

Examples of Sound Student Growth Goals 2013-2014

ELEMENTARY EXAMPLES

CRITERION 3	
English Language Arts	A subgroup of first-grade students assessed as below proficient in reading comprehension on the Informal Reading Inventory (IRI). These students will increase their ability to retell, identify key ideas and details in both fiction and non-fiction text by at least one level, as measured by pre- and post- assessments using our first-grade CCSS four-point reading rubric, between November 2013 and March 2014. Additional measures include IRI assessments and teacher observation.
Math	By April 15, 2014, fifth-grade students in my class who scored below three on the district's problem-solving pre-assessment administered on September 15, 2013 will improve by at least one rubric score level as measured by incremental monitoring (such as exit slips and unit tests) and the district's problem-solving post-assessment.
English Language Arts	Because one-third of the kindergarten students in my class were identified as "intensive" by the Teaching Strategies Gold (TSG) assessment tool administered in October 2013, this group of students will increase one level or more in the areas of <i>identify, know and name 11-20 upper case and 11-20 lowercase letters when presented in random order</i> as assessed by a second TSG assessment administered in mid-April 2014. Teacher observation during instruction and student workshop time will serve as multiple measures.
CRITERION 6	
Music	Based on the October 2013 "Recorder Karate Belts" test, when 90% of the class scored fewer than 60 points on a 100-point scale, these same students will increase their "Recorder Karate Belts" scores by at least 20 points when the test is re-administered in February 2014. Progress will be monitored during the instructional period through teacher observation and peer feedback.
Mathematics	90% of the students in my math instructional group will increase their ability to write and interpret numerical expressions by 10% or more, as measured by the district math series curriculum pre- and post-assessments given in October 2013 and April 2014 and monitored by incremental data points, such as formative weekly assessment and student self- evaluation.

Health and Fitness	Fifth-grade Health and Fitness students at Gordon Elementary School will increase the number of skip jumps (with a jump rope) by 10% or more for each trial on three, three-minute timed tests administered in September 2014, mid-February 2015 and April 2015. Monitoring will take place throughout the year as students set individual growth goals and check their own progress, with teacher support, between the three timed tests. (5 th Grade Health and Fitness GLE 1.3.1)
CRITERION 8	
These are examples of student growth goals that might be set by a team. Keep in mind that the evidence of performance for the Criterion 8 rubric focuses on collaboration towards the team goal.	
English Language Arts	All third-grade students will meet the Common Core Standard for Fluency, R.F. 3.4 and the third-grade standard of 100 correct words read per minute by April, 2014. We will measure present level of performance and set growth targets using DIBELS assessments in September 2013, January 2014 and April 2014, and DRA grade-level assessments in December 2013 and March 2014.
English Language Arts	All students in our kindergarten classes will increase their ability to recognize sound-letter correspondence as illustrated by an increase in mean scores of 30% between September 2013 and April 2014 as measured by the CORE phonics pre- and post-assessments. Individual reading conferences will provide interim progress information for all students.

MIDDLE LEVEL EXAMPLES

CRITERION 3	
English Language Arts	My students scoring at Level 2 in reading comprehension on the Fountas & Pinnell Benchmark Informal Reading Record (IRR) in September 2013 and via data analyzed by the building leadership team will increase their reading comprehension by one year's growth or more as measured by the IRR levels gained by April 2014, and other measures such as individual reading conferences, guided reading group notes and a CCSS aligned post-assessment.
Theatre	Students in <i>Introduction to Theatre</i> who score below 80% on their pre "Introduction Performance" assessment in September 2013 will increase their score to at least 80% on the "Final Performance" assessment by April 2014 and as measured by performances based on standard rubric categories, self-assessment and peer feedback.

CRITERION 6	
English Language Arts	Between October 2013 and January 2014 students will increase, by at least one level of performance, their ability to use textual evidence to support analysis of secondary and primary sources as measured by pre and post-writing assessment using the common Self-Assessment (SA) analysis rubric. The rubric will also be used to provide ongoing feedback and evaluate the quality of Socratic sessions throughout the instructional period.
Health and Fitness	Since eighth-grade students met three or fewer of the five fitness categories in October 2013 on a classroom-based pre-assessment modeled from the Presidential Challenge, all students will increase their results to meet four or more fitness categories in a February 2014 post-assessment that will be compared to the Presidential Challenge and national scores set by the Presidential Challenge. Students will chart their progress towards goals in each of the five categories.
CRITERION 8	
These are examples of student growth goals that might be set by a team. Keep in mind that the evidence of performance for the Criterion 8 rubric focuses on collaboration towards the team goal.	
Career and Technical Education	Between September 2013 and April 2014, students in all CTE classes will demonstrate improvement in the area of expository writing by writing CTE content-specific article summaries and critiques. The baseline data will be the score earned on the students' first article summary critiques in September 2013. Growth will be measured by an increase in the total score of at least one level each semester based on the school's Expository Writing Rubric. Growth will be measured on at least six data points per year.

HIGH SCHOOL EXAMPLES

CRITERION 3	
Career and Technical Education	Students in my second semester Foods and Nutrition course who are identified as receiving special education services and who score at proficiency level one or below on the performance-based pre-assessment for planning, preparing and the use of proper food preparation techniques, will meet proficiency level three as measured by teacher observation, small group peer feedback, student portfolio and the summative performance-based post-assessment during the last two weeks of the semester.

CRITERION 6	
World Language	French 3 students will improve by at least one proficiency level on the Interpersonal Communication Skills (ICS) rubric (aligned with National World Language Standards) between September 2013 and April 2014. Progress will be monitored via weekly/monthly self- and teacher assessments on the ICS rubric.
Social Studies	Between September 2014 and January 2015, each student in my 2 nd period World History class will improve his/her ability to comprehend, analyze and interpret complex historical documents and then connect them to a process of human interaction in history as indicated by a two-point increase on the 10-point district Document-Based Question (DBQ) Writing Rubric. Interim measures will include three additional writing exercises evaluated by peers, self, and the teacher using the same rubric.
CRITERION 8	
These are examples of student growth goals that might be set by a team. Keep in mind that the evidence of performance for the Criterion 8 rubric focuses on collaboration towards the team goal.	
Career and Technical Education	As writing is a school-wide emphasis, students in our CTE courses will improve their ability to write an effective content-specific article critique, as measured by a score increase of one level on the four-point school-developed expository writing rubric by between the pre-assessment administered in late September 2014, and the post-assessment administered in April 2015. Aligned interim assessments and teacher feedback will be given at least six times during the academic year.
English Language Arts	Between September 2014 and April 2015, each student enrolled in an English class at North High School will increase at least one performance level in his/her ability to write using textual evidence to support interpretive claims in his/her essays, blogs and other performance tasks as measured by the English Department's collaboratively-designed five-point writing rubric, with assessments administered at multiple points during the course of the year.
Career and Technical Education	All students in CTE classes at Adams High School will increase their total score by at least six points as measured by a September 2014 pre-assessment and an April 2015 post-assessment using the Washington School District Argumentative Writing Rubric. Incremental monitoring will occur via student, peer, and instructor scoring of monthly 'quick writes'.

Sample Student Growth Goals – Criterion 3.1

SG 3.1 HS English – Between September and January (first semester), most of the English Language Learners scoring basic or below on the Greek and Latin roots baseline assessment, will improve their performance at least one level on the end of semester Greek and Latin roots assessment. Weekly formative assessments will help them keep track of their progress as well as small group activities to continue developing their basic understanding of the Greek and Latin roots.

SG 3.1 HS Science – Between September and May, students scoring below a proficient in scientific argumentation on the base-line pre-assessment will be given small group instruction to improve performance with answering a scientific question by making a claim, providing evidence, and explaining why that evidence supports a claim. Every 1-2 weeks students will be provided practice using NSTA examples as a formative assessment to gauge progress and a final assessment will be measured through an end of year exam.

SG 3.1 HS Math – A pre-assessment will be given at the beginning of the Algebra 1 Chapter 3: Solving and Graphing Equations and Inequalities unit. Based on performance on the pre-assessment, students will be divided into quartiles. The subgroup will include the 2nd quartile (students that receive a 40% to 60% on the baseline). During the course of this unit in addition to the normal, daily instruction, this subgroups will be part of informal “seminar talks”, mini-lessons, and SSR intervention will be assigned when needed. Most of these students will meet standard on the summative Unit 3 assessment.

SG 3.1 HS World Language – Between February and May (second semester), student scoring a 2 or below on the baseline vocabulary recognition and usage team created rubric will increase their level of performance by at least on level. Throughout the second semester, this targeted group will practice language acquisition in partner and or small group activities guided by the teacher. Most of this subgroup will demonstrate proficiency on the end of the semester vocabulary recognition and usage assessment.

SG 3.1 HS Physical Education: Walking Class – Most students demonstrating a level 2 (25 – 30 minutes) or a level 1 (more than 31 minutes) when walking two miles on the baseline assessment will improve their time between September and January to the proficient level 3 (18-14 minutes) Students will keep a daily record of their walking distance each day and see a steady increase in distance to improve at least one or more levels on the final two mile walking assessment at the end of the semester.

SG 3.1 MS Math – Between October and November, most students scoring on the Level 2 on the baseline integers pre-assessment (multiplication and division and of fractions to multiply and divide rational numbers) will increase their level of performance at least one level of proficiency at the end of the Integers Unit. During the unit, this subgroup will be monitored using daily check-ins such as exit tickets and homework review as well as weekly formative assessments.

SG 3.1 MS History – Between January and March, most students scoring a level 2 or level 1 on the Constitution pre-assessment will improve their level of performance by at least one or more levels as measured by the final Constitution assessment at the end of the unit. Small group mini-lessons, partner study sessions before and after school as well as application to current events will support the concepts before the end of unit assessment.

SG 3.1 MS Language Arts – Between September and May, 2nd period 8th grade block students who score a 2 or below on the base-line rubric assessing the use of text based evidence to support inference, opinion, and prediction. These students will receive small group interventions, color coding strategies, and/or differentiated text to improve this skill. Throughout the year, these students will demonstrate their growth using multiple formative assessments. By May, most of these students will score a 3 or above in appropriate use of literary texts to provide text-based evidence to support prediction, inference and opinion.

SG 3.1 Elementary Music – Using a proficiency test given in October 2014, subgroups will be identified from the 3rd grade students who scored below a 3 in pitch and tonality rubric. These students will increase their performance progress toward the goal of singing in tune and maintaining a tonal center while singing a cappella by receiving monthly in-class formative stage checks and small group interventions. The summative assessment given in March 2015 will show that most of the 3rd grade subgroup will score a 3 (proficient level) or higher.

SG 3.1 Elementary Librarian – Between October and May, students in an identified 3rd grade class who are not showing growth in recognizing the seven genres of literature by January will receive additional support. These students will be identified through on going formative assessments given after weekly lessons. Additional support will be provided through small group interventions, in-class one-on-one support, and supplemental practice outside library time. By May most of these identified students will show indicated by the final assessment in May.

SG 3.1 Elementary PE – During the 9 week fitness module, 5th grade student in an identified class who are identified as significantly below the average in the initial baseline of the President Fitness shuttle-run, will receive an individualized improvement plan. This plan will include an at home fitness program with built in incentives, contact will home and family, strong encouragement to join the afterschool activity program, and weekly check ins to monitor progress. Most of these identified students will show 20% growth during the final week of the fitness module.

SG 3.1 5th Grade Reading/Writing rotation teacher – Between fall and spring DRA, students in 5th grade who were level 38 or below during fall DRA assessments will receive specialized instruction to focus on their WPM (words per minute) scores by at least 5% while maintaining at least 95% accuracy. Increasing WPM scores will help students increase their DRA reading level. To track student progress, specialized instruction may include any of the following formative assessments: running records, DRA Progress Monitoring, 3 Minute Reading Assessments (Rasinski), DRA2 Assessments. Individualized plans will be discuss plan with parents at fall conferences and give parents updates after winter DRA testing and at spring conferences. Students

will be given the opportunity to monitor their own progress and growth. Nearly all of these students will increase their DRA reading level by at least 1 year's growth based on the final DRA benchmark test.

SG 3.1 4th Grade Teacher – Between October and April, 4th grade students who score in the bottom 25% of the baseline pre-assessment on multiplying a whole number up to four digits by a one-digit whole number, and multiplying two two-digit numbers will receive specialized instruction. This instruction can include small group instruction, re-teaching instructional time, additional practice, regular in class check-ins and support. Student growth and progress will be monitored with a test on or around the 15th of each month. The bottom 25% can change based on the progressive learning styles of the students in the 4th grade class.

SG 3.1 1/2 Split Teacher – Between the fall and spring DRA, students who are reading below level 4 according to the fall DRA test will be given specialized instruction. Specialized instruction can include focused individual and small group instruction, parent and home contact for support, and more frequent reading opportunities. On-going formative assessments and the Winter DRA will indicate student progress and growth.

SG 3.1 Half Day Kindergarten – At the beginning of the first quarter, students who score a 1 or below in student work and oral language will receive small group instruction and individual conferencing two times per week. Progress will be monitored by student writing samples (2 per week), conference formative assessments, and the David Matteson 2nd quarter benchmark assessment. Student growth will be measured by the David Matteson second quarter benchmark assessment.

SG 3.1 Resource Room – Between September and January, students in the resource room who do not make regular progressive growth in their ability to write a coherent paragraph with accurate conventions based on IEP will receive additional specialized instruction. Specialized instruction can include, focused individual and small group instruction, a more scaffold approach, parent and home contact for support, and more writing opportunities. Formative assessments will used to monitor progress, and an end of semester writing prompt will be used to show student growth.

SG 3.1 Life Skills – Between September and January, life skills students who do not recognize coins on any level will receive specialized instruction. Specialized instruction will include one-on-one individualized instruction and additional practice with coin recognition. Final student growth will be determined by performing a transaction at a retail store in the community.

Sample Student Growth Goals – Criterion 6.1

SG 6.1 HS English – Between September and January (first semester), most of my 5th period English I students will meet standard in comprehension and understanding of figurative language as measured by the end of semester assessment. A pre-assessment will be given as a baseline; weekly formative assessments using “Poem of the Week” will be given to measure growth and assess student progress.

SG 6.1 HS Science – Between September and May, nearly all of my biology students in period 3 will be proficient in scientific argumentation. Students will be able to answer a scientific question by making a claim, providing evidence, and explaining why that evidence supports a claim. A base-line pre-assessment will be given in September; students will be provided practice using NSTA examples once every 1-2 weeks, and a final assessment will be measured through an end of year exam.

SG 6.1 HS Math – Most of my 5th period Algebra I students will meet standard on chapter 3 of the adopted district curriculum. At the beginning of chapter 3, my 5th period Algebra class will be given a chapter 3 pre-assessment. To support and measure their growth, students will participate in Interactive Notebooks, starter problems, exit tasks, and built in remediation/enrichment days. Student progress will be monitored through exit tasks and formative assessments. Student growth will be measured through the summative assessment at the end of the chapter 3 unit.

SG 6.1 HS Drama – During the first semester (September to January), most of my 3rd period students will demonstrate at least one level of growth in a skill specific to one of the following: backstage work, set design, lighting design, acting or directing. A baseline will be measured using a team created rubric used during an in-class production in November. Formative assessments, exit tasks, and class performances will be used to monitor student progress and growth. Student growth will be measured through an in-class production in January using the team created rubric.

SG 6.1 MS Math – From October through November, most students in my 4th period 7th grade math class will be able to multiply and divide rational numbers by the end of the Integers Unit. Students will be given a unit pre-assessment to determine a baseline level of performance. Collaboratively-designed weekly formative assessments and daily check-ins such as exit tickets and homework review will be used to formally assess student progress, as well as, monitor and adjust instruction. Student achievement will be measured by the district designed common summative assessment for the Integers Unit.

SG 6.1 MS Writing – Between September and May, most of my 2nd period 8th grade block students will use appropriate literary texts to provide text-based evidence to support prediction, inference and opinion. A team created rubric will be used to identify base-line data for each student, measure growth and overall student progress during the year. Multiple practices using text-based evidence to support responses will be assessed throughout the year. Most students will score a 3 or above.

SG 6.1 Elementary Music – Between October and March, most of the 3rd grade students in one identified class will demonstrate measurable progress, using musical skills and vocal techniques to sing in tune (accurately match pitches). A student pitch accuracy baseline will be determined through a team created rubric. The students' growth and progress will be measured through formative assessment check-ins, vocal exercises embedded in daily music curriculum, Kodaly instruction, and a series of team created formative assessments. In March, students will demonstrate standard by singing in tune consistently and achieving a 3 or above on the assessment team created rubric.

SG 6.1 Elementary Librarian – Between October and May, most 3rd grade students in an identified class, will learn to recognize elements of seven genres of literature and be able to describe at least five elements. A pre-assessment will be used as a baseline. A variety of formative assessments will be used after weekly lessons to monitor student growth and progress: short quizzes, tickets to leave, and verbal check-ins. A final assessment will be given in May to measure student growth.

SG 6.1 Elementary PE – During the 9 week fitness module, most 5th grade student in an identified class, will improve on the Presidential Fitness shuttle-run times by 20%. A shuttle run during the first week will establish a baseline. To measure students' growth and progress, a team created formative assessment identified in appropriately matched fitness activities will be used. Final growth will be measured at the 9th week of the fitness module.

SG 6.1 5th Grade Writing Rotation Teacher – Between the fall and spring DRA, all or nearly all of the 5th grade class will increase their DRA reading level by at least 1 year's growth based on DRA benchmarks. The following formative assessments will be used to track student progress: running records, DRA Progress Monitoring, 3 Minute Reading Assessments (Rasinski), DRA2 Assessments. Plans will be discussed with the parents at fall conferences and parents will be given updates after winter DRA testing and at spring conferences. Strategies for improving reading fluency and comprehension will be shared with parents and students. Student growth will be measured in the spring with a final DRA benchmark test.

SG 6.1 4th Grade Teacher – Between October and April, most 4th grade students will be able to “multiply a whole number up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations” (4.NBT.5). A pre-assessment will be given to establish a baseline. Student growth and progress will be monitored with a test on or around the 15th of each month. To measure student growth, a final assessment will be given in April.

SG 6.1 1/2 Split Teacher – Between the fall and spring DRA, most 1/2 split class students will be able to retell or recount stories including key details and demonstrate understanding of the central message, lesson, or moral (RL 1.2, RL 2.2). The fall DRA will determine baseline for measuring student growth. All students will improve their DRA scores by 3 to 5 levels. Two formative assessments and the winter DRA will be used to track student progress. Student growth around retelling/recounting will be measured by the spring DRA.

SG 6.1 Half Day Kindergarten – By the end of the second quarter, most kindergarten students will be able to place at a 3 or 4 on the David Matteson second quarter benchmark assessment rubric for student work and oral language in writing. A pre-assessment given at the beginning of the first quarter will be used as a benchmark. Student progress will be informed through 2 formative assessments of student workbooks per week, and student responses during individual conferences. Final student growth will be measured on the David Matteson second quarter benchmark assessment.

SG 6.1 Resource Room – Between September and January, most resource room students will increase their ability to write a coherent paragraph with accurate conventions based on IEP. A September writing prompt using the district writing rubric will establish the baseline. Classroom based assessments, formative assessments and performance tasks will be used to monitor progress. An end of semester writing prompt will be used to show student growth.

SG 6.1 Life Skills – Between September and January, most life skills students will improve their ability to recognize, count, add, and subtract coins. In September a baseline will be determined using a performance task at the in-class student store. Students will practice using coins at the in-class store on a weekly basis. Final student growth will be determined by performing a transaction at a retail store in the community.

Sample Student Growth Goals – Criterion 8.1

SG 8.1 HS English – Students in 9th grade English 1 will comprehend and correctly identify figurative language in a variety of texts. A team created pre-assessment will determine the baseline of understanding and Poem of the Week quizzes will be used by the team to look at student work to design lessons, develop interventions, and create extensions to improve student all students. A final common figurative language assessment will gather data for planning next steps to strengthen the unit.

SG 8.1 HS Science – Most students in biology will be able to use scientific argumentation, the ability to answer a scientific question by making a claim, providing evidence, and explaining why that evidence supports a claim. Based on a baseline assessment, our biology team will identify the standards that need more instructional support. Weekly PLC meetings will look at the student work and develop formative assessments using the scaling work from last year as well as create strategies to support struggling students.

SG 8.1 High School Art - Within each trimester, all Intro to Art students will use appropriate critique rubric to support their self-evaluation of their creative process and their completed composition. Evidence will be collected through a baseline, an exit slip as a formative assessment of newly introduced, demonstrated, and/or practice skills, as well as a summative composition and self-evaluation. Collection of evidence will show growth in comprehension and application of art elements and principles as a foundation for creating art images at all ability levels. Same subject teaching team will meet during LIF Days through the year to examine student work, growth, and also calibrate expectations.

SG 8.1 HS Math - In Chapter 3 of Algebra 1, students will get instruction on writing, solving, modeling, and graphing inequalities. A pre-assessment, summative assessment and multiple formative assessments will be developed in collaboration with other Algebra 1 teachers during LIF meetings. The Algebra 1 team will also collaborate to develop: (1) a “chapter project”, (2) Interactive notebook activities, and (3) enrichment and remediation instruction that can be used in class and during SSR intervention time. Student growth will be measured using the summative assessment at the end of the chapter 3 unit.

SG 8.1 MS Math - Students in 7th grade math will increase their performance ability to apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers from October 7, 2013 through November 8, 2013. 7th grade math students will be assessed using collaboratively-designed weekly formative assessments and daily check-ins such as exit tickets and homework review. During our collaborative time our team will analyze student work and use our LIF meetings to develop reteach and extension opportunities based on data collected. Starting from a baseline level of performance on the unit pre-assessment, most of 7th grade math students will raise at least one level of proficiency by the end of the Integers Unit. Student achievement of this goal will be measured by the district designed common summative assessment for the Integers Unit.

SG 8.1 MS Language Arts - Between September and May, all 8th grade students will use appropriate literary texts to provide text-based evidence to support prediction, inference and opinion. Team meetings will first identify the common scoring tool used to assess student performance using text-based evidence to support a variety of responses. Once the baseline data is gathered, monthly team meetings will examine student work, design lessons and interventions to support all students, and determine the formative and summative assessments all 8th grade students will complete to show their skills and knowledge using text-based evidence to support responses.

SG 8.1 MS Physical Education – Between February and May, students in 6th grade PE will increase their understanding of team sports by completing the performance and written assessments created for each unit of study (list 4-5 units) by the PE team. Each unit will be developed with the pre-assessment, objectives, lessons, materials, and summative assessments. Upon completion of each unit, student work will be examined and results will be reported to reflect on the adjustments needed to meet the needs of struggling students as well as the extensions possible for those students meeting standard on the units.

SG 8.1 Elementary Music - Between October and March, most of the 3rd grade students in one identified class will demonstrate measurable progress, using musical skills and vocal techniques to sing in tune (accurately match pitches). A student pitch accuracy baseline will be determined through a team created rubric. The students' growth and progress will be measured through formative assessment check-ins, vocal exercises embedded in daily music curriculum, Kodaly instruction, and a series of team created formative assessments. Methods used to teach pitch matching, and improve those that require extra instruction will be designed in collaboration with other district elementary music teachers. Music teachers will meet monthly to share ideas, which will include vocal exercises, singing games, interactive technology, rubrics, and effective assessments which are aligned with the state standards.

SG 8.1 Elementary Librarian-The Librarians will meet at least monthly beginning in October and continue through May for strategic collaboration meetings to discuss assessment data, reflect on student progress and determine next steps to achieve the goal of 3rd grade students' ability to recognize elements of seven genres of literature and be able to describe at least five elements. The team will create a pre-assessment to be used as a baseline, weekly formative assessments to monitor lessons around student growth and progress, and a final assessment to be given in May to measure student growth.

SG 8.1 Elementary PE – The PE teachers will meet at least once a month beginning in October and continue through May for strategic collaboration meetings to discuss assessment data, reflect on student progress and determine next steps to achieve the goal of a 20% improvement on times during the 9 week Presidential Fitness shuttle-run for most 5th grade student in an identified class. The team will create formative assessments appropriately matched to the fitness activities. The team will also problem solve and create individualized plans for students who are significantly below average and fall into the SG3.1 category.

SG 8.1 5th Grade Reading/Writing Rotation Teacher – The 5th grade team will meet weekly beginning in October and continuing through May for strategic collaboration to discuss assessment data, reflect on student growth, progress, and determine next steps to achieve the grade level goal of each student increasing their DRA reading level by at least 1 year’s growth based on DRA benchmarks. The team will create formative assessments; determine re-teaching groups, and other interventions to progress toward the end goal.

SG 8.1 4th Grade Teacher - Between October and May, the 4th grade team will meet weekly for strategic collaboration to discuss assessment data, reflect on student growth, progress, and determine next steps to achieve the grade level goal of most 4th grade students being able to “multiply a whole number up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations” (4.NBT.5). The team will create a pre-assessment to establish a baseline, create formative assessments, determine re-teaching groups, and other interventions to progress toward the end goal.

SG 8.1 3/4 Split Teacher - The TPEP reading team will meet monthly beginning in October and continuing through June 2014 for strategic collaboration meetings to discuss assessment data, reflect on student progress and determine next steps to achieve grade level appropriate goals. Teachers may use any of the following formative assessments to track student progress: running records, DRA Progress Monitoring, 3 Minute Reading Assessments (Rasinski), DRA2 Assessments.

01319SG 8.1 1/2 Split Teacher - From October to May, the 2nd Grade PLC will collaborate weekly to develop formative measures of student reading achievement. Teams will meet every 4-6 weeks during release or LIF time to analyze reading data and group students in small groups for re-teaching instruction and develop common formative assessments.

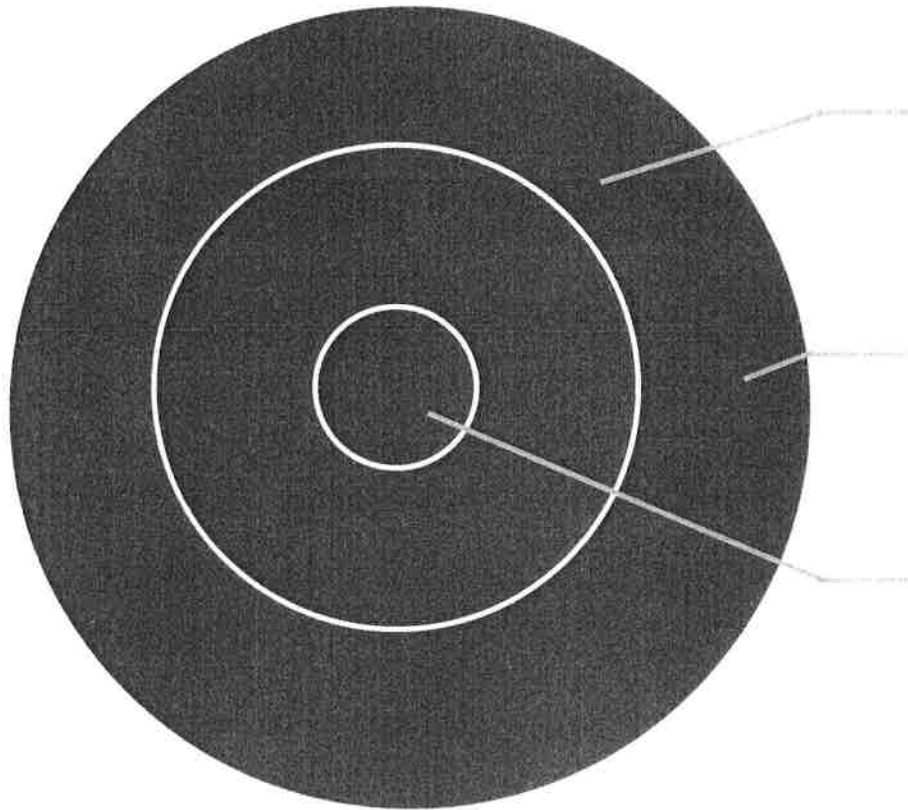
SG 8.1 Half Day Kindergarten - Between the 1st quarter and the end of the second quarter the kindergarten grade level team will meet weekly to have assessment discussions and collaboration to examine student work, align expectations, and discuss other needed intervention and progress toward goal of most kindergarten students able to place at a 3 or 4 on the David Matteson second quarter benchmark assessment rubric for student work and oral language in writing.

SG 8.1 Resource Room – Between September and January, the resource teachers will meet with grade level teams to have planning meetings, discussions, and collaboration time regarding resource room students. These meetings will focus on the goal of assisting the resource room students increase their ability to write a coherent paragraph with accurate conventions based on IEP. Teams will create classroom based assessments, formative assessments and performance tasks to be used to monitor progress. An end of semester writing prompt will be designed to show student growth.

SG 8.1 Life Skills - Between September and January, the life skills teachers will meet with grade level teams to have planning meeting, discussions, and collaboration time regarding the life skills students and their goals. These meetings will focus on improving their ability to recognize, count, add, and subtract coins. Teams will design the performance task used in the classroom in-class student store. Teams will meet to analyze student progress and how to determine final student growth as a performance task assessment.

Student Growth Goals

Example of Building Student Growth Goals from teaching team (Criteria 8) to whole class (Criteria 6) to small group (Criteria 3)



8.1 Between September and May, all 8th grade students will use appropriate literary texts to provide text-based evidence to support prediction, inference and opinion as measured by a 4-point rubric for short answer responses, essay, oral discussion, or debate. Teaching team will meet every six weeks through the year to examine student work and calibrate expectations.

6.1 Between September and May, students will use appropriate literary texts to provide text-based evidence to support prediction, inference and opinion as measured by a 4-point rubric for short answer responses, essay, oral discussion, or debate.

3.1 In September , my 2nd period 8th grade block students who score a 2 or below on our baseline rubric assessing the use of text based evidence to support inference, opinion, and prediction will receive small group interventions, color coding strategies, and/or differentiated text to improve this skill. Throughout the year, these students will demonstrate their growth using multiple formative assessments. By May, most of these students will score a 3 or above in appropriate use of literary texts to provide text-based evidence to support prediction, inference and opinion.

