

**Student Growth 3: Recognizing individual student learning needs and developing strategies to address those needs.**

**Student Growth 3.1: Establish Student Growth Goal(s)**

**PLANNING: This will assist your team in writing a student growth goal.**

**1. Establish your focus!**

- a. *Learning Goal(s): A description of what students will know/be able to do at the end of an instructional period based on course- or grade-level content standards and curriculum.*

**2. Develop your timeline for your growth cycle!**

- a. *What is your time frame for your project?*

**3. Select and think about assessments!**

- a. *Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal. The assessments should be accompanied by clear criteria or rubrics to describe what students have learned.*
- b. *How will you monitor progress throughout? (formative assessment)*
- c. *How often will you monitor progress? (formative assessment)*
- d. *How will you adjust after your formative assessment checking? What will you do if students are “not” getting it? (intervention)*

**4. Establish Learning Targets!**

- a. *Targets: identify the expected outcomes by the end of the instructional period for the students for whom this instructional team is responsible.*

**5. YOU ARE READY TO WRITE YOUR S.M.A.R.T. GOAL!**

- a. **Use the Critical Attributes to help you write your SMART goal(s).**

[http://www.k12.wa.us/TPEP/Modules/TeacherPrepModule/SG\\_Rubrics\\_with\\_Critical\\_Attributes.pdf](http://www.k12.wa.us/TPEP/Modules/TeacherPrepModule/SG_Rubrics_with_Critical_Attributes.pdf)

Critical Attributes			
<ul style="list-style-type: none"> <li>Does not establish student learning goal(s)</li> <li>Does not specify assessment(s) to monitor progress towards goal(s)</li> </ul>	<ul style="list-style-type: none"> <li>Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable)</li> <li>Goals may be missing one or more of the following qualities: specific, measurable and time-bound</li> <li>Goals are not based on prior available student learning</li> <li>Goals partially aligned to content standards</li> <li>Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s)</li> <li>Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable)</li> <li>Goals are specific, measurable and time-bound</li> <li>Based on multiple sources of available data that reveal prior student learning</li> <li>Goals aligned to content standards</li> <li>Grain size of goal is appropriate for the context, instructional interval and content standard(s)</li> <li>Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area</li> <li>Identifies formative and summative measures aligned to learning targets to monitor progress towards goals</li> </ul>	<ul style="list-style-type: none"> <li>Proficient Attributes and:</li> <li>Establishes multiple two-way communication paths to collaborate with , families, students and/or other staff to establish goals specific to individual learning needs</li> <li>Students reflect on their own learning and articulate their understanding of their goals and progress toward goals</li> </ul>

**S=Specific** The goal is focused on a specific area of student need within the context.

**M=Measureable** The goal will be assessed using appropriate instruments. (Valid, reliable + Curriculum Based Measures )

**A=Attainable & Appropriate** The goal is standards based and directly related to the responsibilities of the teacher. The goal is attainable (see below).

**R=Realistic** The goal is doable, while rigorous, stretching the outer bounds of what is attainable.

**T=Time Bound** The goal contained to a single school year or course.

PROFICIENT AND DISTINGUISHED	
<p><b>*Goal(s) are specific, measurable and timebound.</b></p> <p><b>*Goal(s) aligned to content standards.</b></p> <p><b>*Identification of subgroups uses data that identifies students not reaching full learning potential (i.e., achievement gap, ELL, special education, LAP)</b></p> <p><b>*Based on multiple sources of available data that reveal prior student learning</b></p> <p><b>*Grain size goal is appropriate for the context, instructional interval and content standard(s)</b></p> <p><b>*Goal demonstrates a significant impact on student learning of content (transferable skill)</b></p> <p><b>*Identifies formative and summative measures aligned to learning targets to monitor progress toward goal</b></p>	
PROFICIENT	DISTINGUISHED
<p><b>*Goal(s) created for subgroups of students not reaching full learning potential.</b></p> <p><b>*Goal(s) identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</b></p>	<p><b>*Goal(s) created for subgroups of students not reaching full learning potential.</b></p> <p><b>*Goal(s) identify multiple high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</b></p> <p><b>*Goal(s) developed in collaboration with students, parents and other school staff.</b></p>

**Examples of student growth goals:**

**Elementary:** By June, 2015, students in the following subgroups will demonstrate growth in reading grade level text with accuracy and fluency. Students should read 70 wpm with 95% accuracy in the fall on grade level text. Subgroup (A) Students who scored significantly below benchmark reading 54 wpm or less at an accuracy rate of 88% or less will increase in the spring to reading between 80- 99 wpm with an accuracy rate of 94-96% Subgroup (B) Students who scored below benchmark in the fall reading 55-69 wpm with an accuracy rate of 89%-94% will increase in the spring to benchmark with a reading rate of 100+ wpm and an accuracy rate of 97% or greater.

**Special Education:** By the end of the school year, 6 out of 8 first grade students and 6 out of 9 second grade students will be reading on or above grade level. The five students who might not be reading on or above grade level will make significant progress and be in a position to continue their growth in the following year to successfully read on or above grade level. Students in grade 1 in June should be at Level 16-18 to be considered on grade level. Students in grade 2 in June should be at least at Level 28 to be considered on grade level. Will use assessment tool DRA2 to measure and monitor growth.

**ELL:** The growth target for all students (35 on caseload) in oral communication, (listening and speaking skills – ELP.4-5.2, ELP4-5.8, ELP4-5.9 and ELP4-5.10) is to move up at least one proficiency level based on the district approved ELL rubric from the pretest (September) to the post-test (April).

**P.E.:** All fourth grade students will demonstrate growth in their Cardiovascular Endurance (maximal aerobic fitness) by June 2015 when assessed using the PACER Test assessment. Subgroup (A) Students who scored in the red zone on the pre-assessment test will grow by at least one level. Subgroup (B) Students who scored in the yellow zone on the pre-assessment test will grow by at least one level. Subgroup (C) Students who scored in the green zone on the pre-assessment will maintain their fitness level or show growth.

**Music:** All 4th grade students will demonstrate growth in reading and performing music with treble clef note names and music symbols, as designated in Elementary Music Standards: 2.3 and 5.3. Students will demonstrate growth using the Note/Symbol assessment in the following manner: Subgroup (A) Students who perform at a red level (0-10 points) will grow by at least one level; Subgroup (B) Students who perform at a yellow level (11-20 points) will grow by at least one level; Subgroup (C) Students who perform at a green level (21-30 points) will grow by at least one level

### **Secondary:**

**Social Studies:** By the end of the semester (September – January), all of my students will demonstrate growth in their knowledge of the history and geography of the Middle East based on increasing their score on the pre-test to the post-test in the following manner: Subgroup (A) Students who scored between 0 and 59% on the pre-test will grow to a passing score of at least 60%. Subgroup (B) Students who scored 60% - 80% on the pre-test will increase their score by

at least one letter grade. Subgroup (C) Students who scored 81% - 90% on the pre-test will increase their score by at least one letter grade.

**Math:** By May 2015, all my Algebra I students will demonstrate growth in the area of Representing and Solving using the Algebra I CFA Work Samples assessment to measure growth in the following manner: Subgroup (A) Students scoring a 2 or lower will increase to at least a 3; Subgroup (B) Students scoring a 3 will increase to at least a 4; Subgroup (C) Students scoring a 4 will increase to at least a 5