**Teacher slg Goal Setting EXAMPLE - Grade 1 mathematics**

**Grade Level:**  **Elementary  Middle School  High School**

**Goal Type:  Individual Goal  Team Goal**

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| **SLG GOAL 1** | | |
| **que** | **Content Standards/Skills** | **Operations and Algebraic Thinking** (1.OA.1 – 1.OA.8)   * Represent and solve problems involving addition and subtraction * Understand and apply properties of operations and the relationship between addition and subtraction. * Add and subtract within 20 * Work with addition and subtraction equations   **Number and Operations in Base Ten** (1NBT.1 – 1.NBT.3)   * Extend the counting sequence * Understand place value |
| **Assessments** | **X** Category 2  1. The district mathematics assessment was collaboratively created and aligned to CCSS as well as the Response to Intervention guidelines for core instruction. The district mathematics assessment will be administered three times per year. It is administered one-on-one by the classroom teacher, our math coach, or the district testing coordinator.  2. The portfolio, its requirements, and rubric were created by the first-grade team with our math coach, and it aligns with other rubrics used throughout our elementary school. Students will be told in advance if certain tasks are eligible for portfolio submission and they will work with teachers to determine which tasks to submit for their portfolio. The portfolio will be built over the course of the year. Most work will be scored by me, the classroom teacher, though common tasks will be scored collaboratively by all three first grade teachers. |
| **Context/Students** | All 56 first-grade students (all first-grade teachers will be utilizing this SLGG, with targets tiered to their individual students). |
| **Baseline Data** | An assessment based on Kindergarten mathematics standards was administered during the first week of school. Based on that data, we were able to determine that 80% of students are entering first grade with the necessary prerequisite mathematical content and skills, specifically in the area of counting from 0-20. 20% of students are entering first grade lacking some prerequisite content and skills, specifically in knowing number names and the count sequence as well as adding and subtracting within 5. |
| **Student Growth Goal (Targets)** | 1. 100% of students will reach proficiency (75% or higher) on the final administration of the district mathematics assessment (which is administered in October, February, and June).  a. The 80% of students who entered with the prerequisite skills will score 85% proficiency or higher.  b. The 20% of students who entered without the prerequisite skills will score 75% proficiency or higher.  2. 100% of students will complete a portfolio that demonstrates proficiency in the critical areas of Operations and Algebraic Thinking as well as Number and Operations in Base Ten (at least 4 pieces of work per area). Portfolio can include tests, quizzes, and in-class assignments (no homework or worksheets intended for practice). At least 1 of the 4 pieces of work for each area must be a common task (used in all 3 first grade classrooms).  a. For the 80% of student who entered with the prerequisite skills work must demonstrate 85% accuracy or better to be included in the portfolio. Each student must also include a Challenge Task demonstrating their ability to stretch their learning by applying knowledge to more complicated problems.  b. For the 20% of students who entered without the prerequisite skills work must demonstrate 75% accuracy or better to be included in the portfolio. |
| **Rationale** | The objective focuses on two of the four CCSS critical areas for Grade 1: Operations and Algebraic Thinking as well as Number and Operations in Base Ten. The CCSS outline the mathematics concepts that should be the focus of instruction in Grade 1 and while each area is important for laying the foundation for future study of mathematics, these two are considered to be most predictive of future mathematics learning. Students who leave first grade with a proficient grasp of these two concepts and skills will largely be prepared to begin second grade mathematics. |
| **Strategies** |  |
| **Professional Learning and Support** |  |