

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 Page Keeley Probes as 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 sub-group 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 Common 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, including the Winter Common Performance Task. 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 acapella 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 Literacy Intervention 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 Combo 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 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 Winter Common Performance Task. Student growth will be measured by the Winter Common Performance Task.

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 be used to monitor progress, and an end of semester writing prompt will be used to show student growth.

SG 3.1 Foundations/Capstone – Between September and January, Foundations/Capstone 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 a performance based assessment in the classroom and through a transaction 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” and Common Performance Tasks 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 Page Keeley Formative Assessment Probes 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 Common 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 Reading Intervention 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 1st/2nd Grade Combination Teacher – Between the fall and spring DRA, most 1st/2nd combination 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 Kindergarten – By the end of the second quarter, most kindergarten students will be able to place at a 3 or 4 on the Winter Common Performance Task 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 Winter Common Performance Task.

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 Foundations/Capstone – Between September and January, most Foundations/Capstone 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 using a performance task at the in-class student store and a transaction 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 be used to 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 collaboration time 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 collaboration. 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, 2015 through November 8, 2015. 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 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, 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 Reading Intervention Teacher – The Intervention teachers will meet twice monthly 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 Grade Combination 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 Grade Combination 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 collaboration time to analyze reading data and group students in small groups for re-teaching instruction and develop common formative assessments.

SG 8.1 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 Winter Common Performance Task.

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 Foundations/Capstone - Between September and January, the Foundations/Capstone teachers will meet with classroom teachers to have planning meetings, discussions, and collaboration time regarding the Foundations/Capstone 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.