

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

Reading Comprehension/Grades 9-12

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 secondary reading comprehension is a district wide goal and a shared responsibility for all instructional staff (not just the English department)
- In 2010-12, 21% of students in grades 10 and 11 (19 out of 90) did not maintain their **Advanced status** for two consecutive years.
- In 2010-12, 10% of students in grades 11 and 12 (10 out of 100) stayed in **Minimal status** for two years even though they were provided interventions.
- Since 2009, the **percentage of students passing AP exams has decreased**. (More students have enrolled in advanced course work, but they have been less successful in passing the exam.)
- Since 2009, the percentage of students being rated Advanced has decreased. (**Four district data points are used when determining Minimum, Basic, Proficient, or Advanced**)
- We value all subject areas having a common language for teaching reading strategies applicable to their content area.
- Data from grades **7 and 8 AIMS Web, MCAP, MAZE, Achieve 300, SRI, EXPLORE, and WKCE** was reviewed to make predictions/trend lines in comparison to the district aim line for secondary student achievement in reading.

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 English and Literacy

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf **Pages 38-40**

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

All students in grades 9-12 who take the SRI, PLAN, EXPLORE, PSAT, WKCE, and/or ACT.

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

Grades 9-12 student achievement in reading comprehension will improve from 2012-13 as determined by the Forecast School District Secondary Progress Monitoring Map

2012 18% of students Minimal to 2013 8% of students Minimal (___ # of students)

2012 23% of students Basic to 2013 15% of students Basic (___ # of students)

2012 40% of students Proficient to 2013 55% of students Proficient (___ # of students)

2012 19% of students Advanced to 2013 22% of students Advanced (___ # of students)

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 will include

- the multiple measures from the Forecast School District Secondary Progress Monitoring Map (SRI, PLAN, PSAT, WKCE, ACT, **AP enrollment**, and AP pass rate on exam)

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- **Cut scores and ranges have been developed based on 5 years of district norms to best represent four achievement levels.**
 - Students within each achievement level are closely monitored for progress by their grade level team and counselors. Students have resources available to them on a continuum. All students are encouraged to take at least one AP course, all students have access to 1:1 or small groups support from a teacher during Extended Learning Time, etc. Resources are not reserved for only the highest and lowest performing students.
 - Other demographical data is added after formal data is reviewed (socioeconomics, attendance, discipline, grades etc.)

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

Grades 9-12 student achievement in reading comprehension will increase from Spring 2012 to Spring 2013 as measured by the number of students making gains and moving on the Forecast School District Secondary Progress Monitoring Map from Minimal to Basic, Basic to Proficient, Proficient to Advanced, and students maintaining Advanced status.

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?)*

The building leadership team will meet five times per year to formally review student data.

- There are nine staff members on the building leadership team with representatives from Sped, Counseling, student support (Dean), five departments, and administration.
- Meetings will be August, November, January, March, and June

The building leadership team will lead staff members through a data retreat for classroom data 3 times per year.

All students have access to 1:1 or small groups support from a teacher during Extended Learning Time, etc. Resources are not reserved for only the highest and lowest performing students.

Two instructional coaches will conduct three PD sessions, one optional classroom observation, and maintain a folder on the shared drive for teacher resources in relation to explicit comprehension modeling for students.

The administrative team will conduct 5-10 walkthroughs a week to check for implementation integrity. **Data from the walkthrough will be shared with staff at meetings.**