

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

Subject Area/Grade Level

Mathematics/Grade 3-6

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?)*

- Improving numeracy skills is a district wide goal with our new mathematics curriculum adoption, transition to Common Core, and in preparation for the SMARTER Balance assessment.
- We believe in teaching problem solving skills across all content areas is important (uniformity).
- We value students constructing authentic evidence of their knowledge and skills through performance task.
- We value students and staff having choice in how assessments demonstrate student mastery of complex standards.
- Multiple data points were used to understand patterns, highlight effectiveness, and locate a focus for additional support or action.
- From 2009-12, 50% of the Advanced third graders did not maintain their Advanced status for three consecutive years (8 out of 16 students). 20% of all third graders are advanced (16 out of 80).
- 27% of fifth graders in 2010-11 and 29% of fifth graders in 2011-12 did not meet Mastery for more than one year. (5th grade and 6th grade)
- Since 2009, the percentage of students leaving our school at Mastery or above is less each year. (declining gap)
- Data from grades 7 and 8 MAZE, EXPLORE, MAP and WKCE was reviewed to make predictions/trend lines in comparison to the district aim line for secondary student achievement in mathematics. Trends indicate 4th and 5th grade drop in achievement is consistent across the district, but most significant in our school in mathematics.

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 Standards for Mathematics

<http://www.corestandards.org/Math> Grades 3-6

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

All students in grade 3-6 and are enrolled at least 70% of the school year.

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

- Increase overall numeracy performance for students in grades 3-6 by monitoring their growth in content knowledge and application and reviewing assessment results. Growth on formal assessments would include, but not be limited to:
- Increase from 74% of 3rd grade, 75% of 4th grade, 77% of 5th grade, and 71% of 6th grade students making their Target RIT on the MAP assessment in mathematics in spring 2012 to 80% of 4th grade, 81% of 5th grade, 83% of 6th grade, and 80% of 7th grade students in spring 2013.
- Increase the percentage of students in 6th grade that score a 30 or higher on the IOWA Algebra test (44% in 2012 to 50% in 2013)
- Increase the number of students that move from minimum and basic to Proficient or Advanced on the grade level WKCE. (5 students in 2012 to 11 students in 2013)

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

June 15, 2012 to June 15, 2013

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?)

Data from the following sources will be reviewed:

- Achievement Status and Growth Report from MAP
- Fall and Spring Growth Report from MAP
- WKCE results with Value Add (trends on growth)
- WKCE Growth Percentiles Report
- IOWA Algebra Aptitude Test
- Grade level performance tasks aligned to the Common Core Standards
- Other demographical data will also be reviewed (socioeconomics, attendance, discipline, grades etc.)

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

Student achievement in mathematics in grades 3-6 will increase from 78% of students at Mastery or above in Spring 2012 to 86% of students being at Mastery or above in Spring 2013 as measured by the district **Elementary Student Achievement Summary Table** for each grade.

GRADE:XXX

			MASTRY	
WCKE (state)	Minimal Grade level scale score ____ - ____	Basic Grade level scale score ____ - ____	Proficient Grade level scale score ____ - ____	Advanced Grade level scale score ____ - ____
MAP (district)	Makes minimum growth	Makes adequate growth within RIT Range	+/- 1 or Meets RIT	Exceed RIT
IOWA Algebra (6 th grade only)	Less than 29	30-45	45-50	51+
AIMs Web MAZE	____ - ____	____ - ____	____ - ____	____ - ____
Grade Level Common Core Performance Tasks for Mathematics	Assessment 1 Rubric score 0-12 Assessment 2 Rubric score 0-12 Assessment 3 Rubric and Presentation score 0-12 Assessment 4 Reflection, Peer Score, and Teacher score 0-10	Assessment 1 Rubric score 13- 20 Assessment 2 Rubric score 13- 20 Assessment 3 Rubric and Presentation score 13-18 Assessment 4 Reflection, Peer Score, and Teacher score 11-18	Assessment 1 Rubric score 21+ Assessment 2 Rubric score 21+ Assessment 3 Rubric and Presentation score 19+ Assessment 4 Reflection, Peers' score, and Teacher score 19+	

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. Review student data as a whole staff in the fall, winter and spring.
2. Each **grade level team** will create a **SMART goal for student achievement addressing the gaps in numeracy mastery.**
3. **District Instructional Mentors will conduct six PD sessions** and maintain a folder on the shared drive for teacher resources in relation to problem solving and project based learning strategies.

4. The administrative team will join weekly PLC meetings to check for implementation integrity.