



## Mathematics Department SAMPLE SMART GOALS 2013-2014

STUDENT LEARNING	PROFESSIONAL PRACTICE
I will assess middle school grade-level student learning using the Star Math Assessment 4 times during the 2013-14 school year and monitor student progress, so 80% of my students will be on or above grade level by the end of the 2013-2104 school year.	I will use data gathered from the Star Math Assessment as well as pre- and post- assessments to inform math instruction and curriculum decisions to differentiate instruction during the 2013-14 school year.
I will incorporate new common core standards as articulated by the 2011 Massachusetts Curriculum Framework in Mathematics in my grade level curriculum document into my instruction. By the end of the 2013-2014 school year, students will demonstrate 75% mastery of each of these new standards as assessed by unit pre-assessments and post-assessments on the same content for each standard.	I will share evidence from the instructional strategies I incorporate on implementing new common core standards with other grade level teachers during department meetings or building meetings scheduled for the 2013-14 school year.
I will incorporate problem solving in my instruction by having students solve one word problem on the each of the monthly early release days using the 4-Step Plan, as well as including at least one word problem on each unit assessment. By the end of the 2013-12014 school year, 80% of my student grades in problem solving will improve by 20%.	In order to build mathematics literacy, I will work to identify and teach mathematical vocabulary, symbols, and key terms using specific pedagogical techniques and additional resources to ensure comprehension, and I will encourage students to correctly use these in written and oral explanations.
I will administer the Everyday Math Online Assessments three times a year, and analyze the item analysis report for each of my students to differentiate instruction and plan my instructional practices. By the end of the year, 80% of my students will improve their scores by at least 10% during the 2013-2014 school year.	I will work with grade-level teachers to create at least four common unit assessments for the 2013-2014 school year (one per term), and in collaboration we will use the data to inform instruction and differentiation.
I will improve 80% of my students' scores on Open Response MCAS type questions by 25% by assigning one per month for homework and include one Open Response MCAS type question on one unit assessment per term. I will measure growth by keeping data on student achievement from September to June of 2013-2014.	In order to complete my lesson agenda each day and increase learning time, I will identify at least two new classroom management strategies. I will use these strategies to improve the beginning of my classes, so I have the time to achieve the lesson objective and implement a more rigorous CCSS mathematics curriculum.
At least 90% of my third grade math students will be proficient in their basic multiplication facts as measured by a pre-test given in September and a post-test given in May.	I will establish a pilot system for collecting student growth data in my Algebra 2 class by developing a pre-assessment and post-assessment for two units, collecting data, and sharing these assessments and my findings with colleagues in the Mathematics Department.