STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **6 - General Education Classroom**
Content Area: **English Language Arts (Reading)**

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade 5 – June 2014 -Universal Screening Data – Scholastic Reading Inventory (SRI) 2. Grade 5 – May 2014 – Universal Screening Data – Gates MaGinnitie 3. Grade 6 – September 2014 – Universal Screening Data – Gates MaGinnitie 4. Grade 6 - September 2014- Universal Screening Data- STAR Reading 5. Grade 6 – September 2014 – Teacher-Based Reading Benchmark Assessment with Rubric 6. Quantitative data from Performance Tracker and AimsWeb 7. Qualitative data from student profiles, formative assessment samples from student portfolio, and cumulative record review
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	For the group of 61 sixth grade students that I work with, I used available district assessments and cut points, and gathered the following baseline data: (table below) Classroom composition: Twenty-three boys and thirty-eight girls; Four English Learners (English Proficiency Level 1 and 2); Eight special needs students (identification category = speech/language impairment and neurological impairment); Three 504 students (identification category = ADHD and anxiety).

Measure	
Number of students at proficiency/non-proficiency	**Gates MaGinnitie (Sept. 2014)**
	42 students at Proficiency/Mastery
	19 students at Non-Proficiency/Non-Mastery
Number of students at proficiency levels	**Fall Reading Benchmark Assessment (Sept. 2014)**
	37 at Proficiency/Mastery
	24 at Non-Proficiency/Non-Mastery
Number of students at risk levels	**STAR Reading (Sept. 2014)**
	36 students at/above Benchmark
	12 students On Watch
	6 students at Intervention
	7 students at Urgent Intervention

Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* 1. Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 2. Research to Build and Present Knowledge: CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	All students will increase their ability to comprehend grade-level appropriate complex texts through an analysis of the key ideas and supporting details, clearly understanding the craft and structure of the texts.

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	A. *How will you measure progress toward your student learning goal/objective?*
	
	B. *What targets will you establish to demonstrate attainment of your student learning goal/objective?*
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs.
		IAGDs:
		A. ASSESSMENTS/MEASURES OF PROGRESS
		
		    1) STAR Reading Assessment for progress monitoring and universal screening three times a year.
		
		    2) Summative Assessments – At the end of each unit students are assessed with grade-level texts. The summative assessments contain excerpts or full texts of stories, dramas, poems, and literary non-fiction within the text complexity band for grade 6.
		
		B. GROWTH TARGETS
		    1) Ten students (76%) measured at the *Intervention or Urgent Intervention level* in September 2014 will increase their score by **one level** by May 2015 as measured by the STAR Reading assessment.
		
		    2) Ten students (83%) measured at *On Watch* in September 2014 will increase their score by one level by May 2015 as measured by the STAR Reading assessment.
		
		    3) By May 2015, 90% of students will achieve a student growth percentile of 50 or greater as measured on the STAR Reading assessment.
		
		Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

		After developing a matrix of student scores, in addition to Tier 1 instruction, comprehension strategies, and conferences, I will differentiate the frequency and intensity of instruction through flexible grouping. The following instructional practices will be employed: - Text Annotation - Close Reading strategies (Probst & Beers) and mini-lessons on Contrast & Contradictions, Aha Moments, Tough Questions, Words of the Wiser, Again & Again, and Memory Moment - Mini-lessons on theme, setting, character development, point of view, details and transitions, plot structure, and story elements - Mini-lessons on citing evidence from text to support analyses and inferences - Individual Conferencing - Guided Reading - Scaffolded Instruction with response frames, graphic organizers, leveled texts - Provide opportunities for varying degrees of practice or extension Students will also receive consistent exposure to grade-level texts with increasing text complexity throughout the school year.
Instructional Strategies/Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	