

GUIDE TO DEVELOPING 4J STUDENT LEARNING AND GROWTH OBJECTIVES (SLGO) PLAN

This guide is used in developing the Student Learning and Growth SMART Goals. [Link to Examples](#) Every item in the Criteria section should be checked by the licensed faculty and the principal/administrator to indicate that each criterion was reviewed, aligned and/or documented by attached information. Record the Student Goals on the SLGO Plan form.

<u>Student Population</u>	<u>Baseline/ Trend Data</u>	<u>Time Interval</u>	<u>Teaching and Learning Standards</u>	<u>Assessment(s)</u>	<u>Growth Targets, Rationale, and Progress/Achievement Data</u>
Describes the classroom and students, demographics, prior achievements and learning needs.	Identifies assessment types or sources on which each SLGO is based. Identifies baseline assessment results or trend data.	Matches the length of the course (e.g., quarter, semester, trimester, year).	Cites how each SLGO addresses standards for subject, grade, program (e.g., AP, ELL) and teacher effectiveness.	Identifies the assessment(s) and/or other evidence sources used to measure student growth for each SLGO.	Identifies the growth targets students are expected to reach. At end of course/year, measures the extent to which goals were met.
<ul style="list-style-type: none"> ● Which students/groups are included and targeted by this SLGO Plan? ● Include course, grade, level, and number of students. ● Is every student included in the SLGO Plan? 	<ul style="list-style-type: none"> ● Which sources of data did you examine in selecting each SLGO? ● Which strengths and weaknesses have been identified? ● What information is being used to establish the amount of growth that should take place within the time period? 	<ul style="list-style-type: none"> ● What is the duration of the course that the SLGO will cover? ● How do you know if you've allotted enough or too much time to an objective? 	<ul style="list-style-type: none"> ● Which standard(s) for content and effective teaching will each SLGO address? ● To what related standard(s) is each SLGO aligned? ● Which skills are the students expected to learn? ● Is the goal aligned to content learning objectives? 	<ul style="list-style-type: none"> ● Which assessments or other evidence sources will be used to measure whether students met each SLGO or how much progress was made? ● Have the assessments been determined by content experts to effectively measure course content and reliably measure student learning as intended? 	<ul style="list-style-type: none"> ● What is the target level of growth or performance that students will demonstrate? ● Is this target rigorous and appropriate for the population? ● Does the goal address observed student needs? ● Should goals be differentiated based on students' starting point?
<p>___ Identifies and defines the needs of a class or subgroup of students in an identified population.</p> <p>___ Considers demonstrated strengths of an identified student population.</p> <p>___ Describes the student population and any contextual factors that may impact student growth.</p> <p>___ Addresses the learning needs of all students, from all backgrounds.</p>	<p>___ Assessment aligns with District, state, and/or national standards.</p> <p>___ Addresses District and school improvement goals.</p> <p>___ Provides clear focus for instruction.</p> <p>___ Data sources and baseline data are appropriate for the goal and are based on a review of school and classroom data for areas of strength and need.</p> <p>___ Baseline data are attached.</p>	<p>___ Identifies when instruction will occur, including beginning and ending dates.</p> <p>___ Matches the length of time in the course (i.e., quarter, semester, trimester, year, progress monitoring cycle, assessment period, etc.).</p> <p>___ Provides adequate time for content complexity.</p>	<p>___ Targets specific academic concepts, skills or behaviors based on the standards for effective teaching.</p> <p>___ Is academically challenging and demands the use of 21st-century skills.</p> <p>___ Reflects high expectations for every student.</p>	<p>___ Assessment(s) aligns with 21st-century skills and targeted learning content area.</p> <p>___ Provides a plan for combining assessments if multiple summative assessments are used.</p> <p>___ Identifies the best evidence for determining whether students met the objective.</p> <p>___ Measures the growth, gain, or change expected.</p> <p>___ Is reliable and valid for identified population and purpose.</p> <p>___ Aligns with applicable Achievement Compact indicators.</p> <p>___ Specifies measurement tools in two Categories:</p> <ul style="list-style-type: none"> ___ 1. State/national standardized test ___ 2. Common national or other approved measure ___ 3. School wide or classroom-based measure 	<p>___ Explains why target/goal is appropriate for the population.</p> <p>___ Addresses observed student needs.</p> <p><input type="checkbox"/> Sets rigorous expectations for students and licensed faculty.</p> <p>___ Includes multiple ways for students to demonstrate performance.</p> <p>___ The SLGO Plan aligns with District and school goals.</p> <p>___ Results have implications for professional growth.</p> <p>___ Growth data will be attached to the SLGO Plan at end of time interval.</p>

Strategies and Support: 1. What professional development opportunities will best support the goals in this SLGO Plan? 2. How will you differentiate instruction in support of this SLGO Plan? 3. What other types of instructional support do you need in order to promote students' achievement of the goals in this SLGO Plan?