

## TEACHER SLG GOAL SETTING SAMPLE – 1<sup>ST</sup> GRADE MATHEMATICS

Grade Level:  Elementary  Middle School  High School  
 Goal Type:  Individual Goal  Team Goal

SLG GOAL 1		
Goal-Setting Conference	<b>Content Standards/Skills</b>	1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.
	<b>Assessments</b>	<b>Category 2</b> I will use the district-wide fact assessments for quarters 1, 2, 3, and 4 as well as the End-of-Year Assessment.
	<b>Context/Students</b>	My first grade class has 28 students. 12 are girls and 16 are boys. Three students have IEPs in the area of math, 2 students are English Language Learners.
	<b>Baseline Data</b>	<p>End of the year 2012-2013 data showed that 80% of the kindergarten students scored at least 80% on the End-of Year (EOY) kindergarten assessment. However, analysis of data for specific sections of that test showed that only 60% of students showed mastery of the fact fluency through 5. Although the majority of students are scoring overall satisfactory on this assessment, deeper analysis of the data shows that students should be given more opportunities to build fluency with the basic facts to five.</p> <p>To gather additional data I will conduct a pre-test during the first two weeks of school. For those students who scored on grade level for the kindergarten assessment I will give the first grade EOY test given at the beginning of the year as a pretest. I will use the second grade EOY test as a pretest for those students who scored above grade level on the EOY kindergarten assessment.</p>
	<b>Student Growth Goal (Targets)</b>	<p>By June 2014, 100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10. Above grade level students will demonstrate proficiency on basic facts through 20.</p> <ul style="list-style-type: none"> <li>All students who demonstrated mastery of 0-30% of the basic facts on the baseline data will increase mastery to at least 50% on the EOY.</li> <li>All students who demonstrated mastery of 31-45% of the basic facts on the baseline data will increase mastery to at least 65% on the EOY.</li> <li>All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the EOY.</li> <li>All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the EOY.</li> <li>All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the EOY.</li> <li>All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the EOY.</li> </ul>

	*Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.
<b>Rationale</b>	Students during the first grade are expected to have fluency through all the facts to ten. Fluency and automaticity are important skills as students move forward. Math fluency is an essential foundational component for mastery of more difficult mathematical concepts. With a fluency level of 60% among our incoming 1 <sup>st</sup> graders, it is important that we address this gap at the early grade levels if students are to be successful.
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in their students.</li> <li>• Focus on decomposition of number and mental math strategies.</li> <li>• Refer to Teaching Addition and Subtraction Fact strategies to ensure students have strategies to find the basic facts prior to building fluency.</li> <li>• Focus team data conversations on sharing data and analyzing student progress on classroom-based lessons to develop fact fluency.</li> <li>• Differentiate instruction based on use of formative assessments throughout the year.</li> <li>• Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs.</li> </ul>
<b>Professional Learning and Support</b>	<ul style="list-style-type: none"> <li>• Time to plan with first grade colleagues</li> <li>• Professional development on developing common formative assessments</li> </ul>