

## ADMINISTRATOR SLG GOAL SETTING EXAMPLE – HIGH SCHOOL WRITING

Grade Level:     Elementary                       Middle School                       High School

SLG GOAL 1																															
<b>Content Standards/Skills</b>	<p>Write arguments to support claims using valid reasoning and sufficient evidence, write informative/explanatory texts to examine and convey complex ideas, concepts, and information through the effective selection, organization, and analysis of content, and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Related Oregon ELA standards: W. 9-10.1 - W.9-10.3, W.11-12.1 - W.11-12.3</p>																														
<b>Assessments</b>	<p><b>Category 2</b></p> <p>District-developed writing prompts will be used. These prompts are from vetted assessments such as NAEP, AP exams, and released statewide assessment items. Students will complete one formal writing piece for each type of writing (arguments, explanatory, narrative) which will be scored using the Oregon Writing Scoring Guide. Students will receive an average score calculated across all three essays. The writing pieces will be administered as part of required course assignments throughout the year by the English teachers.</p>																														
<b>Context/Students</b>	<p>All 640 students on-site in grades 9-12 English courses are included in this goal.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center; margin: 10px 0;"> <thead> <tr style="background-color: #a52a2a; color: white;"> <th style="padding: 5px;">Grade Level</th> <th style="padding: 5px;">Students Accessing the General Writing Curriculum</th> <th style="padding: 5px;">Students taking Honors or AP Writing or English</th> <th style="padding: 5px;">Students Identified with Special Needs in the Area of ELA</th> <th style="padding: 5px;">Students Identified as English Language Learners*</th> <th style="padding: 5px;">Total Students</th> </tr> </thead> <tbody> <tr style="border-top: 2px solid red;"> <td style="padding: 2px 5px;">9<sup>th</sup> Grade</td> <td style="padding: 2px 5px;">130</td> <td style="padding: 2px 5px;">22</td> <td style="padding: 2px 5px;">9</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">165</td> </tr> <tr style="border-top: 1px solid red;"> <td style="padding: 2px 5px;">10<sup>th</sup> Grade</td> <td style="padding: 2px 5px;">95</td> <td style="padding: 2px 5px;">28</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> <td style="padding: 2px 5px;">132</td> </tr> <tr style="border-top: 1px solid red;"> <td style="padding: 2px 5px;">11<sup>th</sup> Grade</td> <td style="padding: 2px 5px;">115</td> <td style="padding: 2px 5px;">36</td> <td style="padding: 2px 5px;">14</td> <td style="padding: 2px 5px;">6</td> <td style="padding: 2px 5px;">171</td> </tr> <tr style="border-top: 1px solid red; border-bottom: 2px solid red;"> <td style="padding: 2px 5px;">12<sup>th</sup> Grade</td> <td style="padding: 2px 5px;">130</td> <td style="padding: 2px 5px;">22</td> <td style="padding: 2px 5px;">16</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">172</td> </tr> </tbody> </table>	Grade Level	Students Accessing the General Writing Curriculum	Students taking Honors or AP Writing or English	Students Identified with Special Needs in the Area of ELA	Students Identified as English Language Learners*	Total Students	9 <sup>th</sup> Grade	130	22	9	4	165	10 <sup>th</sup> Grade	95	28	4	5	132	11 <sup>th</sup> Grade	115	36	14	6	171	12 <sup>th</sup> Grade	130	22	16	4	172
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<b>Baseline Data</b>	<p>Results indicate mastery/ passage rates as no student growth data exists for these students at the present time.</p> <p>Students in our school consistently perform below the state average in writing. For example, in 2012, only 68% of students at our school met or exceeded on the OAKS in writing. An analysis of student writing performed by me, English teachers, and a district ELA coordinator revealed that students understand the basic tenets of grammar. They struggle, however, with adapting their writing structure and style for different writing purposes and audiences.</p> <p>Results on OAKS Writing Assessment- 10<sup>th</sup> graders:                  2012 Results: 76% met or exceeded, 14% nearly met, 10% did not meet                  2011 Results: 78% met or exceeded, 8% nearly met, 14% did not meet</p> <p>Results on District Writing Quarterly Assessment administered at the end of the course (scored with Oregon Writing Scoring Guide) 10<sup>th</sup> graders:                  2013 Results: 5 or 6- 20%; 3 or 4- 46%; 1 or 2- 34%                  2012 Results: 5 or 6- 41%; 3 or 4- 32%; 1 or 2- 27%                  2011 Results: 5 or 6- 31%; 3 or 4- 22%; 1 or 2- 47%</p>																														

Goal-Setting Conference

<p><b>Student Growth Goal (Targets)</b></p>	<p>By June 2014, the writing performance of all students will improve as displayed in the table below, as measured by the Oregon Writing Scoring Guide.</p> <table border="1" data-bbox="570 304 1490 543"> <thead> <tr> <th data-bbox="570 304 1105 369"> <u>Student Composite Score on Pre-Assessment</u>            (Either a previous year summary if available or a pre-test administered at the beginning of the year for students without previous data)         </th> <th data-bbox="1105 304 1490 369"> <u>Student Composite Score on Post-Assessment</u>            (Average score across three writing prompts)         </th> </tr> </thead> <tbody> <tr> <td data-bbox="570 369 1105 443">6</td> <td data-bbox="1105 369 1490 443">3 (of 5)*</td> </tr> <tr> <td data-bbox="570 443 1105 474">5</td> <td data-bbox="1105 443 1490 474">6</td> </tr> <tr> <td data-bbox="570 474 1105 506">3-4</td> <td data-bbox="1105 474 1490 506">5</td> </tr> <tr> <td data-bbox="570 506 1105 543">1-2</td> <td data-bbox="1105 506 1490 543">3-4</td> </tr> </tbody> </table> <p>* Students scoring a 6 on the pre-assessment will be assessed using a college-level rubric on different writing prompts. This rubric is out of 5, not 6, points.</p>	<u>Student Composite Score on Pre-Assessment</u> (Either a previous year summary if available or a pre-test administered at the beginning of the year for students without previous data)	<u>Student Composite Score on Post-Assessment</u> (Average score across three writing prompts)	6	3 (of 5)*	5	6	3-4	5	1-2	3-4
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6	3 (of 5)*										
5	6										
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<p><b>Rationale</b></p>	<p>This SLO targets writing coherently for different purposes. In addition, the Common Core State Standards emphasize a shared responsibility for students' literacy development and mastery in writing across the disciplines. By focusing on writing proficiency, students will develop mutually-reinforcing skills and reach mastery of standards for writing across a range of subjects and purposes.</p> <p>Our district has prioritized college- and career-readiness in its district plan. If students meet or exceed the growth targets articulated above, they will have made significant strides in becoming ready to join academia or the workforce.</p> <p>I set these growth targets in consultation with the district ELA coordinator. These targets were informed by the average growth of students on district writing prompts across the district. These growth targets require the lowest-performing students to show the most growth since they have the most growth to show. In addition, with some targeted instruction on writing for different purposes, even the lowest-performing students should be able to reach the expectations of writing prompts with a score of 3. Students who score a 6 on the pre-assessment will take a different post-assessment based upon college-level expectations to ensure that they also are showing developmentally-appropriate growth in the writing skills.</p>										
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>• Ensure that students identified as English Language Learners or student with IEPs receive support from specialists who will collaborate with the general educator to ensure that student needs are met.</li> <li>• Adjust school schedule and PLC structure to ensure collaborative planning.</li> <li>• Ensure regular meeting time between specialists and general education staff.</li> <li>• Work with district curriculum director to provide professional learning to staff in the area of writing instruction</li> </ul>										
<p><b>Professional Learning and Support</b></p>	<p>Collaborate with administrative colleagues in developing a district-wide meeting structure to accommodate collaborative planning among teachers</p>										