

STUDENT LEARNING OBJECTIVE GOAL SETTING FORM FOR ADMINISTRATOR SLOs

<p>Write the SLO below:</p> <p>95% of students in grade nine will attain a minimum of 6.25 credits as required for promotion to grade ten as measured by their status as of August 30, 2014. (Date allows for credit retrieval during the summer session.)</p>	
<p>Data Analysis</p> <p>How does the SLO address a critical area of growth, a grade or subject not included in state assessment data, or/and a sub-group that has been underperforming at your school?</p> <p>Is the target informed and driven by past performance? Describe.</p>	<p>Trend analysis of data for the previous five grade nine cohorts (SYs 2008-2011) indicates that the percentage of grade nine students able to attain the minimum number of credits for normal progression toward graduation varies between 85 and 90%.</p> <p>Formal research as well as our own tracking of students from entrance into grade nine through to graduation four years later highlights the need to be successful in the first year of high school. Fully 50% of our students who fall below the 6.25 credit level in grade nine are the students who later withdraw from high school as "dropouts".</p>
<p>Alignment</p> <p>Explain how the SLO demonstrates alignment to district priorities.</p> <p>Does the SLO provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?</p> <p>Provide a rationale.</p>	<p>Obviously, our district is committed to the goal of having every student graduate from high school. With the importance of grade nine achievement to the attainment of this goal, focusing on increasing the number of successful grade nine students is a key component to meet this district goal.</p> <p>This SLO will be the first step in a multi-year effort to monitor and support students as they move through the four levels (grades) of a high school experience.</p>
<p>Measures</p> <p>Explain how the measures or assessments help you track progress on the SLO, how they allow you to track benchmarks throughout the year.</p>	<p>Students will be monitored through their report card progress on meeting the minimum requirements in each course. Course failure during any quarter will be the criteria to trigger intervention. Mid-term progress reports will be used to identify students who are failing.</p>

Comment [s1]: In this SLO, growth is defined as increasing the number of students accumulating appropriate credit to meet or exceed district standards. This goal is rigorous and important, representing high expectations for student improvement.

Comment [s2]: Credit retrieval is important because it will promote improvement in the graduation rate.

Comment [s3]: SLO is clearly based on historical data of building performance and provides the basis for a rigorous target of 95% of students earning the appropriate credits.

Comment [s4]: This statement is supported by the explanation above, that 50% of students who fall below the 6.25 credit threshold will subsequently dropout of school.

Comment [JF5]: This granular strategy for tracking progress will allow for identification of those students who might be heading toward potential failure early.

<p>Explain how the measures allow you to track growth in addition to attainment?</p>	<p>These students will be referred to the guidance counselor for intervention. In addition, the Student Assistance Team will do an in-depth assessment of our progress at the conclusion of semester one and identify students needing intense intervention and support for semester two.</p>
<p>Strategies</p> <p>Did the Administrator identify strategies that will support the SLO?</p> <p>Have teachers in appropriate grades and subjects linked their SLOs to the school-wide SLO?</p> <p>Is there a plan in place to monitor and adjust strategies?</p>	<p>Guidance counselors will monitor and meet with each student failing one or more courses in any of the first three quarters. Intervention action plans will be developed to address the underlying issues resulting in course failure. Such interventions may include action by the school social worker, psychologist or parent liaison, or a referral to the SAT.</p> <p>The group of grade nine team teachers in English, Math, and PE will be targeted to develop SLOs in support of this administrator's SLO. These content areas are the one which have traditionally high failure rates. Teachers of these content areas will develop a team SLO with the assistance of their administrative evaluator which will address intervention and monitoring strategies appropriate to their work with students.</p> <p>Such interventions will be designed to improve Tier 1 instruction, progress monitoring, and enhanced parental engagement and may include the above actions plus parental contact, student-parent-team meetings, weekly home communication and positive incentives for students showing improvement. Team administrative liaisons will meet weekly with each team to review the team's progress on reducing course failures and to offer appropriate support. Administrative evaluators will assist elective area teachers to also develop SLOs around monitoring, early warning and intervention strategies. The administrator overseeing these curricular areas will meet monthly with teachers to review their progress as a unit and to offer support. In addition, evaluators will support each teacher by observing twice and by the mid-year and giving feedback on performance.</p> <p>A mid-year strategy review conference attended by administration, team leaders, student personnel support staff and counselors will review the school's progress and provide alternate strategies if needed.</p>

Comment [JF6]: Will this be reflected in the SLOs of Guidance Counselors?

Comment [JF7]: What other strategies might the administrator employ. For example, will there be specific planning time set aside for the discussion of these issues?