

High School Science Student Learning Growth Goal

Content Standard(s) / Learning Target	<p>The following Common Core State Standards are the key focus of the assessment used for baseline data setting. These standards are representative of the three critical areas of focus for 8th grade mathematics. In addition to the standards explicitly stated below, the mathematical practices shown below are embedded in the assessment and essential for students to be able to do to accomplish mastery in mathematics at any level.</p> <p>Mathematical Practices Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p> <p>CCSS Standards</p> <p>8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p> <p>8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.* For example, compare a distance-time graph to a distance-time equation to determine which of two moving object has greater speed.</p> <p>8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>8.G.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>
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Context	<p>Total number of students 26 Number of students on an IEP 3 Number of students identified 0 as ELL: Number of students identified 0 as TAG: Number of students on a 504 1</p>
Assessment	<p>Category II Assessment</p> <p>Students will be assessed in the Fall and in the Spring using a similar assessment addressing the same standards. The assessment is Category II, addresses content and skills, is common across the district. Growth will be measured by level of proficiency obtained on the assessment in the Fall and the Spring.</p>
Baseline Data	<p>See attached spreadsheet.</p>
Student Learning and Growth Goal Statement	<p>Using data from the Category II Common Assessment Fall 2014 assessment for 8th grade Common Core Mathematics, my students performed as follows: 12 students scored in the Not Yet Met Category (1-1.4), 13 students fell into Progressing (1.5-2.4), 1 student fell in the Approaching Proficiency Category (2.5-3.4), and no students performed at a Proficient level (3.5-4.4) nor demonstrated Mastery (4.5-5). Using tiered benchmarks to differentiate growth for my students, all students will show growth on a similar assessment in the third trimester 2015:</p> <ul style="list-style-type: none"> . Tier 1: Not Yet Met/Progressing: Students will grow by two proficiency levels or more. NYM will obtain at least Approaching Proficient and Progressing students will obtain at least Proficiency. . Tier 2: Approaching Proficiency: Student will grow by one level of proficiency. Student will demonstrate Proficiency or Mastery.
Rationale	<p>In the past, the focus of my classroom has been geared toward content understanding, with myriad skills mixed in to facilitate students accessing the content. However, my focus was never "skills first." With Common Core State Standards aligning closely with skills important to success later in life and in higher education, the focus has shifted to the mathematical practices that lead to deeper understanding of the content. In order for my students to show appropriate growth, and ultimately for my students to obtain mastery of the CCSS in mathematics for 8th</p>

grade, it will be vital for me to explicitly teach and facilitate both knowledge and skills in my classroom.

The standards that are addressed on the Category II common assessment that will be the vehicle through which my students will demonstrate growth focused on three areas of content: Formulating and reasoning about expressions and equations, grasping the concept of a function, and analyzing two- and three-dimensional space and figures and the Pythagorean Theorem. The high level nature of these concepts will be a natural reach for my students, who have historically under-performed in math. As I send my students to high school, I need to be confident that they are able to perform at a ninth grade level. In order for my students to graduate from high school with a regular diploma, they must each pass the Smarter Balanced assessment in the area of mathematics or complete the essential skills requirement. This is great impetus for a rigorous goal and the implementation of strategies that support reaching that goal.

My students who perform below grade-level on the pre-assessment need to show greater growth than do my students who are showing a higher level of proficiency at the start of the school year. My targets for growth reflect the need for students entering the school year at a lower level of proficiency to show greater strides toward grade-level content and skills knowledge. This will begin to narrow the achievement gap for many of my students, and will direct my focus toward helping these students succeed through intervention and scaffolded support. I believe that the goal is both rigorous and attainable.

Strategies	<p>In order to provide the instruction necessary for my students to access the high-level content and skills required of the standards, here are the techniques I will employ in my classroom:</p> <ul style="list-style-type: none">• Arrange physical space to allow for teacher movement around room and student interaction (grouping in fours, teacher desk in center of room)• White board and Plickers as quick, formative feedback• Formative and summative assessments that include heavy focus on skills (HOTS)• Frequent opportunity for student discourse in the classroom during each lesson• Model problem solving and think-alouds before students do task• Performance Tasks practiced and implemented 4 x year• High-engagement activities such as videos, card games and debates to increase understanding and thought processes• Use instructional technology, such as iPad apps, YouTube, Flocabulary, and Plickers
Aligned Professional Learning and Support	<p>I will participate in all district-offered professional development in the area of mathematics. I will attend a professional development offered by Eureka Math. I will collaborate with other 8th grade math teachers in the district to calibrate our practices and share out successes and hang-ups. I will use online teaching resources and technology to improve my practice. I will attend the BEC Winter/Spring Proficiency Conference.</p>