**Maples Elementary**

School Teacher Evaluation Student Growth Data Goals

All measures are aligned with the district evaluation weighting formula

The formula is listed at the end of this document.

Choose a building wide measure (10%) and a classroom measure (10%)

Bldg Growth measure example:

All students in the bottom 30% group will make:

* An equivalent\* to one year growth in reading as measured by DRA2
* 10% growth in the number of students achieving (proficient or advanced) category on Star Math
* 10% growth in the number of students achieving a level 3 or higher on each of (Ideas and Content and conventions) on the 6+1 Writing Traits District Assessment

\*(an equivalent of one year growth by April 15= 3 quarter growth)

Reading:

*Sample 1*

100 % of my students will improve their reading proficiency by the end of the school year as measured by:

District meeting MDE proficiency targets (5% based on overall district data )

Minimum of one year growth for every student in my class on the DRA2 (10% based on classroom data)

Minimum improvement of 15 % in the number of students at Maples in the (proficient and advanced) categories on SRI (10% based on building data)

*Sample 2*

By May 2014, 80% of students scoring below GE level on SRI in my class will reach GE level or higher (10% based on classroom data in alignment with the district evaluation weights).

70% of students scoring in the below and approaching levels on DRA will reach proficient or advanced level (10% based on building data in alignment with the district evaluation weights). My students’ performance will contribute to the District accountability proficiency targets (5% based on overall district data.)

*Sample 3*

For the 2013-2014 school year, 100% of students will make measurable progress in reading. Each student will demonstrate growth of at least one academic year on the DRA (10% based on building data in alignment with the district evaluation weights), one academic year on SRI (10% based on classroom data in alignment with the district evaluation weights) while my class will contribute to the overall achievement of the district based on MDE proficiency targets (5% based on overall district data).

Literacy:

*Grade Kdg*

100% of my students will increase their literacy skills as demonstrated by:

District meeting MDE proficiency targets (5% based on overall district data)

Minimum improvement of one year growth on DRA2 or building reading continuum (10% based on building data in alignment with the district evaluation weights )

Minimum improvement of one proficiency level on the 6+1 traits rubric (10% based on classroom data)

*By June 2013, 70% of all Kindergarten students will reach a DRA level of 2/3 or higher, while all students will make an equivalent to one year growth on the DRA2 or building reading assessment*

*Grade First*

100% of my students will increase their literacy skills as demonstrated by:

District meeting MDE proficiency targets (5% based on overall district data)

Minimum improvement of one year growth for each student on DRA2 (10% based on classroom data)

Minimum improvement of one proficiency level in the (content and ideas and conventions) traits of the 6+1 traits rubric (10% based on building data)

Math:

100 % of students will improve their math proficiency by the end of the school year as measured by district MDE Accountability proficiency targets (5%), a minimum improvement of one quartile on the Star math percentile rank distribution (10% classroom data), and a 5% increase in proficiency on the math computation assessment (10% building data).

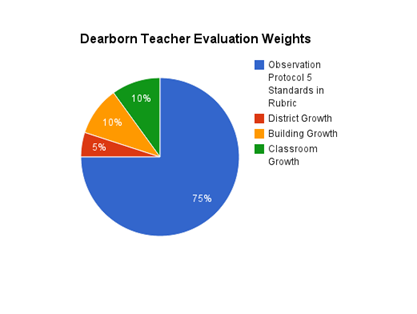
Professional Growth Goal:

Based on my self-assessment, i need to develop skills to help me engage students so that i can differentiate my instruction. I will work with my grade level team and the support staff to identify strengths and intervention strategies to accelerate the learning of my readers and implement lessons that target specific students’ needs. I will incorporate strategies learned at the daily five training and from the Instructional Coach to support differentiated instruction techniques and ensure that all students are receiving targeted instruction towards learning goals. This goal will be measured through displays of daily five anchor charts, café board strategies, ongoing assessments, administrative observations and feedback, and self-assessment.

Professional Growth Goal:

Based on my observations and the Self Assessment, I will improve skills in implementation of the writing framework independently. I will seek assistance from the writing coaches and the administration to ensure that I am in pace with the district and building framework. I will have at least one sample of each of the three text types for every student in my class by the end of each marking period.

This goal will be measured through displays of writing strategies anchor charts, graphic organizers, students writing samples, administrative observations and feedback, and self-assessment.



Student Growth Data (25%). The administrator and teacher will meet to determine growth measures that follow the weighted formula listed below.

A. 5% District growth based on state accountability measures

B. 10% Building Growth based on state or building or district common assessments (See Below)

**Elementary** -SRI, DRA & DRA task analysis, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments.

**Middle School -**SRI, DRA, Star Math, 6 plus 1 traits, Building/District Common Assessments, NWEA, MEAP, Art, Music and & PE common Assessments, and Explore.

**High School-** Explore, Plan, MME, MEAP, SRI, Star Math, Common Assessments, AP exams, and Departmental Assessments.

C. 10% Classroom Growth based on State Assessments, District Common Assessments or Classroom Assessments (ex. Performance or product measures or other formative assessments, pre and post tests are required).