

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

Writing/Language Arts 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?)*

- Improving writing skills is a district wide goal with the implementation of the Lucy Calkins Units of Study Writing Workshop,
- The transition to the Common Core in preparation for the SMARTER Balanced Assessment in 2014 is a district wide goal.
- Multiple and frequent “on demand” performance assessments are used to monitor the progress of all students. The “on demand” writing samples will be scored using the writing performance assessment rubrics with inter rater reliability among peers
- Currently we have 341 students involved in the implementation of the new Units of Study.

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?)*

Writing process for K-3rd

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

All students in Kindergarten – Third grade

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

80% of the students at each grade level will progress to their grade level range for writing.

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

September 16, 2013 – June 1, 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?)*

Data from the following sources will be reviewed:

- “On demand” writing samples at the beginning and end of each writing unit of study.
- Grade level common writing assessments based on the school district assessment calendar
- Demographic data will also be reviewed and considered (socioeconomic, attendance, discipline, etc.)

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

80% of K- 3rd grade students will increase their writing proficiency by 1 level as measured by the district writing performance assessment rubrics by the end of the school year 2014.

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?)*

- Review student writing samples from Kindergarten – 3rd grade teachers, Reading Specialist, and ESL teacher.
- The K-3rd grade teachers and the RtI Leadership team will meet with the District Reading Specialist to build a better understanding of the strategies to increase writing skills for our K-3rd students.

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- The teachers will implement specifically designed writing strategies with the students during the writer's workshop lessons. There are a variety of strategies for differentiation based upon student need.
 - ✓ Develop anchor charts with the students to reinforce the strategies taught for the writing process, which then can be used as a tool to enhance the writing process.
 - ✓ Create a consistent writing workshop routine which includes a mini lesson, mid workshop teaching, and conferring time with students.
 - ✓ Ensure students have multiple opportunities for writing, editing, and publishing their work.
 - Members of the RtI Leadership team will meet at least one time per month with the grade level teachers to check for implementation integrity.