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## Professional Practice Goals

During the 2012-2013 school year, I will collaborate with my colleagues in the music department to research, develop, administer, analyze, revise and share 2 performance-based assessments for every grade level K-12 during the district's five PDRT meetings.

During the 2012-2013 school year in my grade 7 language based resource room class, I will learn and appropriately use an increasing number of effective rituals, routines, and responses that prevent most behaviors that interfere with student learning.

During the 2012-2013 academic year, I will meet weekly with my grade 5 team to develop well-structured mathematics lessons with challenging, measurable objectives and appropriate student engagement strategies such as think-pair-share, cooperative learning activities and summarizers using our district's new resource Math in Focus.

As part of my involvement in Laying the Foundations summer training, I will incorporate 12 pre-AP activities, administer 3 LTF assessments and attend 4 vertical team meetings during the 2012-2013 academic year.

I will have students do low-stakes writing in my grade 6 English class using in-class single-subject notebooks as a lead-in to discussion at least three times per week during the 2012-2013 academic year.

During the 2012-2013 school year, I will use "exit tickets" to assess student learning of daily lesson targets for each unit, provide immediate intervention for students who don't achieve learning targets and reassess student learning.

## Student Learning Goals

My students will be able to identify and apply music terms, symbols and definitions in the curriculum guide for 6th, 7th, and 8th grade. Using a department-developed preand post-performance assessment, $100 \%$ of my students will demonstrate progress, and $85 \%$ will demonstrate proficiency on the third quarter assessment during the 2012-2013 school year.

I will improve my aggregate student performance as measured by district-created benchmarks from $47.5 \%$ proficient (baseline) to $80 \%$ proficient in Grade 4 mathematics during the 2012-2013 school year.

During the 2012-2013 school year, at least $80 \%$ of our beginner ELL students will improve English Language proficiency in all language domains as measured by a second administration of the district language proficiency assessments used to determine student placement at the beginning of the year.

Create a grade 3 RTI program to provide additional reading instruction so that $85 \%$ of the students (or 13 of the 15 ) currently falling below benchmark as measured on the June 2012 DRA assessment will perform at or above the March 2013 DRA benchmark of 30.

During the 2012-2013 school year, data from "exit tickets" will be used to target specific students for immediate intervention to ensure that $80 \%$ of students will score $85 \%$ or better on the end of unit science tests.

During the 2012-2013 school year, I will increase by $10 \%$ my students' average score on our district's two English Language Arts open-response formative assessments from 2.5 out of 4 on the November assessment to 2.75 out of 4 on the April assessment.

During his year, I will increase by $10 \%$ the number of students on education plans who can attain proficient as measured by our district's writing rubric on the April open response assessment.

