

STUDENT LEARNING OBJECTIVE GOAL SETTING FORM FOR ADMINISTRATOR SLOs

<p>Write the SLO below:</p> <p>By June 2014, 85% of both first and second grade students will achieve grade level standard for reading comprehension as measured by performance on the DRA 2.</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>Reading comprehension is a critical area of student learning and, while this SLO does not measure performance in a tested grade, success in these early years is likely to translate into success in grade 3.</p> <p>In the past three years the average percentage of students in these grades achieving grade level standard is 80%. Furthermore, in the past year, results on reading measures showed that 77% of kindergarten students had grade appropriate retelling skills and 82% of first grader students had met grade standard for reading comprehension.</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>Our district and school have reading literacy goals. The Superintendent specifically identified improving literacy as a goal for all of our schools. His strategic plan indicates that 85% of students are expected to be on grade level by the end of this year.</p> <p>By designing this literacy goal to include multiple grades, the focus on comprehension between the levels will become the focus for professional development among teachers at the multiple levels. In addition, team planning and faculty meeting time will be devoted to the alignment of instructional practices and revision of curriculum and materials. Finally, our early student intervention services are targeted on reading comprehension.</p>

Comment [s1]: The target is clearly in line with the Superintendent's goal as described below.

Comment [JF2]: The content selected for this SLO is central to students' ultimate success in school

Comment [JF3]: This is a good strong analysis of trends seen in the data. Were the data disaggregated to determine the needs of specific sub-groups? This might help teachers' differentiation of instruction

<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>Explain how the measures allow you to track growth in addition to attainment?</p>	<p>The DRA is administered at least three times during the year. This allows teacher teams to monitor the progress of their students and the impact of their instruction.</p> <p>In addition to the DRA, teachers administer Running Records for all students periodically and at least bi-weekly for fragile readers (weakest 25%).</p> <p>Results from these assessments provide the teachers with a continuous stream of information on students' progress relating to reading comprehension.</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>	<ol style="list-style-type: none"> 1. The principal will facilitate cross grade level meetings prior to the start of the school year so that teachers can examine the data of sending and receiving students and supplement this with additional information on learning styles. 2. Teachers will administer the DRA at least three times during the year at designated intervals. 3. Teachers will monitor fragile learners continuously using Running Records. 4. The principal and literacy coach will coordinate monthly team meetings to review data, discuss current interventions and reorganize groups as required. 5. The literacy coach will provide in-class coaching and demonstration lessons. 6. Teacher will submit a daily schedule that includes the time allotments for readers' workshop, to include guided reading groups, independent reading and peer reading activities. 7. Principal will conduct a minimum of two formal observations of reading in each first and second grade class prior to February 1, 2014. 8. Principal will conduct brief informal observations of reading instruction at least bi-monthly and to include the literacy coach. <p>Primary grade teachers K-3 all write annual goals in the area of reading. The focus on comprehension was a faculty decision based on the need to strengthen this strand in preparation for the CCSS.</p> <p>The on-going meetings with teams, supervisory observations as well as the coaching sessions provide mechanisms for the adjustment of strategies.</p>

Comment [JF4]: This is a good example of using assessments to assist in differentiation of instruction.

Comment [s5]: This SLO clearly employs multiple measures to triangulate students' learning.

Comment [JF6]: This is an excellent plan that demonstrates that the administrator is responsive to what is being observed in the classroom. The administrator has a plan in place to respond to student progress using a cohesive team approach.