**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 informationU – Underline important informationB- Box the verbsS- Simplify the question* Patience/endurance
* Ask questions
* Looking for patterns
* Comfortable with non-integers
* Making knowledge relatable/tricks/mnemonic devices
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| 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 informationU – Underline important informationB- Box the verbsS- Simplify the question* Fundamentals/vocabulary based on content and unit
* Making knowledge relatable/tricks/mnemonic devices

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| 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. |