

Learning Bites: Engaging in Continuous Improvement



Setting Goals

Before choosing goals your team might want to consider the following questions:

- Which goals were successful?
 - What is your evidence?
 - What patterns are there that might explain why they were successful?
- Which goals were not successful?
 - What is your evidence?
 - What patterns are there that might explain their lack of success?
- What did you notice about the performance of subgroups in relationship to students not included in subgroups?
- What assets or strengths can you leverage to address goals?
- What systems were needed to support past goals? To what extent was the success of the goal impacted by the presence or lack of systems? What systems might need to be built or strengthened to ensure the success of your goals going forward?
- Given the conditions in your district, how many goals are realistic? How might a goal be specific yet broadly enough defined to incorporate opportunities for multiple actions?



Unlike in ASSIST where you wrote both goals and measurable objectives, in MICIP you will only be writing measurable SMART goals (specific, measurable, attainable, relevant, and time-bound). For example:

- Increase the reading comprehension scores in Grades 3-5 by ____% as measured by M-STEP and NWEA by Spring, 20 ____.
- Decrease student absenteeism in Grades 6-8 from ____% to ____% as measured by attendance reports by June, 20 ____.
- Increase the percentage of students feeling safe at school in Grades 9-12 from ____% to ____% as measured by the annual student survey.

The measurement component of a SMART goal should align to the data considered as part of the Assess Needs process.