

## STUDENT LEARNING OBJECTIVE GOAL SETTING FORM FOR ADMINISTRATOR SLOs

<p><b>Write the SLO below:</b></p> <p><b>85% of students in grades 6-8 will demonstrate a minimum level of proficiency based on at least two reading comprehension performance assessments when using informational text as measured by the June administration of the district's common subject area assessments in ELA, science and social studies, each of which contains an embedded CCSS reading comprehension section.</b></p>	
<p><b>Data Analysis</b></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 subgroup that has been underperforming at your school?</p> <p>Is the target informed and driven by past performance? Describe.</p>	<p>Our trial use last school year of release items (SBAC) indicated that students in all three grade levels in Anthony Middle School experienced poorer performance in reading comprehension when dealing with informational text material (Grade 6: 77% proficient/Grade 7: 75% proficient/Grade 8: 80% proficient on those assessments dealing solely with informational text material) as compared to literary texts. This baseline data indicates that each grade level can attain the overall school SLO goal which makes this an ambitious and attainable goal.</p> <p>The switch in assessments to SBAC aligned assessments and CCSS instructional standards will require our students to gain greater proficiency in the utilization and understanding of informational texts.</p>
<p><b>Alignment</b></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>As we adopt CCSS, students will need to improve their performance in those areas in which significant instructional shifts are occurring. The district revised curriculum and instructional focus for the current school year with respect to the incorporation of CCSS in both instructional practice as well as assessment design makes this SLO an important priority.</p> <p>As we transition to CCSS-mandated teaching practices, we will monitor the relative impact of various strategies employed. We hope to identify those which prove to be the most successful to ensure that they are being widely implemented across classrooms. This will enable us to gradually increase our students' performance on this critical reading skill.</p>

**Comment [s1]:** This is a good example of integrating the use of Common Core State Standards across the curriculum.

**Comment [JF2]:** What measures were taken to ensure the comparability of test items across these disciplines in terms of difficulty level and format of the assessments?

**Comment [JF3]:** Provides clear evidence on how the targets were set for this SLO.

**Comment [JF4]:** This SLO indicates a strong grasp of both of the key components of the CCSS – the revised curriculum and the instructional focus.

**Comment [s5]:** How will teachers' SLOs support this administrator's SLO? Ideally, the SLOs of teachers in these 3 content areas would be designed to align with the administrator's SLO.

<p><b>Measures</b></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>Teachers in each of the three subject areas will administer a quarterly assessment to measure student progress on the CCSS appropriate to the grade level with respect to using informational texts. Appropriate content material will be used as a basis for the assessment and the CCSS material/measures will be part of the content-area quarterly assessments which currently are administered in each content area. The fourth quarter assessment in June will be used to measure student performance with respect to the SLO target. This assessment is aligned to the appropriate grade level CCSS standards.</p>
<p><b>Strategies</b></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>Teachers in ELA, social studies and science will develop SLO's directly linked to this primary SLO with administrative support. Each subject area has data teams on grade level and those data teams will begin to develop in-class strategies requiring the use of informational text material in concert with the appropriate grade-level CCSS. The principal will meet with each data team to review both immediate and trend data from the administration of the district quarterly subject-area assessments.</p> <p>The principal will utilize the School-wide Data Team (SWDT) to coordinate the work of the nine grade level/subject area instructional teams, particularly with respect to the scheduling/monitoring of formative benchmarks which will be administered each quarter. Formative assessments results in each area will also be reviewed by the SWDT.</p> <p>The published minutes of each grade level/subject area team as well as the results of student progress on formative assessments will be used by the SWDT to suggest adjustments and instructional revisions as needed.</p> <p>The administrative team will utilize classroom observations to monitor and provide feedback in support of teachers' integration of CCSS strategies into daily instruction.</p>

**Comment [s6]:** This SLO would be strengthened by specifying that the format of the assessments (in terms of item types and depth of knowledge) would parallel the SBAC assessments.

**Comment [JF7]:** This is a clear explanation of how a variety of assessments will be used to progress monitor.

**Comment [JF8]:** What is the outcome of the data review? How will the findings be used to revise strategies as the year progresses?

**Comment [s9]:** This will provide clear documentation of progress over time. In addition, this is a good example of how SLOs are integrated into ongoing structures already present in the schools.