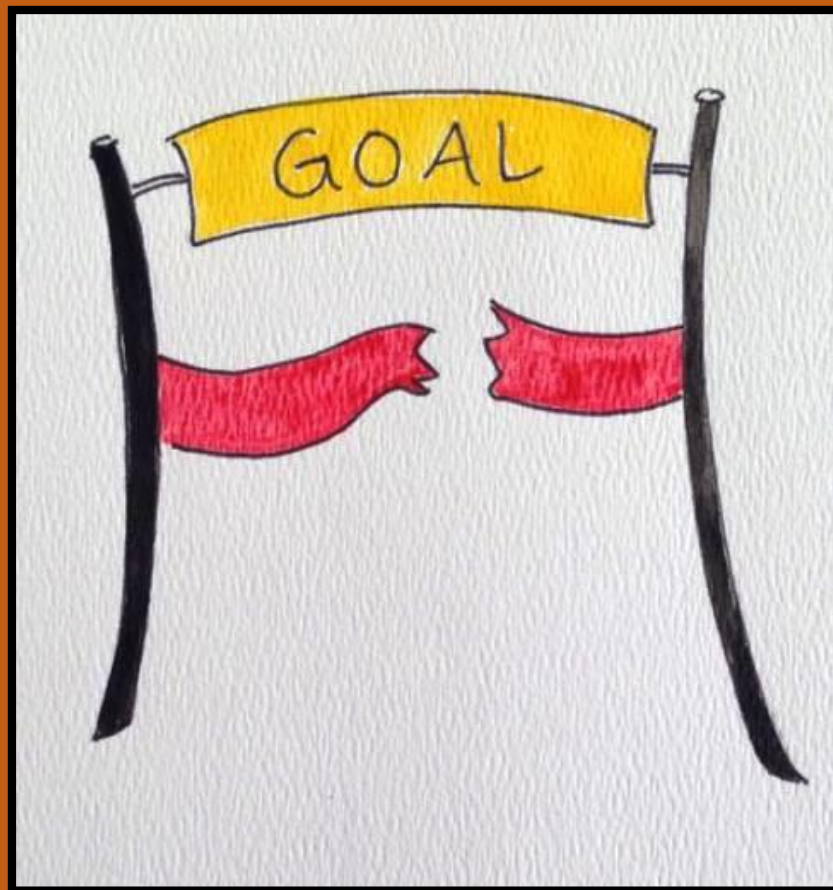


Start SMART!

Academic Achievement with SMART Goals



Stephanie Lerner, MS
Certified School Counselor

ASCA Standards Alignment & Lesson Objectives

ASCA Standards Alignment

Mindsets

- M2. Self confidence in ability to succeed
- M6. Positive attitude toward work and learning

Behaviors

- B-SMS 6. Demonstrate ability to overcome barriers to learning
- B-SMS 7. Demonstrate effective coping skills when faced with a problem

Lesson Objectives

The student will:

- Analyze their current grades
- Identify the components of a SMART goal
- Use their current grades to make a SMART goal for grade improvement

Materials

blank note cards, grade printouts for each student, pencil

This activity takes about 90 minutes, so feel free to spread it over 2-3 class periods.

Lesson Steps

1. (10 min) Introduce or re-introduce yourself by stating your name and your role in the school. Review how students can fill out a Request to See the Counselor form in order to meet with you to talk about any problem they are having. Show the Do You Have an Emergency? poster to review or explain what defines an emergency. Tell students that they should come to your office immediately if they have an emergency and that they don't need to fill out a request form for emergencies.
2. (5 min) Tell students that today they will use their current grade averages to create a SMART goal about improving grades. Distribute a printout to each student of their current grade averages. For help with compiling the printout, see the Grade Printout & Weekly Grade Sheet slide.
3. (5 min) Briefly explain what a SMART goal is by pointing out what each of the capital letters stands for on the SMART Goal Poster.
4. (10 min) Show students how to create a SMART goal to improve their grades by modeling each of the SMART Goal Creation Steps using an example grade printout and the “think-aloud” strategy; a think-aloud is when you verbalize out loud what you are thinking during each step of the strategy so members can observe your thought process as you do the strategy in your mind.
5. (10 min) After you model each step, hand out a note card to each student and have them follow the SMART Goal Creation Steps to create their own SMART goal to improve their grades.
6. (10 min) Have students share their SMART goals with a partner who checks that their goal fits with each of the 5 SMART characteristics.
7. (5 min) End the lesson with a thumbs up-thumbs down evaluation with the class. Read each statement from the attached Lesson Evaluation aloud to the class. Have every student simultaneously show their opinion to each statement by holding up the corresponding thumb signal.
8. (5 min) Homework Activity: Instruct students to do the following, “Tell your family or someone in your family about your grades goal.”
9. (30 min) Optional Follow Up Activity: Meet with the class or group again the following week to check on their success with their SMART goals. Have students share (with the class, group, or just a partner) a success by reading their SMART goal and one success they have had with it. Emphasize that everyone must find some success to share. Give the example of “My goal is to get a B in science on my progress report. I didn’t earn a B yet, but I turned in all my missing science assignments this week, so that is a huge success for me towards my goal!” Give students a chance to revise or add to their goal.. Finally have the class share about their homework experiences in telling family members about their goals.

SMART Goal Poster

S = specific

(Exactly what do you want to achieve?)

M = measureable

(What is the proof that you will see when you achieve your goal?)

A = achievable

(Can you realistically achieve your goal?)

R = relevant

(Is your goal worthwhile for you to achieve?)

T = time bound

(When will you achieve your goal?)

SMART Goal Creation Steps

1. If you haven't already done so, start by displaying the SMART Goal Poster on the previous page and briefly explain what a SMART goal is by reviewing the SMART goal components on the poster.
2. Show students how to create a SMART goal to improve their grades by modeling each of the following steps using a grade printout example in the same format that your students will have:
 - From the example grade printout, choose the lowest or failing class average that is most **ACHIEVEABLE**. For example:

*“I won’t pick my reading, history, or art classes for my goal because I have a 75% average or better and that is already passing. I won’t pick math because I have a 10% average and it is not **ACHIEVEABLE** for me to bring up my grade by 60 points to pass in 2 weeks for report cards. I will pick science as my goal because I am failing but only with a 67%, and I think 3 points of improvement is **ACHIEVEABLE**. ”*
 - Analyze the assignments related to that subject in the grade printout to determine what needs to be done **SPECIFICALLY** to raise the grade and if this is **RELEVANT** to you. For example:

*“I see that my science grade is failing because I have a lot of zeroes, so if I **SPECIFICALLY** make up my zeroes and turn in all my work in the future, my science grade will rise. This is a **RELEVANT** goal because it is worthwhile to me to pass science; I am tired of failing my classes. ”*

SMART Goal Creation Steps (continued)

- Decide how to MEASURE the goal and when I am TIME-BOUND to achieve it. For example:

“I can MEASURE that I’ve achieved my goal when I see a 70% or better on my grade printout, and I am TIME-BOUND to do this in 2 weeks because Term 2 report cards are coming out then.”

- Write the goal on a note card by copying the Goal Prompt Template and filling in your chosen subject and way to improve the grade. For example:

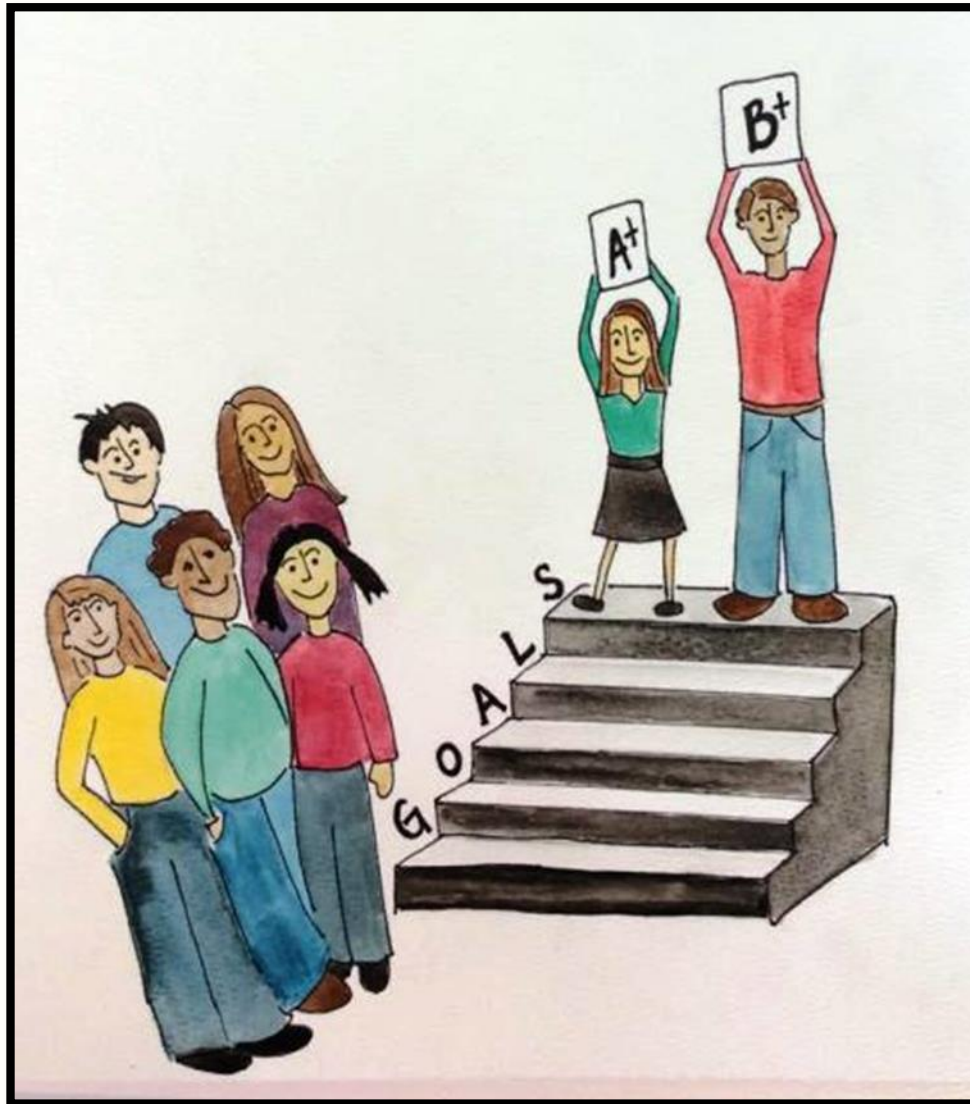
“I will pass my science class in Term 2 by making up all my zeroes and turning in all my work from now on.”

- Check that the goal is a SMART goal one last time by checking your goal against the SMART goal components on the poster.

3. After you model each step, hand out a note card to each student and have them follow the same steps to create their own SMART goal to improve their grades while you circulate and assist.
4. Next, have each student read their goal aloud while their peers check each goal to make sure it is SMART. To do this, after a student reads their goal, you should read each SMART goal component off the SMART Goal Poster while the peers give a thumbs up if the goal incorporates that component or a thumbs down if it does not incorporate the component.

SMART Goal Creation Steps (Continued)

5. If the peers determine that a student's goal does not incorporate one (or more) of the SMART components, ask the class/group how the student should modify their goal so all components are included. Choose a proficient student to help the struggling member change their goal, if necessary.



Grade Printout & Weekly Grade Sheet

Grade Printout

The grade printout is crucial to the success of students in improving their grades. It allows them to celebrate goal successes as well as identify subject areas in which they need to improve and the reasons why they are struggling in those subjects. If you have access to a school software or online program that tracks students' grades, the grade printout is easy to compile. For example, my school uses the computer systems Skyward and GradeSpeed, so I just follow the tutorial to generate reports of each student's weekly grade averages with all the assignments listed that contribute to those averages. Then, before the session/lesson, I print the grade printout for each student, review it, and circle the average for each class in red. During the lesson/session, it may be necessary to review with students how to read and understand their grade average/assignment printout using an example grade printout.

Weekly Grade Sheet

If your school doesn't have a computerized grade system, you can use the Weekly Grade Sheet instead of a grades printout. It is a more time-consuming option with less comprehensive data, but at least your students will have weekly access to their grade averages. The day before your session/lesson, meet briefly with each student's teacher(s) to record their grade averages on the Weekly Grade Sheet below. Or if your students are independent enough, give each student one of these sheets the day before the session/lesson; then they can meet briefly with their teacher(s) to fill it out (with teacher signoff(s) to show it is valid).

Goal Prompt Template

Below is the prompt students can copy to write their goal correctly on a note card. Also below are the steps that students will follow when sharing their goal success with their peers.

Goal Prompt:

**I will pass my _____
class by _____**

_____ ■

Weekly Grade Sheet for _____ Date: _____

First Period and/or Subject:	Grade Average:	Comments (Reasons for Failing Average, if Applicable):	Teacher Signature:
Second Period and/or Subject:	Grade Average:	Comments (Reasons for Failing Average, if Applicable):	Teacher Signature:
Third Period and/or Subject:	Grade Average:	Comments (Reasons for Failing Average, if Applicable):	Teacher Signature:
Fourth Period and/or Subject:	Grade Average:	Comments (Reasons for Failing Average, if Applicable):	Teacher Signature:
Fifth Period and/or Subject:	Grade Average:	Comments (Reasons for Failing Average, if Applicable):	Teacher Signature:
Sixth Period and/or Subject:	Grade Average:	Comments (Reasons for Failing Average, if Applicable):	Teacher Signature:

Do You Have An Emergency?

An “emergency” usually involves one or more of the following situations:

- Someone will or has hurt you
- You will or have hurt someone else
- You will or have hurt yourself

If you have an emergency, tell an adult right away!

Request to See the Counselor Form

Name_____

Date_____

ID_____

Grade Level and/or Teacher_____

Reason for Request:

- ☐ School Issue
- ☐ Home Issue
- ☐ Friend Issue
- ☐ Other

Name_____

Date_____

ID_____

Grade Level and/or Teacher_____

Reason for Request:

- ☐ School Issue
- ☐ Home Issue
- ☐ Friend Issue
- ☐ Other

Lesson Evaluation

Statement	Agree – Thumbs Up	Sort of – Thumb to Side	Disagree – Thumbs Down
I understood this lesson/activity.			
I know how to make a SMART goal.			
This lesson/activity was useful to me.			
I enjoyed this lesson/activity.			



THANK YOU!

I appreciate you checking out my resource! I hope you find that it is helpful.

School Counselor Stephanie

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