**Student Learning and Growth Goal Statement\*\*:**

**Your Goal Statement Must:**

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Include ALL students

Note the number OR percentage of students in each tier Set ATTAINABLE yet RIGOROUS growth goals

**Proficiency-­‐based Growth Goal Statement**

In September, 2014, I assessed my students in the area of (content area or standards). The baseline data collected from the assessment was as follows: ( ) of my students obtained a score of Not Yet Met, ( ) obtained a score in the Progressing category, ( ) fell into Approaching Proficient, ( ) were Proficient, and ( ) scored at a Mastery level. Based on the level of my students’ proficiency at the beginning of (course), 100% of my students will make growth in this area on a similar assessment given in Spring 2015 based on the following tiers:

Tier 1 (Not Yet Met/Progressing): Increase two proficiency levels Tier 2 (Approaching Proficiency): Increase one proficiency level

Tier 3 (Proficient/Master): Accomplish or maintain Mastery (increased level of complexity)\*

*\*These students will be given opportunities to extend and expand their learning*

**Growth Goal Based on One Particular Standard**

In September, 2014, I assessed my students in the area of (content area or standards). **There was a clear need in (area/actual standard). In that particular strand,** ( #) of my students obtained a score of Not Yet Met, ( #) obtained a score in the Progressing category, ( #) fell into Approaching Proficient, ( #) were Proficient, and

( #) scored at a Mastery level. Based on the level of my students’ proficiency at the beginning of (course), 100% of my students will make growth in this area on a similar assessment given in Spring 2015 based on the following tiers:

Tier 1 (Not Yet Met/Progressing): Increase two proficiency levels Tier 2 (Approaching Proficiency): Increase one proficiency level

Tier 3 (Proficient/Mastery): Accomplish or maintain Mastery (increased level of complexity)\*

*\*These students will be given opportunities to extend and expand their learning*

\*\*Examples are intended to support, not direct, the staff member.