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 2

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?*)

The goal of my school this year is to increase student achievement in reading, specifically increasing the percentage of students who are proficient or advanced in Reading .According to the PALS data from this September, a little under half of my students are reading at a 1st grade or below reading level. Reading is an incredibly important skill and needs to be well developed before students enter 3rd grade where the expectations and curriculum become much more rigorous. My goal is to help the students who are 1st grade or below to have more than a year's growth in reading in order to help my school achieve the goal to have more students proficient or advanced in Reading.

PALS Fall Benchmark Assessment Data Instructional Oral Reading Level: Fall Baseline (# of students)
R/PP: 1
PP: 1
P: 0
 Between P/1st: 1 1st: 5 Between 1st/2nd: 0 2nd: 3
Between 2nd/3rd: 2 3rd: 2
Between 3rd/4th: 1 4th: 1
Between 4th/5th: 0 5th: 2

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?*)

This goal addresses the Instructional Oral Reading Level for 2nd grade and the Common Core State Standards for 2nd Grade English Language Arts: CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-LITERACY.RL.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-LITERACY.RI.2.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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

Students who are at 1st grade or below for their Instructional Oral Reading Level (8 of my 19 students.) Our school goal was to increase the number of students who are proficient or advanced in reading and focusing on my students who are below grade level to make more than a year's growth can help to increase that number.

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

63% of the students who are 1st grade or below will increase their Instructional Oral Reading Level by 1.5 years. This would mean that 5 of my 8 students would increase their IORL by 1.5 years.

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

2014-2015 School Year, Fall 2014-Spring 2015

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?*)

The benchmark data I used was the PALS Fall Assessment Data. I will use the PALS Winter Assessment Data to track student progress along with Oral Reading Fluency Quick Checks from our Basal that goes along with the leveled readers. The PALS Spring Assessment Data will be used to determine the overall growth of each student at the end of the year.

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

By the end of the 2014-2015 school year, 63% of the students at 1st grade or below Instructional Oral Reading Level on the Fall PALS benchmark assessment will increase by 1.5 years on the Spring PALS benchmark assessment.

Instructional 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?*)

Students will participate in small reading groups during ICE time according to their reading needs. Certain students will participate in the Title I Leveled Literacy Intervention or Soar to Success during this time. I will have small guided reading groups that utilize books that are at students' levels. I will collaborate with the Title I staff and other second grade teachers. I will also receive information about how to use PALS data to drive instruction. I am taking courses to achieve my Reading License through a University and will employ strategies and knowledge that I gain in these courses.