

**DAVIS SCHOOL DISTRICT****ACADEMIC GOAL****I. Curriculum Area**

Elementary Math

**II. Courses**

First Grade

**III. Goal Summary Statement**

Students will demonstrate proficiency in mathematical thinking and problem solving in a chosen domain through effective implementation of formative assessments to identify and meet individual learning needs as measured on a unit assessment created by site based DCT.

**IV. Full Goal Description**

The teacher will use student data to identify an area of focus within a domain for the Student Performance Target and Action Steps. Instruction in the area of focus must be based on one or more of the 8 Mathematical Practice Standards in the district provided curriculum (see attached Mathematical Practice Standards document.)

Action Steps should focus on using data from formative assessments to provide effective instruction, intervention, and enrichment to meet individual learning needs.

Student growth will be measured using a rigorous assessment created by site-based teams.

**V. Connection to DESK Standards**

Student Performance Targets and Action Steps will focus on student proficiency on the DESK. Teachers will build student mathematical thinking and problem solving aptitudes by developing an understanding of one of the following:

- Operations and Algebraic Thinking: Use and understand properties of operations to solve equations to solve addition and subtraction equations
- Number and Operations in Base Ten: Understand and use place value
- Measurement and Data: Measure lengths, represent and interpret data, tell and write time
- Geometry: Understand shapes and their attributes

**VI. Assessment Tool/Rubric/Evidence**

Students will demonstrate proficiency in a chosen domain on a unit assessment created by DCT on site. Teachers will use unit assessment data to show individual student achievement. Questions in the assessments should isolate and focus on each fundamental mathematical skill listed in the action plan and demonstrate use of a Mathematical Practice Standard.

\*As with any standards-based assessment, students with IEP's or 504 plans should be accommodated accordingly.

**Associated Resources:**

*Teaching Student Centered Mathematics Developmentally Appropriate Instruction for Grades Pre K-2* by John Van de Walle

*Putting the Practices into Action* by Susan O'Connell

*Number Talks* by Sherry Parrish