**Boone County Schools**

**Student Growth Goals**

**Guidance Documents**

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**Student Growth Goal Setting Process in CIITS**

***Facilitation Guide***

*The italicized sections represent guiding questions to facilitate teacher understanding toward completion of the SGG and its monitoring throughout the interval of time. The document mirrors the information needed in CIITS. Due date for completion of SGG in CIITS is October 31.*

**Step One in KDE Template: Determine Needs**

**Context-**

Describe the context, including student population.

*What does your course look like? Explain the make-up of your population in your selected course.*

**Needs Assessment-**

What student needs have been identified? What are the related content area essential/enduring skills, concepts, and/or processes?

*This is a two part process. Teachers are looking to tell the story of the student population in this section and from that data story identify an area of need.*

*Part One:*

*Step 1: Gather data about your population—can be numbers, anecdotal, historical*

*Step 2:  Sort/Filter that data—What information/evidence reveals a gap in an essential skill or understanding? A listing of Essential Skills by content are linked* [*here*](http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Student-Growth-Page.aspx)*.*

*Step 3: Make a judgment statement based on that data. What is an enduring idea, concept, or process that students need to improve?*

*Part Two:*

*Answer a few questions regarding the data trend.*

*1. Based on the data you collected about that area of need and old growth, what can you reasonably expect as growth? (For example, if the trend is that students are only growing 5% between Explore and Plan, is it reasonable to expect students to grow 10%?)*

*2. Based on all the data, what gap/lack of skill emerges?*

**Sources of Evidence-**

What sources of evidence/measures will you use to establish baseline data and measure student growth?

*Based on the gap or lack of skill that has emerged, what sort of baseline data can you collect around that deficit? (This is your Pre-Assessment.)*

**Interval of Instruction-**

How long is the course-long interval of instruction? (i.e. trimester, semester, one school year, etc.)

**Step Two in KDE Template: Create a Specific Learning Goal**

**Expected Growth-**

What is/are the target/targets for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations (for example: during the school year all of my students will improve by one performance level)

*Considering historical data from previous steps, what can be expected as reasonable growth? (This is the REALISTIC part of the SMART goal.)*

**Expected Proficiency-**

What is the proficiency target? What percentage of students will meet or exceed that target? (For example: 80% of my students will meet or exceed level 3 of the rubric)

* *Suggestions to help us determine proficiency*
  + *KPREP🡪 % Proficient/Distinguished*
  + *STAR🡪 At or Above Benchmark*
  + *Explore🡪At or Above Benchmark*
* *Based on historical data trends*
* *What is the percent of students in your course meeting proficiency in regard to the identified standard that is the area of focus?*
  + *Example: If only 40-60% of students are meeting proficiency, is it REALISTIC to set a goal of 80% proficiency??*

**Goal Statement-**

Write your complete goal statement here.

*SMART GOAL!!! (Specific, Measurable, Attainable, Realistic, Time Bound)*

**Rationale-**

Explain the rationale for the goal

*This area provides the teacher the opportunity to provide the thoughts behind the growth goal set by the teacher. It is as if the teacher is having a one-sided conversation with the principal about the decision-points around the SGG.*

**Step Three in KDE Template: Create and Implement Teaching and Learning Strategies**

**Professional Learning-**

Do I need professional learning in order to support my students in attaining the goal? If yes, does my PGP reflect the support I will need to meet this goal?

*At this point, the teacher should either set the professional learning goal that supports the SGG OR set a professional goal that the teacher feels is a need for further learning.*

*This section creates a relationship between SGG and the Professional Goal, if relevant.*

**Instructional Strategies for Goal Attainment-**

What, specifically, will you do instructionally, to assure your student make gains projected in your student growth goal?

*What is your instructional plan for the year?? What strategies will you incorporate into your instruction to move students toward your growth and proficiency goals?*

**Step Four in KDE Template: Monitor Student Progress through Ongoing Formative Assessment**

**How will you monitor students’ progress toward goal attainment?**

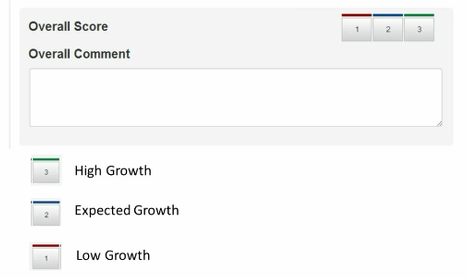
*What tools will you use to measure progress?*

**Step Five in KDE Template: Determine Whether the Students Achieved the Goal**

**Growth Goal Dashboard**

Shows growth goals and whether approved or in draft form, or if revisions are requested.

Throughout the cycle of the goal, teachers will collect evidence of working towards the goal and during the summative, they are rated.



If a teacher meets their growth goal, they are expected growth, if they exceed, they are high growth.

Think and Plan Guidance for Developing Student Growth Goals

Purpose: This document is a summary form a teacher completes for conferencing with their administrator. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template.

**Step 1: DETERMINE NEEDS**

|  |  |
| --- | --- |
| **Identify the context of the identified class, as selected by teacher in collaboration with principal, including student population.**    **Identify the course-long interval of instruction *(e.g., trimester, semester, one school year).***  **Identify the content area enduring skills\*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the “*Enduring Understandings”* reflect the enduring learning advocated in the goal-setting for student growth process.) Content area examples:** [**Reading**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20for%20Reading%20-%20Final.docx)**,** [**Writing**](https://education-edit.ky.gov/teachers/PD/Pages/EILA.aspx)**,** [**Speaking and Listening**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20Speaking%20and%20Listening%20-Final.docx)**,** [**Social Studies**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20for%20Social%20Studies%20-%20Final.docx)**,** [**Science**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20for%20Science%20-%20Final.docx)**,** [**Math**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Learning%20Sample%20Set%20Math%20%28word%29.docx)**,**  [**Reading Foundational Skills**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20%20Foundational%20Skills%20K-5%20Reading%20-%20Final.docx)**,** [**PE**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20PE-%20Final.docx)**,** [**Health**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20Health%20-%20Final.docx)**,** [**World Language**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20for%20World%20Language%20-%20Final.docx)**,** [**Music**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20for%20Music%20-%20Final.docx)**,** [**Art**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20initial%20list%20for%20Visual%20Arts-Final.docx)**,** [**CTE**](http://education.ky.gov/teachers/PGES/TPGES/Documents/CTE%20Enduring%20SkillsFinal.pdf)  **List the** [**sources of evidence**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Sources%20of%20Evidence%20to%20Establish%20Baseline%20for%20the%20SGG.pptx) **you will use to establish baseline data and measure student growth.** | **Guiding Questions**  **In collaboration with colleagues, identify the enduring skills\*, concepts, and processes for my content area (**[**facilitator’s guide**](http://education.ky.gov/teachers/PGES/TPGES/Documents/FACILITATOR%20GUIDE%20for%20Enduring%20Skills%20Process-%20Final.docx)**,** [**process pptx**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20-A%20Process%20for%20Identifying%20-Final.pptx)**,** [**blank template).**](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20Initial%20List%20blank%20organizer%20-%20Final.docx)   * Based on my content standards, what are the enduring skills\*, concepts and processes students should master by the end of the school year/course? * Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)? * What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?   **Pinpoint areas of need based on my current students' abilities.**   * Are there any enduring skills\*, concepts or processes my students lack overall? What are the biggest areas of need? * What are my students’ abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers) * Are the areas of need identified appropriate for a year-long/course-long student growth goal?   **Decide on sources of evidence. After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.**  Note: At least three sources of evidence are recommended for contributing to baseline data.   * Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need? * Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data? * Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.) * Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on [Target-Method Match](https://kvecsupportnetwork.wikispaces.com/file/view/Target+method+match.doc).)   **Use baseline data to determine area(s) of need for the goal**   * What did I learn from collection of data? * How will I combine data to [determine a baseline](http://education.ky.gov/teachers/PGES/Documents/Handouts%20-%20Establishing%20a%20Baseline.pptx) for my SGG? |

**Step 2: CREATE A SPECIFIC LEARNING GOAL**

|  |  |
| --- | --- |
| **Specify the expected growth and proficiency.**  **Include a growth target that expresses the growth you expect your students to make.**  **Include a proficiency target.**  **Write your student growth goal statement that meets the SMART criteria. Include both growth and proficiency.**  **Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.** | **Decide on a student growth goal (SGG) that meets the SMART criteria.**  **S**PECIFIC   * Is the identified area of need significant enough for year-long/course-long instructional focus? * Does the goal address learning that is representative of the enduring skills\*, concepts and/or processes that:   + ENDURES beyond a single test date,   + is of value in other disciplines,   + is relevant beyond the classroom,   + is worthy of embedded, course-long focus,   + may be necessary for the next level of instruction?   **M**EASURABLE   * Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth? * Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need? * Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected? * Does the goal include a **growth target** and **proficiency target**?   **A**PPROPRIATE   * Is the goal standards-based and directly related to the subject and students taught? * Is there a good match between the goal and the level of rigor expected in the identified standards?   **R**EALISTIC   * Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?   **T**IMEBOUND   * Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)? * Is there sufficient time within the interval of instruction to determine goal attainment?   [Sample Student Growth Goals 2014](http://education.ky.gov/teachers/PGES/TPGES/Documents/Sample%20Student%20Growth%20Goals.docx)  [Sample Student Growth Gaols 2014 CTE](http://education.ky.gov/teachers/PGES/TPGES/Documents/GOALS%20-%20All%20CTE%20Areas.doc) |

**Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES**

|  |  |
| --- | --- |
| **Describe professional learning (PL) needed to support students’ attainment of the student growth goal. (**Include any PL needs in your Professional Growth Plan.)  **Describe the instructional strategies for goal attainment, specifically what you will do instructionally to assure your students make gains projected in your student growth goal.** | **Determine professional learning**   * What professional learning is needed to support the SGG? * How can a professional learning community/colleagues’ expertise provide support? * Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?   **Decide on instructional strategies for goal attainment**   * How do I identify the instructional strategies that will most effectively support students in attaining the SGG? * What resources and supports do I need to implement these strategies with my students? |

**Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT**

|  |  |
| --- | --- |
| **Describe your plan to monitor students’ progress toward goal attainment.** | **Plan for progress monitoring**   * How and when will I monitor progress towards the SGG throughout the year/course? * What formative assessment processes will I use for progress monitoring? * How will I involve students in progress monitoring? * How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards? * How will specific feedback occur regularly to move students forward in their learning? |

**Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL**

|  |  |
| --- | --- |
| Do no complete this box until the end of the growth goal timeline. | **Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.**   * What does the data reveal about student growth? * What does the data show about instructional practices? * How can these results inform professional growth? (Connect this back to Step 3.) |

\*In the KCAS for Mathematics, the “*Enduring Understandings”* reflect the enduring learning advocated in the goal-setting for student growth process. Consult the *Enduring Skills Initial List* for your content area for examples.

**Boone County Schools Student Growth Goal SMART Criteria**

|  |  |  |
| --- | --- | --- |
| **SMART Criteria** | **Questions** | **Notes** |
| **SPECIFIC** | Does the goal address learning that is representative of the enduring skills, concepts and/or processes that:   * Endures beyond a single unit or test date? * Is of value in other disciplines and subject areas? * Is relevant beyond the classroom? * Is worth of embedded, course-long focus? * May be necessary for the next level of instruction? |  |
| **MEASUREABLE** | * Does the goal include both a **growth target** and **proficiency target**? * Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth and proficiency? |  |
| **APPROPRIATE** | * Is the goal based on standards for the course? * Does the goal match the rigor of the identified standards? |  |
| **REALISTIC** | * Is the goal based on relevant information and data? * Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable? |  |
| **TIMEBOUND** | * Is the goal designed to stretch across the entire course (one school year, semester, quarter)? * Is there sufficient time within the course to determine goal attainment? |  |

**Appendix**

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Sample Student Growth Goals for Various Contents and Levels 19-20

*Think and Plan Guidance for Developing Student Growth Goals*

Purpose: This document is an example of a summary form a teacher completes for conferencing with their administrator. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template. **The red text represents an example only; it is not an exemplary model.**

**Step 1: DETERMINE NEEDS**

**Identify the context of the identified class, as selected by teacher in collaboration with principal, including student population.**

**In collaboration with colleagues, identify the** [**enduring skills**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20blank%20organizer%20-%20Final.docx)**\*, concepts, and processes for my content area** [**(facilitator’s guide,**](http://education.ky.gov/teachers/HiEffTeach/Documents/FACILITATOR%20GUIDE%20for%20Enduring%20Skills%20Process-%20Final.docx) [**process pptx,**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20-A%20Process%20for%20Identifying%20-Final.pptx) [**blank template)**](file:///C:/Users/cdavidso/Downloads/Think%20and%20Plan%20Tool%20with%20Guiding%20Questions%20-%20BLANK.docx)**.**

 Based on my content standards, what are the enduring skills\*, concepts and processes students should master by the end of the school year/course?

 Do the identified skills, concepts and processes represent

essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?

 What does it look like for students to be performing at

proficiency level on these skills, concepts and processes? How do I know?

**Guiding Questions**

*The class in which I’ll implement my student growth goal is a 6th grade science class. I have a gifted cluster in this class and 9 title one students. The class*

*represents a diverse population, including free and reduced lunch students.*

**Identify the course-long interval of instruction *(e.g., trimester, semester, one school year).***

*Current school year*

**Identify the content area enduring skills\*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the “*Enduring Understandings”* reflect the enduring learning advocated in the goal-setting for student growth process.) Content area examples:** [**Reading**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20for%20Reading%20-%20Final.docx)**,** [**Writing,**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20for%20Writing.docx) [**Speaking and Listening,**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20Speaking%20and%20Listening%20-Final.docx) [**Social Studies**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20for%20Social%20Studies%20-%20Final.docx)**,** [**Science**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20for%20Science%20-%20Final.docx)**,** [**Reading Foundational Skills**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20%20Foundational%20Skills%20K-5%20Reading%20-%20Final.docx)**,** [**PE**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20PE-%20Final.docx)**,** [**Health**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20Health%20-%20Final.docx)**,** [**World Language**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20for%20World%20Language%20-%20Final.docx)**,** [**Music**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20Initial%20List%20for%20Music%20-%20Final.docx)**,** [**Art**](http://education.ky.gov/teachers/HiEffTeach/Documents/Enduring%20Skills%20initial%20list%20for%20Visual%20Arts-Final.docx)

*Engaging in argument from evidence* ***and*** *obtaining, evaluating and communicating information (in context of science content)*

**List the** [**sources of evidence**](http://education.ky.gov/teachers/PGES/Documents/Sources%20of%20Evidence%20to%20Establish%20Baseline%20for%20the%20SGG%20FINAL-2.pptx) **you will use to establish baseline data and measure student growth.**

*Through various assessments, I was able to identify students’ performance level on a 4-point rubric developed by the district science team that is congruent to the intent of the 6thgrade standards. Students had two opportunities to use evidence from scientific text and data collected from an investigation to build an argument and communicate clearly. Students*

*also were provided data to evaluate a situation and communicate conclusions and/or recommendations. Journal entries also provided evidence. Collectively, these data allowed me to determine a rating for each student on the rubric for baseline.*

**Pinpoint areas of need based on my current students' abilities.**

 Are there any enduring skills\*, concepts or processes my

students lack overall? What are the biggest areas of need?

 What are my students’ abilities? How have I collected and

analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)

 Are the areas of need identified appropriate for a year-

long/course-long student growth goal?

**Decide on sources of evidence. After identifying an area or areas of need, choose the** [**sources of evidence**](http://education.ky.gov/teachers/PGES/Documents/Sources%20of%20Evidence%20to%20Establish%20Baseline%20for%20the%20SGG%20FINAL-2.pptx) **(e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.**

Note: At least three sources of evidence are recommended for

contributing to baseline data.

 Do the sources of evidence provide the data needed to

demonstrate proficiency for the identified area(s) of need?

 Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?

 Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)

 Is there a good match between the rigor of the standard to be

assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment*

*for Student Learning* resources on [Target-Method Match](file:///C:/Users/cboatwri/Desktop/Target%2Bmethod%2Bmatch.doc).)

**Use baseline data to determine area(s) of need for the goal**

 What did I learn from collection of data?

 How will I combine data to [determine a baseline](http://education.ky.gov/teachers/PGES/Documents/Handouts%20-%20Establishing%20a%20Baseline.pptx) for my SGG?

**Step 2: CREATE A SPECIFIC LEARNING GOAL**

**Specify the expected growth and proficiency.**

**Include a growth target that expresses the growth you expect your students to make.**

*All students will improve two or more levels on the district’s science rubric in the areas of engaging in argument from evidence AND obtaining, evaluating, and communicating information.*

**Include a proficiency target.**

*80% of students will perform at level 3 on the rubric.*

**Write your student growth goal statement that meets the SMART criteria. Include both growth and proficiency.**

*th*

**Decide on a student growth goal (SGG) that meets the SMART**

**criteria. S**PECIFIC

 Is the identified area of need significant enough for year- long/course-long instructional focus?

 Does the goal address learning that is representative of the enduring skills\*, concepts and/or processes that:

o ENDURES beyond a single test date,

o is of value in other disciplines,

o is relevant beyond the classroom,

o is worthy of embedded, course-long focus,

o may be necessary for the next level of instruction?

**M**EASURABLE

 Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?

 Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?

 Which criteria were used for determining what amount of

*This school year, all of my 6*

*grade science students will demonstrate measureable growth*

growth is rigorous for students? Why was this criteria selected?

*in their ability to apply the scientific practices. Each student will improve by two or more*

*levels on the districts’ science rubric in the areas of engaging in argument from evidence and*

*obtaining, evaluating, and communicating information. 80% of students will perform at level*

*3 on the 4-point science rubric.*

**Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.**

 Does the goal include a **growth target** and **proficiency target**?

**A**PPROPRIATE

 Is the goal standards-based and directly related to the subject and students taught?

 Is there a good match between the goal and the level of rigor expected in the identified standards?

**R**EALISTIC

 Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

*I found that less than 50% of students in my class were proficient (level 3) on both of these enduring skills. 20% of students scored at level 1. I feel that I can support student in growth both of these areas across the school year and it is both reasonable and doable. I want to get at least 80% of my students at proficiency by the end of the year.*

**T**IMEBOUND

 Is the goal designed to stretch across the interval of instruction

(e.g., trimester, semester, one school year)?

 Is there sufficient time within the interval of instruction to determine goal attainment?

**Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES**

**Describe professional learning (PL) needed to support students’ attainment of the student**

**growth goal. (**Include any PL needs in your Professional Growth Plan.)

*I need to learn more about instructional strategies for helping students use specific evidence from a variety of text (print, video, observations, etc.) in support of arguments. I want to do a book study of George Hillock’s book, Teaching Argument Writing, with my*

*teaching team and collaborate with the ELA teachers on our staff.*

**Determine professional learning**

 What professional learning is needed to support the SGG?

 How can a professional learning community/colleagues’

expertise provide support?

 Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?

**Describe the instructional strategies for goal attainment, specifically what you will do instructionally to assure your students make gains projected in your student growth goal.**

*I will engage students in reading and selecting evidence from scientific text. I will teach students a process for building argument (from Hillock’s work).Students will engage in debate to develop argumentation skills and learn to critique their own and others’ arguments all in context of what we are learning in science.*

**Decide on instructional strategies for goal attainment**

 How do I identify the instructional strategies that will most effectively support students in attaining the SGG?

 What resources and supports do I need to implement these strategies with my students?

**Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT**

**Describe your plan to monitor students’ progress toward goal attainment. Plan for progress monitoring**

 How and when will I monitor progress towards the SGG

throughout the year/course?

*Responses in science journals, products from debates and investigations will provide formative data across the school year.*

 What formative assessment processes will I use for progress monitoring?

 How will I involve students in progress monitoring?

 How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected

standards?

 How will specific feedback occur regularly to move students

forward in their learning?

**Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL**

Do no complete this box until the end of the growth goal timeline. **Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.**

 What does the data reveal about student growth?

 What does the data show about instructional practices?

 How can these results inform professional growth?

\*In the KCAS for Mathematics, the “*Enduring Understandings”* reflect the enduring learning advocated in the goal-setting for student growth process. Consult the *Enduring Skills Initial List* for your content area for examples.

**Sample Student Growth Goals**

**Goal Criteria**

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| ***From CEP***  The goal  -Is congruent with Kentucky Core Academic Standards appropriate for the grade level and content area for which it was developed.  -Represents or encompasses an enduring skill, process or concept that students are expected to master by taking a particular course (or courses) in school.  -Will allow high and low achieving student to adequately demonstrate their knowledge.  -provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students. | ***SMART***  ***Specific*** – the goal is focused on a specific area of student need within the content.  ***Measurable*** – the goal will be assessed using an appropriate instrument.  ***Appropriate*** – the goal is standards-based and directly related to the responsibilities of the teacher.  ***Realistic*** – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.  ***Time-bound*** – the goal contained to a simple school year/course.  *\*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART.* |

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| **Science**  During this school year, all of my 8th grade science students will grow in their ability to use models to explain, predict, and investigate the natural and designed world, including identifying the limitations of the models. Based upon the Grades 6-8 Using Models Analytic Rubric, all students will improve in each of the scoring elements by at least one performance level as demonstrated on the district approved performance task. Furthermore, 80% of students will score proficient on the district approved performance task as indicated by the rubric. | **Health and PE**  During the 8th grade 9 weeks course, all students will grow in their ability to analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. Using a standards-based 4 point rubric created by the District Health/PE Vertical Team, students’ current level of understanding will be determined with a constructed response performance task on how these factors affect behavior. Applying the same rubric to the post assessment, students will be given a performance task in which they will be asked to identify and explain how these factors influence health behaviors. Each student will improve by moving one level on the rubric.  Furthermore, 80% of students will score Meets Expectations (Proficient) on the rubric. |
| **French II**  During this school year all of the students in my French II classes will improve their linguistic competency performance.  Students will move at least one performance level in: interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing based on the KY World Language Standards rubric. At least 70% of my students will meet or exceed the Intermediate-Low competency level for at least two modes of communication, as measured by the KY WL Standards rubric. | **Social Studies**  For the current school year, all of my students will make measurable progress in historical argumentation and appropriate use of relevant historical evidence. All students will move up at least 1 level and 75% of students will achieve at the 3 or higher level on the reading/research and development areas of the LDC Argumentation Rubric. |
| **LDC Writing - Multiple Content Areas**  For the 2012-2013 school year, my students will make measurable progress in writing arguments to support claims. On the District 8th Grade Writing Assessment each student will improve by at least one performance level in three or more scoring elements of the LDC argumentation rubric. 80% of my students will score an average of a 3 or higher on a summative rating of the LDC argumentation rubric. | **Elementary**  By the end of the 2013-14 school year, all of my 4th grade students (100%) will show growth in summarizing key ideas and details in what they read. Each student will improve by 2 or more levels on the rubric developed by my PLC team for summarization. In addition, 90% of students will score Proficient or above on the rubric by the end of the year. |
| By the end of the 2014-2015 school year, my 3rd grade students will make measurable progress in reading and comprehending informational text at the high end of the grade 2-3 text complexity band. Each student will improve by 2 or more levels on the Reading Comprehension rubric. Furthermore, 75% of students will perform at the Proficient or Above levels on the rubric. |
| **Music**  During this school year, my 5th grade students in Music class will grow in their ability to read and notate music. Each student will increase by one performance level in two or more areas of the Elementary Music Assessment Rubric. 80% of students will score proficient on two or more areas of the rubric. | **Math**  During this school year, my 7th grade students will use the 8 Math Practices to further their understanding of proportional relationships.  This will be demonstrated by growth by at least one level on the rubric (from the repeated common assessments) developed by the district Math PLC.   Furthermore, 70% of my students will show mastery by reaching level 4 or higher on the rubric. |
| **Family Consumer Science**  During this school year, my students in Culinary and Food Services class will grow in their understanding of food safety and sanitation. Every student will increase one performance level in all scoring elements of the district Food Safety and Sanitation Performance Task Rubric.  Growth data will be obtained using a Pre & Post Performance Assessment Task at the beginning and end of the course.  Furthermore, 65% of students will demonstrate proficiency by obtaining SERVSAFE Certification. | **Multimedia**  During this school year, my Advanced Multimedia students will demonstrate measurable growth in effectively communicating with digital media tools by moving at least one performance level (3 levels: Learner, Skilled, Master) on the appropriate rubric used for the district approved Adobe Dreamweaver/Flash/Photoshop Performance Task Assessment. 70% of the students will demonstrate proficiency by obtaining an Adobe Certification in Dreamweaver, Flash or Photoshop.  *\* This teacher has 80 students enrolled in this course. She teaches Flash, Dreamweaver, or Photoshop in the same class setting. She has included all three Adobe programs in her goal.* |
| **Art**  During this school year, my third grade students will develop their use of art to convey meaning and their ability to discuss their art.  The district approved 10-point rubric will be used to evaluate performance on a pre/post assessment task\* to determine growth. All students will move one performance level in their ability to use art to convey meaning and in their ability to discuss their art with others.  80% of students will achieve at least an average of a 7 on the post assessment task.  *\*At the beginning of the year, students were asked to create a piece of art and discuss their choices of technique and medium selection.  An initial scoring by the teacher and student (self-assessment) were obtained using the district’s 10-point rubric. In final portfolio presentations students will show their pieces and discuss their choices of technique and medium selection with the class, one visiting artist, and the teacher. The portfolio and presentation will be scored by the visiting artist, the teacher, and students will also complete a self-assessment using the 10-point rubric.* | **FMD – mid functioning**  For this school year, all my students will improve their ability to independently shop for basic needs. All students will increase one performance level in each of the sub-skills (identifying items on a list and locating them in a store, asking for and following directions from a store clerk, and using money to pay for items) indicated on the rubric.  In addition, fifty percent of the students will be proficient (i.e. perform 3 of the 5 sub-skills independently). |
| **FMD – low functioning**  During the school year, all my students will improve their fine motor skills during dressing and preparing food, using a classroom performance rubric that measures fine motor skills and dexterity. Each student will improve his or her fine motor skills by one or more levels on the rubric. Furthermore, 50% of the students will score 3 or better on the rubric. |  |