

Standard 7: SMART Goal Setting Form

Teacher’s Name: 7th grade teacher

School: Arlington Public Elementary

Subject/Grade or Position: 7th grade Mathematics

School Year: 2020 -2021

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).

Specific, Measurable, Appropriate, Realistic but Rigorous, Time Limited

*Initial Goal Submission (due by \_\_\_\_9/30\_\_\_\_\_\_\_\_\_ to the evaluator)*

|  |  |
| --- | --- |
| ***I. Setting*** *(Describe the population* *and special learning*  *circumstances.)* | I teach math to a class of 25 students – 12 males and 13 females. 25% of the students are identified as ESOL/HILT, with ELP levels ranging from 2 – 4. Three students have been identified with specific learning disabilities and receive special education support within the classroom. |
| ***II. Content/Subject/Field Area*** *(The area/topic addressed based*  *on learner achievement, data*  *analysis, or observational data)* | 7th Grade Mathematics |
| ***III. Baseline Data*** *(What does the* *current data show?)* | Utilizing the Math Inventory (MI) assessment, the baseline data show that my students range from below basic to the beginning of the proficient level in grade 7 mathematics.Below Basic – 8 students Basic – 14 students Proficient –3 students Advanced – 0 students. |
| ***IV. Goal Statement*** *(Describe what* *you want learners/program to*  *accomplish.)* | For the 2020-21 school year, all of my students will demonstrate measurable growth in mathematics. Each student will improve in their proficiency level in MI or indicate one-year of growth (improve their MI by 75+ points). |
| ***V. Means for Attaining Goal*** *(Strategies used to accomplish the goal)* |
| **Instructional Strategy** | **Evidence** | **Target Date** |
| **Introduce students to problem-solving notes on various tasks and have them use a checklist: understand, plan, try, check, reflect** | Students will use the checklist to record ideas and remember the steps of the problem-solving process | November  |
| **Utilize graphic/task organizers in order for students to identify strategies related to problem solving, reasoning and proof, communication, connections, and representation** | Students will readily use the task organizer throughout different instructional activities | January (mid-year) |
| **Students will be given opportunities to self-assess as they are working and upon completion of a task.**  | Students will complete their own rubric, enabling them to monitor and improve their performance throughout the year  |  April  |
| **Utilize problem solving tasks that capitalize on student’s interests** | Collection of tasks | Ongoing |
| **Use shortened or tiered tasks to support students who might benefit from****fewer and simpler words.** | Collection of tasks | Ongoing |
| **Analyze student work samples with grade level team during PLC, use samples from each level.** | Student rubrics, group reflection, student data  | Quarterly |

|  |  |  |
| --- | --- | --- |
| **Beginning of Year**  |  |  |
| Below Basic | Basic | Proficient | Advanced  |
| Alex | Will  | Ali  |   |
| Brian  | Katie | Calvin  |   |
| Kelly  | Becky  | Jenifa |   |
| John  | Sarah  |  |   |
| Miles | Margaret |  |   |
| Kumar | Denise |   |   |
| Jose | Greg |   |   |
| Kendel  | Erin  |   |   |
|   | Marsol  |   |   |
|   | Nick |   |   |
|   | Crystal |   |   |
|   | Angelique |   |   |
|  | Stephanie |  |  |
|  | Brianna |  |  |
| 8 | 14 | 3 |   |
|   |   |   |   |
| **Third Quarter** **(x = Did not meet)** |   |   |   |
| Below Basic | Basic | Proficient  | Advanced |
|   | Brian  | Alex | Becky  |
|   | Kelly  | Miles | Brianna |
|   | John  | Jose | Crystal  |
|   | Kumar | Sarah | Ali  |
|   | Kendel  | Katie | Calvin  |
|   | Will  | Margaret  | Jenifa |
|   |   | Greg | Stephanie |
|   |   | Erin  |   |
|   |   | Marsol  |   |
|   |   | Nick  |   |
|   |   | Angelique |   |
|   |   | Denise |   |
|   |   |   |   |
|  | 6 | 12 | 7 |

* Teachers might also choose to display **MI scores** as opposed to proficiency levels!

**MI Score**

**SMART goal results:** 100% of students met the goal.