

DAVIS SCHOOL DISTRICT

ACADEMIC GOAL

I. Curriculum Area

Elementary Math

II. Courses

Sixth Grade

III. Goal Summary Statement

Students will demonstrate proficiency in mathematical thinking and problem solving in a chosen strand 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 strand 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 choose a specific strand from DESK Standards

- The Number System
- Expressions and Equations
- Ratios and Proportions
- Geometry
- Statistics and Probability

In the action plan, teachers will indicate how the Mathematical Practice Standards will be used to facilitate the goal.

Step 1	Step 2
Choose a Strand	Choose one or more Mathematical Practice Standard

Examples:

Strand Example	Mathematical Practice Standard
The Number System	Reason abstractly and quantitatively.
Expressions and Equations	Model with mathematics.
Ratios and Proportions	Make sense of problems and persevere in solving them.
Geometry	Look for and express regularity in repeated reasoning.
Statistics and Probability	Use appropriate tools strategically.

VI. Assessment Tool/Rubric/Evidence

Students will demonstrate proficiency in a chosen strand 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.