Elementary Math Student Learning Growth Goal

Content Standard(s) /Learning Target	Students will improve in the Critical Areas of the 5th Grade CCSS Math Standards in the following: #1- Develop fluency with addition and subtraction of fractions, and develop understanding of the multiplication and division of fractions in limited cases (unit fractions divided by whole numbers divided by unit fractions). #2- Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations. #3- Developing understanding of volume. Students will recognize volume as a three-dimensional space and that this space can be measured. Students will understand appropriate units of measurement, strategies, and tools for solving problems that involve estimating and measuring volume.
Context	Total number of students: 21 Number of students on an IEP: 4 Number of students identified 0 as ELL: 2 Number of students identified 0 as TAG: Number of students on a 504: 1
Assessment	Students will be measured by the Easy CBM CCSS District Benchmark Math Assessment for Fall 2014, Winter 2015, and Spring 2015. Scores will be logged into a spreadsheet and reviewed on a regular basis to ensure student growth. Areas of deficiencies will be noted and address through re-teach and small group format. Daily examination of student learning will be done through Exit Tickets which will be used to measure student's growth towards the CCSS learning target for that lesson. Mid-Unit and End of Unit Assessments will be conducted and reviewed to work students toward mastery.
Baseline Data	See attached spreadsheet, which shows each student's baseline score. The summary of the data is included in the SLGG Statement below.

Student Learning and Growth Goal Statement	Using data from the Fall EasyCBM assessment for 5th Grade Common Core State Standards in Mathematics, my 5th grade students performed as follows: (2) students scored in the High Risk Category (0-16 correct), (7) students fell in the At Risk Category (17-21 correct), (1) students fell in the Some Risk Category (22-25 correct), and (12) students fell in the Low Risk Category (26-45 correct). Using tiered benchmarks to differentiate growth for my students, all students will show growth on the Spring EasyCBM CCSS Mathematics assessment based on the following growth targets: High Risk: Students will grow by 5 points or more. At Risk: Students will grow by 4 points or more. Some Risk: Students will grow by 3 points or more. Low Risk: Students will grow by 2 points or more.
Rationale	I have a strong desire for my students to achieve in the Critical Areas of the CCSS for 5th grade Mathematics. If students are to be successful in middle school, they must master the key concepts in 5th grade. If they are coming to my classroom with deficiencies in particular areas, I need to work to close those gaps and send them on closer to those in advanced understanding areas than others. Upon examination of the data it was noted that there are opportunities for student growth at each of the tiers. 10% of my students are at "high-risk" of failure, 33% are "at risk," 2% are at "some risk," and 57% are at "low-risk." Through the district guidelines for student growth each of these groups has a learning target that will require thoughtful instruction and opportunities for re-teaching those that struggle with the material.
Strategies	Our school is provided 90 **minutes** of mathematics instruction per day for every student. Through the Engage NY curriculum there are numerous opportunities for **differentiation** through whole group instruction, independent work, small group, and pair and share. Students in the 5th grade are grouped heterogeneously which provides for numerous opportunities for students to work together allowing for a dissemination of knowledge and supports. Students are required to demonstrate their understanding through explanation as well as showing algorithms. Students will be given adequate time for classroom discourse that is thoughtful and structured. Engagement will be a top priority, using tools such as personal white boards as we work through the daily lesson. This

	provides me with insightful information around student learning as well as helps to build students awareness around their own learning. Last, students will be provided with manipulatives when appropriate and conducive to their learning process.
Aligned Professional Learning and Support	I will use the Engage NY videos available on You Tube to observe other teachers teaching Engage NY. I would also like to use the TVAC program to observe local Bethel teachers teaching 5th grade Engage to inform my own practice for validity and fidelity.