

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

Special Education/Grades 6-8

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 special education department has recently taken on the Read 180 curriculum. This curriculum is individually leveled according to student Lexile scores. These scores are determined through the SRI online assessment. Lexile scores are correlated with grade level achievement. Read 180 has an accelerated learning path. Using a whole group small group instructional model with weekly progress monitoring, I will be able to track individual student progress throughout the year.

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

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

10 special education students in the Read 180 program from grades 6-8

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

Students will show 1 ½ years of Lexile growth as measured by the SRI test.

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

I will focus on this objective over the course of the entire school year.

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?)*

I will administer the SRI assessment in September and May. I will conduct an interim assessment in January to measure student progress.

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

Ten special education middle school students will increase their Reading Grade level by 1 1/2 years growth from September to May administrations as measured by the Scholastic Reading Inventory (SRI) Test's Lexile Level

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?)*

- Read 180
 - Whole group instruction
 - Small group instruction
 - Independent read
 - Software support: reading comprehension, spelling, vocabulary, writing
- Read 180 training
- Read 180 coaching
- Disciplinary Literacy Workshop

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- PLC Collaboration for Read 180 and Special Education