In the current school year, 100% of my students will show measurable growth in the subject area of math. At least 80% of my students will meet or exceed the benchmark for the End-of-the-Year Math Test. *(fourth grade)*

Using the President’s Challenge physical fitness program components, all students will increase their physical fitness, with 85% of students performing at or above the 50th percentile on all five components. *(high school physical education)*

In the current school year, 100% of my students will show measurable growth in English. At least 85% of my students will meet or exceed the PALS benchmark.

Eight out of ten students enrolled in Algebra II at the mid-term will demonstrate acquisition of appropriate levels of critical thinking and mathematical processes by earning a “C” or better in the class. *(high school)*

The students will increase their Woodcock Johnson GEs by an average of 1.5 years. The fluency goal is for all students to reach 125 wpm, which is the national standard. *(middle school self contained special education)*

This year, at least 75% of the students in Algebra will earn a final grade of C or better and at least 75% of our students will meet or exceed the proficiency standard on the State/Provincial Algebra Assessment.

The percentage of students meeting and exceeding standards on the district math assessments will increase from X% to X%

**SMART Goal = Math Problem-solving**
During the 2006-07 school year, all students will improve their math problem-solving skills as measured by a 1.0 year gain in national grade equivalent growth from the 2005-06 to the 2006-07 ITBS math problem solving sub test.

**SMART Goal = Math Concepts and Estimation**
During the 2006-07 school year, non-proficient students (as indicated by the ITBS math concepts and estimation subtest) at Sample School will improve their math concepts and estimation skills by 5% as measured by an increase in the percentage of students scoring in the “high” and “proficient” levels on the ITBS math concepts and estimation subtest.

**SMART Goal = Vocabulary**
During the 2006-07 school year, non-proficient students (as indicated by the ITBS vocabulary subtest) at Sample School will improve their vocabulary skills by
5% as measured by an increase in the percentage of students scoring in the “high” and “proficient” levels on the ITBS vocabulary assessment.

**Goal:** By Spring 2008, 85% or more of our students will perform at or above “meet standards” on the Kansas State Reading Assessment in the 3rd Grade.

Professional Growth Goals Examples:

**PROFESSIONAL GROWTH GOALS**

**Goal:** Increase skill in using writing workshop instructional model, with particular attention to modeling the writing process using my own work. By the end of the year, I will model three lessons for my grade-level team, and will develop a portfolio of my own writing that I have revised in front of students.

**Goal:** Increase collaborative learning in math by creating project-based lessons to allow students to work in groups. By the end of the year, I will develop, teach, and evaluate 6 lessons, and share them with our school’s math council for feedback.

**Goal:** Increase positive communication with parents of struggling students. By the end of the year, I will make at least 5 positive contacts with my 10 lowest-performing students’ families, and will update the student support team on their progress.
The following measurement tools are appropriate for addressing state and school division guidelines and standards:

- norm-referenced tests,
- criterion-referenced tests,
- pre- and post-tests of specific skills,
- end-of-unit tests, and
- authentic measures (e.g., writing samples or student portfolios).

Additionally, evaluators may conduct schoolwide reviews of test data to identify patterns. Reports of such efforts are useful for documenting student gains.

**Developing Goals**

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal’s feasibility and worth. SMART stands for:

- **S**pecific – the goal is focused; for example, by content area, by learners’ needs
- **M**easurable – an appropriate instrument/measure is selected to assess the goal
- **A**ttainable – the goal is within the teacher’s control to effect change
- **R**ealistic – the goal is appropriate for the teacher
- **T**ime limited – the goal is contained to a single school year
Plan II --- Teacher Evaluation Goal Outline Form
Maples Elementary School
(Completed by teachers who work on an individual plan or work collaboratively as part of a team.)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School</th>
<th>Grade/Dept./Team</th>
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</thead>
<tbody>
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</tbody>
</table>

Initial Meeting Date 10/5/2011  Evaluation Meeting Date

Standards for Effective Teaching addressed in this plan (Check all that apply)

- I. Classroom Environment
- II. Preparation and Planning
- III. Instruction
- IV. Assessment
- V. Communication and Professional Responsibilities

Achievement Goal(s): Examples

Goal: By June 2012, the percentage of students in my class who are proficient on the district writing assessment (4 or higher) will increase from 50% to 69% as measured by the 6+1 Traits rubric. (focus on one trait (weighted double on MEAP test-overall class improvement )

Goal: By June 2012, the percentage of students reading below grade level will decrease from 60% to 40% while all students will demonstrate an increase in their reading levels. (reduce achievement gap goal)

Goal: By June 2012, the gap between the percentage of ED students and Non-ED students reaching proficient score on the MEAP test will decrease by 6 percentage points (from the current 22%) while both groups will increase their overall performance. (reduce subgroup achievement gap goal)

Goal: By June 2012, the gap between the percentage of English Language Learners (ELL) and Non-ELL students reaching proficient in reading on DRA will decrease by seven percentage points (from the current 19% difference), while both groups will increase their overall performance (reduce subgroup achievement gap goal)
Best Practice Professional Growth Goal(s): 4 examples

**Goal:** I will improve my skills in teaching the writing process, with particular attention to modeling lessons and conferencing with students. By the end of the year, I will model three writing genres with my grade level team and coach, and will develop writing binders for my students which include revised samples of all three genres and writers’ tools. I will also develop a teacher resource binder.

**Goal:** I will increase differentiation in Reading through the use of Maples School Literacy Intervention Plan, MSLIP by conducting literacy groups daily. I will develop lessons, share them with my grade level team and participate in The MSLIP meetings.

**Goal:** I will increase implementation of Daily Five by launching all five components using the Daily Five structure and the CAFÉ assessment system using the Dearborn Literacy Framework. I will share CAFÉ strategies with my grade level team. By the end of the year, I will develop a conferring notebook that I have compiled for and with my students.

**Goal:** I will increase my skills in using Curriculum Crafters tool to understand and use the social studies curriculum alignment and pacing guide. I will participate in professional development to share curriculum crafters skills with Maples staff.

Plan II --- Teacher Evaluation Goal Outline Form (continued)

<table>
<thead>
<tr>
<th>Indicators of progress to be collected: (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>maintain a binder with lesson plans for all my literacy groups</td>
</tr>
<tr>
<td>maintain MSLIP meeting handouts and notes</td>
</tr>
<tr>
<td>File running records in the progress monitoring bin/notebook</td>
</tr>
<tr>
<td>Volunteer to be videotaped teaching a lesson for instructional dialogue</td>
</tr>
<tr>
<td>Visit my team members to observe lessons</td>
</tr>
<tr>
<td>Parent responses/samples</td>
</tr>
<tr>
<td>Update and maintain a conferring notebook</td>
</tr>
<tr>
<td>Pre and post assessment data</td>
</tr>
<tr>
<td>Student responses</td>
</tr>
<tr>
<td>Conference notes</td>
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<tr>
<td>Etc.</td>
</tr>
</tbody>
</table>
Resources needed for plan activities:
- Binders
- PD time
- Tabs
- Daily Five resources
- Lesson plan templates
- Writers tools templates
- Leveled books
- Student materials
- Collegial time
- Steering committee support
- Administrative support
- Release time
- Supplementary materials
- Steering committee modeled lessons

☐ See attachments:

Teacher(s) Signature and Date:

Administrator Signature and Date:
Plan II --- Teacher Evaluation Goal Outline Form
(Completed by teachers who work on an individual plan or work collaboratively as part of a team.)

<table>
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<tr>
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<tbody>
<tr>
<td></td>
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<td>3rd</td>
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</tbody>
</table>

Initial Meeting Date 11-15-10

Evaluation Meeting Date

Standards for Effective Teaching addressed in this plan (Check all that apply)

- [x] I. Classroom Environment
- [ ] II. Preparation and Planning
- [x] III. Instruction
- [x] IV. Assessment
- [x] V. Communication and Professional Responsibilities

Achievement Goal(s):
All students will improve topic development by increasing 3 points on the district 6 + 1 assessment to Experienced Level.
- Students will participate in mini lessons to improve clarity of topic
- Students will participate in conferences during Writer’s Workshop to establish progress.
- Students will use a Writer’s Checklist to improve writing proficiency.

Best Practice Professional Growth Goal(s):
I will increase my abilities in using and assessing with 6 + 1 through dialogue with fellow colleagues in order to accelerate student learning. This dialogue will include discussions that increase internal reliability, when scoring 6 + 1, which will lead to increased student achievement.
Plan II --- Teacher Evaluation Goal Outline Form (continued)

<table>
<thead>
<tr>
<th>Indicators of progress to be collected: ______</th>
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</thead>
<tbody>
<tr>
<td>• Individual student conferring checklist to assess development of 6 + 1 components.</td>
</tr>
<tr>
<td>• Writer's Checklists to assess accumulated writing strategies.</td>
</tr>
<tr>
<td>• Student writing samples to assess growth and development</td>
</tr>
<tr>
<td>• 6 + 1 assessments taken at beginning and end of year to indicate progress</td>
</tr>
<tr>
<td>• use of building/classroom data from Class A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources needed for plan activities: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Team meetings to discuss strategies and provide support</td>
</tr>
<tr>
<td>• writer's checklists</td>
</tr>
<tr>
<td>• conferring notebook</td>
</tr>
<tr>
<td>• building level data</td>
</tr>
</tbody>
</table>
Teacher Evaluation Goal Outline Form
(Checked by teachers who work on an individual plan or work collaboratively as part of a team.)

Teachers

School

Grade/Dept./Team

dkg

Initial Meeting Date 12-5-10
Evaluation Meeting Date

Standards for Effective Teaching addressed in this plan (Check all that apply)

☑ I. Classroom Environment
☑ II. Preparation and Planning
☑ III. Instruction
☑ IV. Assessment
☑ V. Communication and Professional Responsibilities

Achievement Goal(s): 100% of the students in class will improve their overall comprehension score on a teacher created comprehension test. They will improve their reading ability through the strategies implemented during the Daily 5 and CAFE. Students that are below grade level will receive additional support through conferences or strategies groups during the literacy block.

Best Practice Professional Growth Goal(s): I am working collaboratively with peers and the literacy coach to learn and implement the Daily 5/Café curriculum in order to support the student’s achievement goals in reading comprehension. In addition, I will lead and facilitate the implementation of Daily 5 and CAFE in my building through PLC discussion during late start, assembly release, and other team meeting times. I will meet monthly with the building literacy leadership team to plan for Professional Development.
Indicators of progress to be collected: Pre-assessment using the comprehension test. Then comparing data to the post assessment. The test will be used to indicate growth and guide instruction. It will be used when conferencing with students to establish goals and strategies during individual reading conferences.

Resources needed for plan activities: collaboration, peer coaching, Café and Daily 5 books.
Plan II --- Teacher Evaluation Goal Outline Form

(Completed by teachers who work on an individual plan or work collaboratively as part of a team)

Teachers

School

Grade/Dept./Team

2nd Grade

Initial Meeting Date 11-29-0

Evaluation Meeting Date

Standards for Effective Teaching addressed in this plan (Check all that apply)

☐ I. Classroom Environment

☑ II. Preparation and Planning

☐ III. Instruction

☐ IV. Assessment

☐ V. Communication and Professional Responsibilities

Achievement Goal(s): 1

All students will show improvement of 10 points on the developed 2nd Grade Writing Rubric from fall to spring.

Best Practice Professional Growth Goal(s):

Technology will be utilized to develop both the rubric and the data charts. In addition various forms of technology will be used to enhance writing; these include but are not limited to Computers, Promethean board, ELMO, and Study Island.
Plan II --- Teacher Evaluation Goal Outline Form (continued)

Indicators of progress to be collected: 
Student’s fall writing assessment will be scored using the 2nd Grade Rubric that was designed by combining the 6+1 Traits, PCL, and best practices and connected to the GLCE’s. Then in mid-year the students will be given a similar prompt that will be scored using the 2nd Grade Rubric. The increase of points achieved will be indicators of progress.
The 2nd Grade Rubric in part or whole will be utilized throughout the year to assess student learning of strategies. The rubric provides individual student information to help establishing target goals. The class scores evaluation will provide essential information to the teacher as to areas that need clarification, reinforcement or re-teaching.

Resources needed for plan activities: 
6+1 Traits of Writing by Ruth Culham * The CAFÉ Book by Gail Boushey & Joan Moser
Various on-line resources
6+1 District Writing Assessment & PCL Writing Assessment
Time to collaborate with colleagues and share best practices.