**ADMINISTRATOR slg Goal Setting SAMPLE – Middle School**

**Grade Level: [ ]  Elementary** **[x]  Middle School [ ]  High School**

|  |
| --- |
| **SLG GOAL 1** |
| **Goal-Setting Conference** | **Content Standards/Skills**  | 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 CCSS for ELA and Literacy:6.RI.1, 6.RI.2, 6.RI.37.RI.1, 7.RI.2,7.RI.38.RI.1, 8.RI.2, 8.RI.36-8.RH.1 and 6-8.RH.26-8.RST.1 and 6-8.RST.2 |
| **Assessments** | **X Category 2** Quarterly assessments for each grade level focusing on informational texts have been created collaboratively between English, Science, and Social Studies teachers at our school and with consultation from our district’s 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. This assessment will be administered by grade-level teams the last week of each quarter. The quarterly assessments will be scored collaboratively by the 6th, 7th, and 8th grade teams using department meetings to calibrate, score, and discuss data. |
| **Context/Students** | All students in grades 6th – 8th (328 total) |
| **Baseline Data** | 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. |
| **Student Growth Goal (Targets)** | Based on beginning of year benchmark assessments and student data taken from portions of district-wide tests in English, Social Studies, and Science assessments, we have sorted all students into three tiers:• The 57 students who earned 80%-100% will maintain their high level of skill on assessments with increased text complexity by the end of the year as measured by quarterly assessments.• The 163 students who earned 65%-79% will increase by an average of 10% by the final quarterly assessment.• The 108 students who earned below 65% will increase by an average of 20% by the final quarterly assessment. |
| **Rationale** | Based on end-of-year district assessments and common assessment+B74 data, 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. |
| **Strategies**  |  |
| **Professional Learning and Support** |  |