

Standard 7: SMART Goal Setting Form

Teacher’s Name: Algebra Teacher

Subject/Grade or Position: **Mathematics/Algebra** School Year: **2020-21**

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 9/30 to the evaluator)*

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| --- | --- | --- |
| *I. Setting (Describe the population and special learning circumstances.)* | I teach 47 general education students in my Algebra classes.  Of the 47 students, 16 are English Learners with WIDA levels of 2, or 3.  Due to the existing opportunities gaps, I’ve decided to focus my smart goal on the 16 EL students in this class.  14/16 students with WIDA scores below 4 scored in the basic range on the MI assessment. This measure indicates these students might not be academically ready for Algebra. | |
| *II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)* | Mathematics/Algebra   * Functions * Equations & Inequalities | |
| *III. Baseline Data (What is shown by the current data?)* | To better understand and target areas of weakness for the identified students, a released Algebra I SOL assessment was administered. The attached baseline data was compiled. The assessment was created by selecting 20 End of Course Algebra I released items.  Five representative questions were selected from each of the four Virginia SOL reporting categories:   * Expressions and Operations * Equations and Inequalities * Functions * Statistics   The attached spreadsheet lists individual students and the number of individual correct responses to questions from each of the categories. It also shows the overall percentage for each student.  The average score on the assessment for the 14 identified ESOL/HILT students was 33.12%.  The data show the weakest categories are Functions (17.5%) and Equation/Inequalities (16.25%) for the 16 identified students.  *☒ Data attached* | |
| *IV. SMART Goal (Describe what you want learners/program to accomplish.)* | 100% of my students will show improvement in their overall achievement when the same assessment is given during the third quarter.  The 14 identified EL students will show demonstrate proficiency of at least 65% on overall individual achievement in the two weakest categories:   * Functions * Equations & Inequalities | |
| *V. Means for Attaining Goal (Strategies used to accomplish the goal)* | | |
| Instructional Strategy | Evidence | Target Date |
| Create language objectives for each math lesson, provide visuals and manipulatives when possible. | Language objectives will be posted, students will review goals at the beginning/end of the lesson. Visuals and manipulatives will be provided when possible. |  |
| Incorporate the use of sentence frames | Students will refer to sentence frames during class discussions and be able to represent their thinking orally and in writing. |  |
| Use flexible grouping based on assessments. Modify instruction for groups based on unit tests & quarterly benchmark data. Identify SOL objectives in need of reteaching/extension | Document groupings based on assessments and observations. Create lessons/activities with in small groups to address areas of need. |  |
| Incorporate the use of visuals with a vocabulary word wall and anchor charts. | Word wall will identify key math vocabulary by unit. Students will refer to word wall and anchor charts to support their learning. |  |

Teacher’s -Signature: Date: 

Evaluator’s Signature: Date: 

Print or Type Evaluator’s Name:

☐ Principal forwards one copy to the Professional Development Office

*End of Year Teacher Reflection ☐ Data attached*

|  |
| --- |
|  |

Teacher’s Signature: Date: 

Evaluator’s Signature: Date: 

Print or Type Evaluator’s Name:

**Pre-Assessment 20 questions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student** | **Expressions & Operations**  **(# of correct answers out of 5)** | **Equations & Inequalities**  **(# of correct answers out of 5)** | **Functions**  **(# of correct answers out of 5)** | **Statistics**  **(# of correct answers out of 5)** | **Overall Proficiency**  **(% correct)** |
| Student 1 | 3 | 1 | 1 | 2 | 35 |
| Student 2 | 2 | 2 | 2 | 2 | 40 |
| Student 3 | 3 | 0 | 0 | 2 | 25 |
| Student 4 | 2 | 0 | 0 | 1 | 15 |
| Student 5 | 5 | 2 | 1 | 4 | 60 |
| Student 6 | 4 | 2 | 2 | 4 | 50 |
| Student 7 | 3 | 1 | 0 | 3 | 35 |
| Student 8 | 2 | 1 | 1 | 2 | 30 |
| Student 9 | 3 | 1 | 0 | 3 | 40 |
| Student 10 | 4 | 1 | 1 | 4 | 35 |
| Student 11 | 4 | 0 | 0 | 3 | 35 |
| Student 12 | 4 | 0 | 1 | 4 | 45 |
| Student 13 | 0 | 0 | 0 | 1 | 5 |
| Student 14 | 1 | 0 | 1 | 1 | 15 |
| Student 15 | 4 | 2 | 3 | 1 | 50 |
| Student 16 | 1 | 0 | 1 | 1 | 15 |

**Post-Assessment 20 questions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Equations & Inequalities**  **(# of correct answers out of 10)** | **Functions**    **(# of correct answers out of 10)** | **Overall Proficiency**  **(% correct)** | **Met Goal**  **(Y or N)** |
| Student 1 | 8 | 6 | 70 | Y |
| Student 2 | 9 | 7 | 80 | Y |
| Student 3 | 5 | 7 | 60 | N |
| Student 4 | 5 | 8 | 65 | Y |
| Student 5 | 9 | 8 | 85 | Y |
| Student 6 | 10 | 8 | 90 | Y |
| Student 7 | 7 | 7 | 70 | Y |
| Student 8 | 6 | 5 | 55 | N |
| Student 9 | 10 | 8 | 90 | Y |
| Student 10 | 8 | 7 | 75 | Y |
| Student 11 | 8 | 5 | 65 | Y |
| Student 12 | 9 | 8 | 85 | Y |
| Student 13 | 6 | 7 | 65 | Y |
| Student 14 | 7 | 7 | 70 | Y |
| Student 15 | 10 | 10 | 100 | Y |
| Student 16 | 7 | 4 | 55 | N |

**SMART goal results:** 13/16 or 81% of students met the goal.