Normandy Park
Building Goals
2017-2018

Goal #1

By June 2018, students in grades 3-5 will demonstrate growth in the area of written math expression. Students will include a minimum of two transitional words as well as two math terms to explain their math thinking. Seventy percent of the 3-5 grade students will earn a benchmark score of a 3 on their end of year open-ended math assessment.

Rationale

After analyzing data from multiple sources such as 2017 PARCC and open-ended math benchmark assessments, it was determined that additional attention is needed in the area of written expression of math thinking. Teachers will work in their TLC's to drill down into the NJSLS to identify strategies and activities that will assist students with gaining a better understanding of their grade level expectations.

Baseline Data

Data from the following measures will be utilized to support the building goal:
· Beginning of year math benchmark data
· 2017 Math PARCC data
· Classwork
· Teacher observations and conferring notes

New Jersey Student Learning Standards

4.C.2 Base explanations/reasoning on the relationship between multiplication and division.

4C.5-5 Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.)

5.C.4-1 Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method.

5.C.8-2Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.

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Goal #2

By June 2018, 70% of students in grades 1-5 will earn a score of a 3 on their end of year writing benchmark assessment.

Rationale

Writing is a critical skill, as it acts as the catalyst for students to express their understanding of content in all academic areas. Direct instructional strategies, as well as effective conferring, will be employed to deliver content and address next steps in instruction.

Baseline

Data from the following measures will be utilized to support the building goal:

· 2017 ELA PARCC
· Beginning of Year benchmark data
· Daily writing assignments
· Conferring notes

New Jersey Student Learning Standards

W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

W3.7 Conduct short research projects that build knowledge about a topic.

W4.4 Produce clear and coherent writing in which the development and organization area appropriate to task, purpose, and audience.

W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W4.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.