

Middle School Social Studies Student Learning Growth Goal

<p>Content Standard(s) / Learning Target</p>	<p>Students will be able to analyze multiple sources to understand content, interpret data and to critique and reason.</p> <p>Power Standards:</p> <p>6.5. Critique information to determine if it is sufficient to answer historical questions.</p> <p>6.9. Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.</p> <p>6.20. Critique information to determine if it is sufficient to answer questions.</p> <p>6.23. Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).</p>
<p>Context</p>	<p>Total number of students: 28 Number of students on an IEP: 4 Number of students identified as ELL: 0 Number of students identified as TAG: 2 Number of students on a 504: 0</p>
<p>Assessment</p>	<p>Category II Assessment</p> <p>Growth will be measured comparing baseline data to a similar assessment administered in the spring. The assessment is a common assessment used within all 6th grade social studies classrooms in Bethel.</p> <p>Formative assessments and summative assessments will be given regularly to track student growth throughout the year. All units taught will be anchored in power standards.</p>

<p>Baseline Data</p>	<p>Using data from the Social Studies LPA (China's Great Wall) for Grade 6 social studies class, and focusing on the power standard "analyze text," my students performed as follows:</p> <p>(_6_) students scored in the Not Yet Met Category (1-1.4),</p> <p>(10_) students fell into Progressing (1.5-2.4),</p> <p>(_12_) students fell in the Approaching Proficiency Category (2.5-3.4), and</p> <p>(_0_) students performed at a Proficient level (3.5-4.4) and</p> <p>(0_) students demonstrated Mastery (4.5-5).</p> <p>See attached spreadsheet for individual student data.</p>
<p>Student Learning and Growth Goal Statement</p>	<p>By May 22, 2015 6th grade students at Cascade Middle School will demonstrate progress on their District Social Studies Assessment scores according to the power standard "analyze text" based on the following targets:</p> <p>Not Yet Met (1-1.4): improve to score Approaching Proficient</p> <p>Progressing (1.5-2.4): improve to score Proficient</p> <p>Approaching Proficient (2.5-3.4): improve to score Proficient</p> <p>Proficient (3.5-4.4): improve to score Mastery</p> <p>Mastery (4.5-5): maintain Mastery with increased complexity</p>

Rationale	<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 social studies. The standards addressed on the pre- and post- assessment represent focus standards in social studies 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>According to my data, none of my students reached proficiency in the category "analyze text". Additionally, 16 students scored either a one or a two in this category. This was significantly lower than the other categories (demonstrate understanding, develop interpretation). After analyzing the results of the baseline assessment, I determined this was the areas where students could make the most growth and where I would have the greatest impact.</p>
Strategies	<p>I will use teaching tactics that are research based and developmentally appropriate. This will include previewing the text (THIEVES), independent and group work, and guided practice. Specific examples include:</p> <ul style="list-style-type: none">-Students will practice scaffolded reading Access strategies across all content areas.-I will assign intervention periods on an "as needed" basis.-Staff member available to provide additional instruction, review and reproofing-I will explicitly teach vocabulary in content area classes.-I will explicitly teach comprehension strategies in content area classes with a focus on informational text.-I will provide text-dependent questions in all content areas.-I will facilitate discussions in classes that support students' understanding of text and opportunities for text interpretation.-Proficiency systems aligned Power Standards and Learning Targets.-I will facilitate cooperative structures in all content areas to support student engagement.

Aligned Professional Learning and Support	<p>I will participate in any PD that is applicable to my goal and provided by my district.</p> <p>Specific examples include:</p> <ul style="list-style-type: none">• Participation in content-specific PAT meetings and collaboration• Cooperative Structures Training• TVAC Program to observe and collaborate with peers• Data will be reviewed each trimester to evaluate the effectiveness of our intervention systems. <p>I would like time to collaborate with the other social studies teachers.</p>
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