

Wisconsin Student Learning Objective

After reviewing available data and identifying the student population for whom the SLO will apply based on the needs identified by trends and patterns in the data, create a Student/School Learning Objective. Submit the **SLO Plan** to your evaluator prior to the Planning Session.

Subject Area/Grade Level
Reading/Grade 6

Baseline Data and Rationale: (What sources of data did you examine in selecting your SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)

A review of STAR™ data over the past 3 years indicates there is a concern for reading understanding in our 6th grade students as a significant number of students are not meeting expected growth. Further, last year my students completed the STAR reading assessment in the fall and only 60% of my students met the school's minimum growth target of 40 Student Growth Percentile (SGP). The SGP recommended growth ranges from 35-65 SGP.

Categories/Levels	Benchmark		Students	
	Scaled Score	Percentage Rank	Number	Percent
At/Above Benchmark				
 At/Above Benchmark	At/Above 575 SS	At/Above 40 PR	8	29%
Category Total			8	29%
Below Benchmark				
 On Watch	Below 575 SS	Below 40 PR	9	32%
 Intervention	Below 493 SS	Below 25 PR	9	32%
 Urgent Intervention	Below 392 SS	Below 10 PR	2	7%
Category Total			20	71%
Students Tested			28	

Classroom data included: Observations during literature circle discussions indicated my English Language learners are still learning the language, so understanding the use of words within context is particularly challenging to them. Additionally, student work samples show most of my students struggle with crafting a summary statement that communicates the meaning of what was read. Finally, a recent unit test showed 60% of the students were able to summarize what it is they've read in the passage.

This fall, 71% of my students started the year below benchmark. Nine students are "on watch" (between 26-39 percentile), 9 students are in the "intervention" category (below the 25th percentile), and 2 students are in the "urgent intervention" category (below 10th percentile). *Eight students are at/above "benchmark".*

	Fall screening scaled score	Date	Fall screening percentile rank	Category	Growth Percentage (SGP) target	Score target for 5/30/14
1	318	9/4/2013	3	Urgent Intervention	50	410
2	339	9/4/2013	5	Urgent Intervention	50	431
3	399	9/4/2013	11	Intervention	45	472
4	409	9/11/2013	12	Intervention	45	476
5	437	9/4/2013	15	Intervention	45	506
6	454	9/12/2013	18	Intervention	45	517
7	456	9/4/2013	18	Intervention	45	521
8	464	9/6/2013	20	Intervention	45	529
9	472	9/4/2013	21	Intervention	45	537
10	479	9/4/2013	23	Intervention	45	544
11	491	9/11/2013	24	Intervention	45	555
12	495	9/11/2013	25	On Watch	40	545
13	510	9/4/2013	28	On Watch	40	560
14	511	9/5/2013	28	On Watch	40	561
15	511	9/6/2013	28	On Watch	40	561
16	528	9/4/2013	31	On Watch	40	578
17	545	9/6/2013	34	On Watch	40	598
18	549	9/5/2013	35	On Watch	40	603
19	556	9/5/2013	36	On Watch	40	640
20	569	9/4/2013	39	On Watch	40	623
21	604	9/4/2013	45	Benchmark	40	669
22	605	9/6/2013	45	Benchmark	40	670
23	790	9/12/2013	64	Benchmark	40	805
24	734	9/4/2013	64	Benchmark	40	811

25	753	9/4/2013	65	Benchmark	40	826
26	821	9/4/2013	72	Benchmark	40	886
27	863	9/4/2013	76	Benchmark	40	928
28	903	9/6/2013	79	Benchmark	40	964

Learning Content and Grade Level: *(Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

Common Core-Literature

Key Ideas and Details:

CCSS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure:

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas: Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core-Informational Text

Key Ideas and Details:

CCSS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure:

CCSS.ELA-Literacy.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCSS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Test Complexity:

CCSS.ELA-Literacy.RI.6.10

By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

All 28 of my 6th grade reading students

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

The goal is for **100% of my 6th grade students** to meet the school's minimum growth target of 40 Student Growth Percentile. At the same time, I will set a higher growth target than 40 SGP for some of my students who grow faster than 40 SGP to reach grade level expectations (i.e. benchmark).

I will tier my goal accordingly to support growth based on where the students begin the year.

Benchmark Categories

Urgent Intervention Student Growth Percentile Target – 50 SGP

Intervention and On Watch Student Growth Percentile Target – 45 SGP

Benchmark Student Growth Percentile Target – 40 SGP

Interval: *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?)*

The interval is the 2013-2014 School Year. I will do a mid-year analysis after winter screening to check progress. At that time, we will get fall-to-winter Student Growth Percentile scores. I will use the winter SGPs to do a mid-year analysis and monitor each student's growth.

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

- Utilizing STAR testing 3 times a year
- Literature circles log
- Student work samples
- Homework
- Unit tests
- Running Records

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

During the 2013-2014 school year, 100% of my 6th grade students will make minimum targeted growth of 40 SGP in the area of Reading Literature and Reading informational Text as measured by Student Growth Percentile (SGP) on the STAR Reading Assessment.

Instructional/Leadership Strategies and Support: *(What professional development opportunities support this goal? What instructional/leadership methods will you employ so that students progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?)*

- Based on all the 6th grade baseline data, our 6th grade team will provide an additional 25 minutes of reading instruction, intervention, or challenge to all students.
- Use guided reading groups and weekly conferencing to ensure students are reading instructional level texts.
- Students not meeting growth targets will receive small group or individual conferencing at minimum of two times weekly.
- Flex grouping with other team members to focus on specific skills.
- Common planning time to share progress-monitoring data and discuss skill areas that need further attention. Along with the appropriate instructional strategies.
- Read and implement strategies from various experts in the field of adolescent balanced literacy instruction at the middle level.