

**McMinnville School District**  
**Sample**  
**Student Learning and Growth Goals (SLGs)**

<b>Content:</b> Grade/subject/level for the goal	<b>4<sup>th</sup> Grade</b> Reading, Proficiency and above
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	22 students 1 academic IEP, 7 EL students, 3 students in EBIS system, 2 communication IEPs 2 504 plans
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	16 out of 22 (73%) met or exceeded in 3 <sup>rd</sup> grade OAKS testing in 3 <sup>rd</sup> grade. Fountas & Pinnell reading data shows 15 out of 22 students (68%) reading at grade level at the end of 3 <sup>rd</sup> grade. 4 <sup>th</sup> grade beginning of the year reading data shows 14 out of 22 (63%) reading at grade level.
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using collaboration and a variety of instructional strategies by 4 <sup>th</sup> grade OAKS results will show 80% of students will meet or exceed in reading by the end of May 2014.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	OAKS Assessment (Assessment Group 1)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Collaboration with teaching partner and instructional coach; use of RCD units in literatures, science and social studies; PSET strategies used in lessons, guided reading, small group work, etc.

<b>Content:</b> Grade/subject/level for the goal	<b>First Grade</b> , Reading Levels based on District benchmarks
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	23 students, 7 EL students, 1 student on IEP for autism, 3 students on IEP for communication
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	13 of my 23 students (57%) began the school year having not met the kindergarten benchmark of reading at a level 4.
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using a balanced literacy approach with the data team process, I will increase the reading level score of my first grade students to 75% meeting the grade level benchmark level 16 as measured by the Fountas and Pinnell reading assessment administered at the end of the 4 <sup>th</sup> quarter.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	District adopted Fountas and Pinnell Kit (Assessment Group 2)

<p><b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment</p>	<p>I work primarily in small groups focusing on accuracy, fluency and comprehension at the ability level for students. Small group instruction will be scaffolded by non-linguistic images, and research based reading strategies. When students are identified as not growing as expected I will use the data team process with my grade level team and seek the support of teachers in our Title 1 department to provide the needed intervention.</p>
--	---

<p><b>Content:</b> Grade/subject/level for the goal</p>	<p><b>4<sup>th</sup> Grade</b> Reading, Reading Levels based on District benchmarks</p>
<p><b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1</p>	<p>Students in the 4<sup>th</sup> grade on Individualized Educational Plans (IEP) for reading, including: two for learning disability, three for communication, two for autism, and one for other health impaired</p>
<p><b>Baseline Data:</b> Provide baseline data aligned to goal 1</p>	<p>All 8 of the students who are on IEPs with reading goals in 4<sup>th</sup> grade are currently reading below grade level. Their individual levels vary from level 14 to level 25. The benchmark for reading by the end of 4<sup>th</sup> grade is a level 27 as measured by the Fountas &amp; Pinnell assessment.</p>
<p><b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b></p>	<p>Given direct reading instruction at their level in a small group setting of no more than three students per session, the 4<sup>th</sup> grade students in LRC on reading IEPs will make one year's growth as measured by Fountas &amp; Pinnell reading assessments and the district benchmarks for reading progression by the end of the 2013-14 school year.</p>
<p><b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure</p>	<p>Fountas &amp; Pinnell reading assessments (Assessment Group 2)</p>
<p><b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment</p>	<p>Balanced literacy approach, powerful questioning, research based reading strategies, Leveled Literacy Intervention Kit (F&amp;P), partnership with Title 1, etc.</p>

<p><b>Content:</b> Grade/subject/level for the goal</p>	<p><b>5<sup>th</sup> grade</b> math, district place value CFA, proficiency and above</p>
<p><b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1</p>	<p>22 students; 1 academic IEP, 4 EL students, 6 students presently in EBIS, 3 students on communication IEPs <i>(Note: 6 students in my classroom participate in Advanced Math, and will not be included in this goal)</i></p>
<p><b>Baseline Data:</b> Provide baseline data aligned to goal 1</p>	<p>Currently 0% of students scored proficient on the pre-CFA</p>

<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using collaboration and various research based instructional strategies, I will have 80% of my class at proficiency or above by the end of the Place Value RCD unit mid to late October 2013.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	Post RCD CFA for Place Value (Assessment Group 2)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Evaluative assessments, feedback, practice, review, collaboration with teaching partner, data team process, small group work, PSET strategies, etc.

<b>Content:</b> Grade/subject/level for the goal	<b>Grade 2,</b> Reading Levels based on District benchmarks
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	Grade 2 students who have been referred to our EBIS (Effective Behavior and Instructional Support team)
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	These students are reading below grade level between 3-12 levels below grade level as indicated by our district benchmarks
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using the Blue Fountas & Pinnell Leveled Literacy Intervention Kit I will increase the reading levels for my 2 <sup>nd</sup> grade students by 2 levels as measured by the Fountas & Pinnell reading assessments by the end of the academic year.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	Fountas & Pinnell reading assessments (Assessment Group 2)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Regular small group instruction and collaboration with classroom teachers.

<b>Content:</b> Grade/subject/level for the goal	<b>LRC,</b> Alternative recess students grades 3-5
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	All boys, 4 third grade students, 2 fourth grade students, 2 fifth grade students.
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	All students have been identified through our Effective Behavior and Instructional Support team (EBIS) as having lagging skills in social settings including problem solving with peers and use of aggression. On the Pre CFA, 0% of students scored proficient or higher.

<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using alternative recess opportunities of small group instruction, guided practice, modeling and role playing students will be able to use language from 5 point scale to accurately identify feelings and the size of a given problem on the counseling CFA for 5 point scale. In addition they will use the 5 point scale in the classroom to assist in their own problem solving 80% of the time per week by the end of the academic year.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	Counseling CFA on 5 Point Scale identification (Assessment Group 2)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Cooperative learning in small group instruction, modeling, Super Flex curriculum, 2 <sup>nd</sup> Step Lessons and role plays to teach problem solving.

<b>Content:</b> Grade/subject/level for the goal	<b>Third Grade Math</b>
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	29 students, 10 students looped with teacher, 2 students are on IEPs, 5 EL students
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	Using CFA data from last year, 75% of students met post test CFA data. Using the CFA data from this year 5 students out of 27 met proficiency on a pre-CFA for multiplication
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using strand data from round 1 of OAK math testing, 80% of the non-meeting students will increase their score by 5 points in round 2 as measured by the OAKS math assessment in May 2014.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	OAKS Assessment (Assessment Group 1)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Students that did not meet in round 1 of the OAKS math assessment will participate in an intervention group at least 3 times a week that will focus on vocabulary development using nonlinguistic representation, practice and setting personalized learning goals.

<b>Content:</b> Grade/subject/level for the goal	<b>1<sup>st</sup> through 5<sup>th</sup> Grade EL students</b>
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	EL students make up 27% of our student body, this goal is specifically set for students who were at our school last year and have an ELPA score to compare from the 2012-13 school year

<b>Baseline Data:</b> Provide baseline data aligned to goal 1	Historically the percentage of students moving up 1 EL proficiency level has been 53% in 2010, 59% in 2011, 46% in 2012 and 45% in 2013. The average for these years is 51%.
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using small group instruction in pull out language development using Oregon standards and instruction in forms and functions, 54.5% of students in grades 1 <sup>st</sup> -5 <sup>th</sup> grade will move up one language proficiency level as measured on the ELPA test.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	ELPA State assessment (Assessment Group 1)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Leveled group instruction, personalized learning goals for students. coaching on use of language in classroom setting, partnership with classroom teacher on language development and sentence frames, direct instruction on needed skills.

<b>Content:</b> Grade/subject/level for the goal	<b>2<sup>nd</sup> Grade, Math</b>
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	20 students, 3 have been identified as significantly low based on classroom pre-assessments, 5 have been identified as nearly meeting but below grade level
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	On the pre-CFA unit assessment 0% of students met proficiency
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using balanced math strategies and daily math review 90% of students (18 out of 20) will score a meet or exceed level on the posts CFA assessment given at the end of the unit.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	CFA Base 10 Unit (Assessment Group 2)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Performance tasks, guided math groups to achieve math “at their level” and in small group instruction, class games with place value dice, math review.

<b>Content:</b> Grade/subject/level for the goal	<b>Kindergarten, Literacy, District Benchmarks</b>
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	22 students, 7 EL students, 3 communication IEPs
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	On beginning of the year assessments, 12 students were identified as at grade level or above with between 20-54 letters, the remaining 8 were below grade level.

<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	Using small group literacy instruction, I will increase the percentage of my students Letters in Text scores to 90% knowing all letters (score 54) as measured by the Letters in Text assessment administered at the end of the school year.
<b>Performance Indicator/Measure for SMART Goal</b> Identify Assessment Group (1,2, or 3) and type of measure	Letters in Text District Assessment (Assessment Group 2)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Intentional small group instruction identifying specific letters based on instructional levels, fluid interventions based on the data team process and direct instruction in phonics, path of motion, etc.

<b>Content:</b> Grade/subject/level for the goal	Freshmen Seminar (Full year.) Each student enrolled in this course is in the <b>9<sup>th</sup> grade.</b>
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	Four sections totaling 113 students 16 student have Individualized Education Plans (IEPs) 14 students are identified as English Learners (ELL) 8 students have been identified as Talented and Gifted (TAG) 2 Special Needs students 1 RISE student 5 student who are on a 504
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	Of the 113 students included for baseline data, 73% met the 8 <sup>th</sup> grade OAKS reading test.
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	85% of students in my Freshmen Seminar classes (113 total students) will demonstrate at least 70% growth on the College Terms CFA when comparing their pretest and posttest results
<b>Performance Indicator/Measure for SMART goal #1</b> Identify Assessment Group (1,2, or 3) and type of measure	Assessment Group 3-classroom assessment
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Pretest at start of the Career center presentation Verbal presentation and power point of vocabulary after the Career Center presentation(Cornell Notes and Graphic Organizer) Using vocab in written sentences with partners to understand (collaborative learning) Using vocab in verbal responses (Powerful Questioning) Posttest using original pretest

<b>Content:</b> Grade/subject/level for the goal	Freshmen Seminar (Full year. Each student enrolled in this course is in the <b>9th grade</b> )
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 2	Four sections totaling 113 students 16 student have Individualized Education Plans (IEPs) 14 students are identified as English Learners (ELL) 8 students have been identified as Talented and Gifted (TAG) 2 Special Needs students 1 RISE student 5 students on a 504
<b>Baseline Data:</b> Provide baseline data aligned to goal 2	Of the 113 students included for baseline data, 73% met their 8 <sup>th</sup> grade OAKS reading test
<b>Student Growth Goal Statement #2:</b> Goal must be Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound	80% of students in my Freshmen Seminar (113 total students) will demonstrate proficiency in The College Project receiving a B or above in their final score based on a supplied rubrics. Students will have an opportunity to research their college, create a power point and present it within the classroom.
<b>Performance Indicator/Measure for SMART goal #2</b> Identify Assessment Group (1,2, or 3) and type of measure	Assessment Group #3 – classroom based assessment
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	Activating knowledge that they gathered when attending College night/already acquired through siblings etc. using an Anticipation Guide, Cornell Notes to record data from lectures/ computer research, Interacting with on-line text, creating power point and presenting based on Rubrics

<b>Content:</b> Grade/subject/level for the goal	<b>10<sup>th</sup>-12<sup>th</sup></b> /Medical Terminology/course can be taken for pathway/elective credit as well as CCN through Chemekata
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	One section 20 students TAG: 2 IEP: 1 Migrant:1
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	0 of 20 students (0%) demonstrated proficiency on the initial pre-test CFA over Chapter 3
<b>Student Growth Goal Statement #1:</b> Goal must be Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound	80% of students (16 total) in Medical Terminology will be proficient (70% or above) for the Chapter 3 CFA to be administered in November 2013.
<b>Performance Indicator/Measure for SMART goal #1</b> Identify Assessment Group (1,2, or 3) and type of measure	Assessment group number 2

<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	PSET Engaging the Learner – Powerful Questioning, Collaborative Learning PSET Activating Knowledge – Advanced Organizers
--	---

<b>Content:</b> Grade/subject/level for the goal	<b>Grades 9-12</b> , Exploratory Art, Introductory Level 1 art course.
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	Two sections totaling 77 students 13 student have Individualized Education Plans (IEPs) 4 students are identified as English Learners (ELL) 5 student have been identified as Talented and Gifted (TAG) 2 student is an exchange student
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	Of the 77 students included for baseline data: The following numbers represent students who met or exceeded the preliminary proficiency test by drawing a self portrait, 3D cityscape, hand, key chain, choice drawing and vocabulary test to evaluate the skills for rendering: Value/Contrast (5) Sense of Depth/Space(3) Accuracy/Rendering (9) Balance/Composition (3)  This is an entry level course. For most students, this is his or her first art course in high school.
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific</b> and <b>Strategic</b> , <b>Measureable</b> , <b>Attainable</b> , <b>Rigorous</b> and <b>Realistic</b> , and <b>Time-bound</b>	70% of students in my Exploratory Art Class (77 total students) will demonstrate proficiency (a level 3 or higher) in 3/5 categories (Value/Contrast, Balance/Composition, Accuracy/Rendering, Sense of Space/Depth, Experimentation/Creativity) by June 2014. This will be achieved through projects centered on developing a student’s ability to draw using value, perspective, observation techniques, and use of vocabulary in critiques.
<b>Performance Indicator/Measure for SMART goal #1</b> Identify Assessment Group (1,2, or 3) and type of measure	Art CFA
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	PSET Strengthening Literacy – Interacting with Text PSET Engaging the Learner – Powerful Questioning, Collaborative Learning



<p><b>Content:</b> Grade/subject/level for the goal</p>	<p><b>9-12 Clothing Workshop</b> (some students repeat this course and work at a more advanced level).</p>
<p><b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1</p>	<p>Two sections totaling 60 students. 3 students have IEP's 6 students are identified as TAG 1 student has previously had an IEP and has returned to regular ed 6 students have medical alerts 1 student is being considered for a 504 2 students are exchange students</p>
<p><b>Baseline Data:</b> Provide baseline data aligned to goal 1</p>	<p>Students are learning to operate a sewing machine. They begin with sewing on paper before they learn about the threading process. Once they pass a quiz on the sewing machine parts at 60% accuracy they move on to three basic assignments followed by sewing a beginner's project (pillowcase). The quality of these assignments determines the kinds of projects students will advance to. Data includes: Sewing Machine Parts and Threading Handouts Sewing Machine Parts Quiz Paper Sewing 1-7; Paper Star with Thread Test Seams – one at 5/8" seam allowance; one at 1/4" seam allowance Zigzag Sample Pillowcase</p>
<p><b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b></p>	<p>Students will complete a pillowcase at 70% accuracy for construction techniques by June 1, 2014. Specific and Strategic: complete pillowcase Measurable: 70% accuracy Attainable: by June 1, 2014 Rigorous and Realistic: Students will work independently at their own pace following teacher demonstration, classroom work samples and individual assistance. Time-bound: students will complete this project within the semester in which they are enrolled.</p>
<p><b>Performance Indicator/Measure for SMART goal #1</b> Identify Assessment Group (1,2, or 3) and type of measure</p>	<p><b>Assessment Group #3 – Classroom based/standards based assessments – Clothing Workshop Pillow Case Evaluation</b></p>
<p><b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment</p>	<p>Strengthening Literacy – Daily vocabulary: I will begin each class period with a vocabulary word to strengthen student knowledge and understanding of sewing. Activating Knowledge – Paper Sewing, Test Seams, Zigzag Sample, Pillowcase Direction Packet: Each of these assignments will give the student a new challenge to learn from to develop their sewing techniques and workmanship. I will grade and return assignments completed the following class period so the students receive feedback on their progress (with the exception of the pillowcase – these will be displayed once grading has taken place).</p>

<b>Content:</b> Grade/subject/level for the goal	<b>Symphonic Choir Period 6</b>
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	Symphonic Choir = 8soph,31jrs,38srs
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	Italian music terms and articulation markings. Pretest given on first day of class. 0% of the students were proficient on Sept. 5, 2013
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	85% of Symphonic choir students will be proficient (40 out of 45=89%) on the Italian music terms and articulation markings test by the end of semester 1.
<b>Performance Indicator/Measure for SMART goal #1</b> Identify Assessment Group (1,2, or 3) and type of measure	Post-test will be given early in 2 <sup>nd</sup> quarter. Skills will be practiced daily. Students that do not reach target will retest in January.
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	All students will see the markings in the music and will practice using them in real time. PSET strategies to be used: Nonlinguistic Images, Interacting with Text, Collaborative Learning, Anticipation Guide, Concept Attainment.

<b>Content:</b> Grade/subject/level for the goal	Juniors in <b>Pre-Calculus</b>
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	52 Juniors who will be taking the OAKS Math Assessment <ul style="list-style-type: none"> <li>• 47 Met the OAKS requirement 9<sup>th</sup> grade year</li> <li>• 3 Exceeded the OAKS requirement 9<sup>th</sup> grade year</li> <li>• 2 have no baseline score</li> <li>• 4 of the 52 Juniors are TAG</li> <li>• 1 of the 52 Juniors is Migrant</li> </ul>
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	I will use their scores earned on the OAKS Assessment during their 9 <sup>th</sup> grade year.
<b>Student Growth Goal Statement #1:</b> Goal must be <b>Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</b>	At least 70% of the Juniors who met the OAKS Assessment freshman year, taking the test this spring will increase their OAKS Assessment score by 5 points or more. At least 70% of the Juniors who exceeded will gain by 3 points or more.
<b>Performance Indicator/Measure for SMART goal #1</b> Identify Assessment Group (1,2, or 3) and type of measure	<b>Performance Indicator #1 - OAKS Math Assessment</b>

<p><b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment</p>	<p>I will use a variety of instructional strategies to encourage my Juniors to develop a deep understanding of mathematical concepts in Pre-Calculus. These instructional strategies will include:</p> <p>Use of engaging activities such as partner math, stations, ladders and relays</p> <p>Use of advance organizers and anticipation guides</p> <p>Use of collaborative groups in problem solving activities</p> <p>Use of crisp transitions from one activity and learning strategy to another</p> <p>Use of response rate techniques (wait time, time to think, white boards, choral response)</p> <p>I will break questions into smaller parts when students don't understand the larger question and also present material in different ways to meet</p> <p>I will require the students to take organized notes</p> <p>And I will use mandates often (white board use, writing on desks, exit cards)</p> <p>I will use practices from the Balanced Math Seminar including: Math Review and Problem Solving</p>
--	---

<p><b>Content:</b> Grade/subject/level for the goal</p>	<p><b>Chemistry</b> (each student enrolled in this course is in the 9<sup>th</sup>-12<sup>th</sup> grade and has completed algebra 1 as well as 2 years of a lab based science OR earned a minimum of a B- in honors biology if taking this class as a freshman or sophomore)</p>
<p><b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1</p>	<p><b>Four sections totaling 120 students</b> 1 student is identified as an English Language Learner (ELL) 37 students have been indentated as Talented and Gifted (TAG) 1 Freshman 73 Sophomores 34 Juniors 12 Seniors</p>
<p><b>Baseline Data:</b> Provide baseline data aligned to goal 1</p>	<p><b>Of the 120 students included for baseline data:</b> <i>109 have taken the High School OAKS Science Assessment (91%)</i> <b>91 met /exceeded on the High School OAKS Science Assessment (76%).</b> <i>17 students exceeded on the High School OAKS Science Assessment (19%).</i> <i>115 have taken the High School OAKS Math Assessment (96%)</i> <b>98 met/exceeded on the High School OAKS Math Assessment (85%)</b> <i>16 students exceeded on the High School OAKS Math Assessment (14%)</i> <i>42 have taken the High School OAKS Reading Assessment (35%) (Note: Sophomores were not tested last year)</i> <b>42 met/exceeded on the High School OAKS Reading Assessment (100%).</b> <i>0 of the 120 students (0%) demonstrated proficiency on the pretest – Chapter 4-5 Atomic Structure, Electron Behavior, and Radioactivity</i></p>
<p><b>Student Growth Goal Statement #1:</b> Goal must be Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</p>	<p><b>70% of students in my Chemistry classes (120 total students) will demonstrate proficiency (70% or higher) on my Chapter 4-5 Atomic Structure, Electron Behavior, and Radioactivity CFA (pre-test administered in early October and post-test administered in mid-November).</b></p>

<b>Performance Indicator/Measure for SMART goal #1</b> Identify Assessment Group (1,2, or 3) and type of measure	<b>Assessment Group #2 – CFA Atomic Structure, Electron Behavior, and Radioactivity</b> (called Chapter 4-5 Pre-Test and Test)
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	<i>POGIL (Process Oriented Guided Inquiry Learning) Collaborative Learning Strategy</i> <i>PSET Activating Knowledge – Advanced Organizers</i> <i>PSET Engaging the Learner – Powerful Questioning, Nonlinguistic Images, Collaborative Learning</i> <i>PSET Strengthening Literacy – Cornell Notes</i>

<b>Content:</b> Grade/subject/level for the goal	<b>Geometry Concepts</b> (each students enrolled in this course is in 10 <sup>th</sup> , 11 <sup>th</sup> or 12 <sup>th</sup> grade)
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 2	One section totaling 34 students: <ul style="list-style-type: none"> <li>• 5 students have Individualized Education Plans (IEPs)</li> <li>• 1 student is identified as Migrant</li> <li>• 0 students have been indented as Talented and Gifted (TAG)</li> <li>• 0 students have been indented as English Language Learners (ELL)</li> </ul>
<b>Baseline Data:</b> Provide baseline data aligned to goal 2	Of the 34 students included for baseline data: <ul style="list-style-type: none"> <li>• 8 met/exceeded on the 8<sup>th</sup> grade OAKS Math Assessment (24%).</li> <li>• Of the 8, no students exceeded.</li> <li>• 16 of the 34 met/exceeded on the 8<sup>th</sup> grade OAKS Reading Assessment (47%).</li> </ul>
<b>Student Growth Goal Statement #2:</b> Goal must be Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound	85% of students in my Geometry Concepts class (34 total students) will demonstrate at least 3 points of growth on the 11 <sup>th</sup> Grade OAKS Math Assessment when comparing their 8 <sup>th</sup> grade result (baseline) to their best 11 <sup>th</sup> grade result (assessment administered up to three times during the 2013-14 school year - October through May).
<b>Performance Indicator/Measure for SMART goal #2</b> Identify Assessment Group (1,2, or 3) and type of measure	Assessment Group #1 – OAKS Math Assessment at 11 <sup>th</sup> grade.
<b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment	PSET Strengthening Literacy – Interacting with Text PSET Activating Knowledge – Advanced Organizers, Comparisons and Similarities PSET Engaging the Learner – Powerful Questioning, Collaborative Learning, Nonlinguistic Representation

<b>Content:</b> Grade/subject/level for the goal	<b>9<sup>th</sup> grade</b> Freshman Biology
<b>Demographics:</b> Describe the characteristics and any special learning circumstances of the students targeted in goal 1	115 Freshman (four sections of Freshman Biology 9A/B) <ul style="list-style-type: none"> <li>• 20 Active ELD students</li> <li>• 2 RISE students</li> <li>• 9 TAG students</li> <li>• 30 Advanced students</li> <li>• 15 with active IEP's and/or 504 plans</li> </ul>
<b>Baseline Data:</b> Provide baseline data aligned to goal 1	30 students with below-level lexile scores who have received the Foundations Book for additional support (all 30 did not Meet on the 8 <sup>th</sup> grade OAKS reading)

<p><b>Student Growth Goal Statement #1:</b> Goal must be Specific and Strategic, Measureable, Attainable, Rigorous and Realistic, and Time-bound</p>	<p><b>80%</b> of students in Freshmen Biology classes (115 total students) will demonstrate at least <b>80% growth</b> on my Chapter 10 Cell Cycle CFA (<b>pre-test in December, and post-test in the last week of January</b>). Students will have an opportunity to participate in 2 buffer days and re-assess if necessary to meet the 80% proficiency level.</p>
<p><b>Performance Indicator/Measure for SMART goal #1</b> Identify Assessment Group (1,2, or 3) and type of measure</p>	<p>Performance Indicator #2 – CFA “Cell Cycle” Two points of time (pre- and post-test)</p>
<p><b>Strategies to Achieve Goal:</b> Educator actions and strategies that will facilitate goal attainment</p>	<p>In this particular unit, students will be actively participating in a video project regarding different types of cancer, as well as a Socratic Seminar regarding stem cell research. The CFA requires students to write informational paragraphs regarding cancer, cell differentiation, and stem cells. PSET – Interactive Notes, Socratic Seminar, Powerful Questioning, Collaborative Learning CM – sentence frames will be used to help students with the writing</p>