**Administrator Growth Goal-Setting Form**

Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Criterion 3:** Planning with Data: Analysis of achievement of all or most of the students in the school.

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| Identified academic area | | *Math* |
| Who are the staff members you will be working with? | | *All teachers in grades 1-5* |
| **3.1 Student growth measure #1** (pre/post, formative/summative, benchmark assessments, etc., at two points in time) | | *MAP assessments from Fall to Spring* |
| What does success look like for this measure? (student growth goal)  Demonstrated and measureable improvements in student academic growth is readily apparent | | *70% of students in grades 1-5 will make their individual RIT growth target in math.* |
| **3.1 Student growth measure #2** (pre/post, formative/summative, benchmark assessments, etc., at two points in time) | | *Power Standard Common Assessments* |
| What does success look like for this measure? (student growth goal)  Demonstrated and measureable improvements in student academic growth is readily apparent | | *Common Assessments for grade level Power Standards will show 80% of all students demonstrate mastery of grade level skills at 80% accuracy.* |
| **3.2 Identify previous years’ data sources that helped inform improvement efforts.** | *MAP Math results for student growth historically (from 2011-2013 respectively) show:*  *1st grade: (didn’t take test ’11), 30%, 19%*  *2nd grade: (didn’t take test ‘11), 53%, 62%*  *3rd grade: 60%, 59%, 74%*  *4th grade: 81%, 72%, 61%*  *5th grade: 74%, 57%, 62%*  *MSP Math results for students from 2011-2013 show:*  *3rd grade: 78%, 83%, 80% meeting standard*  *4th grade: 85%, 78%, 89% meeting standard*  *5th grade: 78%, 77%, 57% meeting standard*  *We have not shown a consistent track of data to know if our efforts in instruction are effective. The data is inconsistent from year to year, and grade to grade, or it is below our standard set for our school improvement plan the past 3 years.* | |
| **3.3 What are the steps you will follow to lead your staff through the school improvement plan?** | *I will meet with staff on Wednesday early release planning time, and release time provided by me for team leaders and building professional days. In September, I will establish the school improvement plan goal around math, with the input from each grade levels team leader. In October, I will coordinate additional para-ed support and help with scheduling decisions with grade level teams to arrange differentiated support based on the MAP assessment needs from fall testing. From November to January, I will implement the additional personnel support and work with grade level teams to establish and track progress monitoring systems on math. In January, I will work with the grade levels and their team leaders to identify growth and progress for the first half of the school year and then adjust intervention curriculum and/or assessments for the second half of the school year. In March and April I will work with grade levels and their identified students to provide support for spring testing.* | |
| **3.4 How will you help staff reflect on the effectiveness of their instruction and make improvements when needed?** | *I will facilitate the changes in scheduling our math intervention time so all grades have access to additional staff support at the same amount of time each day. Training in the CCSS will result in changes in instruction and assessment. I will facilitate the revision of our scope and sequence for math incorporating the new math pacing guides and aide in development of new common assessments. I will facilitate the coordination of math intervention for our low performing students. I will facilitate the addition of new curriculum for our advanced math students in 5th grade. I will use the TPEP components that address differentiating instruction to help teachers improve the delivery of their instruction to meet the needs of our various levels of academic need.*  *Possible Evidence to consider in the Spring:*   * *Common Assessment scores* * *Record of trainings* * *Literal notes from TPEP observations* * *Team planning notes* * *Data on overall implementation of structural and system changes, individual teacher implementation changes.* | |
| **3.5 As a result of your efforts, what has improved in classroom teaching and learning? Provide evidence of student academic growth.** | *Spring 2014* | |