

SMART Goal Worksheet: Eighth-Grade Math

School: Thomas Jefferson Middle School **Team Name:** Eighth-Grade Math **Team Leader:** Chris Rauch

Team Members: Chris Carter, Dolores Layco, Mary Fischer

District Goal:

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

School Goal(s): We will:

1. Reduce the failure rate in our school.
2. Increase the percentage of students scoring at or above the established proficiency standard on the state assessment in all areas.

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p>Our Current Reality: Last year, 24 percent of our students failed one or more semesters of math, and 31 percent of our students were unable to meet the state proficiency standard in math.</p> <p>Our SMART Goal: This year, we will reduce the percentage of failing grades to 10 percent or less and the percentage of students unable to meet state standards to no more than 15 percent.</p>	<p>We will align each unit of our math program with state standards, study the results of the last state assessment, identify problem areas, and develop specific strategies to address those areas in our course.</p> <p>We will develop common formative assessments and administer them every three weeks. These assessments will provide repeated opportunities for students to become familiar with the format used on the state assessment.</p>	<p>Entire team</p> <p>Entire team</p>	<p>We will complete the analysis on the teacher workday prior to the start of the year. We will review our findings prior to the start of each new unit.</p> <p>Formative assessments will be created prior to the start of each unit of instruction throughout the year. They will be administered on a day designated by the team.</p>	<p>Written analysis of state assessment and strategies to address weaknesses</p> <p>Student performance on team-endorsed common assessments</p>

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
	<p>After each common assessment, we will identify any student who does not meet the established proficiency standard and will work with the counselor to have those students reassigned from study hall to the math tutoring center.</p> <p>We will replace failing grades from our common assessments with the higher grade earned by students who are able to demonstrate proficiency in key skills on subsequent forms of the assessment after completing tutoring.</p> <p>We will examine the results of each common assessment to determine which member of the team is getting the best results on each skill, and then share ideas, methods, and materials for teaching those skills more effectively.</p>	<p>Members of entire team will request tutoring as their supervisory responsibility; team leader will work with the counselor after each assessment.</p> <p>Entire team will create multiple forms of each assessment. Tutors will administer the assessment after a student has completed the required tutoring.</p> <p>Each member of the team</p>	<p>Assessments will be administered every three weeks. Students will be assigned to the tutoring center within one week of assessment.</p> <p>Multiple forms of an assessment will be created prior to the start of each unit of instruction. Tutors will administer the second assessment within two weeks of a student's assignment to the tutoring center.</p> <p>Ongoing throughout the year each time a common assessment is administered</p>	<p>Daily list of students receiving tutoring in math</p> <p>Compilation of results from subsequent assessments</p> <p>Analysis of findings after each common assessment is administered Decrease in the failure rate Increase in percentage of students proficient on state assessment</p>