

Student Learning Objective (SLO)

Teacher Name: _____XXXXXXXXX_____ Content Area and Course(s) for SLO: _____Math_____ Grade Level(s): _____4_____

Academic Year: _____2014-2015_____

I. Student Population

Which students will be included in this SLO? Describe the student population. Include all relevant students including levels, accommodations, all subgroups, and factors that may impact student growth.

I will include all 58 of my fourth grade math students in my SLO

Student Information:

Specific Student Demographics

- My class two sections together for math and science consists of boys and girls. In the first section there are 14 boys and 15 girls: of these 14 boys 7 are African American, 6 are Caucasian, and one Hispanic, of the 15 girls 6 are Caucasian, 7 are African American, 1 Asian, 1 Hispanic. For my second section there are 12 boys and 15 girls. Of these 12 boys 6 are Caucasian, 6 are African American, of the 15 girls 6 are Caucasian, 1 Asian, 8 are African American.
- Three students have IEP plans. All three require special accommodations such as extended test and assignment time and oral administration. One student cannot have their worksheets or tests front to back but on single sheets.
- Medical Needs:** I have one student with food allergies for peanuts and shrimp. I have two students with serious asthma and one student with severe headaches.

General School Information

VisionWhere learners achieve excellence, embrace change, and forge new traditions.

Mission Statement will provide the highest quality of education and be an advocate for all students by preparing them for future learning. We will garner support through a culture of continuous improvement driven by integrity, teamwork, and perseverance.

ExpectationsThe faculty, staff, and community of Elementary School expect...

- All students will graduate from high school.
- Promote and develop an environment of student learning, collaboration, and professional growth.
- Elevate the academic performance of every student at each level.
- Integrate resources and technology tools to support learning.

- Improve stakeholder communication and support of public education.

Enrollment is 630 students.

The average daily attendance for the 2009-2010 school year was 95.5%.

Elementary School is accredited by the Southern Association of Colleges and Schools.

School Report Card 2009-2010

Absolute Rating..... Average

Improvement Rating.....Average

Average Yearly Progress (AYP).....No

II. Standards / Content

What content will the SLO target? Identify the related standards that will align your SLO with your assessment and content. (National, State, Local, Educational Organization) Provide the name of the standards.

- My SLO will target fourth grade math Common Core standards. For list of Standards see the attached Common Core Fourth Grade Math standards sheet:

III. Assessment Plan (Pre and Post)

What assessment(s) will be used for pre-assessments data to set growth targets for this SLO? What assessment(s) will be used as the post assessment to measure student growth for this SLO? Specifically what are you using to measure specific growth for all students? Identified assessments must effectively measure the course content and student learning.

I will use MAP testing scores to assess my students. The post assessment will be their Fall MAP testing, and to measure growth I will see their winter MAP test scores and then their Spring MAP test scores.

I can also use their PASS scores from last year to see where they fall in each area being assessed.

Principal's Approval Signature

Date

IV. Baseline and Trend Data

What data and information is being used to inform the creation of the SLO and establish the amount of growth that should take place? May include: Data and sources of information about students for example test scores from prior years. May draw upon trend data for the assessment from other cohorts of students if available. May include a summary of the teacher's analysis of data looking at student strengths and weaknesses both in cohort and across cohorts.

I used my students' Fall Math MAP scores/data to create my Student Learning Objective. Thirty-nine of my fifty-seven students are below level on their MAP Fall scores. On level would be a 205 or higher. Last year's PASS data show that out of my fifty-seven students eighteen were Not Met, nineteen were Met, and eighteen were Exemplary in Math. I do not have PASS scores for two of my students. My projected PASS scores for this coming year are to have those eighteen Not Met move to Met and to at least half if not all my Met students move to Exemplary.

V. Growth Target(s)

Considering all available data baseline and trend data and content requirements, what growth target(s) can students be expected to reach based on their starting points?

Pre-Assessment Results and Growth Target

Group	Percentile Ranges **	# of students	Target	Comments
A	178-190	18	+9	
B	191-200	14	+8	
C	201-209	15	+6	
D	211-216	8	+5	
E	224-226	2	+3	

**percentile ranges will vary based on assessment style and pre-assessment results

Rationale for Growth Target(s)

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

I divided my students into 5 groups. A being significantly below , B being slightly below, C being on grade level, D being slightly above grade level and E being significantly above grade level. For the SLO I used Fall 2014 MAP data and used the Goal Setting Worksheet to establish the target growth for each student. The growth target set by NWEA then became my target score. Two points were subtracted to determine regression with another two subtracted for significant regression. Two points were added for growth and then two more for significant growth, making significant growth 4 points above the target score.