STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: **Grade 1 - General Education Classroom**
Content Area: **English Language Arts**

Component	Guiding Questions	Descriptors
Baseline/ Trend Data	*What data were reviewed to assist in establishing the student learning goal/objective?*	1. Grade K – June 2014 -Universal Screening Data - (Dibels) – Letter Sound Fluency & Phoneme Segmentation 2. Grade 1 – September 2014– Universal Screening Data (Dibels) - Letter Sound Fluency & Phoneme Segmentation 3. Grade 1 – September 2014 – Running Records Cycle 1 4. Qualitative data from student profiles, individual reading plans, and cumulative record review
Student Population	*Who is included in this student learning goal/objective? Why is this target group/class selected?*	In my class of 23 first graders, I used available district assessments and cut points, and gathered the the following baseline data;

Measure	Dibels Phoneme Seg. Fluency –PSF (Sept 2014)
Number of students at Percentile bands / Risk levels	3 students at/above 51% (low risk)
	9 between 26% and 50% (med risk)
	11 students at/below 25% (high risk)
Measure	**Grade 1 Treasures Program Listening / Reading Comprehension (Sept. 1- 21, 2014)**
Number of students at accuracy bands (based on listening comp questions)	6 students at/above 85% accuracy
	8 students between 71-85% accuracy
	9 students at/below 70% accuracy

<u>Classroom composition</u>: Fourteen boys and nine girls; Six English Learners (English Proficiency Level 1 and 2); Two special needs students (identification category = speech/language impairment and neurological impairment); 1 student held back in grade one this year).

Component	Guiding Questions	Descriptors
Standards And Learning Content	*Which standards are connected to the learning content?*	*While all standards will be addressed this school year, these critical skills have been prioritized for my goal because I can have a high impact on student learning and these skills are measurable using available assessment tools.* 1. <u>Phonics/ Word Recognition</u>: CCSS.ELA-Literacy.RF.1.3 Know/ apply grade-level phonics & word analysis skills in decoding words. 2. <u>Fluency</u>: CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. 3. <u>Comprehension of Literature/ Informational Texts - Key Ideas and Detail</u>: CCSS.ELA-Literacy.RL.1.1 and CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text

Student Learning Goal/Objective Statement	*What is the expectation for student growth and development?*	All students in my grade 1 classroom will master grade one CCSS foundational phonological and decoding skills of reading and demonstrate mastery of finding, understanding, and integrating key ideas and details of the literary and informational texts they read (reading comprehension).

Indicators Of Academic Growth And Development (IAGDs)
 	
Growth Targets
	A. *How will you measure progress toward your student learning goal/objective?*
	
	B. *What targets will you establish to demonstrate attainment of your student learning goal/objective?*
	
	NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs
		<u>IAGDs:</u>
		1. ASSESSMENTS/MEASURES OF PROGRESS
		    1) <u>Dibels Measures</u> for Progress Monitoring and Universal Screening
		
		    2) <u>Running Records</u> - All first grade students will be matched with leveled "just right" texts and progress monitoring will occur every 5 weeks in a rolling assessment cycle (5 students per week). Running records contain observations of reading miscues, reading fluency and accuracy of retell or questions about key details.
		
		2. GROWTH TARGETS
		    1) <u>Twelve students measured at high risk in September 2014</u> will master all grade K and grade 1 phonological and decoding skills by May 2015 as measured by the appropriate Dibels progress monitoring measure (every week) and increase percentile rank on the Spring universal screening measure (May 2015) to the 40th percentile or above.
		
		    2) <u>Eight students measured at moderate risk in September 2014</u> will master all grade K and grade 1 phonological and decoding skills by May 2015 as measured by the appropriate Dibels progress monitoring measure (every month) with a score at/above the 60th percentile on the Spring universal screening measure.
		
		    3) <u>Three students measured at low risk in September 2014</u> will master all grade 1 phonological, decoding, fluency and skills by May 2015 as measured by the Spring universal screening measure (Oral Reading Fluency) with a score at/above the 60th percentile.
		
		    4) <u>By end of year, all students will demonstrate listening/ reading comprehension through retell and/or questions about key ideas with at least 70% accuracy</u> as measured by the last running records cycle of the school year.
		
		Because progress monitoring is a dynamic process and measures are sensitive to growth, changes in Growth Targets will likely be adjusted at the mid-year conference.

Instructional Strategies/ Supports	*What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?*	After developing a matrix of student scores and needs, in addition to Tier 1 Readers Workshop, comprehension strategies, and conferences, I will differentiate the amount and frequency of explicit instruction phonemic and decoding instruction for varying flexible groups of students. I will also provide opportunities for varying degrees of practice or extension through reading learning stations. 1. <u>High Risk on Dibels + Low Accuracy on Listening Comp (12 students, 2 groups)</u>: Start year with 1) Daily supplemental small group explicit instruction in grade K-1 phoneme/decoding. 2) Vocabulary support and scaffolds to ELLs daily (sheltered Instruction strategies). ELL friendly texts. 3) Weekly Dibels progress monitoring. 4) Consistent increase in appropriate leveled text. In addition, consistent exposure to grade level texts with increasing text complexity throughout the year. 2. <u>Medium Risk on Dibels + Low or Med Accuracy on Listening Comp (8 students, 2 groups)</u>: Start year with 1) Explicit whole group instruction on grade K-1 phonemic awareness/decoding. 2) Small group reading comprehension strategies and vocabulary 2-3x per week. 3) Leveled texts and comprehension activities. 4) Strategic monitoring every month with Dibels. 5) Consistent increase in appropriate leveled texts (running records). In addition, consistent exposure to grade level texts with increasing text complexity throughout the year. 3. <u>Low Risk on Dibels and High Accuracy on Listening Comp (3 students, 1 group)</u>: Start year with 1) Explicit whole group instruction on grade K-1 phonemic awareness/decoding. 2) Small group reading comprehension strategies and vocabulary 2-3x per week. 3) Leveled texts and comprehension activities. 4) Universal screening 3x per year with Dibels. 5) Consistent increase in appropriate leveled texts (running records). In addition, consistent exposure to grade level texts with increasing text complexity throughout the year.