

STUDENT PERFORMANCE GOALS PLAN FORM (EXAMPLE)

TYPES OF GOALS:

- **Growth Goals** focus on academic growth over the course of the school year.
- **Mastery Goals** focus on demonstrated proficiency in content standards.
- **Social-emotional Goals** focus on the demonstration of positive and pro-social behaviors.

The three action steps below provide the principal/administrator and the licensed faculty member with a process for establishing one or more student goals for the school year. An example is offered for reference, with the standard font illustrating process and the italicized portion representing actual entries on the form. A blank form is provided on the following page.

<p>1) Identify the student outcomes, aligned to curriculum and/or standards, that are most important for your grade level and/or course.</p> <p>After reviewing the 6th grade Reading/English/Language Arts standards and District-approved curriculum, the licensed faculty member recognizes that several of the priority standards target learners' comprehension and analysis of various types of text.</p> <p style="margin-top: 20px;"><i>Students need to increase their ability to read, comprehend, and analyze multiple types of non-fiction reading material—including text, maps, tables, and graphs—across the content areas.</i></p>	<p>2) Use historical and current student data to set a measurable goal or goals that represent high yet achievable standards for the students.</p> <p>The licensed faculty member administers a diagnostic reading assessment or a reading comprehension assessment as a pre-test to diagnose learners' reading levels.</p> <p>The licensed faculty member finds that, on average, the students are reading at a 4th grade level.</p> <p>Evaluating the needs of the class relative to the priority standards, the licensed faculty member and the principal/administrator consider, discuss and agree upon the following goal:</p> <p style="margin-top: 20px;"><i>Each student will gain at least 1.5 grade levels in reading comprehension, as measured by a comparison on end-of-year to end-of-year results on the District-mandated reading assessment.</i></p>	<p>3) Describe how you will ensure that all students understand the goal and the assessment tool or other means you will use to track their progress toward the goal.</p> <p>The licensed faculty member presents the classroom goal by facilitating a discussion about the importance of being a stronger reader.</p> <p>Throughout the year, the licensed faculty member continually reinforces the importance of the goal by linking it to the daily lessons and by discussing the actions students must take to reach their individual goals.</p> <p>The licensed faculty member meets regularly with individual students to discuss progress toward the goals.</p> <p style="margin-top: 20px;"><i>Throughout the year, I will discuss and reinforce with students, as a class and individually, the relationship of reading skills to future success. I will use teacher-developed formative assessments to measure their ability to understand various types of reading material.</i></p>
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