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 form follows the same process that is in CIITS but is more comprehensive. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template. All **gold** text in the left column is the exact text from the Student Growth Goal Setting Process in CIITS.

Step 1: DETERMINE NEEDS

	Guiding Questions
Context: Describe the context of the identified class, including the student population, as selected by teacher in collaboration with principal, including student population.	

5th grade behavior data reveals a large number of office referrals for events such as bullying, harassment, defiance, failure to comply, and failure to complete homework. Among the 5th grade students 69% are free/ reduced lunch or low socio- economic status.

Needs Assessment: What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes? Identify the content area enduring skills*, concepts, and/or processes that your goal will target. **Using Student Standards that are relevant to your field of service. Standards can be found on the OPGES webpage. Samples are being developed for Enduring Skills for OPGES content areas.**

In September, I conducted a survey to the 5th grade class to determine the perception of their academic performance and the socio – emotional status. The enduring skills are to help students acquire 'self- knowledge and interpersonal skills.' (ASCA National Standards for Students. Anchor Standard – Personal/ Social Development, PS:A1: acquire self- knowledge.)

In collaboration with colleagues, identify the enduring skills*, concepts, and processes for my content area (facilitator's guide, process pptx, blank template).

- ✓ 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

Sources of Evidence: What sources of evidence will you use to establish baseline data and measure student growth?

Behavior data report detailing incidences/ office referrals for 2013-2014 school year compared to 2014-2015 school year.

Interval of Instruction: What is the course-long interval of instruction (e.g., trimester, semester, one school year)?

One school year

KDE:ONGL:TLEB:ABJ:Oct2014

Step 2: CREATE A SPECIFIC LEARNING GOAL

Expected Growth: What is/are the target(s) for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level.")

Reduce the number of classroom incidences and office referrals by 50%. After collecting the data for the behavioral report, 53% of the 5th grade students had classroom/ office referrals last year. There were 34 incidences reported. From the pre-survey, both boys and girls seemed to feel positive about their academic performance, however, they did not feel accepted by their classmates and they feel bullying is an issue. Both sets of data (pre-survey and IC behavior report) confirm this.

Expected Proficiency: What is the proficiency target? What percentage of students will meet or exceed that target? (For examples, "80% of my students will meet or exceed level 3 of the rubric."

Using both sets of data (survey and IC behavior report), 75% of the 5th grade students will have 3 or less classroom incidences and /or office referrals by the end of the school year.

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

SPECIFIC
- ✓ 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?

MEASURABLE
- ✓ 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**?

APPROPRIATE
- ✓ 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?

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

Goal Statement: Write your complete student growth goal statement that meets the SMART criteria. Include both growth and proficiency.

For the 2014-2015 year, all 5th grade students at Kentucky Elementary will improve in their ability to use self- knowledge and interpersonal skills to help them understand and respect self and others. As a result, classroom behavior incidence/ office referrals will be reduced by 50%. Furthermore, 75% of the 5th grade students will have 3 or less classroom incidences and/ or referrals by the end of the school year.

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

It is believed that this class' major barrier to success has been behavior and their interpersonal relationships.

My action plan is to print a behavior report from infinite campus using last year's data of the current 5th graders. Then students will take a pre-survey on how they see themselves academically and social- emotionally. After collecting both sets of data and determining the greatest needs, 5th grade students will participate in a 6 week program based on their needs during lunch one day a week. A male volunteer will work with the boys and the family resource coordinator will collaborate with me to work with the girls. After the program, students will take a post survey to see if they have shown growth for their self-perception and an IC report will be run for their behavior. Throughout the school year, I will conduct individual counseling for students who have classroom or office referrals. At the end of the school year, another behavior report will be printed to look for growth and proficiency of behavior.

Now that the expectations for growth have been determined, identify the parameters for high and low growth in relation to expected growth.	

Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

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

Instructional Strategies for Goal Attainment: What specifically, will you do instructionally to assure your students make gains projected in your student growth 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?

During a 6 week program, I will be conducting a 'lunch bunch' with the 5th grade females to do workshops and lessons on self- esteem, handling peer pressure, creating a positive self-image, and leadership skills. A male volunteer will be working with the boys on the same topics/ issues during their lunch for a 6 week program.

Study skills and test prep lessons will be implemented throughout the year with the 5th grade class. Individual counseling/ conferencing based on office referrals and teacher requests throughout the year. Students who already met the benchmark of zero referrals will serve as a peer mentor and or receive peer mediation training.

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Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

Instructional Strategies for Goal Attainment: How will you monitor students' progress toward goal attainment?	**Plan for progress monitoring**
As a student receives an office referral or classroom incident has been reported, I will individually conference with the student. I will also examine behavior reports monthly in infinite campus.	✓ 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 not 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.)