

TEACHER SLG GOAL SETTING EXAMPLE – 4TH GRADE MATHEMATICS

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Goal-Setting Conference	<p>Content Standards/Skills</p> <p>4.NF.1 - Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.2—Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model;</p>
	<p>Assessments</p> <p>Category 2: District-wide beginning of year (BOY) assessment provided baseline data for goal setting. District-wide end of year assessments will be used to measure progress. Both assessments include selected response as well as constructed response items.</p>
	<p>Context/Students</p> <p>My fourth grade class has 28 students. 12 are girls and 16 are boys. Three students have IEPs in the area of math and 2 students are English Language Learners. I have a 60 minute block for math once a week. Overall, 54% of the students in our school are living in poverty.</p>
	<p>Baseline Data</p> <p>Our district-wide beginning of the year (BOY) assessment includes selected response and constructed response items. I administered this test in September shortly after school began. An analysis of data revealed that students are severely underperforming in the above two standards. No students show proficiency in this area.</p> <p>6 students scored 0-10% 12 students scored 11%-30% 10 students scored above 30%</p>
	<p>Student Growth Goal (Targets)</p> <p>Goal: By May 2015, 100% of students will increase their proficiency in understanding fraction equivalence and ordering as identified by the tiered group of students below: Tier 1: Students scoring 0-10% correct on the pretest will increase by at least 50% Tier 2: Students scoring 11-30% will increase by 40% Tier 3: Students scoring above 30% will increase by at least 30%</p>
	<p>Rationale</p> <p>Review of the data indicates that fourth grade students consistently struggle in the above two areas of mathematics. In cross grade vertical conversation, MS teachers of Math indicate that these areas need to have a strong foundation if incoming students are to meet district goals of completing at least Algebra before their Freshman year. While the above goal is ambitious to say the least, reconfiguring and prioritizing math instruction/intervention should drastically impact student growth in these two areas</p>
	<p>Strategies</p> <ul style="list-style-type: none"> • Plan challenging mathematical tasks that elicit student use of the Mathematics Practices • Focus on decomposition of number and mental math strategies • Focus team data conversations on sharing data and analyzing student progress on classroom-based lessons • Modeling metacognitive process for students when solving problems as part of instruction • Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs
	<p>Professional Learning and Support</p> <ul style="list-style-type: none"> • Professional development on developing common formative assessments • Protected meeting time for intermediate grade teachers

