TEACHER SLG GOAL SETTING EXAMPLE – 4TH GRADE ENGLISH LANGUAGE ARTS

Grade Level: ☒ Elementary ☐ Middle School ☐ High School
Goal Type: ☐ Individual Goal ☒ Team Goal

SLG GOAL 1

<table>
<tr><td rowspan="9">Goal-Setting Conference</td><td>Content Standards/Skills</td><td>4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td></tr>
<tr><td>Assessments</td><td>District Beginning of year (BOY) assessment, and end of year district Reading Assessment for 4th grade. Both assessments include mostly selected response items, but do include a few constructed response.</td></tr>
<tr><td>Context/Students</td><td>36 students; 20 boys and 16 girls
90 minute literacy block per day
Demographics:
60% Free and Reduced Lunch
55% Caucasian, 35% Hispanic, 5% Asian, 5% African American
7 students on IEPs, and 4 identified as TAG (2 in Reading)</td></tr>
<tr><td>Baseline Data</td><td>Category 2: The BOY reading assessment was administered in September shortly after school began. The assessment includes primarily selected response items, but did include one constructed response item. Data analysis revealed the following:
18 students scored 0-20%
12 students scored as 21%-50%
3 students scored 51%-95%
3 scored <95% and will take an alternate assessment based on 5th grade standards</td></tr>
<tr><td>Student Growth Goal (Targets)</td><td>Goal: By May 2015, all students will show progress in the ability to understand literary elements through drawing on details in a text and making inferences on the District End of Year (see Tier 4) Selected Response Reading Assessment
Tier 1: Students scoring 0-20% on pre-test will grow by 30 %
Tier 2: Students scoring 21-50% on pre-test will grow by 20 %
Tier 3: Students scoring 51%-95% pre-test will grow by 10 %
Tier 4: Students scoring above 95% will score above 20% on the 5th grade District BOY Selected Response Assessment</td></tr>
<tr><td>Rationale</td><td>Current and past data on our 4th/5th grade students indicates that, while they perform relatively well in locating information and understanding text, they struggle with making inferences through analyzing text.</td></tr>
<tr><td>Strategies</td><td>Deconstruct standards into smaller skills/chunks to scaffold student learning
Employ questioning strategies during small group discussions
Use graphic organizers to diagram stories</td></tr>
<tr><td>Professional Learning and Support</td><td>Professional learning in developing standards-based IEPs
Professional learning on deconstructing standards to create smaller, attainable targets and build on prior knowledge
Continued study of effective reading strategies
Time to collaborate with 4th grade team on using formative assessment data to coordinate flexible small groups</td></tr>
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