

TEACHER SLG GOAL EXAMPLE – 1ST GRADE READING (SPECIAL EDUCATION)

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Goal-Setting Conference	<p>Content Standards/Skills</p> <p>RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RF.1.1. Demonstrate understanding of the organization and basic features of print. RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1-2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
	<p>Assessments</p> <p>Category 2 In order to monitor progress we will use the DRA 2 assessment which will be administered one-on-one by classroom teachers, reading specialists and special education teachers in September, January, March, and June.</p>
	<p>Context/Students</p> <p>The 8 students with IEPs in ELA in the two first-grade classrooms and the 9 students with IEPs in ELA in the two second-grade classrooms. 5 are girls and 12 are boys. In addition to 30 minute sessions in the resource room with me every day students participate in a 60 minute literacy block within their classroom.</p>

Baseline Data

The DRA2 was administered during the first two weeks of school. 15 of the 17 students in my caseload are currently reading below grade level. Of those students not yet reading on grade level, many of them are close and this data makes me confident that with strategic interventions this gap can close dramatically by the end of the year.

Beginning of the Year	DRA 2 Level	Grade 1 students	Grade 2 students
Kindergarten	A-1	4	
	2	3	1
	3		2
Grade 1 (on level)	4	1	1
	6		1
Grade 1 (above grade level)	8		2
	10		
	12		1
	14		
	16		
Grade 2 (on level)	18		1
	20		

Student Growth Goal (Targets)

By the end of the year, 6 out of 8 first grade students and 6 out of 9 second grade students will be reading on or above grade level. The five students who might not be reading on or above grade level will make significant progress and be in a position to continue their growth in the following year to successfully read on or above grade level, as seen by the table below. While it seems inappropriate to attempt predicting each student's exact DRA2 reading level, we have instead created targets for overall grade level. Students in grade 1 in June should be at Level 16-18 to be considered on grade level. Students in grade 2 in June should be at least at Level 28 to be considered on grade level.

FIRST GRADE EOY TARGETS	DRA 2 Level	EOY Target:
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	2
	6	
	8	
	10	
	12	
	14	
Grade 2	16	6
	18	
	20	0
	24	
	28	
	34	
38		

SECOND GRADE EOY TARGETS	DRA 2 Level	EOY Target: Total Grade 2 students at each level
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	0
	6	
	8	
	10	
	12	
	14	
Grade 2	16	3
	18	
	20	
	24	
	28	6

<p>Rationale</p>	<p>Many researchers have found that early interventions for reading have significant impact on students' long-term literacy abilities. The National Institutes of Health (NIH) show that, if supported early on in their schooling, 95% of children who struggle with reading can reach grade level. They claim that Kindergarten and first grade are the "window of opportunity" to ensure students are successful readers since the gap between struggling readers and their peers only widens over time starting in the third grade. Therefore, the first and second grade teams want to focus on reducing this gap by increasing the number of students reading at/above grade level.</p>
<p>Strategies</p>	<ul style="list-style-type: none"> • Deconstruct standards into smaller skills/chunks to scaffold student learning • Employ questioning strategies during small group discussions • Use graphic organizers to diagram stories • Use big books to teach reading strategies and apply them (e.g., covering all but first letter to decode words, using context clues, skip and read on)
<p>Professional Learning and Support</p>	<ul style="list-style-type: none"> • Professional learning in developing standards-based IEPs • Professional learning on deconstructing standards to create smaller, attainable targets and build on prior knowledge • Continued study of effective reading strategies • Time to collaborate with general education teachers to align pull-out instruction to align with classroom instruction and to provide strategies for use by classroom teachers with SPED students