

# SAMPLE GOALS LIBRARY

*STUDENT  
ACHIEVEMENT  
GOAL SETTING*

**STRONGE & ASSOCIATES**  
EDUCATIONAL CONSULTING, LLC

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## Sample Goals

Here is a compilation of samples of goals. The document is organized by elementary, middle, and high school levels. Multiple subjects are included. Most of the goals were developed by teachers in the field and evaluated by their administrators. Further, they were evaluated by team members supporting the Virginia Supporting and Evaluating Teachers Grant. All are deemed both SMART.

A list of schools and teachers is included and their contributions are gratefully acknowledged.

District	School	Teacher
Accomack County Public Schools	Kegotank Elementary	Lou Ann Burkhead
	Metompink Elementary	Candi Whitehead-Connor
Fluvanna County Public Schools	Central Elementary	Robin McKay
	Cunningham Elementary	Chris Shepherd
Franklin City Public Schools	Franklin High School	Chiquita Kindred
Greensville County Public Schools	Wyatt Middle	Christine Kelly
		Cynthia Whitaker
Hopewell City Public Schools	Hopewell High	Jennifer Allen
Orange County Public Schools	Locust Grove Primary	John Lentine
Roanoke City Public Schools	Patrick Henry High	David Higgs
		Katherine McGeath
		Josh Wilkinson
	Westside Elementary	Sarah Bravo
		Karen Goodman
		Chrystal Havens
		Eileen McCaul
		Debra Shaver
		Peggy Spyhalski
		Emily Williams
Richmond City Public Schools	Armstrong High	Rajendra Jaini
		P. Fountain
		Anita Stith
	Boushall Middle	Sharon Collins
		Miranda Tyler
	Thompson Middle	Kirkland Jackson
		Charles Jajesnica
William Lewis		
Salem City Public Schools	Multiple Elementary Schools	Paige Callahan
		Deborah Coker
	Salem High	Regina Meredith

## Elementary School Goal Examples

Goal	Responsible Teacher	Subject	Grade Level	Assessment Measure
<b>English/Language Arts</b>				
1	Classroom Teacher	Reading	Kindergarten	Phonological Awareness Literacy Screening
2	Classroom Teacher	Reading	Second	istation
3	Classroom Teacher	Reading	Fifth	Qualitative Reading Inventory
<b>Mathematics</b>				
4	Classroom Teacher	Math	Preschool	Virginia's Foundation Blocks for Early Learning Standards Mathematics Assessment
5	Classroom Teacher	Math	Third	District Simulation Test
6	Classroom Teacher	Math	Fourth	SOL Released Test
<b>Science</b>				
7	Classroom Teacher	Science	Fifth	Teacher-created Performance Assessment
<b>Social Studies</b>				
8	Classroom Teacher	Social Studies	Third	SOL Released Test
<b>English Language Learners</b>				
9	ELL Teacher	Reading	K-2 - ELL	Cornerstone
<b>Reading Specialist</b>				
10	Reading Specialist	Reading Fluency	Second	istation
<b>Special Education</b>				
11	SPED Teacher	Reading	Fourth	Measures of Academic Progress
<b>Art</b>				
12	Art Teacher	Art	Third	Teacher-created Pre-test
13	Art Teacher	Art	K	Teacher-created Pre-test
<b>Music</b>				
14	Music Teacher	Music	Third	Teacher-created Performance Assessment

<b>Physical Education</b>				
15	Health/PE Teacher	PE	Second	National Presidential Physical Fitness Test
<b>School Psychologist</b>				
16	School Psychologist	SPED Reports	Kindergarten - Fifth	SST, Child Study, and Individualized Education Plan Reports

**ES English/Language Arts Goal #1**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011 – 2012 Pilot Year**

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Literacy/Kindergarten      **School Year:** 2011-2012

**Initial Goal Submission (due 9/30 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I have 22 students in my class: 13 males and nine females. Seven students are African American, six are Caucasian, eight are Latino, and one is a Pacific Islander. Five students pay full price for meals, one student pays reduced price, and 16 students receive free meals. Three students are special ed inclusion students. Five students receive speech services. Seven students receive ESL services. Three students receive PALS tutoring.	
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Reading—Using all components of basic early literacy skills is critical at the Kindergarten Level to help students learn to read.	
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	According to the fall PALS test 19/22 students made the benchmark cutoff score of 37/114. 3/22 students did not make the 37 benchmark score. These three students require intensive instruction in the areas of Phonemic Awareness, Phonics, Spelling, Concept of Word, and High Frequency Word recognition.	
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	By June, 100% of my students will show measurable growth on the PALS test. Fifty percent will surpass the spring benchmark of 112/144. Forty percent will meet the spring benchmark score of 112/144. Ten percent will show significant growth (score 50% better) on the spring PALS test as compared to the fall PALS test.	
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
1. Phonemic Awareness – Phonemic awareness instruction lessons, whole group and small group  Phonemic Awareness Work Station	Pals Quick check and reading midpoints.	Daily, beginning in October and ending in May in both whole group and small group Weekly, beginning in October and ending in May

<p>2. Phonics instruction- Letter Recognition - - Differentiated small group and whole group lessons</p>	<p>Pals Quick check and reading midpoints</p>	<p>Daily</p>
<p>-Phonics practice - a. ABC/Word workstation b. Leapster workstation c. Listening station d. Computer lab</p>	<p>Pals Quick check and reading midpoints</p>	<p>Weekly</p>
<p>3. Phonics instruction- Focus on letter sounds Differentiated small groups and whole group direct instruction.</p>	<p>Pals Quick check and reading midpoints</p>	<p>Daily</p>
<p>- Letter Sound practice - a. Listening workstation b. ABC/word workstation c. Leapster workstation d. Computer Lab</p>		<p>Weekly</p>

## ES English/Language Arts Goal #2

### Goal Setting for Student Progress Form

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Reading/Second-Grade    **School Year:** 2011 – 2012

***Initial Goal Submission (due by 9/30 to the evaluator)***

<b><i>I. Setting</i></b> (Describe the population and special learning circumstances)	I teach second grade in an urban school with 612 students. I have 15 students in my classroom. One out of 15 receives Special Education services. Two out of 15 receive Speech services. Five out of 15 receive ELL services.
<b><i>II. Content/Subject/Field Area</i></b> (The area/topic addressed based on learner achievement, data analysis, or observational data)	Reading
<b><i>III. Baseline Data</i></b> (What is shown by the current data?)	In September, the istation overall reading level assessment indicated that two students met benchmark on grade level at Tier 1. Four students are Tier 2 requiring strategic interventions and nine students are Tier 3 needing intensive interventions. In text fluency, 12 students need strategic interventions (Tier 2) and 3 students met benchmark on grade level at Tier one.  <input type="checkbox"/> <i>Data attached</i>
<b><i>IV. Goal Statement</i></b> (Describe what you want learners/program to accomplish)	For the current school year all students will make measurable progress as measured by overall reading in istation. The four students at Tier 2 will be on grade level and the 9 at risk students (Tier 3) will be at lower risk in at least Tier 2. The students in Tier 1 will be on or above grade level making at least one year's growth in overall reading. Additionally, 9/12 (80%) who need strategic intervention (Tier 2) will be on grade level (Tier 1) in text fluency at the end of the year.
<b><i>V. Means for Attaining Goal</i></b> (Strategies used to accomplish the goal)	
<b>Strategy</b>	<b>Evidence</b>
	<b>Target Date</b>

Prioritize usage of istation according to the tier needs of each child.	Usage Reports	-December and May -Monitor monthly - assessment results will guide the usage time for students
Intervention lessons delivered and documented in response to the data; Text fluency will be targeted.	-Intervention log in istation and data -Lesson plans from intervention lessons	-December and May -Monitor weekly
Use team time to strategically and intentionally target the areas of need identified in istation.	Tier movement charts by skill	-December and May -Monitor monthly

**ES English/Language Arts Goal #3**  
**Goal Setting for Student Progress Form**  
**2011 – 2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Reading/Fifth- Grade

**School Year:** 2011-2012

*Initial Goal Submission (due 9/30 to the evaluator)*

<p><b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i></p>	<p>I am currently a fifth grade teacher at _____ Elementary School. My class consists of 21 students: 15 girls and 6 boys.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="text-align: center;">White 7/21 (33%)</td> <td style="width: 20px;"></td> <td style="text-align: center;">Black 10/21 (48%)</td> <td style="width: 20px;"></td> <td style="text-align: center;">Hispanic 3/21 (14%)</td> <td style="width: 20px;"></td> <td style="text-align: center;">other 1/21 (5%)</td> <td style="width: 20px;"></td> <td style="text-align: center;">SPED 1/21 (5%)</td> <td style="width: 20px;"></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="text-align: center;">Low SES 17/21 (81%)</td> <td style="width: 20px;"></td> <td style="text-align: center;">CST 1/21 (5%)</td> <td style="width: 20px;"></td> <td style="text-align: center;">VGLA 2/21 (9%)</td> <td style="width: 20px;"></td> </tr> </table> <ul style="list-style-type: none"> <li>Recovery Reading- 5/21 (24%)</li> <li>2 students with very limited English vocabulary</li> <li>11 students that need reading intervention</li> </ul>	White 7/21 (33%)		Black 10/21 (48%)		Hispanic 3/21 (14%)		other 1/21 (5%)		SPED 1/21 (5%)		Low SES 17/21 (81%)		CST 1/21 (5%)		VGLA 2/21 (9%)	
White 7/21 (33%)		Black 10/21 (48%)		Hispanic 3/21 (14%)		other 1/21 (5%)		SPED 1/21 (5%)									
Low SES 17/21 (81%)		CST 1/21 (5%)		VGLA 2/21 (9%)													
<p><b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i></p>	<p>Reading</p>																
<p><b>III. Baseline Data</b> <i>(What is shown by the current data?)</i></p>	<p>According to QRI:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="text-align: center;">1st</td> <td style="text-align: center;">2nd</td> <td style="text-align: center;">3rd</td> <td style="text-align: center;">4th</td> <td style="text-align: center;">5th</td> <td style="text-align: center;">6th</td> <td style="text-align: center;">Upper middle</td> </tr> <tr> <td style="text-align: center;">3/21 14%</td> <td style="text-align: center;">2/21 9%</td> <td style="text-align: center;">1/21 5%</td> <td style="text-align: center;">2/21 9%</td> <td style="text-align: center;">3/21 14%</td> <td style="text-align: center;">5/21 23%</td> <td style="text-align: center;">5/21 23%</td> </tr> </table> <p>41% of students are reading below grade level. 59% of students reading on or above grade level.</p>	1st	2nd	3rd	4th	5th	6th	Upper middle	3/21 14%	2/21 9%	1/21 5%	2/21 9%	3/21 14%	5/21 23%	5/21 23%		
1st	2nd	3rd	4th	5th	6th	Upper middle											
3/21 14%	2/21 9%	1/21 5%	2/21 9%	3/21 14%	5/21 23%	5/21 23%											
<p><b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i></p>	<p>During the 2011-2012 school year, all students will make measureable progress in reading. The three students on a first, two on a second, one on a third, and three on a fourth grade QRI will improve by at least a year and a half. Students reading on or above level 13/21 (60%) will improve by at least one year. Therefore, with use of QRI 16/21 (74%) students will be reading on or above grade level.</p>																

**V. Means for Attaining Goal** (*Strategies used to accomplish the goal*)

<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Reading Response Journals	Students will read chapter books three days a week, designated amount of pages. Each day students will write a summary, prompt, and three questions. On the third day students discuss with their partner their summaries and ask each other the questions they made. Students will be given quizzes throughout the books and take accelerated reader tests when the book is complete.	-December 2011 and June 2012 (monitor bi-weekly)
Corrective Instruction	Students reading <b>on</b> grade level or close to grade level will make measureable progress through the use of corrective instruction. Students take weekly pre and post tests for the use of grouping. A binder will be kept with pre and post tests.	-December 2011 and June 2012 (monitor weekly)
Literature Circles	Students reading <b>above</b> grade level will make measureable progress through the use of literature circles. Students have a literature circle packet, each week they will complete the packet to participate with their group on Fridays.	-December 2011 and June 2012 (monitor weekly)
Fluency	Students <b>below</b> grade level will make measureable progress through the use of weekly fluency assessments. On Fridays students will be timed and they will read the fluency section of their weekly leveled reader. A graph will be kept to show progress.	-December 2011 and June 2012 (monitor weekly)

**Preschool Math Goal #4**  
**Goal Setting for Student Progress Form**  
 2011-2012 Pilot Year

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Math/Preschool      **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	I teach 20 four-year-old preschoolers; four are ELL and one student receives Speech/Language services.	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Math/Virginia Preschool Initiative	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	Based on the Virginia's Foundation Blocks for Early Learning Standards Mathematics Assessment, three students are in Tier 1 scoring between 30-43, four students are in Tier 2 scoring between 20-29, and thirteen students are in Tier 3 with scores between 0-19.	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	By March 2012 on the post assessment, the students in Tier 2 will move to Tier 1. Furthermore, eight of the thirteen students in Tier 3 will move to Tier 1, and four of students in Tier 3 will move to Tier 2. The one student demonstrating no English speaking/understanding will move to Tier 2 in number and number sense. The Tier 1 students will make measurable growth overall on the post-test by scoring at least 5 additional points.	
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Whole group instruction focusing on targeted math skills	Observational data	December and March Monitor daily
Providing daily experience and exposure to targeted math concepts	Math skills check	December and March Monitor monthly
Homework activities to involve parents and highlight targeted math skills.	Returned homework sheet	December and March Monitor twice weekly

**ES Math Goal #5**  
**Goal Setting for Student Progress Form**

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Math/Third-Grade

**School Year:** 2011-2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I teach third grade math in an urban school with 618 students. There is an 87% free and reduced lunch rate. I have 46 students in my three classrooms. Five out of 46 receive special education services.	
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Math	
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	In September the pre-assessment (third grade District Simulation test) indicated that 1 student met the benchmark on grade level with at least a 70%, 8 students are within 20 points of meeting the third grade benchmark, requiring strategic interventions, and 37 students are greater than 20 points from meeting the third grade benchmark needing intensive interventions.  <input type="checkbox"/> <i>Data attached</i>	
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	For the current school year all students will make measureable progress as measured by the third grade District Simulation test given in March. The 1 student that met the benchmark will score at least an 80% or higher. The 8 students requiring strategic interventions will increase by at least 20% to meet or exceed the benchmark and the 37 students requiring intensive intervention will increase by at least 30% to make noticeable gains towards meeting the benchmark.	
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Targeted small-group instruction based on student needs	Formative Assessment	December 2011 and May 2012 (monitored bi-weekly)
SOL checklist with SOL numbers to check for mastery	Data Reports	December 2011 and May 2012 (monitored bi-weekly)

Mini assessments on IA to check for mastery in SOL areas	IA Reports	December 2011 and May 2012 (as needed)
After school instructional program	IA scores	December 2011 and May 2012

**ES Math Goal #6**  
 Goal Setting for Student Progress Form  
 Teacher Performance Evaluation System  
 2011 – 2012 Pilot Year

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Math/Fourth-Grade **School Year:** 2011-2012

*Initial Goal Submission (due 9/30 to the evaluator)*

<b>I. Setting</b> (Describe the population and special learning circumstances)	I teach 2 sections of fourth grade math. I have a total of 24 students, 12 in each class. Two students have 504 plans and two students receive special education services.	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Math	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	According to the fall pretest (SOL released test), 38% of the students (9/24) scored at 50% or above, 42% (10/24) scored between 40-50%, and 20% (5/24) scored below 40%. None of the students scored above 65%.	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	All students will show measureable progress in math. Those scoring at or above 50%, will show growth of at least 20 points. Those scoring between 40-50%, will show growth of at least 30 points. Those scoring below 40%, will show growth of at least 35 points.	
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Flexible groupings	Students will be grouped flexibly based on skills needed. Lesson plans will show groupings.	-December 2011 -May 2012 (monitor bi-weekly)
On-going formative assessment	Anecdotal notes will be kept on each student.	-December 2011 -May 2012 (monitor weekly)
Interactive notebooks	Students will keep interactive notebooks on math concepts, and problem solving	-December 2011 -May 2012 (monitor bi-weekly)
After-school tutoring	I will tutor students twice weekly after school and track their progress.	

**ES Science Goal #7**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Science/Fifth-Grade **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	There are 48 students in two science classes. I have twenty girls and twenty-eight boys in my classes. Eighty one percent are African American, 10% are white, and nine percent are classified as ELL. Five students have IEPs.																									
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational date)</i>	Science - scientific investigation																									
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	<p>As a pretest, the students in my science classes evaluated an experiment. I scored their performance using a 4-level scientific investigation rubric. A score of three signifies proficient.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%;">Question/ Hypothesis</th> <th style="width: 20%;">Invest. Design</th> <th style="width: 20%;">Data Collect.</th> <th style="width: 20%;">Data Analysis</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Level 3</b></td> <td>7 (15%)</td> <td>8 (17%)</td> <td>8 (17%)</td> <td>5 (10%)</td> </tr> <tr> <td><b>Level 2</b></td> <td>35 (73%)</td> <td>31 (65%)</td> <td>29 (60%)</td> <td>28 (58%)</td> </tr> <tr> <td><b>Level 1</b></td> <td>6 (13%)</td> <td>9 (19%)</td> <td>11 (23%)</td> <td>15 (31%)</td> </tr> </tbody> </table>		Question/ Hypothesis	Invest. Design	Data Collect.	Data Analysis	<b>Level 4</b>	0	0	0	0	<b>Level 3</b>	7 (15%)	8 (17%)	8 (17%)	5 (10%)	<b>Level 2</b>	35 (73%)	31 (65%)	29 (60%)	28 (58%)	<b>Level 1</b>	6 (13%)	9 (19%)	11 (23%)	15 (31%)
	Question/ Hypothesis	Invest. Design	Data Collect.	Data Analysis																						
<b>Level 4</b>	0	0	0	0																						
<b>Level 3</b>	7 (15%)	8 (17%)	8 (17%)	5 (10%)																						
<b>Level 2</b>	35 (73%)	31 (65%)	29 (60%)	28 (58%)																						
<b>Level 1</b>	6 (13%)	9 (19%)	11 (23%)	15 (31%)																						
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	For the current school year, all of my students will improve by one performance level in each domain. Additionally, 85% (41) or more will score at a three level or higher on each of the four domains.																									
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>																										
<b>Strategy</b>	<b>Evidence</b>																									
Lab experiments	Lab report form																									
<b>Target Date</b>																										
December and May Monitor bi-weekly																										

Interactive note-taking	Student notebooks	December and May Monitor bi-weekly
Flexible grouping	Assessment results	December and May Monitor weekly
Remediation/Reteaching	Testing Results	December and May Monitor bi-weekly

**ES Social Studies Goal #8**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Social Studies/Third-Grade

**School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	There are 22 students in my class. I have twelve girls and ten boys. One student has an IEP. Two students are ELL. I have 13 white, seven black, and two Hispanic students. I also have two students who have been identified as TAG.			
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational date)</i>	Social Studies			
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	At the beginning of the year, I administered a released 3rd grade SOL test. The results are as follows:			
	Below 50%	50-59%	60-69%	70-79%
	9 (41%)	8 (36%)	3 (14%)	1 (5%)
				80-89%
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	For the current school year, all of my students will make measureable progress in social studies. Eighty-five percent (19) of my students will score a 70% or higher on the post-test. Additionally, those who attained greater than 70% on the pre-test will increase their scores by at least eight points.			
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>				
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>		
Thinking maps	Lesson plans Student work	December and May Monitor bi-weekly		
Inquiry-based learning units	Unit instructions Graded rubrics	December and May Monitor weekly during unit		
Flexible grouping	Assessment results	December and May Monitor weekly		
Academic vocabulary	Quizzes	December and May Monitor bi-weekly		

**ES English Language Learners Reading Goal #9**  
 Goal Setting for Student Progress Form  
 Teacher Performance Evaluation System  
 2011 – 2012 Pilot Year

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** English Language Learners/Kindergarten through Second-Grade

**School Year:** 2011-2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	I teach ELL in grades K-2 in an urban school, which serves a total of 86 ELL students (612 total student population). Of the 47 ELL students in grades K-2, 22 are level 1, 15 are level 2, 6 are level 3, 3 are level 4, and 1 is level 5-monitored based on the WIDA ACCESS test. Students with the greatest needs are in levels 1, 2, and 3 although all ELLs will need extra help in order to be successful on SOL tests.	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Reading	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	Scores on pre-test in <u>Cornerstone Book 2:</u> Student 1 -47% Student 2 -70% Student 3 -57% Student 4 -63% Student 5 -50% Student 6 -67%  <input type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	For the current school year all ELL students will make measurable progress as shown through their test results. The six students in levels 1, 2, and 3 (who were pre-tested to work in Cornerstone ELL text) will make a year's progress in reading as measured by a score of 80% or better on the Post Test for their Cornerstone reading book.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Small group writing instruction based on skill needs	Assessed writing samples	-December 2011 -May 2012 -Monitor monthly

Small group reading instruction -	Chapter and unit assessments	-December 2011 -May 2012 -Monitor monthly
Reteaching writing and reading	Assessments	-December 2011 -May 2012 -Monthly monthly
Oral language instruction	WIDA descriptors rubric assessment	-December 2011 -May 2012 -Monitor monthly

**ES Reading Specialist Goal #10**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011 – 2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Second- Grade Reading Specialist    **School Year:** 2011 -2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I work in an urban school with 612 students and an 87% free & reduced lunch rate. I work with 6 second grade teachers who have 92 students.	
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Reading Fluency (2nd Grade)	
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	The second grade students pre-tested on istation in October. Thirty-four percent of students achieved Tier 1, 32% of students achieved Tier 2, and 33% of the students achieved Tier 3 in Fluency.  <input type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	All students will show measureable growth in fluency as measured by istation. Eighty percent of all students will be on Tier 1, 15% of all students will be on Tier 2 and no more than 5% of students will be on Tier 3. Students currently on Tier 1 will continue to increase their fluency levels as well as increase scores in comprehension and vocabulary.	
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Use AIMS web to progress monitor and target students to work on Fluency.	AIMS web reports.	3/1/12 (biweekly monitoring)
Model teaching fluency and phrasing for teachers. Assist teachers with implementation of timed, repeated readings and fluency/phrasing practice.	Sample lesson activities.	12/1/11(weekly)
Provide take home lessons for parents to complete with students.	Sample lessons.	12/1/11(weekly)
Work with students during reading classes on repeated reading, phrasing, confidence reading, importance of reading.	Timed, repeated reading student graphs. Text samples.	3/1/12 (weekly)

Use iPods for students to practice fluency by listening to their own reading and self-assess and improve their fluency.	iPod recoding or student reflection on recording.	12/1/11(weekly)
Write and illustrate cloze stories to connect writing skills such as word spacing and punctuation to reading fluency.	Cloze stories	3/1/12 (weekly)

**ES Special Education Reading Goal #11**  
 Goal Setting for Student Progress Form  
 Teacher Performance Evaluation System  
 2011 – 2012 Pilot Year

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Reading/Fourth-Grade/Sp Ed      **School Year:** 2011-2012

**Initial Goal Submission (due 9/30 to the evaluator)**

<p><b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i></p>	<p>For the 2011-2012 school year, I am the case manager for nine students. Five students have identified learning disabilities, three students are identified as Other Health Impaired, and one student has an identified speech-language impairment. With the exception of one student who receives reading instruction in a self-contained classroom setting, all of the other students receive their instruction in the general education classroom setting.</p>
<p><b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i></p>	<p>For the 2011-2012 school year, I am providing small group <b>reading instruction</b> for seven of the nine students. One student does not receive reading instruction, and the other student receives reading instruction in a self-contained classroom setting.</p>
<p><b>III. Baseline Data</b> <i>(What is shown by the current data?)</i></p>	<p>For the 2011-2012 school year, all nine students completed MAP testing during the Fall 2010 and Spring 2011 sessions. MAP testing results indicate that 100% of the students on my current case load made progress (growth) in their reading performance. RIT scores increased between 9 – 33 points. Seventy-eight percent of the students on my current case load exceeded typical growth during the 2010-2011 school year.</p>
<p><b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i></p>	<p>During the 2011-2012 school year, each student will improve in reading by at least one year as measured by the MAP (Measures of Academic Progress) assessment. Students' RIT scores will increase between 5 – 25 points, which is differentiated based on the amount of growth each student needs in order to close the learning gap between being able to read on grade level and his/her present reading level.</p>

**V. Means for Attaining Goal** (*Strategies used to accomplish the goal*)

<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Guided reading instruction, to include mini-lessons on reading skills for comprehension, such as story elements, character development, retelling, sequencing, summarizing, inferencing, predicting, analyzing, and synthesizing information.	Lesson plans focus on a particular reading skill each week, however, any and all reading skills are included in daily guided reading instruction whenever possible, which is dependent on the story or passage the students are assigned to read.	December and May (monitor weekly)
Fluency drills	Students will participate in fluency drills on a weekly basis, and if possible, on a daily basis. Formative assessment data is collected and assessed for each student.	December and May (monitor weekly)
Setting high expectations for students	Expressed verbally to students during daily instruction.	December and May (monitor daily)
Independent reading packets for class work	Students will complete independent reading packets for class work throughout the school week. Comprehension quizzes for these reading packets will focus on skills such as details, context clues, sequencing, main ideas, inferences, generalizations, and fact and opinion. Formative assessment data is collected and assessed for each student on a weekly basis.	December and May (monitor weekly)
Seek assistance from instructional coaches on questioning/higher order thinking skills	Teacher will seek assistance from instructional coaches as often as needed in order to promote higher order thinking skills during guided reading instruction.	Already in place (biweekly)

**ES Art Goal #12**  
**Goal Setting for Student Progress Form**

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Art/Third-Grade

**School Year:** 2011 – 2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	The setting is five classes of 3 <sup>rd</sup> grade students. There are 81 students total. Seven students receive special education services and have IEP's. Seven students are classified as ELL. All 3 <sup>rd</sup> grade students receive 40 minutes of art instruction each week.	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	As laid out in the Visual Communication and Production strand of the Virginia Department of Education Art SOLs, students will develop greater fluency in visual, oral, and written communication, using art vocabulary and concepts. The division goal of achieving full accreditation and making AYP will also be served.	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	Baseline data shows that 13% of my students met the benchmark (70% score) on the art pre-test I developed. Of the 77 students who took the pre-test, 10 met or exceeded the benchmark.  <input checked="" type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	In the current school year, all of my students will make measurable growth in their knowledge of the elements of art and the principles of design, thus giving them a more extended conversational vocabulary in the subject of art. All of my students will meet or exceed the benchmark for the final art assessment.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Exposure to art techniques and media that are each directly tied to one element of art and one principle of design.	Evidence of the use of this strategy will be found in lesson plans. Evidence of its success will be found in the finished products created by students.	December and May (monitor bi-weekly)
Informal reviews of information covered throughout each lesson or unit as each element of art and principle of design is covered.	Evidence of student learning will be shown via daily review of the element and principle currently being focused on. Students will respond to questions verbally or visually (i.e. thumbs up or down).	December and May (monitor monthly)

<p>Formal assessments of student understanding wherein students are asked to give written responses.</p>	<p>Students will be given a test at mid-year to measure progress.</p> <p>A final end-of-year test will be administered to obtain data that will determine if students have met the benchmark.</p>	<p>December and May</p>
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**ES Art Goal #13**  
**Goal Setting for Student Progress Form**

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Kindergarten

**School Year:** 2011 – 2012

**Initial Goal Submission (due by Oct. 14, 2011, to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	Kindergarten students, all inclusive, and as of Power School report on 10/11/2011 there are 151 children, 94 boys and 57 girls	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	ART: Specifically, the elements of art: line, shape, color, and texture	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	I administered a performance task to each student. They have zero knowledge of each of the terms.  <input checked="" type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	During the school year, 100 percent of my students will show growth in their knowledge of the elements of art. All of my students will be able to identify three of the four elements of art in any given piece of art work.	
<b>V. Means for Attaining Goal</b> (Strategies used to accomplish the goal)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Share and Connect technique: At the end of each lesson, students will speak to the elements of art shown in each piece they make.	Growing awareness and connection between concepts and art vocabulary used.	November 20, 2011
Each lesson focuses on a particular element of art (line, shape, color, texture) and students will share their work with the class, with seatmates or family, and use art vocabulary to describe their work.	Lesson plans	November 20, 2011
Students sing the "Art Elements Song." This is a song that I created, and we sing it to the Star Wars tune.	The term "element" of art will become second nature to students, and they will use the terms comfortably. Sing: "Line, Shape, Colors and Texture! These are art elements! You don't need the force!"	December 20, 2011

**ES Music Goal #14**  
Goal Setting for Student Progress Form

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Music/Third-Grade

**School Year:** 2011-2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	I teach music to five classes of third-grade students. There are 81 students total. Seven students receive special education services and have IEPs. Seven students are classified as ELL. All 3 <sup>rd</sup> grade students receive 40 minutes of music instruction per week.	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	As laid out in the Performance and Production strand of the Virginia Department of Education Music SOLs, students in the 3 <sup>rd</sup> grade will perform melodies from the treble staff using traditional notation on melodic instruments.	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	When given a teacher-designed pre-test in September, <b>all</b> of the students tested (n=77) performed the melody with less than 13% pitch accuracy (3/23 notes played accurately) and less than 25% rhythmic accuracy (6/24 notes played with the correct rhythm). Seventy percent of the students tested had no pitch accuracy and 57% of the students tested had no rhythmic accuracy.  <input checked="" type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	By the end of the year, all 3 <sup>rd</sup> grade students will read traditional music notation and use the alto xylophone to play a 10-bar pentatonic melody containing quarter and eighth note rhythms and rests with 80% accuracy (18/23 correct pitches and 18/24 correct rhythms).	
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
<u>On the Staff</u> rap	Students will be able to correctly name the lines and spaces on the treble staff when given a paper and pencil quiz.	End of November

<u>Mallet Madness</u> Orff curriculum	Students will be able to read short motifs on the alto xylophone – first with rhythmic notation and then with traditional notation.	-Reading rhythmic notation – end of December -Reading traditional notation – end of April
Hand staff	Students will use their fingers to represent the lines of the staff and the spaces in between their fingers to represent the spaces on the staff.	-December and May -On-going use as we sing songs throughout the year -Monitor monthly

**ES Physical Education Goal #15**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

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**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Physical Education/Second-Grade **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<p><b>I. Setting</b> (<i>Describe the population and special learning circumstances</i>)</p>	<p>I teach PE at both _____ Elementary School and _____ Primary School. Students participate in physical education classes twice per week at the first school and two times every six days at the other. Neither school has a gymnasium. Weather permitting, physical education classes are held outside. Classes are also held in a multipurpose room/cafeteria at both schools when necessary.</p>																
<p><b>II. Content/Subject/Field Area</b> (<i>The area/topic addressed based on learner achievement, data analysis, or observational data</i>)</p>	<p>PE - 1/2 mile run/walk (2nd Grade students)</p>																
<p><b>III. Baseline Data</b> (<i>What is shown by the current data?</i>)</p>	<p>All second graders completed physical fitness assessments including 1/2 mile run/walk timed scores. National Presidential Fitness One-Mile Run Standards, converted to 1/2 mile times, "Healthy Fitness Zones" (HFZ) have been established. Passing time for the 1/2 mile for eight-year-old boys is 6:03. Passing time for the 1/2 mile for eight-year-old girls is 6:45.</p> <p>Half mile times and percentages for second grade boys and girls at each school are as follows:</p> <table border="1" data-bbox="716 1598 1419 1787"> <thead> <tr> <th colspan="2">School 1</th> <th colspan="2">School 2</th> </tr> <tr> <th colspan="2">% not meeting goal</th> <th colspan="2">% not meeting goal</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>13/19 (68.4%)</td> <td>17/22 (77.2%)</td> <td>27/32 (84.3%)</td> <td>29/35 (82.8%)</td> </tr> </tbody> </table>	School 1		School 2		% not meeting goal		% not meeting goal		Boys	Girls	Boys	Girls	13/19 (68.4%)	17/22 (77.2%)	27/32 (84.3%)	29/35 (82.8%)
School 1		School 2															
% not meeting goal		% not meeting goal															
Boys	Girls	Boys	Girls														
13/19 (68.4%)	17/22 (77.2%)	27/32 (84.3%)	29/35 (82.8%)														

	<table border="1"> <tr> <th>School 1</th> <th>School 2</th> </tr> <tr> <th>% not meeting goal</th> <th>% not meeting goal</th> </tr> <tr> <td>30/41 (73%)</td> <td>56/67 (84%)</td> </tr> </table>		School 1	School 2	% not meeting goal	% not meeting goal	30/41 (73%)	56/67 (84%)
School 1	School 2							
% not meeting goal	% not meeting goal							
30/41 (73%)	56/67 (84%)							
	86/108 (80%) did not meet the goal.							
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	All students will make measureable progress in the 1/2 mile run/walk. Furthermore, each school will increase passing rate to at least 50%. Students who did not meet the pass rate in the Fall will improve their time by one minute or more in the Spring.							
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )								
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>						
Practice 1/2 mile run/walk monthly	Time results	December and May Monitor monthly						
Increase aerobic exercise on task time for all students during PE classes	Lesson plans with specific times allocated for each task	December and May Monitor bi-weekly						
Encourage students to practice running and promote healthy lifestyle choices at home: <ul style="list-style-type: none"> <li>• Informal discussions with students about home/family healthy activities.</li> <li>• Health/PE “take-home” exercises and activities for students to do with their families.</li> <li>• Feedback to families concerning students 1/2 mile time. Include 1/2 mile “cards” for students to take home with their recorded time.</li> </ul>	Lesson plans	December and May Monitor weekly						

**School Psychologist Goal #11**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011 – 2012 Pilot Year**

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:**      **School Year:** 2011 -2012

***Initial Goal Submission (due by 9/30 to the evaluator)***

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	The elementary schools include students in grades K-5. Of those four elementary schools, two are considered Title I schools. The middle school includes students in grades 6th-8th. The focus population within these schools is classroom teachers, specialists, administration, guidance counselors, special education teachers, and related staff.	
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	The use of measurable data versus the use of objective data during SST, Child Study, and IEP meetings is the subject of this goal.	
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	Baseline data was based on a staff self-report through a survey (see attached). Of the total data collected from school staff regarding information presented during SST, Child Study, and IEP meetings, 50 percent was considered measureable data and 50 percent was considered anecdotal data. <input type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	The goal of this program growth objective is to increase the amount of measureable data reported by staff to at least 75 percent of the total data reported. This increase will be accomplished by changing some of the anecdotal data reported to measureable data. (25 percent increase)	
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Reference to division-wide initiative focused on measureable student growth in in consultation	Meeting minutes	May 2012 (ongoing)

Reference to measureable data will be encouraged in a coaching format with school staff	Meeting minutes	May 2012 (ongoing)
Relevant forms of measurable data will be requested by the school psychologist during meetings	Meeting minutes	May 2012 (ongoing)
Provide praise to staff when measureable data is used in meetings and consultation	Meeting minutes	May 2012 (ongoing)
Share information with staff via Special Education Monthly Meetings	Meeting minutes	May 2012 (monthly monitoring)
Implement updated IEP and meeting forms that foster use of measurable data	Updated forms	May 2012 (ongoing)

## Middle School Goal Examples

Goal	Responsible Teacher	Subject	Grade Level	Assessment Measure
<b>English/Language Arts</b>				
1	Classroom Teacher	Reading	Sixth	istation
2	Classroom Teacher	Reading	Seventh	Flannigan Grade 7 Reading Assessment
<b>Mathematics</b>				
3	Classroom Teacher	Math	Sixth	Released SOL Test
<b>Science</b>				
4	Classroom Teacher	Earth Science	Eighth	Interactive Achievement
<b>Social Studies</b>				
5	Classroom Teacher	History	Sixth	Released SOL Test
<b>Special Education</b>				
6	SPED Teacher	English - Reading	Seventh	Gates-MacGinitie
7	SPED Teacher	English - Writing	Seventh	Writing Prompt
<b>Visual and Performing Arts</b>				
8	Art Teacher	Art	Eighth	[Teacher-created] Performance Assessment
9	Band Teacher	Concert Band	Seventh & Eighth	Performance Assessment
10	Choir Teacher	Choir	Sixth - Eighth	Performance Assessment[/SOL]
<b>Technology</b>				
11	Technology Teacher	Technology Systems	Eighth	Performance Assessment

**MS English/Language Arts Goal #1**  
**Goal Setting for Student Progress Form**

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** English/Sixth-Grade      **School Year:** 2011 – 2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I teach four classes of sixth grade Strategic Reading students and one class of sixth grade Voyager Journeys Reading students. I have a total of 90 students. Four of my students qualify for academic services and have IEPs.							
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Reading (comprehension, word analysis, vocabulary, text fluency)							
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	I administered the istation Indicators of Progress (ISIP) pre-assessment with its four subtests. The overall composite scores are depicted:							
	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Tier 1 GE 5.6</th> <th style="padding: 5px;">Tier 2 GE 4-5.6</th> <th style="padding: 5px;">Tier 3 below GE 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">52%</td> <td style="text-align: center; padding: 5px;">26%</td> <td style="text-align: center; padding: 5px;">22%</td> </tr> </tbody> </table>	Tier 1 GE 5.6	Tier 2 GE 4-5.6	Tier 3 below GE 4	52%	26%	22%	
Tier 1 GE 5.6	Tier 2 GE 4-5.6	Tier 3 below GE 4						
52%	26%	22%						
	<input type="checkbox"/> <i>Data attached</i>							
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	For the 2011-2012 school year, 100% of my students will improve by at least one grade level on the ISIP online reading skills assessment in overall reading ability. Furthermore, my Tier 2 and Tier 3 students will advance by one tier on the ISIP online reading skills assessment.							
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>								
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>						
Tier 1 students will receive 30 minutes of ISIP, Tier 2 will receive 60 minutes of ISIP, and Tier 3 will receive 90 minutes of ISIP intervention lessons weekly.	ISIP Advanced Reading Classroom Summary Report	-December and June -Monitor weekly						
All students will receive small group instruction based on the needs indicated by monthly ISIP online assessments	ISIP Advanced Reading Classroom Summary Report	-December and June -Monitor monthly						

Use of literacy workstations for practice	Lesson plans and evaluator observations	-December and June -Monitor bi-weekly
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**MS English/Language Arts Goal #2**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher:**

**Evaluator:**

**Subject/Grade:** English/Seventh-Grade

**School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a 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 10/15 to the evaluator)*

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	I teach three blocks of grade 7 English. In Block I, I teach 19 TAG students. In Block 3, I teach 20 lower/mid level general education students. In Block 4, I teach 20 upper/mid level general education students.																																													
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Reading Comprehension																																													
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	<p>I pre-tested all 59 students using the <i>Flannigan Grade 7 Reading Assessment</i>. I scored each assessment to establish a numerical percentage:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">All Students</th> </tr> <tr> <th style="text-align: center;">Below 60</th> <th style="text-align: center;">61-70</th> <th style="text-align: center;">71-80</th> <th style="text-align: center;">81-90</th> <th style="text-align: center;">91-100</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">33 (56%)</td> <td style="text-align: center;">9 (15%)</td> <td style="text-align: center;">8 (14%)</td> <td style="text-align: center;">7 (12%)</td> <td style="text-align: center;">2 (3%)</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">TAG Students</th> </tr> <tr> <th style="text-align: center;">Below 60</th> <th style="text-align: center;">61-70</th> <th style="text-align: center;">71-80</th> <th style="text-align: center;">81-90</th> <th style="text-align: center;">91-100</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 (6%)</td> <td style="text-align: center;">4 (22%)</td> <td style="text-align: center;">7 (39%)</td> <td style="text-align: center;">5 (28%)</td> <td style="text-align: center;">2 (11%)</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">General Education Students</th> </tr> <tr> <th style="text-align: center;">Below 60</th> <th style="text-align: center;">61-70</th> <th style="text-align: center;">71-80</th> <th style="text-align: center;">81-90</th> <th style="text-align: center;">91-100</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">32 (78%)</td> <td style="text-align: center;">5 (12%)</td> <td style="text-align: center;">1 (2%)</td> <td style="text-align: center;">2 (5%)</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	All Students					Below 60	61-70	71-80	81-90	91-100	33 (56%)	9 (15%)	8 (14%)	7 (12%)	2 (3%)	TAG Students					Below 60	61-70	71-80	81-90	91-100	1 (6%)	4 (22%)	7 (39%)	5 (28%)	2 (11%)	General Education Students					Below 60	61-70	71-80	81-90	91-100	32 (78%)	5 (12%)	1 (2%)	2 (5%)	0
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<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	For the current school year, 100% of students will show improvement in an individually targeted area of weakness identified by the baseline data. By the end of the school year, all of my general level students will achieve a score of 75% or better on the post-test and all students identified talented/gifted will achieve a score of 86% or better on the post-test.
--	--

**V. Means for Attaining Goal** (*Strategies used to accomplish the goal*)

<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Use modified pacing to accommodate student needs.	Copies of modified pacing	December May Monitor weekly
Differentiate instruction as needed	Copies of lesson plans	December May Monitor weekly
Use frequent formative assessment to provide feedback and modify instruction	Copies of lesson plans Anecdotal notes Student SMART goal folders	December May Monitor weekly

**MS Mathematics 6 Goal #3**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011 – 2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Mathematics/Sixth-Grade                      **School Year:** 2011 – 2012

**Directions:** This form is a tool to assist teachers in setting a 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 10/15 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	24 students 23 general education students 1 student with an individualized education plan (IEP) 2 of the general education students have a 504 plan												
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Mathematics												
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	The current data from <i>Tests for Higher Standards</i> shows that 100% failed the sixth grade math pre-test with scores ranging from 23% to 57%.  <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="4">Percentage Scores on Pretest</th> </tr> <tr> <th>20-30</th> <th>31-40</th> <th>41-50</th> <th>51-60</th> </tr> </thead> <tbody> <tr> <td>5/24 or 21%</td> <td>5/24 or 21%</td> <td>8/24 or 33%</td> <td>6/24 or 25%</td> </tr> </tbody> </table>	Percentage Scores on Pretest				20-30	31-40	41-50	51-60	5/24 or 21%	5/24 or 21%	8/24 or 33%	6/24 or 25%
Percentage Scores on Pretest													
20-30	31-40	41-50	51-60										
5/24 or 21%	5/24 or 21%	8/24 or 33%	6/24 or 25%										
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	All students will make measureable progress in Math 6. All students will attain a score of 75% or better on the sixth grade math post-test.												
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>													

Strategy	Evidence	Target Date
<i>Increase Auditory and Tactile/Kinesthetic Learning</i>	<ul style="list-style-type: none"> <li>- Incorporate more cooperative learning and hands-on activities.</li> <li>- Incorporate more interactive activities.</li> </ul>	December 2011 and May 2012 (monitor weekly)
<i>Increase Independent Thinking Skills</i>	<ul style="list-style-type: none"> <li>- Use more higher order questioning techniques.</li> <li>- Have students defend their answers on tests and class work with an explanation.</li> </ul>	December 2011 and May 2012 (monitor weekly)

**MS Earth Science Goal #8**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Earth Science/Eighth-Grade      **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	There are 68 students in three sections of Earth Science. Thirty are male and thirty-eight are female. This group has 35 African-Americans, 23 Caucasians, 4 Asians, and 6 Hispanics. Four students have limited English proficiency. Ten students have special education IEPs.	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Earth Science	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	I used Interactive Achievement to give a pre-test. Class averages were as follows. Section 1 - 48% Section 2 - 59% Section 3 - 52%	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	All of my students will demonstrate measurable progress by passing the IA post-test. Additionally, those who made 70% (9 students) or above on the pre-test will improve by at least 10 points.	
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Interactive note-taking	Student notebooks	December/May Monitor bi-weekly
Differentiated instruction	Lesson Plans	December /May Monitor weekly
Flexible grouping	Assessment results	December/May Monitor bi-weekly
Remediation/Reteaching	Testing Results	December Monitor bi-weekly

**MS History Goal #5**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** History/Sixth-Grade      **School Year:** 2011 - 2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I teach three sections of history (1865-Present) to 62 sixth grade students. Forty students are white, 15 students are black, and seven students are Hispanic. Thirty-seven are female and 26 are male. Two students have IEPs.							
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	U.S. History (1865-Present)							
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	I administered a released SOL test to all 62 students in September. Only four earned a passing score of 70% or higher. These are the results:							
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">200-300</th> <th style="width: 33%;">300-399</th> <th style="width: 33%;">400 and above</th> </tr> </thead> <tbody> <tr> <td>11 (18%)</td> <td>48 (77%)</td> <td>3 (5%)</td> </tr> </tbody> </table>		200-300	300-399	400 and above	11 (18%)	48 (77%)	3 (5%)
200-300	300-399	400 and above						
11 (18%)	48 (77%)	3 (5%)						
	<input type="checkbox"/> <i>Data attached</i>							
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	For the 2011-2012 school year, 100% of my students will make measureable progress in U.S. History. Furthermore, all will pass the EOC test. Those who scored 400 or higher on the pre-test will complete special projects going deeper into the history curriculum.							
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>								
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>						
Interactive notes	Student notebooks	-December and June -Monitor bi-weekly						
Differentiated instruction as necessary	Lesson plans	-December and June -Monitor monthly						
Vocabulary focus	Lesson plans Student quizzes	-December and June -Monitor bi-weekly						
Inquiry-based learning units	Unit packets Student projects	-December and June -Monitor weekly during unit work						

**MS Special Education English/Language Arts Goal #6**  
**Goal Setting for Student Progress Form**

**Teacher's Name:**

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** English/SPED/Seventh-Grade      **School Year:** 2011 – 2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	I teach one self contained class of grade 7 English. I have a total of 10 students. One hundred percent of my students qualify for services and have IEPs.	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	English - vocabulary, comprehension, and reading fluency	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	I used the results of the Gates-MacGinitie spring 2011 scores. Forty percent of the students are reading on a second grade level, 40% on third grade level, 10% on fourth grade level, and 10% on 6th grade level. <input type="checkbox"/> <i>Data attached</i>	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	For the 2011-2012 school year, 100% of my students will make measurable progress in vocabulary and reading comprehension. Twenty-five percent will increase reading by two grades levels while 75% will increase reading by one grade level in the overall reading score.	
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Modified pacing to meet student needs	Tests and quizzes	-December and May -Monitor bi-weekly
Follow IEP accommodations	IEP accommodation sheets	-December and May -Monitor monthly
Small group instruction targeting skills identified as weak	Lesson Plans	-December and May -Monitor bi-weekly

**MS Special Education English/Language Arts Goal #7**  
**Goal Setting for Student Progress Form**

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** English/SPED/Seventh-Grade      **School Year:** 2011 - 2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	I teach three sections of seventh grade English students in a special education self-contained environment with a total of 20 students.																									
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Writing																									
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	<p>The baseline data is based on a writing pre-assessment that I administered to all of my students. Each student had to write a narrative essay about their three most memorable moments. The scoring was based on a 12-point scoring rubric: 3-4 = F, 5-6 = D, 7-8 = C, 9-10 = B, and 11-12 = A.</p> <table border="1" data-bbox="695 1077 1349 1188"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>9 (45%)</td> <td>8 (40%)</td> <td>3 (15%)</td> </tr> </tbody> </table> <p>The students were scored in three domains: composing, written expression, and usage/mechanics. Each domain is scored on a scale of 0-4 possible points. The average score in each domain is:</p> <table border="1" data-bbox="695 1409 1419 1598"> <thead> <tr> <th>Composing</th> <th>W. Expression</th> <th>Usage/Mech.</th> </tr> </thead> <tbody> <tr> <td>3 students = 1</td> <td>3 students = 1</td> <td>3 students = 1</td> </tr> <tr> <td>9 students = 2</td> <td>12 students = 2</td> <td>10 students = 2</td> </tr> <tr> <td>7 students = 3</td> <td>5 students = 3</td> <td>5 students = 3</td> </tr> <tr> <td>1 student = 4</td> <td></td> <td>2 students = 4</td> </tr> </tbody> </table> <p><input type="checkbox"/> <i>Data attached</i></p>	A	B	C	D	F	0	0	9 (45%)	8 (40%)	3 (15%)	Composing	W. Expression	Usage/Mech.	3 students = 1	3 students = 1	3 students = 1	9 students = 2	12 students = 2	10 students = 2	7 students = 3	5 students = 3	5 students = 3	1 student = 4		2 students = 4
A	B	C	D	F																						
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9 students = 2	12 students = 2	10 students = 2																								
7 students = 3	5 students = 3	5 students = 3																								
1 student = 4		2 students = 4																								
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	For the 2011-2012 school year, 100% of my students will have made measureable improvement in their writing skills. Each of my students will gain at least 3 points on their writing scores by the end of the school year.																									

**V. Means for Attaining Goal** (*Strategies used to accomplish the goal*)

<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Prewriting exercises	Work samples Writing portfolio Graded work	-December and June -Monitor weekly
Guided writing lessons	Lesson plans	-December and June -Monitor weekly
Analyze and use model writing samples	Lesson plans	-December and June -Monitor daily
Editing and grammar workshops	Lesson plans	-December and June -Monitor weekly
Daily writing in journals	Journals	-December and June -Monitor daily

**MS Art Eighth-Grade Goal #8**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Subject/Grade:** Art/Eighth-Grade

**School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress.

**Initial Goal Submission (due by October 15, 2011 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	My school has an 87% free and reduced lunch rate. There are 627 students at the school. Eighty-five students are in eighth grade.
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	I plan to address 8th grade Visual Arts SOL 8.13, 8.15, and 8.21. In years past, these areas have been where students have struggled.
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	On the September teacher-made performance assessment used as a pre-assessment: <ul style="list-style-type: none"> <li>• 75% of the students did not correctly identify art and architecture from world cultures, periods, or civilizations</li> <li>• 79% could not correctly compare and contrast works of art according to medium, period, style, and artist</li> <li>• 68% could not formulate and respond to meaningful questions about works of art</li> </ul> <input checked="" type="checkbox"/> <i>Data attached</i>
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	All students will make measureable progress in art. All of my eighth-grade art students will correctly identify art and architecture from the past, compare and contrast works of art, and respond to questions about works of art.

**V. Means for Attaining Goal** (*Strategies used to accomplish the goal*)

<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Immerse students in ancient art and architecture and have them create their own pieces.	Art portfolio Quizzes	January May Monitor monthly
Student-led discussions of art focusing on similarities and differences and their impact	Graded rubrics Quizzes	January May Monitor monthly
Visit an art museum discussing the art work and identifying examples	Performance assessment	December
Create an art exhibit for a PTA night. Students act as an art guide explaining works and discussing their evolution	Performance assessment	March

**MS Band Goal #10**  
 Goal Setting for Student Progress Form  
 Teacher Performance Evaluation System  
 2011-2012 Pilot Year

**Teacher's Name:**

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Band/Seventh- and Eighth-Grade

**School Year:** 2011 - 2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<p><b>I. Setting</b> (<i>Describe the population and special learning circumstances</i>)</p>	<p>This goal is focused on 7<sup>th</sup> Grade Intermediate and 8<sup>th</sup> Grade Advanced Band classes. There are 34 total students in those classes with varying amounts of performance experience in Band.</p> <table border="1" data-bbox="695 766 1414 882"> <thead> <tr> <th>2 Years of Experience</th> <th>1 Year of Experience</th> <th>No Experience</th> </tr> </thead> <tbody> <tr> <td>38%</td> <td>41%</td> <td>21%</td> </tr> </tbody> </table> <p>In addition, 4 students also participate in High School Marching Band after demonstrating performance that is above average. Fifty-three percent of the band students own their own instruments; all remaining students are provided with school instruments.</p>	2 Years of Experience	1 Year of Experience	No Experience	38%	41%	21%		
2 Years of Experience	1 Year of Experience	No Experience							
38%	41%	21%							
<p><b>II. Content/Subject/Field Area</b> (<i>The area/topic addressed based on learner achievement, data analysis, or observational data</i>)</p>	<p>Band</p>								
<p><b>III. Baseline Data</b> (<i>What is shown by the current data?</i>)</p>	<p>I administered a concert assessment (VBODA performance assessment) and the following scores were noted:</p> <table border="1" data-bbox="776 1381 1333 1497"> <thead> <tr> <th>Superior</th> <th>Excellent</th> <th>Good</th> <th>Fair or Poor</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>38%</td> <td>41%</td> <td>21%</td> </tr> </tbody> </table>	Superior	Excellent	Good	Fair or Poor	0	38%	41%	21%
Superior	Excellent	Good	Fair or Poor						
0	38%	41%	21%						
<p><b>IV. Goal Statement</b> (<i>Describe what you want learners/program to accomplish</i>)</p>	<p>For the current school year, all band students will demonstrate progress in the principal items of our concert performance assessment by improving by at least one performance level, as measured by the VBODA performance assessment. Seventy-nine percent of students will score at "Excellent" or higher, while 21% of students will perform at least "Good" on the concert assessment in March 2012.</p>								

**V. Means for Attaining Goal** (*Strategies used to accomplish the goal*)

<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Playing assessments	Grade book	-December and June -Monitor bi-weekly
Extra help after school (2 days per week)	Attendance roster	-December and June -Monitor weekly
Preparation and rehearsals for District Festival Assessment	Student attendance	Fall Concert: 10/20/11 Winter Concert: 12/8/11 Pre District Concert: 2/12

**MS Choir Goal #11**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

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**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Choir/Sixth-, Seventh-, and Eighth-Grade **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I teach 4 sections of chorus. Roughly 30% of my students qualify for IEP services, ranging from mild speech impediments to severe autism.	
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational date)</i>	Choir	
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	I administered a quiz to see if students could sing a passage by themselves. They were judged in five categories of performance from 1-5 with a total of 25 possible points. The score was then totaled and normalized to a final score from 1-5, just like the chorus SOL assessment.  Out of 61 students: 3% scored = 5 66% scored ≥ 4 31% scored ≤ 3	
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	All students will make measureable progress in vocal performance. Furthermore by SOL assessment in March, all of the choir students will score a 5 on the assessment.	
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Applicable warm-up exercises to improve tone, diction, and musicality, and tone	Periodic singing quizzes	December and March Monitor monthly
Sight-reading exercises to improve musical literacy	Periodic singing quizzes	December and May Monitor monthly
Teacher models correct performance - students repeat	Periodic singing quizzes	December and May Monitor monthly

**MS Technology Goal #12**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:**

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Technology Systems/Eighth-Grade School Year: 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	This is an all year course with a total of 52 students in two classes, 17 of which are girls and 35 boys. Thirty-eight percent of my students receive services or have an IEP.				
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Technology Systems				
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	I administered a Student Competency Record pre-assessment.				
	<b>1 Can Teach It</b>	<b>2 Perform Without Supervision</b>	<b>3 Limited Supervision</b>	<b>4 With Supervision</b>	<b>5 Cannot Perform</b>
	3 (6%)	6 (12%)	18 (35%)	15 (29%)	10 (19%)
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	During the school year students will be required to achieve a satisfactory rating (one of the three highest marks) on the Student Competency Record rating scale on at least 80% of the required competencies in this course (Competency Record attached).				
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )					
<b>Strategy</b>	<b>Evidence</b>			<b>Target Date</b>	
Skill based lessons to include direct instruction on skills related to required CTE competencies.	Lesson plans Project rubric Final project grade Student Competency Record			December May Monitor bi-weekly	
Apply problem-solving techniques to technology as well as other subjects	Lesson plans Cross-curriculum planning			December May Monitor weekly	
Relate Technology Systems to "real world" applications.	Lesson plans Project planning/implementation Project rubric			December May Monitor bi-weekly	

## High School Goal Examples

Goal	Responsible Teacher	Subject	Grade Level	Assessment Measure
<b>English/Language Arts</b>				
1	English 11 Teacher	English 11	Eleventh	End of Course Released SOL Test
<b>Mathematics</b>				
2	Algebra 1 Teacher	Algebra 1	Ninth	Algebra Readiness Diagnostic Test (ARDT)
<b>Science</b>				
3	Chemistry Teacher	Chemistry	Tenth - Twelfth	Teacher Created Test
<b>Social Studies</b>				
4	World History Teacher	World History 1	Ninth - Eleventh	Interactive Achievement
<b>Career/Technical</b>				
5	Keyboarding Teacher	Keyboarding	Tenth – Twelfth	Microtype Software
<b>Special Education (SPED)</b>				
6	SPED Teacher	Algebra 1	Tenth – Twelfth	Cortez A+ Software
7	SPED Teacher	M Mathematics	Tenth – Twelfth	8th Grade Math SOL Released Test
<b>English Language Learners (ELL)</b>				
8	SPED ELL Teacher	Writing	Ninth – Twelfth	Writing Rubric
<b>Visual and Applied Arts</b>				
9	Mixed Ensemble Teacher	Chorus	Ninth – Twelfth	Teacher Created Test
10	American Sign Language Teacher	American Sign Language II	Tenth-Twelfth	Teacher Created Test
<b>Education Specialist</b>				
11	School Counselor	Graduation Requirement	Ninth	Verbal Query

**HS English 11 Goal #1**  
**Goal Setting for Student Progress Form**  
**VSEE Project**  
**2011-2012 Pilot Year**

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**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** English 11      **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	There are 27 students in my English 11 class. I have 16 males and 11 females.. Ten are black, 11 are white, and six are other ethnicities. Three students receive special education services and one student has a 504 plan.								
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	English 11								
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	<p>According to the fall pretest (SOL released test), 37% of the students (10/27) scored at 50% or above, 44% (12/27) scored between 40-50%, and 20% (5/27) scored below 40%. None of the students scored above 65% and none scored below 32%.</p> <table border="1" data-bbox="716 1209 1409 1289"> <tr> <td>50% and above</td> <td>40% - 50%</td> <td>Below 40%</td> </tr> <tr> <td>10/27 (37%)</td> <td>12/27 (44%)</td> <td>5/27 (19%)</td> </tr> </table>			50% and above	40% - 50%	Below 40%	10/27 (37%)	12/27 (44%)	5/27 (19%)
50% and above	40% - 50%	Below 40%							
10/27 (37%)	12/27 (44%)	5/27 (19%)							
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	All students will show measureable progress. Of those scoring at or above 50%, all will show growth of at least 20 points. Of those scoring between 40-50%, all will show growth of at least 30 points. Of those scoring below 40%, all will show growth of at least 35 points.								
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )									
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>							
Individual and small group instruction as needed	Lesson plans Quizzes	December May Monitor weekly							
After school tutoring	Weekly quizzes	December May Monitor weekly							

Differentiated instruction	Quizzes	December May Monitor bi- weekly
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**HS Algebra 1 Goal #2**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Algebra 1/Ninth-Grade

**School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	There are 22 students in my 9th grade Algebra 1 class. These students have not passed the EOC test and are re-taking the course. Fourteen are male and eight are female. There are 11 African-Americans, seven Caucasians, four Hispanics. Two students have limited English proficiency. One student has an IEP and two students have 504 special education plans.							
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Algebra 1							
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	A pre-test ARDT was given. The results are as follows: <table border="1" data-bbox="716 1209 1417 1287" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">1500-1599</th> <th style="text-align: center;">1600-1699</th> <th style="text-align: center;">1700-1799</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4 (18%)</td> <td style="text-align: center;">11 (50%)</td> <td style="text-align: center;">7 (32%)</td> </tr> </tbody> </table>		1500-1599	1600-1699	1700-1799	4 (18%)	11 (50%)	7 (32%)
1500-1599	1600-1699	1700-1799						
4 (18%)	11 (50%)	7 (32%)						
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	All of the students in the top two groups will meet the state's recommended benchmark of 1850 by the end of the year. The lowest group will improve by at least 250 points.							
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )								
<b>Strategy</b> Individual and small group instruction as needed	<b>Evidence</b> Lesson plans Quizzes	<b>Target Date</b> December May Monitor weekly						
Mathematics vocabulary focus	Lesson plans	December May Monitor weekly						

Remediation/reteaching	Strand test results Quizzes	December May Monitor bi- weekly
After school tutoring	Testing results	December May Monitor weekly

## HS Chemistry Goal #3

### Goal Setting for Student Progress Form

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Chemistry/Tenth-, Eleventh-, and Twelfth-Grade **School Year:** 2011 – 2012

*Initial Goal Submission (due by 9/30 to the evaluator)*

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I teach four classes of grades 10-12 Chemistry. I have a total of 80 students. Ten percent of my students have IEPs. Seventy-five percent of my students do not have at least one of the following available to them after school: computer, printer, or internet. Ninety-three percent (74/80) of my students take the school bus to school.																								
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Chemistry (scientific method and experimental design; and applying mathematical concepts of literal equations for Chemistry).																								
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	I administered Scientific Method/Experimental Design and Literal Equation pre-assessments with all students. Here are the results: <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th colspan="4">Sci. Meth/Exp. Design</th> <th colspan="4">Literal Equations</th> </tr> <tr> <th>1st Qtr</th> <th>2nd Qtr</th> <th>3rd Qtr</th> <th>4th Qtr</th> <th>1st Qtr</th> <th>2nd Qtr</th> <th>3rd Qtr</th> <th>4th Qtr</th> </tr> </thead> <tbody> <tr> <td>90%</td> <td>5%</td> <td>5%</td> <td>0%</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="margin-top: 10px;"><input type="checkbox"/> <i>Data attached</i></p>	Sci. Meth/Exp. Design				Literal Equations				1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	90%	5%	5%	0%	100%			
Sci. Meth/Exp. Design				Literal Equations																					
1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr																		
90%	5%	5%	0%	100%																					
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	For the 2011-2012 school year, 100% of my students will make measurable progress in both Scientific Method/Experimental Design and Literal Equations. By the end of the school year, all (72/80) will score at least two quartiles above their pre-assessment in both areas.																								
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>																									
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>																							
Incorporate focused instruction in key content areas as prescribed by the state standards	-Lesson plans -SOL Progress Matrix -"Catch Up" workstation with designated videos and online resources based on scaffolded CH topics	-December and May -Monitor monthly																							

Use formative assessment to provide feedback and modify instruction	-Lesson plans -Copies of teacher-made formative assessments -SOL Progress Matrix -Students' interactive notebooks - self-charting section	-December and May -Monitor bi-weekly
Use peer and self-charting assessment	-Lesson plans -Copies of teacher-made formative assessments -Students' interactive notebooks -Students' Self-Progress Charts	-December and May -Monitor bi-weekly
Use innovative techniques gleaned from Yale National Institute, NSTA Conference, and the Supercomputing Conference to assist with goal achievement	-Lesson plans -"3 NEW" interactive methodology models implemented	-December and May -Monitor monthly
Use remediation services for students in the lowest tier	-Tutor coordination plan -Tutor scaffolding chart -Individualized remediation plans coordinated with tutors -Chart of progress	-December and May -Monitor bi-weekly

**HS World History 1 Goal #4**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

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**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** World History I/Ninth-, Tenth-, and Eleventh-Grade      **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	There are 55 students in two sections of World History I. Twenty-six are male and 29 are female. This includes 30 African-Americans, 19 Caucasians, 2 Asians, and 4 Hispanics. Five students have limited English proficiency. Three students have special education IEPs and 5 students have 504 special education plans.	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	World History I	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	A pre-test SOL simulation benchmark exam was given on Interactive Achievement. Class averages were 37.2% on the pretest baseline test.	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	All of my students will demonstrate measurable progress. All students will pass the end-of-course SOL test.	
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Administer pre-, mid-, and post-test using previously published benchmark tests. Evaluate test data and adjust teaching	Test results	Sept 21 2011 Nov 1 2011 Jan 31, 2012 May 31 2012 Monitor Monthly

Differentiated instruction	Lesson Plans	December May Monitor weekly
Project-Based Learning	Lesson Plans	December May Monitor monthly
Remediation/Reteaching	Testing Results	December May Monitor weekly

**HS Keyboarding Goal #5**  
Goal Setting for Student Progress Form

**Teacher's Name:**

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Keyboarding/Tenth-, Eleventh-, and Twelfth Grade

**School Year:** 2011 – 2012

*Initial Goal Submission (due by 9/30 to the evaluator)*

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I teach two classes of Keyboarding Applications. I have a total of 39 students. Forty-six percent of my students qualify for services and 28% have IEPs.	
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Keyboarding	
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	I administered a five-minute timed writing test using the Microtype software. The data showed that 0% of my students met the cutoff score of 35 gross words a minute (gwam) with six or less errors.  <input type="checkbox"/> <i>Data attached</i>	
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	For the 2011-2012 school year, 100% of my students will make measurable progress on two-, three-, and five-minute timed writings. By the end of the school year, 65% will type 35 gwam with six or less errors. Further, the remaining 35% (those in the lowest category) will reduce errors by 50% and increase speed by 20%.	
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Use Microtype software and observation of students' typing technique	Weekly 2-minute timed writings	-2nd nine-weeks -Monitor weekly
Use Microtype software and observation of students' typing technique	Weekly 3-minute timed writings	-3rd nine-weeks -Monitor weekly
Use Microtype software and observation of students' typing technique	Weekly 5-minute timed writings	-4th nine-weeks -Monitor weekly

## HS Special Education Algebra 1 Goal #6

### Goal Setting for Student Progress Form

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** Algebra 1/Special Education      **School Year:** 2011 – 2012

*Initial Goal Submission (due by 9/30 to the evaluator)*

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	I teach Algebra 1 as an inclusion teacher. Twenty-one students are in the class; nine receive special education services.									
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	Algebra 1 - 4th block									
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	<p>I administered the Cortez A+ Math as the pre-assessment. The results:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Level 3 (critical)</th> <th style="padding: 5px;">Level 4 (at-risk)</th> <th style="padding: 5px;">Level 5 (average)</th> <th style="padding: 5px;">Level 6 (above average)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">3 (2 - sped)</td> <td style="padding: 5px;">7 (4 - sped)</td> <td style="padding: 5px;">9 (2 - sped)</td> <td style="padding: 5px;">2 (1 - sped)</td> </tr> </tbody> </table> <p><input type="checkbox"/> <i>Data attached</i></p>		Level 3 (critical)	Level 4 (at-risk)	Level 5 (average)	Level 6 (above average)	3 (2 - sped)	7 (4 - sped)	9 (2 - sped)	2 (1 - sped)
Level 3 (critical)	Level 4 (at-risk)	Level 5 (average)	Level 6 (above average)							
3 (2 - sped)	7 (4 - sped)	9 (2 - sped)	2 (1 - sped)							
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	<p>For the 2011-2012 school year, 100% of my students will make measurable progress in Algebra 1. Each of the students in levels 3-5 will increase by at least one level. The student at level 6 will remain above level and demonstrate at least 90% mastery as measured by the Cortez A+ Math Post-Assessment.</p>									
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>										
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>								
Prioritize usage of Cortez A+ math breakouts according to the tier needs of each students	Progress Summary Reports	-December and May -Monitor bi-weekly -Monthly benchmark progress								
Deliver and document intervention lessons in response to Cortez data	Progress Summary Reports	-December and May -Monitor bi-weekly -Monthly benchmark progress								

Use team time with Algebra 1/Cortez team to strategically target the areas of need identified by Cortez	Tier movement charts by skill	-December and May -Monitor bi-weekly -Monthly benchmark progress
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**HS Special Education M Mathematics Goal #7**  
**Goal Setting for Student Progress Form**

**Teacher's Name:**

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** M Mathematics/Special Education

**School Year:** 2011 – 2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> <i>(Describe the population and special learning circumstances)</i>	There are 17 students currently enrolled in my M Mathematics course. Sixteen are students with intellectual disabilities and one is diagnosed with autism.																												
<b>II. Content/Subject/Field Area</b> <i>(The area/topic addressed based on learner achievement, data analysis, or observational data)</i>	M Mathematics																												
<b>III. Baseline Data</b> <i>(What is shown by the current data?)</i>	<p>The pre-assessment used an 8th grade mathematics SOL released test. Four students scored less than 100, five students scored between 101-200, and eight students scored between 201-300. The average class score was 156.</p> <table border="1" data-bbox="695 1079 1416 1419"> <thead> <tr> <th>Less than 100</th> <th>101-200</th> <th>201-300</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>156</td> <td>225</td> </tr> <tr> <td>58</td> <td>167</td> <td>234</td> </tr> <tr> <td>78</td> <td>178</td> <td>241</td> </tr> <tr> <td>97</td> <td>180</td> <td>245</td> </tr> <tr> <td></td> <td>187</td> <td>267</td> </tr> <tr> <td></td> <td></td> <td>278</td> </tr> <tr> <td></td> <td></td> <td>290</td> </tr> <tr> <td></td> <td></td> <td>293</td> </tr> </tbody> </table> <p><input type="checkbox"/> Data attached</p>		Less than 100	101-200	201-300	52	156	225	58	167	234	78	178	241	97	180	245		187	267			278			290			293
Less than 100	101-200	201-300																											
52	156	225																											
58	167	234																											
78	178	241																											
97	180	245																											
	187	267																											
		278																											
		290																											
		293																											
<b>IV. Goal Statement</b> <i>(Describe what you want learners/program to accomplish)</i>	For the 2011-2012 school year, 100% of my students will make measurable progress in M Mathematics. All of the students will increase by at least 50% on the post-assessment.																												
<b>V. Means for Attaining Goal</b> <i>(Strategies used to accomplish the goal)</i>																													
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>																											
Differentiated instruction	Lesson plans	-December and May -Monitor bi-weekly																											
Flexible groupings based on skills needed	Lesson plans	-December and May -Monitor weekly																											

Mathematics vocabulary building	Quizzes	-December and May -Monitor weekly
Problem solving emphasis	Lesson plans and student work	-December and May -Monitor weekly

**HS English Language Learners English/Language Arts Goal #8**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:**

**Evaluator's Name:**

**Subject/Grade:** English Language Learners/Ninth- through Twelfth-Grade  
2011-2012

**School Year:**

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<p><b>I. Setting</b> (<i>Describe the population and special learning circumstances</i>)</p>	<p>Patrick Henry High School has an enrollment of 105 ELL students currently receiving services. Fifty-two percent of those students are male and 48% are female. Nineteen languages are spoken (Haitian-Creole 6%, Arabic 8%, Kirundi 13%, Spanish 17%, Nepali 28%, other languages 28%). There are seven ELL students who currently have IEPs. For the class I am focusing on, I teach 17 Level 4 ELL students who will all have to pass their English 11 Writing SOL in order to graduate. Of the 17, six will take the test this year. Eight of the students are female and nine are male. None of the students have an IEP or a 504 plan.</p>																
<p><b>II. Content/Subject/Field Area</b> (<i>The area/topic addressed based on learner achievement, data analysis, or observational data</i>)</p>	<p>Writing</p>																
<p><b>III. Baseline Data</b> (<i>What is shown by the current data?</i>)</p>	<p>I administered a persuasive writing prompt and scored it using the VDOE 4-point writing rubric for the English 11 Writing SOL Test. The data can be summarized as follows:</p> <table border="1" data-bbox="716 1562 1419 1751"> <thead> <tr> <th>Score</th> <th>Composition</th> <th>Written Expression</th> <th>Usage/Mechanics</th> </tr> </thead> <tbody> <tr> <td><b>1-1.5</b></td> <td>6 (35%)</td> <td>6 (35%)</td> <td>5 (29%)</td> </tr> <tr> <td><b>2-2.5</b></td> <td>7 (41%)</td> <td>9 (53%)</td> <td>12 (71%)</td> </tr> <tr> <td><b>3</b></td> <td>4 (24%)</td> <td>2 (12%)</td> <td>0</td> </tr> </tbody> </table> <p>The data show that students are struggling with all three domains. None of the students scored at least a three on Usage/Mechanics. Therefore, I will focus my goal on all three domains, but I will pay particular</p>	Score	Composition	Written Expression	Usage/Mechanics	<b>1-1.5</b>	6 (35%)	6 (35%)	5 (29%)	<b>2-2.5</b>	7 (41%)	9 (53%)	12 (71%)	<b>3</b>	4 (24%)	2 (12%)	0
Score	Composition	Written Expression	Usage/Mechanics														
<b>1-1.5</b>	6 (35%)	6 (35%)	5 (29%)														
<b>2-2.5</b>	7 (41%)	9 (53%)	12 (71%)														
<b>3</b>	4 (24%)	2 (12%)	0														

	attention to the Usage/Mechanics domain.	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	For the 2011-2012 school year, all my students will make measureable progress in writing. Each student will improve by at least one performance level in composition, written expression, and usage/mechanics. Lastly, 75% of my students will have an overall score of "3" or better.	
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Use new text entitled Ready to Write: Perfecting Paragraphs to teach writing process	Lesson plans	December May Monitor weekly
Create weekly paragraphs to practice skills learned during the week	Lesson plans	December May Monitor weekly
Use peer and self-assessments to provide feedback and to allow students to self-monitor their progress	Lesson plans	December May Monitor monthly
Use frequent formative assessments to provide feedback and modify instruction	Lesson plans Copies of assessments	December May Monitor weekly
Use summative assessments to document mastery of skills and follow-on teaching/remediation needed	Lesson plans Copies of assessments	December May Monitor monthly

**HS Chorus Goal #9**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011-2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** Mixed Ensemble/Ninth- through Twelfth-Grade    **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<p><b>I. Setting</b> (<i>Describe the population and special learning circumstances</i>)</p>	<p>I teach chorus to ninth through twelfth grade students. There are 42 students enrolled in this course. Fourteen are males and 28 are female. I have one student with an IEP and one consumer student.</p>
<p><b>II. Content/Subject/Field Area</b> (<i>The area/topic addressed based on learner achievement, data analysis, or observational date</i>)</p>	<p>Chorus (reading and writing music notation; recognizing voiced and unvoiced consonants; knowledge of vocal anatomy of vocal production)</p>
<p><b>III. Baseline Data</b> (<i>What is shown by the current data?</i>)</p>	<p>Based on a teacher-made pre-test reflecting VA Choral SOL's, 62% of the students have advanced knowledge, 17% have proficient knowledge, 5% have basic knowledge, 2% is below basic, and 14% are far below basic knowledge level.</p> <p>The data shows that more than 50% are at the developing stages in the ability to read and write music notation, recognize voiced and unvoiced consonants, and knowledge of vocal anatomy of vocal production. This will be where I concentrate the goal.</p>
<p><b>IV. Goal Statement</b> (<i>Describe what you want learners/program to accomplish</i>)</p>	<p>For the 2011-2012 school year, all my students will make measureable progress in reading and writing music notation, recognizing voiced and unvoiced consonants, and knowledge of vocal anatomy of vocal production. Further, all students will score in the proficient range or higher on the end-of-year post-test.</p>

<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
After-school tutoring	Teacher-made assessments	December May Monitor weekly
Incorporate focused instruction in key content areas	Lesson plans	December May Monitor weekly
Use frequent formative assessments to provide feedback and modify instruction	Lesson plans Copies of teacher-made assessments	December May Monitor bi-weekly

**HS American Sign Language Level II Goal #10**  
**Goal Setting for Student Progress Form**  
**VSEE Project**  
**2011-2012 Pilot Year**

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**Teacher's Name:**

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** American Sign Language Level II      **School Year:** 2011-2012

**Directions:** This form is a tool to assist teachers in setting a goal that results in measurable learner progress. NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically (the boxes will expand to fit text).

**Initial Goal Submission (due by 10/28 to the evaluator)**

<p><b>I. Setting</b> (<i>Describe the population and special learning circumstances</i>)</p>	<p>There are 22 students in my American Sign Language Level II class. I have 16 males, nine females, seven seniors, 12 juniors, and six sophomores. Eleven are black, 11 are white, and three are other ethnicities. Two students receive special education services and two students have 504 special education plans. All of the students have completed ASL Level I. Eight earned an A, five earned a B, five earned a C, and seven earned a D in this course.</p>							
<p><b>II. Content/Subject/Field Area</b> (<i>The area/topic addressed based on learner achievement, data analysis, or observational data</i>)</p>	<p>American Sign Language Level II</p>							
<p><b>III. Baseline Data</b> (<i>What is shown by the current data?</i>)</p>	<p>A teacher created pre-test was given. The results are as follows:</p> <table border="1" data-bbox="716 1377 1417 1457"> <thead> <tr> <th style="background-color: #cccccc;">Proficient</th> <th style="background-color: #cccccc;">Emerging</th> <th style="background-color: #cccccc;">Unacceptable</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">15 (56%)</td> <td style="text-align: center;">10 (40%)</td> </tr> </tbody> </table>		Proficient	Emerging	Unacceptable	0	15 (56%)	10 (40%)
Proficient	Emerging	Unacceptable						
0	15 (56%)	10 (40%)						
<p><b>IV. Goal Statement</b> (<i>Describe what you want learners/program to accomplish</i>)</p>	<p>All students will make measureable progress. All of the emerging students will pass the level two test at the Proficient level. Further, all students in the Unacceptable domain will move to at least Emerging.</p>							
<p><b>V. Means for Attaining Goal</b> (<i>Strategies used to accomplish the goal</i>)</p>								
<p><b>Strategy</b></p>	<p><b>Evidence</b></p>	<p><b>Target Date</b></p>						
<p>Individual and small group instruction as needed</p>	<p>Lesson plans Quizzes</p>	<p>December May Monitor weekly</p>						

American Sign Language vocabulary packets	Weekly quizzes	December May Monitor weekly
Group Projects	Project Assessment Quizzes	December May Monitor bi-weekly
After school tutoring	Testing results	December May Monitor weekly

**School Counselor Goal #11**  
**Goal Setting for Student Progress Form**  
**Teacher Performance Evaluation System**  
**2011 – 2012 Pilot Year**

**Teacher's Name:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

**Subject/Grade:** School Counselor

**School Year:** 2011 -2012

**Initial Goal Submission (due by 9/30 to the evaluator)**

<b>I. Setting</b> ( <i>Describe the population and special learning circumstances</i> )	Freshmen (Class of 2015)	
<b>II. Content/Subject/Field Area</b> ( <i>The area/topic addressed based on learner achievement, data analysis, or observational data</i> )	Requirements for graduation for standard/ advanced studies diploma; number of verified credits required for each diploma	
<b>III. Baseline Data</b> ( <i>What is shown by the current data?</i> )	Current data shows 0 percent of freshmen know both credit and verified credit requirements they need for the diplomas the students are seeking to earn. (October 2011) <input type="checkbox"/> Data attached	
<b>IV. Goal Statement</b> ( <i>Describe what you want learners/program to accomplish</i> )	During the 2011-12 school year, 50 percent of my freshmen students whose last names begin with the letters J-P will know the credits and verified credit requirements for the diploma type they are seeking.	
<b>V. Means for Attaining Goal</b> ( <i>Strategies used to accomplish the goal</i> )		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
Ninth grade team teachers and teachers of chemistry pre-IB and English 9 pre-IB will reinforce this information through do now's, class discussions, and Quia.	I will check with teachers.	March 2012