**Tips for Writing Goals:**

Goals should be ambitious (rigorous) and aspirational (may take several years). For an SEA, LEA, or school, the goals are student focused and apply to all students.

Example Goal with Metric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal: Increase percent of all students graduating high school to 85%  | Data Source:AnnualGraduation Rates(up from 65% ) | Year 1Increase 5% to 70% | Year 2Increase 10% to 80% | Year 3Increase 5% to 85% |

**Tips for Writing Strategies as a Theory of Action:**

About Strategies:

* Strategies describe the work the organization will undertake in pursuit of its goals
* A strategy may take one or two or more years to implement
* Strategies are powerful, high leverage work that build capacity and changes **practice, behavior, and belief** so students are more successful
* One bold strategy can have more impact than a litany of poorly implemented strategies.

Writing a strategy as a theory of action: - Redding & Layland, 2015

* **If we** (the work we will do)
* **then** (direct short term impact – what change adults will make)
* **and** (the longer term impact - for students)
* **The “If”** part of the statement describes or is aligned to the evidence-based practice that will be implemented (for example, practices found in the ORIS Domains).

Example of a Strategy written as a theory of action:

* **IF** we provide resources and effective professional learning supports aligned to standards based ELA instruction,
* **THEN** teachers will implement effective ELA instruction using a variety of aligned resources,
* **AND** students will meet their ELA growth targets.

**Example of Measures of Evidence for this strategy:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Measures of Evidence for Adult Actions** | **Fall** | **Winter** | **Spring** |
| Teachers demonstrate high leverage strategies during 100% of walk-throughs | Composite walk-through data exhibit 65% “strong” markers of implementation for 3 key techniques  | Composite walk-through data exhibit 75% “strong” markers of implementation for 3 key techniques  | Composite walk-through data exhibit 85% “strong” markers of implementation for 3 key techniques  |
| **Measures of Evidence for Student Outcomes** | **Fall**  | **Winter** | **Spring** |
| K-2 Reading Benchmark | % on track 35% | Increase on track by 15% | Increase on track by 15% |
| District ELA Interim Benchmark Assessment | % on track 30% | Increase on track by 20% | Increase on track by 15% |

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