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 Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

Vertical Elementary School

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?*)

F&P Reading
Increase the percent of students reading on grade level from 78.29% to 81%
Grade 3
Reading WKCE—Increase %proficient /advanced from 45.6% to 48.3%
Math WKCE—Increase % proficient/advanced from 57.3% to 60.3%
Grade 5
Reading WKCE—Increase proficient/advanced from 45.0% to 47.7%
Math WKCE—Increase proficient/advanced from 63.7 to 66.7%

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?*)

Reading & Writing Workshops are the primary instructional contents. Opportunities to practice reading and writing will also occur in all other subject areas (math, MAPEL, Science and Social Studies).

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

Each teacher may choose to monitor the class or a subgroup of the class. All students will participate in the reading with written response prompts whether part of a subgroup or not.

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

Increase the number of students responding at proficient/advanced by approximately 3%.

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

This is a year-long goal. Data on every student will be tracked and monitored, minimally, during in-service days.

Evidence Sources: (*What benchmark assessments will you use (pre-instruction, mid-interval, and 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?*)

1. *Good Habits, Great Readers'* seven thematic assessments using the common rubric provided.
2. Informal running records and formal spring Fontas & Pinnell Assessment

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

By May 2014, increase by 3% over baseline the number of students in each grade performing proficient or advanced with grade level, complex text as evidenced by Fontas & Pinnell spring assessments and thematic written responses.

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?*)

1. Periodic in-service and common planning time will be devoted to crafting the reading with written response writing prompts, analyze results of student work to inform instructional practice, and collaborate about successes in increasing student proficiency.

2. Students identified as below proficient will receive documented additional feedback and guidance (Tier 2 within regular classes).
3. Co-teaching /co-planning in KG and 1st.
4. Implement digital Tier 3 intervention resources.