

## Middle School Social Reading/ELA Learning Growth Goal

<p><b>Content Standard(s) /Learning Target</b></p>	<p>Analyze Text:</p> <ul style="list-style-type: none"> <li>. I can provide strong evidence to support my analysis of what a text says.</li> <li>. I can analyze the ways in which individuals, events, and ideas in the text interact with one another.</li> <li>. I can understand the author’s point of view and analyze its effect on the text.</li> </ul> <p>Develop Interpretation:</p> <ul style="list-style-type: none"> <li>. I can determine and analyze the main ideas or themes of a text and summarize the key details and ideas.</li> </ul> <p>Demonstrate Understanding:</p> <ul style="list-style-type: none"> <li>• I can understand a topic or issue using information from a variety of sources.</li> <li>• I can provide strong evidence to support my analysis of what a text says.</li> </ul>
<p><b>Context</b></p>	<p>Total number of students 32            Number of students on an IEP 1            Number of students identified 0 as ELL: 0            Number of students identified 0 as TAG: 0            Number of students on a 504 1</p>
<p><b>Assessment</b></p>	<p>Category II Assessment</p> <p>Growth will be measured comparing baseline data to a similar assessment administered in the spring. Formative assessments and summative assessments will be given regularly to track student growth throughout the year.</p>
<p><b>Baseline Data</b></p>	<p>See attached spreadsheet.</p>

<b>Student Learning and Growth Goal Statement</b>	<p>Using tiered benchmarks to differentiate growth for my students, all students will show growth on a similar assessment in the third trimester:</p> <p>Not Yet Met (3-4.2): improve to score Approaching Proficient Progressing (4.3-7.2): improve to score Proficient Approaching Proficient (7.3-10.2): improve to score Proficient Proficient (10.3-13.4): improve to score Mastery</p> <p>Mastery (13.5-15): maintain Mastery with increased complexity</p>
<b>Rationale</b>	<p>In order for students to be successful in high school and beyond, students in middle school need to make progress toward proficiency at grade level in reading. The standards addressed on the pre- and post- assessment represent focus standards in reading, which will provide an appropriate snap-shot of student achievement in my area of instruction. Though some students begin at a lower level of content and skills knowledge, it is important to begin to narrow the achievement gap by setting a rigorous goal and having students at lower levels of proficiency showing greater growth. That said, not all students will be proficient, but some will be making significant progress toward attainment of the content and skills. The strategies I implement throughout this first year of implementing new standards will help me move my students forward.</p> <p>I selected this goal because all teachers at CMS teach a reading class and I had access to common assessments. Because reading is foundational to all other content areas, a student who sees growth in reading will presumably see growth in other areas. This growth will be tracked over time and assessed based on the comparison of formative and summative assessments.</p>

<p><b>Strategies</b></p>	<p>In order to provide the instruction necessary for my students to access the high-level content and skills required of the standards, here are the techniques I will employ in my classroom:</p> <p>Specific Examples Include:</p> <ul style="list-style-type: none"> <li>. Students will practice scaffolded reading Access strategies across all content areas.</li> <li>• I will assign intervention periods on an “as needed” basis.</li> <li>• Staff member available to provide additional instruction, review and reproofing</li> <li>. I will explicitly teach vocabulary in content area classes.</li> <li>. I will explicitly teach comprehension strategies in content area classes with a focus on informational text.</li> <li>. I will provide text-dependent questions in all content areas.</li> <li>. I will facilitate discussions in classes that support students’ understanding of text and opportunities for text interpretation.</li> <li>• Monthly Progress Monitoring for ELA Intervention students and outliers in reading classes</li> <li>• Proficiency systems in reading and all core content areas with aligned Power Standards and Learning Targets.</li> <li>• I will facilitate cooperative structures in all content areas to support student engagement.</li> </ul>
<p><b>Aligned Professional Learning and Support</b></p>	<ul style="list-style-type: none"> <li>. I will participate in any PD that is applicable to my goal and provided by my district. Specific examples include:</li> </ul> <p>Participation in content-specific PAT meetings and collaboration</p> <p>Cooperative Structures Training</p> <p>TVAC Program to observe and collaborate with peers</p> <p>Data will be reviewed each trimester to evaluate the effectiveness of our intervention systems</p>