

Student Learning and Growth Goal Statement**:

Your Goal Statement Must:

- Include ALL students
- Note the number OR percentage of students in each tier
- Set ATTAINABLE yet RIGOROUS growth goals

Proficiency-based Growth Goal Statement

In September, 2014, I assessed my students in the area of (content area or standards). The baseline data collected from the assessment was as follows: (__) of my students obtained a score of Not Yet Met, (__) obtained a score in the Progressing category, (__) fell into Approaching Proficient, (__) were Proficient, and (__) scored at a Mastery level. Based on the level of my students' proficiency at the beginning of (course), 100% of my students will make growth in this area on a similar assessment given in Spring 2015 based on the following tiers:

Tier 1 (Not Yet Met/Progressing): Increase two proficiency levels

Tier 2 (Approaching Proficiency): Increase one proficiency level

Tier 3 (Proficient/Master): Accomplish or maintain Mastery (increased level of complexity)*

**These students will be given opportunities to extend and expand their learning*

Growth Goal Based on One Particular Standard

In September, 2014, I assessed my students in the area of (content area or standards). **There was a clear need in (area/actual standard). In that particular strand,** (__#) of my students obtained a score of Not Yet Met, (__#) obtained a score in the Progressing category, (__#) fell into Approaching Proficient, (__#) were Proficient, and (__#) scored at a Mastery level. Based on the level of my students' proficiency at the beginning of (course), 100% of my students will make growth in this area on a similar assessment given in Spring 2015 based on the following tiers:

Tier 1 (Not Yet Met/Progressing): Increase two proficiency levels

Tier 2 (Approaching Proficiency): Increase one proficiency level

Tier 3 (Proficient/Mastery): Accomplish or maintain Mastery (increased level of complexity)*

**These students will be given opportunities to extend and expand their learning*

**Examples are intended to support, not direct, the staff member.