

## 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.

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### Subject Area/Grade Level

### Reading/Literacy Middle School

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**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?)*

- Targeted Literacy: 27% of students in Targeted Literacy read at or above 3<sup>rd</sup> grade level.
- Selected Literacy: 33% of students in Selected Literacy read at or above 4<sup>th</sup> grade level.
- Students who are successful in intervention and are able to exit the program are better able to access complex text in middle and high school.
- The Targeted and Selected Literacy intervention courses are designed to accelerate growth in student's reading comprehension skills in order to close the reading achievement gap.

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**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?)*

This goal addresses areas of literacy. Students will learn begin to consistently apply learned reading strategies in all content classes. The strategies taught in Targeted and Selected classes are commonly used strategies by effective adult readers.

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

This goal addresses students who have been identified to receive literacy intervention in Targeted and Selected ranges as determined by the MAP and QRI.

- Students who receive intervention in Targeted Literacy have a MAP score in the 11<sup>th</sup>-24<sup>th</sup> percentile range.
- Students who receive intervention in the Selected Literacy have a MAP score in the 25<sup>th</sup>-46<sup>th</sup> percentile range.

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

- Students in Selected 7<sup>th</sup> and 8<sup>th</sup> will make 1 year's growth in the area of reading comprehension in 4 months.
- Students in Selected 6<sup>th</sup> will make more than one year's growth in the area of reading comprehension in one year.
- Targeted Literacy students will make more than one year's growth in the area of reading comprehension in one year.

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

This is a yearlong goal, September 16, 2013 – June 1, 2014, and data is gathered on each student in Targeted and Selected Intervention courses two-three times per year.

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**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?)*

The students are administered the MAP three times per year and QRI at the beginning and end of the intervention class. Selected 7<sup>th</sup> and 8<sup>th</sup> grade students will be assessed in September and January or January and May. All other students in Targeted and Selected interventions will be assessed in September and May.

- Monthly "touch points" running records of each student.
  - 2 QRI running records of each student.
  - AIMS Web progress monitoring for tier 3 students in December.
  - SOAR to Success monitoring assessments for tier 2 students.
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**SLO Goal Statement:** *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

By May of 2014, 62% of all students who are currently receiving reading intervention in the Targeted Range (11<sup>th</sup>-24<sup>th</sup> percentile range on MAP testing), and 58% of students who are receiving intervention in the Selected Range (25<sup>th</sup>-46<sup>th</sup> percentile range on MAP Reading Test) will make 1 or more year's growth as measured by the Qualitative Reading Inventory – 5 (QRI-5)

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**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?)*

- Ongoing job embedded weekly professional development for teachers that is researched based
- Committed Instructional Leadership
- Balanced Informal and Formal assessment
- The use of highly effective teachers
- The use of strategic accelerated intervention