

Wisconsin Student/School Learning Objective Selection/Approval Form

Name or Team of Teachers Being Evaluated

Name of Reviewers

First Grade Team

HERDA

Susan Pether

Content Area/Grade Level(s)

First Grade Reading

Review Date Mo./Day/Yr.

11/12/12

School Building Hudson Prairie

Please use additional pages, if necessary, to provide information requested below. Additional guiding questions to support the selection process are located on the Wisconsin Student Learning Objective (SLO) Selection/Approval Rubric

Student Learning Objective (SLO) by June 2013 we will have 85 % of our students reading at or above grade level according to the DRA level I

Baseline Data and Rationale:

(Why did you choose this objective?) The gap in our data verses the districts percentage at grade level from last year indicated the need for strategic work. First grade has always been the critical core stage for students in the area of reading. We are seeing strength in students reading levels HOWEVER the ability to reread and comprehend the text does not match their reading ability.

Learning Content:

(What content will the SLO address?) CCSS-ELA

Student Population: 84 first grade students
(Who are you going to include in this objective?)

Interval: 2012-2013
(How long will you focus on this objective?)

Assessment/Evidence Source(s): DRA and anecdotal records from guided reading/conferencing
(How will you measure the outcome of your objective?)

Targeted Growth: 85% at E6 by November 30th, 85% at G by March 15th, 85% at I by June 15th
(What is your goal for student growth?)

Strategies and Support:
(What methods or interventions will you use to support this objective? What instructional support or professional development is necessary to accomplish the objective?) Daily meeting with three groups for Guided Reading in addition to Target time, observation of second grade in goal setting during conferencing with students, observations of second grade administering the F&P to help guide our instruction for being on target for second grade comprehension.

Educator/Preparer Signature

Date Signed Mo./Day/Yr.

Supervisor Signature

Date Signed Mo./Day/Yr.

[Handwritten signatures]

11/15/12
11/15/12

1st
T-Drive 1st Grade SLO

Wisconsin Student/School Learning Objective (SLO) Selection/Approval Rubric

Baseline Data and Rationale <i>Why did you choose this goal?</i>	Learning Content <i>Which content standard(s) will the SLO address, and which skill(s) are students expected to learn?</i>	Population <i>Which students are included in this goal?</i>	Interval <i>What timeframe is involved in this SLO (typically year-long; explain if other)?</i>	Evidence Sources <i>How will you measure the amount of learning that students make?</i>	Targeted Growth <i>What is your goal for student growth, and how did you arrive at this goal?</i>
Guiding Questions:					
What source(s) of data did you examine in selecting this/these SLO(s)? What strengths and weaknesses were identified? If this is the same SLO as you submitted last year/last semester, please provide justification for why.	Which content standard(s) is/are targeted? Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?	Which student group(s) is/are targeted?	How do you know if you've spent enough or too much time on an objective?	What assessment(s) or other evidence sources will be used to measure whether students met the objective? What type of assessment or evidence is it, and how are results reported? Why is this the best evidence for determining whether students met the objective?	What is the target level of growth or performance that students will demonstrate? Do I expect all students to make the same amount of growth, regardless of where they start from, or should I set differentiated goals based on students' starting point?
Criteria:					
<ul style="list-style-type: none"> • Supports school improvement goals • Addresses observable student need(s) • Based on review of school and classroom data for areas of strength and need • Provides summarized baseline data • Provides clear focus for instruction and assessment 	<ul style="list-style-type: none"> • Targets specific academic concepts, skills or behaviors based on the standards • Targets enduring concepts or skills • Is rigorous • Is measurable 	<ul style="list-style-type: none"> • Defines and targets the needs of an identified population • Considers demonstrated strengths of identified population 	<ul style="list-style-type: none"> • Identifies the time that instruction will occur • Matches the amount of time in the curriculum • Provides adequate time for content complexity 	<ul style="list-style-type: none"> • Uses an agreed upon assessment and follows appropriate guidelines • Aligns with the targeted learning content area • Relationship with the learning objective is apparent • Measures the growth, gain, or change expected • Provides a formula for combining more than one assessment if needed • Has been demonstrated as reliable and valid for targeted students 	<ul style="list-style-type: none"> • Meets or exceeds standards of practice • Is a rigorous expectation for students • Predicts gain based on past performance of students when available • Explains any exceptions
Strategies and Support What professional development opportunities will best support the student achievement goals set forth in this SLO? What instructional methods will best support the student achievement goals set forth in this SLO? How will you differentiate instruction in support of this SLO? What new/existing instructional materials or other resources will best support the student achievement goals set forth in this SLO? What other types of instructional supports do you need in order to support the student achievement goals specified in this SLO?					

2nd Conference (SLO) Mid-Year Reflection

<p>Tell me about how your SLO is going. What is going well? What are some challenges you are facing?</p>	<p>We are excited about the progress that all of our students have made and continue to be making. so growing readers. Concern/challenge: The huge spin of levels and number of reading skills that must be taught/learned by first grade.</p>
<p>Data analysis What trends do you see? What are the strengths? What are the areas of concern?</p>	<p>Concern: Some preoccupation with levels - Growth is occurring. It all levels Students feeling successful Students preoccupation with levels - Weaving. The joy of reading</p>
<p>Individual data talk What students are not meeting your expectations? Why do you suspect they are not meeting their expectations? Do you need to develop specific actions to support these individuals?</p>	<p>Students who are not meeting our expectations are being double checked, SSTs and are receiving Guided Reading. We feel they are receiving the maximum help.</p>
<p>Reflection on SLO Is my SLO attainable? Does it need to be adjusted? What is your rationale for any adjustment?</p>	<p>Attainable - goal based on projected data. No adjustments</p>
<p>Reflections on Actions Are your actions making a difference? Do you need to update the action portion of the SLO?</p>	<p>Yes, we feel that our actions in place are helping.</p>
<p>Summary of the conference</p>	<p>We are a strong team that works well together. We feel very fortunate for this.</p>

1st Grade

2/28/13



2nd Conference (SLO) Mid-Year Reflection

<p>Tell me about how your SLO is going.</p> <p>What is going well? What are some challenges you are facing?</p>	<p>What trends do you see? What are the strengths? What are the areas of concern?</p>
<p>Data analysis</p>	<p>Individual data talk</p>
<p>Reflection on SLO</p>	<p>Reflections on Actions</p>
<p>Summary of the conference</p>	<p>1 Goal for the support in next year</p>

- 1. Read aloud - reku
- 2. ~~Read~~ Charal - reku
- 3. Innap read - reku

Robert + Compensator
Rdy w/whly

- Keep ~~keep~~ joy for reading

* 3rd graders - everyday w/ Klander
Ormer
Larsen
10:45-11:00
3 per class

Project out

68 / ~~68~~ 84 = 80.92

85% Reading out or Fall Nov. Jan. March May June
about 1/2 of 12% 20.5% 78%
mainly

- + 3 groups GR
- 2nd grade Ass. / Goal setting
- + Target groups larger at low end to address kids
- + 3rd grade helpers - wrap reading
- + FAP Vowels - teach earlier - Nov. for kids ready in GR

- Assessment in next year
- Strategies

Model w/ videotape

NO FAP for 1st grade

1 kit only above grade 1/m

1st Grade

Student Last Name	Student First Name	Entity	Grade	Home Room	Narrative 1st Tri- Nov. 30	Conventions (out of 3)	Narrative 2nd Tri- March 15	Conventions (out of 3)	Narrative 3rd Tri- June 12	Conventions (out of 3)	Goal yes or no (3 of 4)	Informational 2nd Tri	Opinion 3rd
		Hudson Prair	01	1-A	1	1	2	3					
		Hudson Prair	01	1-A	1	1	2	2				9	21
		Hudson Prair	01	1-A	2	2	3	3		yes	43%		
		Hudson Prair	01	1-A	2	3	2	1		Yes			
		Hudson Prair	01	1-A	1	3	1	3					
		Hudson Prair	01	1-A	1	3							
		Hudson Prair	01	1-A	1	1	1	1					
		Hudson Prair	01	1-A	1	3	3	3		Yes			
		Hudson Prair	01	1-A	1	3	3	3		Yes			
		Hudson Prair	01	1-A	1	2	Moved- Delete						
		Hudson Prair	01	1-A	2	3	1	3					
		Hudson Prair	01	1-A	1	3	3	1		Yes			
		Hudson Prair	01	1-A	1	2	3	1		Yes			
		Hudson Prair	01	1-A	1	1	1	2					
		Hudson Prair	01	1-A	2	3	3	3		Yes			
		Hudson Prair	01	1-A	1	3	1	3					
		Hudson Prair	01	1-A	1	3	4	3		Yes			
		Hudson Prair	01	1-A	2	2	1	3					
		Hudson Prair	01	1-A	2	1	2	3					
		Hudson Prair	01	1-A	1	2	1	2					
		Hudson Prair	01	1-A	1	3	3	3		Yes			
		Hudson Prair	01	1-K	2	2	1	3					
		Hudson Prair	01	1-K	1	3	2	4				9	21
		Hudson Prair	01	1-K	1	3	3	3		Yes	43%		
		Hudson Prair	01	1-K	3	3	2	3		yes			
		Hudson Prair	01	1-K	1	2	1	4					
		Hudson Prair	01	1-K	3	3	3	3		yes			
		Hudson Prair	01	1-K	1	2	2	3					
		Hudson Prair	01	1-K	1	2	2	1					
		Hudson Prair	01	1-K	1	0							
		Hudson Prair	01	1-K	2	3	2	4					

Student Last Name	Student First Name	Entity	Grade	Home Room	Narrative 1st Tri- Nov. 30	Conventions (out of 3)	Narrative 2nd Tri- March 15	Conventions (out of 3)	Narrative 3rd Tri- June 12	Conventions (out of 3)	Goal yes or no (3 of 3)	Informational 2nd Tri	Opinion 3rd
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	2	3	2	3					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	4	3	3	3			yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	1	3	3	1			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	1	3	2	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	1	3	1	3					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	2	3	3	3			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	2	2	3	3			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	2	3							
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	2	3	3	2			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K	1	3	3	3			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-K									
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	1	0	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	1	1	3	1			Yes	6	20
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	2	0	0				30%	
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	1	2	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	0	1	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	2	2	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	1	2	1	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	1	2	4	0			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	3	2	1	1			yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	2	1	1					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	3	1	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	3	2	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	1	2	0	3					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	1	2	1	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	3	1	2					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	0	2	2	1					
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L	2	0	3	1			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L			3	3			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-L			3	2			Yes		
[REDACTED]	[REDACTED]	[REDACTED]	Hudson Prair 01	1-O	1	3	1	3					

End of the Year Conference SLO Evaluation

<p>Tell me about how your SLO process went. What was the impact for your students? What was the impact on you as an educator? <i>X</i></p>											
<p>Results Walk me through your final data. What trends did you notice? Discuss individual students who did not meet the SLO. Why do you suspect they did not meet the SLO?</p>	<p><i>all</i> 2 things concerns skills groups kept groups 100% concerns comprehension skills groups kept groups 100% # focus groups kept groups 100%</p>										
<p>Commendations</p>											
<p>Reflection in SLO using Rubric</p> <table border="1"> <thead> <tr> <th>Evaluation Scale</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td><i>3</i></td> <td> <ul style="list-style-type: none"> Student growth for this SLO has exceeded expectations Evidence indicates exceptional growth for all/nearly all of targeted population The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning </td> </tr> <tr> <td>(2)</td> <td> <ul style="list-style-type: none"> Student growth for this SLO has met expectations Evidence indicates substantial growth for most of the targeted population The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning </td> </tr> <tr> <td>(1)</td> <td> <ul style="list-style-type: none"> Student growth for this SLO has partially met expectations Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets The educator has demonstrated an impact on student learning, but overall has not met the expectations described in their SLO </td> </tr> <tr> <td>(0)</td> <td> <ul style="list-style-type: none"> Student growth for this SLO has minimally met expectations Evidence indicates minimal or inconsistent growth for the targeted population The educator has not met the expectations described in the SLO and has not demonstrated a sufficient impact on student learning </td> </tr> </tbody> </table> <p>Are there any mitigating circumstances we should discuss? OR The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable OR The educator has not engaged in the process of setting and gathering evidence for the SLO</p>	Evaluation Scale	Criteria	<i>3</i>	<ul style="list-style-type: none"> Student growth for this SLO has exceeded expectations Evidence indicates exceptional growth for all/nearly all of targeted population The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning 	(2)	<ul style="list-style-type: none"> Student growth for this SLO has met expectations Evidence indicates substantial growth for most of the targeted population The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning 	(1)	<ul style="list-style-type: none"> Student growth for this SLO has partially met expectations Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets The educator has demonstrated an impact on student learning, but overall has not met the expectations described in their SLO 	(0)	<ul style="list-style-type: none"> Student growth for this SLO has minimally met expectations Evidence indicates minimal or inconsistent growth for the targeted population The educator has not met the expectations described in the SLO and has not demonstrated a sufficient impact on student learning 	<p>Goal 85%</p> <p><i>qms</i></p>
Evaluation Scale	Criteria										
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<p>Next steps How will this inform teaching in the future?</p>	<p>3:20-3:40 3:20-3:40 - 5th grader Read/1km</p>										
<p>Summary of the conference</p> <p><i>just make math schedule</i></p>											

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[REDACTED]	[REDACTED]	01	1-A	1	1	2	3	3	2	yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	1	2	2	1	2	no	no
[REDACTED]	[REDACTED]	01	1-A	2	2	3	3	2	1	yes	no
[REDACTED]	[REDACTED]	01	1-A	2	3	2	1	3	2	yes	yes
[REDACTED]	[REDACTED]	01	1-A	2	1	3	0	3	1	yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	3	1	3	3	2	yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	3	4	1	3	3	yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	1	1	1	3	0	yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	3	3	3	2	3	Yes	no
[REDACTED]	[REDACTED]	01	1-A	1	3	3	3	3	1	Yes	yes
[REDACTED]	[REDACTED]	01	1-A					3	2	yes	yes
[REDACTED]	[REDACTED]	01	1-A	2	3	1	3	2	3	no	no
[REDACTED]	[REDACTED]	01	1-A	1	3	3	1	2	3	Yes	no
[REDACTED]	[REDACTED]	01	1-A	1	2	3	1	2	2	Yes	no
[REDACTED]	[REDACTED]	01	1-A	1	1	1	2	3	0	yes	yes
[REDACTED]	[REDACTED]	01	1-A	2	3	3	3	3	3	Yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	3	1	3	3	3	yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	3	4	3	4	2	Yes	yes
[REDACTED]	[REDACTED]	01	1-A	2	2	1	3	2	2	no	no
[REDACTED]	[REDACTED]	01	1-A	2	1	2	3	3	2	yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	2	1	2	4	2	yes	yes
[REDACTED]	[REDACTED]	01	1-A	1	2	3	3	4	3	Yes	yes
[REDACTED]	[REDACTED]	01	1-K	1	3	3	3	4	3	Yes	yes
[REDACTED]	[REDACTED]	01	1-K	3	3	3	3	4	3	Yes	yes
[REDACTED]	[REDACTED]	01	1-K	2	3	2	3	4	2	Yes	yes
[REDACTED]	[REDACTED]	01	1-K	4	3	3	3	4	3	Yes	yes
[REDACTED]	[REDACTED]	01	1-K	1	3	2	2	4	3	Yes	yes
[REDACTED]	[REDACTED]	01	1-K	1	3	1	3	4	3	Yes	yes
[REDACTED]	[REDACTED]	01	1-K	2	3	3	2	4	2	Yes	yes
[REDACTED]	[REDACTED]	01	1-K	1	3	3	3	4	3	Yes	yes

Anytime 3rd Trimester
19 22 15 22
86% 68%

Anytime 3rd Trimester
17 21 15 21
81% 71%