

ADMINISTRATOR SLG GOAL SETTING EXAMPLE – MIDDLE SCHOOL ENGLISH

Grade Level: Elementary Middle School High School

SLG GOAL 1	
Goal-Setting Conference	<p>Content Standards/Skills</p> <p>Identify the general topic of a text, use explicitly-stated information to answer questions about the text, and make inferences and/or draw conclusions about central ideas that are relevant to the text. Related Oregon standards:</p> <p>6.RI.1, 6.RI.2 7.RI.1, 7.RI.2 8.RI.1, 8.RI.2 6-8.RH.1, 6-8.RH.2 6-8.RST.1, 6-8.RST.2</p>
	<p>Assessments</p> <p>Category 2 District-created quarterly assessments for each grade level focusing on informational texts have been created collaboratively between English, Science, and Social Studies middle school teachers and high school department heads. The passages include short articles, essays, and other informational texts. Students are asked to read, analyze, and respond through multiple choice and open response items.</p> <p>This assessment will be administered by grade-level teams the last week of each quarter (October, January, March and May). The quarterly assessments will be scored collaboratively by the 6th, 7th, and 8th grade teams using department meetings to calibrate, score, and discuss data.</p>
	<p>Context/Students</p> <p>This goal applies to all 328 students enrolled in either 6th, 7th, or 8th grade English. Harper MS has a 47% free and reduced lunch population, 11% of student have IEPs in reading, 8% are identified as TAG for reading, and 17% of students are English Learners</p>
	<p>Baseline Data</p> <p>Last year, only 30% of students showed mastery of this skill on district-wide end-of-year assessments and only 30% showed proficiency. This year, the beginning-of-year district benchmark assessment data (administered in English classes) indicates that 41% of 6th graders, 57% of 7th graders and 62% of 8th graders can proficiently read, comprehend, and respond to informational texts. Beginning-of-year Social Studies benchmark assessments corroborate these findings.</p>
	<p>Student Growth Goal (Targets)</p> <p>Based on beginning of year benchmark assessments and student data taken from portions of district-wide tests in English, Social Studies, and Science assessments, by the end of the 2014-15 school year:</p> <ul style="list-style-type: none"> • The 57 students who earned 80%-100% will maintain their high level of skill by increasing their mastery of complex text as measured by quarterly assessments. • The 163 students who earned 65%-79% will increase their scores by an average of 10% by the final quarterly assessment (May 2015). • The 108 students who earned below 65% will increase by an average of 20% by the final quarterly assessment (May 2015).

<p>Rationale</p>	<p>Based on end-of-year district assessments, our students are weaker in their ability to respond to informational texts than to literary texts. In addition, the high school educators have indicated that our eighth grade graduates are unprepared for honors, AP, or other upper-level classes, which are reading and writing intensive. We believe increasing success in literacy skills focused on informational texts will lead to increased achievement in all classes at our school and when students enter high school. Furthermore, this is in alignment with CCSS emphasis on literary text as students move into the secondary grades.</p>
<p>Strategies</p>	<p>Provide professional learning facilitated by our district reading coach during PLT time focused on academic vocabulary, text complexity and informational text. Schedule opportunities in PLTs for teachers to work across content areas. Increase our focus on RTI to specifically target short term interventions for struggling students throughout the year.</p>
<p>Professional Learning and Support</p>	<p>Time to collaborate with other principals in throughout the district in creating guidelines for professional learning and scheduling of coaching time. District support in implementing RTI.</p>