

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Principal Name: King School District Content Area and Course(s): Vocabulary Acquisition in all Curricular Areas Grade Level(s): K–12
 Academic Year: 2013–14

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Students at King School District perform relatively well on the statewide assessment in reading. Most of our students perform at or above Proficient on the Reading Ohio Achievement Assessments (OAA) and Ohio Graduation Tests (OGT) and score well above students in other schools in the state. When looking closely at the data, students seem to be challenged most often by the Acquisition of Vocabulary—a specific strand of the OAA/OGT.

2012–13 OAA/OGT Reading Data (Percentage of Students at or Above Proficient)		
Grade	King Scores	State Scores
3	85	48
4	60	58
5	67	46
6	77	47
7	68	36
8	77	45
10	87	55

In comparing data over the span of Grades 3–8 and Grade 10 on the Reading OAA/OGT from the 2012–13 spring assessment, it is clear that our students perform lower in Acquisition of Vocabulary than in all other reading content standards. The data in the table below are Acquisition of Vocabulary for King School followed by the state comparison. The table also includes King School data for Reading Process, Informational Text, and Literary Text to give a comparison of how our students compared in the other reading content standard areas. These three strands of the OAA/OGT suggest that students have their greatest strength in reading informational text.

2012–13 OAA/OGT Data (Percentage of Students at or Above Proficient)					
Acquisition of Vocabulary			Other Reading Content Areas		
Grade	King Scores	State Scores	Reading Process	Informational Text	Literary Text
3	69	44	58	65	54
4	38	42	69	72	59
5	38	31	64	66	48
6	51	44	69	86	49
7	65	27	76	85	74
8	47	39	57	77	60
10	53	46	81	83	68

Scores for Acquisition of Vocabulary have traditionally been at or slightly below the state average, as seen in the table below:

OAA/OGT Acquisition of Vocabulary Data (Percentage of Students at or Above Proficient)				
Grade	2010-11		2011-12	
	King Scores	State Scores	King Scores	State Scores
3	43	42	44	45
4	35	40	40	40
5	35	35	30	32
6	40	44	43	45
7	55	25	43	27
8	31	38	37	40
10	43	40	44	44

My goal for the 2013–14 school year is to increase the percentage of students who are Proficient or above on the Acquisition of Vocabulary strand of the OAA/OGT. In order to meet this goal, the students will be taking the King District Reading Exam, a district-approved assessment that mirrors the OAA/OGT and provides an indicator of performance on the OAA/OGT. This is the first year administering this assessment and most students in grades 3-8 and grade 10 will be taking this assessment.

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

This year, we have 286 students in Grades 3–8 and 42 students in Grade 10 who will take the King District Reading Exam.

Grade	Number of Students	Students Taught at Other District Campuses	Number of Students Taking the Alternative Assessment	Number of Students in This SLO
3	55		1	54
4	37	1	1	35
5	36		4	32
6	55	1	2	52
7	60		1	59
8	55		1	54
10	54	10	2	42
Total	352	12	12	328

Ten students in Grade 10 do not receive direct instruction within King District; they are students of another district, and they will not be included in this SLO. Two students in Grades 3–8 do not receive instruction within King District and will also be omitted from the SLO. We also have 12 students identified with Significant Cognitive Disabilities that will be administered the Alternate Assessment and thus, will not be taking the King District Reading Exam.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

The instructional period will begin with goal setting measures with each teacher through individual meetings between a designee from the SLO team and the teacher before the first week of school in August 2013. Instruction will continue with professional development sessions with staff on September 26 and October 31 during scheduled two-hour sessions. I will meet with teachers quarterly to get an update on the progress of the goals they set. In addition, the teachers are aware of the goals in this SLO and plan to incorporate goals that align with this SLO into their individual SLOs. For example, through the course of these quarterly updates, discussion will focus on strategies for incorporating vocabulary into regular instruction.

Administration of the King District Reading Exam: April 25, 2014

In the summer, teams of teachers will review the King District Reading exam and the OAA/OGT data, and share instructional strategies for further improvement.

Standards and Content

To what related standards is the SLO aligned?

The SLO will focus on the Acquisition of Vocabulary and Use standard of Ohio’s Learning Standards because the percentage of students Proficient or above on that strand of the assessment has been particularly low for King students. The students will be taking the Grade 3–8 Reading OAA and the Grade 10 Reading OGT, both of which align to the standards listed below.

Grade	Vocabulary Acquisition and Use Standard
3	4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

6	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
7	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
8	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
9-10	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

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| | <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
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Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

The district is administering the King District Reading Exam, a locally developed and district-approved exam, in grades 3-8 and grade 10 for the first time this year. This exam mirrors the OAA and OGT exams and aligns with Ohio’s Learning Standards. This exam has the covers the same reading content and skills as the OAA and OGT: Acquisition of Vocabulary, Informational Text, Reading Process, and Literary Text. Classroom teachers will also instruct and assess their progress throughout the school year using new benchmark assessments aligned to the King District Reading Exam so that I can get a better sense of how the students are progressing toward the goals in this schoolwide SLO. Professional learning community (PLC) meetings will allow teachers to track this progress and discuss strategies for student success in areas in which students are not on track to meeting their goals.

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Growth targets were set keeping in mind that all teachers should be held to ambitious yet attainable goals. The growth targets are focused on increasing the percentage of students who are Proficient or above on the Acquisition of Vocabulary. Although this year will be the first time administering the King District Reading Exam, the students’ score on the OAA and OGT from Spring 2013 is still a good indicator of performance on the district exam. We decided that a general growth goal of an increase of 10 percentage points per grade level was a good place to start for this first year of administration of this exam and of focused instruction on vocabulary. Teachers agreed that these goals were ambitious and attainable with the PLC time focused on this literacy strand.

	Acquisition of Vocabulary		
	Grade	Baseline Data 2013 (Percentage at or Above Proficient)	Growth Target King District Reading Exam Spring 2014 (Percentage at or Above Proficient)
	3	69	79
	4	38	48
	5	38	48
	6	51	61
	7	65	75
	8	47	57
	10	53	63

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Vocabulary is one of the major pillars of reading comprehension as set forth Ohio’s Learning Standards. The more vocabulary a child has acquired, the better his or her comprehension will be. The better student comprehension is, the better overall readers they will be. Reading is the foundation of success in school, and vocabulary is a major component of the success a child will experience in reading. This is why vocabulary acquisition is a school goal for 2014 and a goal for this SLO.

Knowing this, the teachers of King School District will spend 50 percent of allotted professional development time throughout the school year focusing on high-yield teaching strategies to incorporate vocabulary. This includes two full professional development days in the year and one PLC a month dedicated to addressing teaching strategies in vocabulary. With all teachers across the curriculum incorporating different vocabulary strategies into their daily instruction, the hope is that we will yield high results on Acquisition of Vocabulary when testing takes place in the spring of 2014. In addition, the aligned benchmark assessments will help track students’ progress.

The following questions outline where the focus of PLCs and professional development will be in regard to meeting the goals of this SLO:

- What commonalities exist in the standards for all grades covered by this SLO?
- How do the strategies build on one another from grade to grade?
- How do the strategies listed compare with the high-yield strategies teachers learned about in their professional development?

Goal setting for individual teachers will take place through quarterly meetings and PLC conversations. Within those meetings, targeted questioning has taken place on the incorporation of vocabulary strategies in instruction. This is to keep a focus of this priority. As teachers work together to monitor student progress through benchmark assessments, we will see if each grade level is on track to meet the growth targets outlined above. For those grades that are not on track, we may need to offer more supports or provide some peer teaching opportunities.

The growth targets are set high in hopes that multiple teachers providing multiple strategies to the same students will meet the varying needs of our learners. We know that this level of growth is attainable because some of our best teachers are making similar gains with students. With the PLC focus on vocabulary, we hope to have teachers learn strategies from one another to better address vocabulary growth so that we can affect the overall improvement of our student body, yielding high results schoolwide.