

## Student Learning Objective (SLO) Template

Principal Name: Mary McQueen

Content Area and Course(s): Reading

Grade Level(s): 3–5

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 Elementary 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 score well above students in other schools in the state. Last year, students in grades 4 and 5 demonstrated weakness in Acquisition of Vocabulary compared with the other Reading Standards. As the results in the table below suggest, the students’ greatest strength is in reading Informational Text, and their greatest weaknesses are in Acquisition of Vocabulary and Literary Text.

2012–13 OAA Reading Data (Percentage of Students at or Above Proficient)		
Grade	King Scores	State Scores
3	88	81
4	91	88
5	86	74

2012–13 OAA Reading Data (Percentage of Students at or Above Proficient)				
Grade	Acquisition of Vocabulary	Other Reading Standards		
		Reading Process	Informational Text	Literary Text
3	80	90	92	90
4	75	94	98	97
5	72	88	91	93

The table below shows the historical scores for Acquisition of Vocabulary.

OAA Acquisition of Vocabulary Data (Percentage of Students at or Above Proficient)

Grade	2010–11	2011–12	2012–13
3	74	76	80
4	71	70	75
5	74	76	72

The results of the 2012–13 OAA will serve as baseline data for students in grades 4 and 5. However, current 3<sup>rd</sup> graders have not yet taken an OAA test, so the results of the spring Grade 2 Spring Benchmark Assessment will serve as baseline data for them. Student performance on this assessment was higher overall, but this might be due in part to the difference in assessment. Acquisition of Vocabulary appears to be an area of weakness and Informational Text an area of strength. As the table below shows, one notable difference is that the grade 2 students performed more similarly on Informational Text and Literary Text questions on the benchmark test and there was a bigger difference in these areas on the OAA in grades 3–5.

Grade 2 Spring Benchmark Assessment (Percentage of Students at or Above Proficient)					
Grade	Acquisition of Vocabulary	Other Reading Standards			Overall
		Reading Process	Informational Text	Literary Text	
2	80	91	97	93	90

To convert these performance data into baseline data for King students in grades 3–5 in the 2013–14 school year, we needed to include baseline data for current 3<sup>rd</sup> graders who do not have OAA or OGT data available, using the Grade 2 Spring Benchmark Assessment, combined with last year’s OAA scores for 3<sup>rd</sup> and 4<sup>th</sup> graders, who are now 4<sup>th</sup> and 5<sup>th</sup> graders. The table below includes baseline data for King students, grades 3–5 and identifies the source of the baseline data.

2013–14 Baseline Data Reading Assessments (Percentage of Students at or Above Proficient)			
Current Grade	%	Baseline Data Source	Year Administered
3	90	2nd Grade Spring Benchmark Assessment	2012-13
4	88	Grade 3 OAA	2012-13
5	91	Grade 4 OAA	2012-13

The table below shows grades 3–5 baseline data specifically for Acquisition of Vocabulary.

2013–14 Baseline Data Acquisition of Vocabulary (Percentage of Students at or Above Proficient)			
Current Grade	%	Baseline Data Source	Year Administered
3	80	2nd Grade Spring Benchmark Assessment	2012-13
4	80	Grade 3 OAA	2012-13
5	75	Grade 4 OAA	2012-13

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 standard in grades 3–5. To meet this goal, the students will be taking the King District Reading Assessment, a district-approved assessment that includes the Acquisition of Vocabulary standard and mirrors similar questions on the OAA. This is the first year we will administer this assessment, and most students in grades 3–5 (see exceptions in Student Population section of this SLO) will be taking it.

### Student Population

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

This year, we have 128 students in grades 3–5 who will take the King District Reading Assessment. This SLO does not include six additional students with severe cognitive disabilities who take alternative assessments or the one grade 4 student who is taught at a separate campus in the district. The table below shows the breakdown.

Grade	Number of Students	Number of Students Who Are English Language Learners	Number of Students Who Are Gifted and Talented	Number of Students With Disabilities
3	55	3	1	3
4	37	5	2	4
5	36	4	2	4
<b>Total</b>	<b>128</b>	<b>12</b>	<b>5</b>	<b>11</b>

Twelve of the students are English language learners (ELLs) who receive additional support from the ELL specialist. Five students have been

identified as verbally and/or mathematically gifted and talented and receive enrichment from the gifted and talented specialist. Eleven students have disabilities: two students have a hearing impairment; one student has dyslexia; three students have orthopedic impairments; three students have autism; and two students have a speech impairment. All of these students receive support from special educators and, when needed, other support professionals.

**Interval of Instruction**

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

The interval of instruction is from late August 26, 2013 through April 25, 2014, when the King District Reading Assessment will be administered.

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 in their professional learning communities (PLCs) to get an update on their progress toward 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 Assessment: April 25, 2014**

In late summer 2014, teams of teachers will review the King District Reading Assessment and the OAA data and share instructional strategies for further improvement.

**Standards and Content**

*What content will the SLO target? To what related standards is the SLO aligned?*

The SLO will focus on the Vocabulary Acquisition and Use standard of Ohio’s Learning Standards because the percentage of students proficient or above on that standard of the assessment has been particularly low for King students. The students will be taking the Grades 3–5 district assessment, which aligns to the standards listed below.

<b>Grade</b>	<b>Vocabulary Acquisition and Use Standard (<a href="http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx">http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/English/ELA-Standards.pdf.aspx</a>, pp. 36)</b>
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3	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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>).</li> <li>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>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
4	<p>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.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>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>).</li> <li>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.</li> </ul>
5	<p>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.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>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>).</li> <li>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.</li> </ul>

**Assessment(s)**

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

King Elementary (and other schools in the district) are administering the King District Reading Assessment, which the district developed and approved for use in grades 3–5. This assessment is new to the district, but it mirrors the OAA and aligns with the Ohio’s Learning Standards. This assessment covers the same reading content and skills as the OAA and OGT: Acquisition of Vocabulary, Informational Text, Reading Process, and Literary Text. However, for the purposes of the SLO, which is smaller in scope, we will focus on the Acquisition of Vocabulary questions only.

Classroom teachers will also assess their progress throughout the school year using new benchmark assessments aligned to the vocabulary acquisition component of the district assessment so that we can get a better sense of how the students are progressing toward the goals in this school-wide SLO. 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?*

The growth targets focus on increasing the percentage of students who are proficient or above (answering at least 70 percent of questions correctly) on the Acquisition of Vocabulary standard of the King District Reading Assessment. Although this year will be the first time we have administered the King District Reading Assessment, the students' scores on the OAA from spring 2013 are a good predictor of performance on the district assessment, as is the Spring Benchmark Assessment administered to 2<sup>nd</sup> graders in spring 2013. District administrators, building-site leadership, and many teachers agree that we can reasonably expect to increase the percentage of students scoring proficient or above by 10 percentage points. The table below shows these targets.

<b>Grade</b>	<b>Baseline Data (from Spring 2013)</b>	<b>Growth Target (in Spring 2014)</b>
3	80 percent of students scored Proficient or above in Acquisition of Vocabulary standard on the Grade 2 Spring Benchmark Assessment.	90 percent of students will score Proficient or above in Acquisition of Vocabulary standard on the Grade 3 King Reading Assessment.
4	80 percent of students scored Proficient or above on the Acquisition of Vocabulary standard on the Grade 3 OAA.	90 percent of students will score Proficient or above on the Acquisition of Vocabulary standard on the Grade 4 King District Reading Assessment.
5	75 percent of students scored Proficient or above on the Acquisition of Vocabulary standard on the Grade 4 OAA.	85 percent of students will score Proficient or above on the Acquisition of Vocabulary standard on the Grade 5 King District Reading Assessment.

**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 five major components of reading, as identified by the National Reading Panel, and is a critical element of the Ohio's Learning Standards. Without adequate word identification skills or adequate vocabulary, students will be unable to read and comprehend texts. To be successful readers, students need to develop skills to help them acquire new words independently as well as know enough meanings of words so that they can communicate effectively. The data show that our students struggle with Acquisition of Vocabulary. This SLO focuses on this need and aims to increase the number of students who score proficient in this standard.

This year, teachers of King School District will spend 20 percent of allotted professional development time throughout the school year focusing on high-yield teaching strategies to incorporate vocabulary. This includes one full professional development day and three PLC meetings dedicated to addressing teaching strategies in vocabulary. We hope that all teachers across the curriculum incorporating different vocabulary strategies into their daily instruction will yield positive results on Acquisition of Vocabulary when testing takes place in the spring 2014 semester.

In addition, the aligned benchmark assessments will help track students' progress.

Personnel in the special education department at King Elementary are aware of this focus on vocabulary and aim to dedicate planning time to address strategies that best meet the needs of the students with disabilities. Many of our students with disabilities are in the regular classes, with the special education teachers co-teaching with the general education teachers and/or providing inclusion services. Thus, I have made it a priority to designate common planning time so that special education and general education teachers can co-plan their lessons.

The following questions outline the focus of PLCs and professional development for 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 that teachers learned about in their professional development?

Goal setting for individual teachers will take place through quarterly meetings and PLC conversations. During these meetings, I will work with teachers to monitor student progress and brainstorm additional strategies, as needed, to increase student learning.

The growth targets are set high in hopes that multiple teachers providing multiple strategies will meet the varying needs of our learners. We know that this level of growth is attainable because some of our best teachers are already making such 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 promote overall improvement of our student body, yielding high results schoolwide.