**BOY Goal-Setting Sheet**

Department-Wide Goal(s)

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| **Important Data/Trends** | **Student Needs/Skills** |
| * Passing rate 50 – 60 * Lower scores among African American students on EOC * Independent and dependent variable switching * Lower scores for LEP on EOC * Applying concepts incorrectly * Lack of content knowledge * Calculator skill problems students scored well * Basic comprehension * Multi-step problems are problematic * Text intensive problems are difficult | * Practice on fundamentals * Repetition on vocabulary * Word problems * Break down problems in a logical order/ Close reading/Break down problem based on information given * A systematic way of breaking down a problem like using CUBS   C – Cross-out unimportant information  U – Underline important information  B- Box the verbs  S- Simplify the question   * Patience/endurance * Ask questions * Looking for patterns * Comfortable with non-integers * Making knowledge relatable/tricks/mnemonic devices |
| Looking at the chart above, identify THREE student needs/skills that you can commit to focusing on as a content.   * A systematic way of breaking down a problem   C – Cross-out unimportant information  U – Underline important information  B- Box the verbs  S- Simplify the question   * Fundamentals/vocabulary based on content and unit * Making knowledge relatable/tricks/mnemonic devices | |
| By October 2, 2014 (end of six weeks), at least 70% of students will achieve at least 70% mastery on the appropriate use of academic vocabulary from Unit 1 as measured by exit tickets, quizzes and writing assignments.  Goal(s): Our goal is to improve student’s use and application of mathematics academic vocabulary through the use of Common Instruction Framework Protocols and Everyday Excellence Routines. | |