

SAMPLE STUDENT LEARNING GOAL – READING

Grade Level: Elementary Middle School High School

SLG GOAL 1																																																																																					
Content Standards/Skills	<p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>																																																																																				
Assessments / Data Source	Category 2 – District Reading Assessment (DRA)																																																																																				
Context/Students	I currently have 33 5 th grade students in my class. The class is comprised of 18 boys and 15 girls. There are 2 ELL students, 3 TAG students, and 9 IEP students (including 4 for speech).																																																																																				
Baseline Data	<p>Spring 2014 DRA Results</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Results</th> <th>Student</th> <th>Results</th> <th>Student</th> <th>Results</th> </tr> </thead> <tbody> <tr><td>1</td><td>S</td><td>14</td><td>Q</td><td>27</td><td>S</td></tr> <tr><td>2</td><td>U</td><td>15</td><td>T</td><td>28</td><td>T</td></tr> <tr><td>3</td><td>Z</td><td>16</td><td>W</td><td>29</td><td>R</td></tr> <tr><td>4</td><td>S</td><td>17</td><td>Z</td><td>30</td><td>T</td></tr> <tr><td>5</td><td>T</td><td>18</td><td>S</td><td>31</td><td>T</td></tr> <tr><td>6</td><td>U</td><td>19</td><td>T</td><td>32</td><td>R</td></tr> <tr><td>7</td><td>S</td><td>20</td><td>P</td><td>33</td><td>W</td></tr> <tr><td>8</td><td>T</td><td>21</td><td>T</td><td></td><td></td></tr> <tr><td>9</td><td>Z</td><td>22</td><td>Q</td><td></td><td></td></tr> <tr><td>10</td><td>R</td><td>23</td><td>S</td><td></td><td></td></tr> <tr><td>11</td><td>N</td><td>24</td><td>T</td><td></td><td></td></tr> <tr><td>12</td><td>U</td><td>25</td><td>T</td><td></td><td></td></tr> <tr><td>13</td><td>M</td><td>26</td><td>M</td><td></td><td></td></tr> </tbody> </table>	Student	Results	Student	Results	Student	Results	1	S	14	Q	27	S	2	U	15	T	28	T	3	Z	16	W	29	R	4	S	17	Z	30	T	5	T	18	S	31	T	6	U	19	T	32	R	7	S	20	P	33	W	8	T	21	T			9	Z	22	Q			10	R	23	S			11	N	24	T			12	U	25	T			13	M	26	M		
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Student Growth Goal (Targets) / Goal Statement	<p>By June 2015, 100% of my 5th grade students will demonstrate growth in their DRA reading levels as compared to their Spring 2014 DRA results. Growth will be differentiated as follows:</p> <p>Of the 4 students more than 1 year below grade level on Spring 2014 DRA:</p> <ul style="list-style-type: none"> • 2 of the 4 students will grow at least 5 reading levels (approx. 1.5 years). • 2 of the 4 students will grow at least 4 reading levels (approx. 1.25 years) <p>Of the 5 students 1 year or less below grade level on Spring 2014 DRA:</p> <ul style="list-style-type: none"> • 3 of the 5 students will grow at least 5 reading levels (approx. 1.5 years). • 2 of the 5 students will make annual growth. <p>Of the 24 students at grade level or above on Spring 2014 DRA:</p> <ul style="list-style-type: none"> • All will grow at least 3 reading levels (approx. 1 year). 																																																																																				
Rationale	As a school and PLC team, we strongly believe in the importance of reading at or above grade level and in the connecting between strong reading skills and future learning. We believe that through targeted reading intervention, all students can make considerable growth and attain their growth goal. Students currently reading below grade level will receive additional intervention and support to grow more than 1 year’s typical growth, in order to build a positive trajectory to “catch up” with their at or above level peers.																																																																																				
Strategies	<ol style="list-style-type: none"> 1. PLC Collaboration with grade level team and principal, as well as LRC staff 2. Intervention groups with small group instruction 3. Standards focused instruction 4. Ongoing progress monitoring 5. Teacher-student conferring 																																																																																				
Professional Learning and Support	<ul style="list-style-type: none"> • Protected time to meet with PLCs • Professional learning on facilitating intervention groups 																																																																																				

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| | <ul style="list-style-type: none">• Refresher on DRA implementation and related instructional practices |
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