**SMART Goal Setting for Student Academic Progress Form**

**Abbreviated SMART Goal Setting Student Academic Progress Form**

***Teacher’s Name*** *Teacher L*

***Subject/Grade*** *2n d Grade/ Music* ***School Year*** *\_\_\_\_ - \_\_\_\_*

**Directions:** This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

***Initial Goal Submission (due by*** *10/15* ***to the evaluator)***

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| **I.Setting** (Describe the population and special learning circumstances.) | I teach four classes of 2rd grade students. The total number is ninety. Each class meets for 45 minutes once a week. I will focus on the progress of the twenty students in Mrs. B’s class. Two of the students are English Language Learners and two other students have an I.E.P. |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based on learner achievement, data analysis, or observational data.)* | Based on student achievement, I will focus on building skills to identify selected orchestral (and folk) instruments by sight and sound. VA SOL 2.8 |
| ***III. Baseline Data*** *(What does the current data show?)* | I administered a pre-assessment that asked students to identify selected orchestral instruments by sight and sound using a paper and pencil test and the Orchestral Sounds CD from Spotlight on Music textbook series. The test contained 10 questions on identification by sight, 10 questions on classification by family and 10 questions on identification by sound. Proficiency was determined to be a score of 80% or greater. Two students met the benchmark in the pre-assessment and were given an alternate assignment (Gifted & Talented, 9a, p. 229)*[x]  Data attached* |
| ***IV. SMART Goal Statement*** *(Describe what you want learners/program to accomplish.)* | During this school year, targeted students scoring below 80%\* on their pre-assessment will improve their pre-assessment scores by 15\* points on the post assessment. \*( *The points for growth are determined by pre-assessment data and your specific class population)*  |
| **V. Means for Attaining Goal** (Strategies used to accomplish the goal) |
| ***Instructional Strategy*** | ***Evidence*** | ***Target Date*** |
| Introduce orchestral instruments by family with Interactive Listening Maps: Young Person’s Guide to the Orchestra and/or Akinla (strings), Concerto for Two Trumpets and Strings, Dance of the Sugar Plum (strings, woodwinds, celesta), Minute (brass)  | Students will listen attentively and respond verbally in discussion. | Implementation by November 30 |
| Reinforce orchestral instruments by sight and sound through a listening activity and discussion using “Meet the Orchestral Instrument Families”, Spotlight on Music, 2nd grade, p. 228-229 and Resource Master 6.9 | Students will point to the instrument families they hear in their books. Students will use Resource Master 6.9 to color, cut and sort instruments. Students will write the names of the instruments on the reverse side of the instrument picture card | Implementation by January 30 |
| Reinforce orchestral instruments through sound by asking students to listen and identify instruments that accompany songs they sing. | Students will listen attentively and respond verbally in discussion. | Implementation by December 30 |
| Provide opportunities to work with internet resources in a computer lab or through whole class use of interactive white board to explore instrument games: Enchantedlearning.com, sfskids.org, nyphilkids.org, dsokids.com | Students will identify instruments in new settings through personal exploration. | Implementation by March 1 |

**Teacher L Baseline, Mid-Year, and End of Year Data**

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| **Music Assessment** | **Percent of Students who met goal by mid-year** | **Percent of students who met goal by the end of year** |
| Identifying orchestral instruments by sight and sound. | 26% | 88% |