

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

Advanced Readers/Grade 7

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?)*

In the data retreat held in June 2011, the district analyzed the reading scores K-12. The middle level team focused on grades 6-8. The analysis of that data revealed a decrease in literacy gains in advanced readers grades 6-8. **In a classroom of diverse learners, it's easy to overlook students that have advanced skills.** It is important to continue to push high performing students in their learning as well.

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?)*

Literacy Goals.

Common Core Standard:

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

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

5 students in period 1
4 students in period 2
3 students in period 3
6 students in period 6
4 students in period 7

Total Target population is 30/125 students in my 7th grade science classes. 80% is 24 out of 30 students

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

Targeted Growth is one year's gains (Range 75-150) Anticipated Growth per assessment = 25-50 Lexile points.

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

September 2013-May 2014

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?)*

Scholastic SRI will be administered quarterly in my reading classes.

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

80% of grade seven students in my reading classes that scored advanced in Grade 6 WKCE, will increase their reading Lexile level equivalent of one year's growth (Range of 75 – 150) as measured by Scholastic SRI.

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?)*

- Determine baseline reading levels using Scholastic SRI and determine potential groups for literacy circles.

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- 1X monthly meetings with the TAG Learning strategist/LM Specialist/Reading Specialist to determine appropriate primary source and supplemental reading selections.
 - Create a literature circle option for advanced readers: Parallel genre, topic, etc.
 - Small group direct instruction 1X weekly with advanced readers to support the parallel work to include: vocabulary building, comprehension, and self-guided reading techniques.
 - Develop a list of suggested reading for at home along with a letter to parents explaining the importance of independent reading, and exposure to various formats.