years, and they now make up approximately 20 percent of the student body. MMS needs to expand the resources available to ELL students and become systematic in its approach to educating ELL students. Through a teacher satisfaction survey targeting aspects of ELL education, including professional development, scheduling, and curriculum, teachers indicated general dissatisfaction with the school's handling of these students.</p>				
Measure/Baseline Data <ul style="list-style-type: none"> • Identify the measure this goal will address. • Provide the corresponding baseline data. 				
Measure This goal will measure success through an improved average score on the survey of teacher satisfaction with the educational management of ELL students, which will be redistributed at the end of SY 2015.				
Baseline Data The average satisfaction on the initial survey (2.3/5) will serve as the baseline.				
SMART Goal Write a specific, measurable, achievable, realistic, and time bound administrator goal.				
MMS will show considerable improvement in the delivery of academic instruction to ELL students by the end of school year 2014-15, as measured by an increase in the average of teachers' satisfaction on the end-of-year survey to 3.8 /5.				

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Action Steps				
List the activities the administrator will engage in or oversee to drive anticipated growth or change.				
Principal will do the following:				
<ul style="list-style-type: none"> Establish port-of-entry classes at each grade level;. Hire a supervisor of ELL programs; Revisit the master schedule to ensure that pull-out ELA classes for ELL students meet the required minimum mandatory minutes per proficiency level and do not interfere with regular ELA or math classes; Implement a schedule of professional development for all teachers to ensure that instructional differentiation for ELL students is consistent and appropriate; and Retrain all teachers in RTI with a focus on ELL students to ensure consistency of follow-up for every student. 				
Scoring Plan				
State what percentage/number will describe attainment at each level. Modify the table as needed.				
Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective(1)
The average score on the survey measuring teacher satisfaction with the educational supports for ELL students will be a 3.8/5	4. 1 or higher	3.8-3.0	2.9-2.3	2.2 or below
Approval of Administrator Goal				
Administrator and supervisor approve the goal and the scoring plan.				
Administrator _____	Signature _____	Date _____		
Supervisor _____	Signature _____	Date _____		
Results of Administrator Goal				
Summarize results using the established scoring plan . Delete and add columns and rows as needed.				
Target	Percent/Number Achieved		Administrator Goal Score	
3.8/5	3.6/5		3 = Effective	
Notes				
Describe any changes made to administrator goal after initial approval because of changes in student population or other unforeseen circumstances, etc.				
Review Administrator Goal at Annual Conference				
Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related PD in the outcome of your goal.				
Closure of Administrator Goal				
Administrator and supervisor acknowledge completion of this goal and its associated score.				
Administrator _____	Signature _____	Date _____		
Supervisor _____	Signature _____	Date _____		

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Administrator Goal Form (Middle School Year 2)

Overview

This is year 2 of a multiyear goal focused on the math results of the ELL subgroup of students in the middle school grades 6-8. In year 1 the administrator established port-of-entry classes at each grade level, hired a new supervisor, improved scheduling, and provided professional development to set the stage for improving outcomes for this subgroup. It is reported in the rationale that the administrator was effective in the year 1 goal, as measured by the average survey results. Note that year 2 of this multiyear goal uses student learning data again to establish the rationale for continuing to focus on this subgroup. It does not, however, use student learning data as an outcome measure because the rationale concludes that there is an additional process problem interfering with student success. In this case, the identified problem is a lack of support to ELL parents around academics. In other words, the administrator has concluded that a lack of programming for parents may be contributing to the sustained achievement gap and interfering with the success of other interventions. Hence, this year 2 goal will again use a process outcome, measured by the successful implementation of an action plan.

Name	District/School	Grades Served/ Impacted by Goal	Total # of Students/ # Impacted by Goal	Target Date for Completion
Mr. Fitzgerald	Mountainview Middle School	6-8/6-8	927/184	June 12,2016
Focus/Rationale <ul style="list-style-type: none"> Establish what this goal will focus on. Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. 				
<p>The data shows that ELL students at Mountainview Middle School (MMS) continue to have below average growth in mathematics as measured by state testing. Prior to school year 2015-16, MMS students were, on average, in the 48th percentile for growth in math. MMS students in the ELL subgroup were, on average, in the 31st percentile for growth in math. There were several noteworthy interventions during SY 2015-16, directly aimed at improving the scores of this subgroup. Interventions included the addition of an ELL supervisor and significant professional development for teachers aimed at improving their instructional approaches with ELL students. Student scores from the end of last year showed very modest average growth, with ELL students being, on average, in the 33rd percentile for growth in mathematics.</p> <p>ELL students face many challenges in growing academically, including parents who are frequently unfamiliar with school processes, academically unprepared to assist students with homework and projects, and often lack the resources to provide their children with the academic enrichments other students receive. While the teacher survey demonstrated that MMS effectively implemented changes to curriculum and instruction for ELL students over the past year, analysis does not yet show major gains. Further analysis shows a persistent lack of outreach to and support for the parents of ELL students. The research indicates that academic preparation for ELL parents could help them to become partners in learning more quickly (Arias, M. Beatriz; Morillo-Campbell, Milagros, 2008) thus improving outcomes for students more quickly.</p>				
Measure/Baseline Data <ul style="list-style-type: none"> Identify the measure this goal will address. Provide the corresponding baseline data 				
Measure This goal will measure success through the number of academic support events designed for and delivered to ELL parents over SY 2016-17.				
Baseline Data No academic support events have been offered for ELL parents during the past three years.				

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

SMART Goal				
Write a specific, measurable, achievable, realistic, and time-bound administrator goal.				
By the conclusion of school year 2016-17, MMS will support the academic success of ELL students by collaboratively designing and delivering a total of eight academic support events for parents of ELL students.				
Action Steps				
List the activities the administrator will engage in or oversee to drive the anticipated growth or change.				
The principal will do the following: <ul style="list-style-type: none"> • Use surveys, social media, and other methods of engagement to ascertain the areas of highest need and the best times for events. • Set up a collaborative leadership team, including parents, students, guidance, faculty and administration, to plan the programming. • Establish a ride sharing program and certificated baby sitter program during meetings. • Get local sponsorship for healthy food donations for each monthly meeting. • Deliver the programming throughout the year and • Get feedback from attendees following each event to ensure that programming is meeting the needs of the community. 				
Scoring Plan				
State what percentage/number will describe attainment at each level. Modify the table as needed.				
Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective(1)
8 programs designed/ delivered	9 or more events designed/delivered	8-7 events designed and delivered	6-5 events designed and delivered	≥5 events designed and delivered
Approval of Administrator Goal				
Administrator and supervisor approve the goal and the scoring plan.				
Administrator _____		Signature _____		Date _____
Supervisor _____		Signature _____		Date _____
Results of Administrator Goal				
Summarize results using the established scoring plan . Delete and add columns and rows as needed.				
Target	Percent/Number Achieved		Administrator Goal Score	
8 programs designed/ delivered	9 events designed/delivered		4	
Administrator Notes				
Describe any changes made to administrator goal after initial approval, because of changes in student population or other unforeseen circumstances, etc.				
Review Administrator Goal at Annual Conference				
Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related PD, in the outcome of goal.				
Closure of Administrator Goal				
Administrator and Supervisor acknowledge completion of this goal and its associated score.				
Administrator _____		Signature _____		Date _____
Supervisor _____		Signature _____		Date _____

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Administrator Goal Form (Middle School Year3)

Overview

This is year 3 of a multiyear goal focused on math results for the ELL subgroup in middle school grades 6-8. In the first two years, the administrator implemented many changes, including hiring a new supervisor, improving scheduling, implementing PD, and building the academic capacity and engagement of parents. In year 3, the goal uses updated student learning data to establish the rationale for continuing to focus on this subgroup and, at this point, commits to measuring the principal's effectiveness through increases in student achievement. Note that while the rationale continues to be established on the basis of state testing results, the baseline data and the student achievement measure will use more local assessments to ensure the timely receipt of results.

Notes:

The scoring plan here looks at the average percentage of students meeting or exceeding expectations. This is different from the elementary example 1 which included tiered targets for growth by grade level. Taking an average across grade levels can mask significant variations in teaching and learning. An administrator may choose to employ such a measure due to small numbers of students in each grade, but that should not prohibit the concurrent data analysis that ensures that every child is learning.

Name	District/School	Grades Served/ Impacted by Goal	Total # of Students/ # Impacted by Goal	Target Date for Completion
Mr. Fitzgerald	Mountainview Middle School	6-8/6-8	927/184	June 12,2016
Focus/Rationale <ul style="list-style-type: none"> Establish what this goal will focus on. Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. 				
<p>The data show that ELL students at Mountainview Middle School (MMS) are achieving below other students in mathematics as measured by state testing. Prior to school year 2015-16, on average, 54 percent of MMS students met or exceeded targets in mathematics; while 35percent of ELL students met or exceeded their targets in mathematics.</p> <p>MMS has significantly strengthened programming for ELL students over the past two years through measures that include adding a port-of-entry classroom at each grade level, improving scheduling for ELL pullout instruction, adding an ELL supervisor, providing in-depth professional development for staff and working closely with parents. Through sustained interventions and improved professional practice, the school expects to make significant gains the third year in the percent of ELL students meeting their targets in math.</p>				
Measure/Baseline Data <ul style="list-style-type: none"> Identify the measure this goal will address. Provide the corresponding baseline data. 				
Measure <p>This goal will use targets provided by September benchmark testing in mathematics and assessed through corresponding End Of Year (EOY) district testing to measure the success of this goal. There is a good correlation between students that achieve their target on the EOY district assessment and students that meet or exceed expectations on PARCC.</p>				
Baseline Data <p>The September benchmark assessment will provide baseline data for student targets. The average of the past two years, show that 35 percent of students met their targets last year, up 4 percent in the last two years so 35 percent will serve as the baseline for this goal.</p>				

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

SMART Goal				
Write a specific, measurable, achievable, realistic, and time-bound administrator goal.				
43 percent of ELL students at MMS will meet or exceed their target scores on the EOY math assessment with targets to be set by the district benchmark testing for SY 2017-18.				
Action Steps				
List the activities the administrator will engage in, or oversee to drive the anticipated growth or change.				
The principal will do the following:				
<ul style="list-style-type: none"> Continue to identify academic math challenges of the ELL population data through analysis of benchmark testing and state test results. Establish a calendar of data review meetings that corresponds with benchmark testing. Use formal and informal observation to ensure the fidelity of curriculum delivery and pacing. Continue to work collaboratively with the ELL supervisor and teachers of ELL students to conduct a needs analysis for teachers regarding support in implementing the curriculum and corresponding remediation with fidelity. Establish a year- long PD plan and Work collaboratively with the ELL supervisor and teachers of ELL students to establish walk-through look forms and pathways for feedback. 				
Scoring Plan				
State what percentage/number will describe attainment at each level. Modify the table as needed.				
Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective(1)
43% of MMS students will meet their target on the EOY mathematics assessment for SY 2016-17.*	≤44% of ELL students achieve their target score in mathematics.	43-35% of ELL students achieve their target score in mathematics.	35-30% of students achieve their target score in mathematics.	≥30% of students achieve their target score in mathematics.
Approval of Administrator Goal				
Supervisor approves the goal and the scoring plan.				
Administrator _____	Signature _____	Date _____		
Supervisor _____	Signature _____	Date _____		
Results of Administrator Goal				
Summarize results using the established scoring plan . Delete and add columns and rows as needed.				
Target	Percent/Number Achieved		Administrator Goal Score	
43% of MMS students will meet their target on the EOY mathematics assessment for SY 2016-17.*	36% of ELL students achieve their target score in mathematics.		3	
Notes				
Describe any changes made to administrator goal after initial approval. because of changes in student population, or other unforeseen circumstances, etc.				
Review Administrator Goal at Annual Conference				
Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related PD in the outcome of your goal.				
Closure of Administrator Goal				
Administrator and Supervisor acknowledge completion of this goal and its associated score.				
Administrator _____	Signature _____	Date _____		
Supervisor _____	Signature _____	Date _____		

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Administrator Goal Form (High School Exemplar 1)

Overview

This high school goal establishes the rationale for focusing on the low socio economic status (LSES) subgroup by using state test results in English Language Arts (ELA). The administrator chooses to focus the goal on grade 9 students, catching them as they arrive in high school. Although the rationale uses state assessment data, the baseline data and the student achievement outcome measure will be derived from internally created assessments to promote timely analysis of data.

Note

- While the goal is to improve student academic outcomes, some of the action steps focus on early identification of the challenges students can face outside of the classroom which may interfere with their academic success.

Name	District	Grade or Grades	Total # of Students/ # Impacted by Goal	Target Date for Completion
Ms. Richmond	Smithtown	9-12	800/212	June 2017
Focus/Rationale <ul style="list-style-type: none"> • Establish what this goal will focus on. • Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. 				
<p>State testing reveals a performance gap in ELA between low SES, general education students and other general education students at the high school. Based on the NJ state testing data (PARCC), an average of 57 percent of general education students at the high school meet or exceed expectations in ELA, while only 29 percent of the low SES general education students meet or exceed expectations.</p> <p>PSAT analysis confirms that poor reading skills are a contributing factor. Poor reading skills have repercussions not only in ELA but also other subjects, including but not limited to social studies, science and math, as well as college and career readiness. Response to Intervention (RTI) training was provided at the high school last year in conjunction with benchmark testing using the district's PARCC-assessments. The Achieve New York curriculum has been instituted for students reading below grade level. Walk-throughs, observations, and conversations with individual students indicate that greater consistency of implementation is needed. Research indicates that piloting strategies can produce better results in the long run, by allowing for process corrections prior to large-scale intervention. Hence, this goal will focus on just grade 9 LSES students.</p>				
Measure/Baseline Data <ul style="list-style-type: none"> • Identify the measure this goal will address. • Provide the corresponding baseline data. 				
Measure Success of this goal will be measured by the increase in percentage of low SES students meeting or exceeding expectations on the PARCC-aligned common assessment in grade 9.				
Baseline The newly designed PARCC-aligned reading inventory revealed that only 29 percent of 9 th graders classified as low SES are on track to meet or exceed end-of-year ELA expectations.				
SMART Goal Write a specific, measurable, achievable, realistic, and time-bound administrator goal.				
By June 2017 39 percent of low SES students in grade 9 will meet or exceed grade-level expectations in ELA or an increase of 10 percentage points as measured by the EOY ELA PARCC assessment.				

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Action Steps

List the activities the administrator will engage in to drive the anticipated growth or change.

The principal will do the following:

- Work with the guidance department to:
 - set up a schedule of introductory meetings between guidance and each family identified in grade 9 as LSES to establish a channel of communication and a set of academic goals for each student, and.
 - establish regular follow-up by guidance staff for each student and initiate early entry into I&RS, if deemed necessary.
- Oversee the implementation of schedules of remediation for students up to one grade level behind in reading and a separate intervention plan for students more than one grade level below in reading.
- Retrain ninth- grade teachers in RTI using PD time, as well as time during grade-level meetings throughout the year. and.
- Follow students' progress through grade-level team meetings.

Scoring Plan

State what percentage/number will describe attainment at each level. Modify the table as needed.

Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective(1)
39% (a 10 % point increase) of LSES general education students in 9 th grade will be reading at or above grade level as measured by the EOY ELA PARCC assessment.	40% or more of 9 th grade students meet or exceed expectations	39-35% of 9 th grade students meet or exceed expectations	35--30% of 9 th grade students meet or exceed expectations	30% or less of 9 th grade students meet or exceed expectations

Approval of Administrator Goal

Administrator and Supervisor approve the goal and the scoring plan.

Administrator _____ Signature _____ Date _____
 Supervisor _____ Signature _____ Date _____

Results of Administrator Goal

Summarize results using the established scoring plan . Delete and add columns and rows as needed.

Target	Percent/Number Achieved	Administrator Goal Score
39% of LSES general education students in 9 th grade will be reading at or above grade level	38%	3

Notes

Describe any changes made to administrator goal after initial approval. because of changes in student population, or other unforeseen circumstances, etc.

Review Administrator Goal at Annual Conference

Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related PD in the outcome of your goal.

Closure of Administrator Goal

Administrator and supervisor acknowledge completion of this goal and its associated score.

Administrator _____ Signature _____ Date _____
 Supervisor _____ Signature _____ Date _____

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Administrator Goal Form (High School Exemplar 2)

Overview

This high school goal uses a different type of data as the rationale: for I&RS referrals. It is well documented that students with issues promoting referral to I&RS, including but not limited to, poor attendance, inattention, disruptive behavior, or notable changes in personality are at risk for academic outcomes that do not reflect their abilities. This goal is set by a vice principal who is heavily involved in student discipline. The administrator determines that a lack of confidence to intervene with students' behavioral issues is a contributing factor to the rise in referrals. He chooses to focus on establishing a three-tiered RTI system in order to build teachers' capacity to intervene with students. Thus, this goal uses the process measure of successful implementation of an action plan.

Notes

- This goal also lends itself to being expanded over a number of years.
- This year's focus on the implementation of a new program should not alleviate administration of the need to closely monitor student academic outcomes. and
- Ultimately this intervention should be measured by its ability to increase outcomes for students.

Name	District	Grade or Grades	Total # of Students/ # Impacted by Goal	Target Date for Completion
Mr. Jones, VP	Midtown	9-12	2436/100	June 2017
Focus/Rationale <ul style="list-style-type: none"> • Establish what this goal will focus on. • Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. 				
<p>A three-year trend analysis shows a 10 percent average annual increase in student referrals to I&RS over each of the last three years --up from 59 students in SY 2012-13 to 91 students in SY 2015-16. As a result, the average amount of time from referral to a plan has increased by 4-5 weeks per student which is up from 2-3 weeks. This delay results in increased frustration for teachers and prolonged academic disengagement for students.</p> <p>Teachers make 90 percent of the referrals. A survey of teachers indicates that a lack of resources for dealing with students' increasingly complex issues creates a sense that they are unable to assist students which results in referrals. Research has demonstrated that the implementation of a three-tiered Response to Intervention (RTI) approach provides teachers with the ability to address an individual student's needs in an efficient and timely manner.</p>				
Measure/Baseline Data <ul style="list-style-type: none"> • Identify the measure this goal will address. • Provide the corresponding baseline data. 				
Measure The number of action steps successfully implemented.				
Baseline This is a new initiative, therefore there is no baseline data established.				
SMART Goal Write a specific, measurable, achievable, realistic, and time-bound administrator goal.				
By June 2017, the vice principal will successfully prepare staff and parents for the fall 2017 implementation of a three-tiered RTI, by successfully fulfilling an action plan (5 tasks).				
Action Steps List the activities the administrator will engage in to drive the anticipated growth or change.				
<ul style="list-style-type: none"> • Assess faculty knowledge of RTI through a Google form at opening of school year. • Plan four meetings for the year around training entire staff in RTI. • Establish RTI teams and procedures for formal roll -out in September 2017. • Implement a midyear pilot with selected students.* 				

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

- Incorporate lessons from the pilot into the plan for formal rollout.*

*Completion of actions 1-3 will represent effective: adding actions 4 & 5 will represent highly effective.

Scoring Plan

State what percentage/number will describe attainment at each level. Modify the table as needed.

Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective(1)
3 action steps implemented	4 or more steps implemented	3 steps implemented	2 steps implemented	≤2 steps implemented

Approval of Administrator Goal

Administrator and Supervisor approve the goal and the scoring plan.

Administrator _____ Signature _____ Date _____

Supervisor _____ Signature _____ Date _____

Results of Administrator Goal

Summarize results using the established scoring plan. Delete and add columns and rows as needed.

Target	Percent/Number Achieved	Administrator Goal Score
3 action steps implemented	4 steps implemented	4

Notes

Describe any changes made to administrator goal after initial approval, because of changes in student population or other unforeseen circumstances, etc.

Review Administrator Goal at Annual Conference

Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related PD in the outcome of your goal.

Closure of Administrator Goal

Administrator and Supervisor acknowledge completion of this goal and its associated score.

Administrator _____ Signature _____ Date _____

Supervisor _____ Signature _____ Date _____

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Administrator Goal Form

Principals and assistant/vice principals set 1-4 administrator goals with their superintendent by October 30, each year. The following pages provide a sample goal template that districts may use or they may develop their own forms. A copy of the completed, signed form should be given to the administrator. The central office should retain a copy for personnel purposes. For updated guidance and exemplars, please visit the principal section of our [website](#).

Name	District	Grade or Grades	Total # of Students/ # Impacted by Goal	Target Date for Completion
Focus/Rationale <ul style="list-style-type: none"> Establish what this goal will focus on. Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take. 				
Problem				
Rationale				
Measure/Baseline Data <ul style="list-style-type: none"> Identify the measure this goal will address. Provide the corresponding baseline data. 				
Measure				
Baseline				
SMART Goal Write a specific, measurable, achievable, realistic, and time-bound administrator goal.				
Action Steps List the activities the administrator will engage in to drive the anticipated growth or change.				
Scoring Plan State what percentage/number will describe attainment at each level. Modify the table as needed.				
Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)

Administrator Goals: Guidance, Exemplars, and Optional Goal-setting Template

Approval of Administrator Goal		
Administrator and supervisor approve the goal and the scoring plan.		
Administrator _____	Signature _____	Date _____
Supervisor _____	Signature _____	Date _____
Results of Administrator Goal		
Summarize results using the established scoring plan. Delete and add columns and rows as needed.		
Target	Percent/Number Achieved	Administrator Goal Score
Notes:		
Describe any changes made to administrator goal after initial approval because of changes in student population, or other unforeseen circumstances, etc.		
Review Administrator Goal at Annual Conference		
Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related P, in the outcome of your goal.		
Closure of Administrator Goal:		
Administrator and supervisor acknowledge completion of this goal and its associated score.		
Administrator _____	Signature _____	Date _____
Supervisor _____	Signature _____	Date _____