

Task: 2020-21 Goal Setting Form - Initial Conference**2020-21 GOAL SETTING FORM - INITIAL CONFERENCE**

Staff are still required to have two SLGGs, but the state has shifted the requirements for the year to allow room for focusing on student engagement, family engagement, and the social-emotional health of students. Academic goals may be considered. For those of you who want to know all of the expectations you can find them here. It has been recommended by the state and this committee that administrators collaborate with staff to establish school-wide goals. Teachers may also choose individual goals in collaboration with their administrator.

Although we do not have to focus on academics we still need to include the 8 required goal components which you will see on the form. We realize these goals are not like our standard goals and may be difficult to objectively assess. Encourage staff to use creative ways to assess growth such as student surveys, anecdotal records, attendance, or other means that may not be typically used to assess growth.

The committee also brainstormed some examples of possible goals. Your administrator will share with you links to the examples that can be transferred directly into the SLGG form.

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 Emp #: 00006451
 Site(s): REALMS HIGH SCHOOL
 Supervisor: KATHRYN LEGACE
 Assignment: REALMS HIGH SCHOOL PRINCIPAL

STUDENT LEARNING GROWTH GOAL #1**GOAL 1: Content, Standards, and Skill**

Goal 1: Identify and describe class and student information:

9th & 10th Grade Students
 31% of 9th grade scored a 4 or 5 on "I enjoy school most of the time"
 13% of 10th graders scored a 4 or 5 on "I enjoy school most of the time"

Grade Level(s) of Target Group:

9th & 10th

Time Span (Full Year, Semester, Trimester, Other):

Trimester 3

Total number of students in intact group (beginning of the course):

40 + 31 = 71

Number of ELL students:

0

Number of TAG students:

NA

Number of SPED students:

19 + 17

GOAL 1: Assessment**Assessment Information**

What assessment will you use for baseline data?

Youth Truth Engagement Data. Specifically, the % of students who scored a 4 or 5 on "I enjoy school most of the time"

What assessment will you use to collect mid-course data?

None

What assessment will you use to collect end-of-course data (final measure):

Simple Google Form Version of the same YT questions internally at end of year.

GOAL 1: Growth Goal/Learning Targets

Baseline Data are the quantitative results (tiered when necessary) of the initial assessment(s) used to create an SLGG.

The **Growth Target** identifies the projected end point for student growth that will be measured by a summative measure. Growth targets should be ambitious and rigorous, but achievable.

NOTE: In some cases targets will be identical for an entire course or class. In other cases, targets will be differentiated and tiered according to performance on the initial assessment.)

The SLGG describes the academic skill or domain of knowledge that will be measured over the duration of course length or school year.

The focus of the SLGG is directly connected to results of the initial assessment described above.

Goal 1 - Tier 1 Beginning Performance Range

9th Gr - 31%

Goal 1 - Tier 1 Target Performance Range

9th Gr - 45%

Goal 1 - Tier 1 Number of Students (initial)

9th Gr - 12

Goal 1 - Tier 2 Beginning Performance Range

10th Gr - 13%

Goal 1 - Tier 2 Target Performance Range

10th Gr - 30%

Goal 1 - Tier 2 Number of Students (Initial)

4

Goal 1 - Tier 3 Beginning Performance Range

Goal 1 - Tier 3 Target Performance Range

Goal 1 - Tier 3 Number of Students (Initial)

Goal 1 - Tier 4 Beginning Performance Range

Goal 1 - Tier 4 Target Performance Range

Goal 1 - Tier 4 Number of Students (Initial)

GOAL 1: Rationale

Please provide a brief explanation/justification for the standards/skills, assessments, and targets described above.

Our engagement scores were some of the lowest of our scores. We know that on a "deeper level" students will perform better and try harder if they feel like they are "enjoying school". We also know that enrollment pressure is a real factor... as a choice school we want and need students to enjoy being here!!!

	Yes	No
Is the SLG target written as a "growth" target vs "achievement" target? <i>(i.e., growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)</i>		
Does the target address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG target measurable and challenging, yet attainable?		

	Yes	No
Is baseline data used to make data-driven decisions for the SLG target, including the most recent student information from past assessments and/or pre-assessment results?		
Does the SLG target describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		

GOAL 1: Strategies

Please describe key teaching and learning strategies related to the selected standards/skills, assessments and targets described above.

I will host a set of student panel discussions this Spring and interview students about their experience of school with the goal of identifying some information and strategies that can be shared with teachers and inform some of our efforts school wide as we return to "All In" this Spring.

GOAL 1: Professional Learning and Support

What professional learning and support will help you be successful in reaching your projected student learning targets?

I will draw from School ReTool work done in the past to set up my Student Panels. I will need to make sure there is time for me to share my findings with staff and to work with our ICCL team on possible steps, even if those steps are next year!

Student Learning Growth Goal #2

GOAL 2: Content, Standards, and Skill

Goal 2: Identify and describe class and student information:

9th & 10th Grade Students
69% of 9th grade scored a 4 or 5 on "My teachers give me assignments that help me to better understand the subject."
50% of 10th graders scored a 4 or 5 on "My teachers give me assignments that help me to better understand the subject."

Grade Level(s) of Target Group

9 & 10

Time Span (Full Year, Semester, Trimester, Other)

Trimester 3

Total number of numbers in intact group (beginning of the course)

40 + 31 = 71

Number of ELL students

0

Number of TAG students

NA

Number of SPED students

19+17 = 36

GOAL 2: Assessment

What assessment will you use for baseline data?

Youth Truth Engagement Data. Specifically, the % of students who scored a 4 or 5 on "My teachers give me assignments that help me to better understand the subject."

What assessment will you use to collect mid-course data?

None

What assessment will you use to collect end-of-course data (final measure)

GOAL 2: Growth Goal/Learning Targets

Baseline Data are the quantitative results (tiered when necessary) of the initial assessment(s) used to create an SLGG.

The **Growth Target** identifies the projected end point for student growth that will be measured by a summative measure. Growth targets should be ambitious and rigorous, but achievable.

NOTE: In some cases targets will be identical for an entire course or class. In other cases, targets will be differentiated and tiered according to performance on the initial assessment.)

The SLGG describes the academic skill or domain of knowledge that will be measured over the duration of course length or school year.

The focus of the SLGG is directly connected to results of the initial assessment described above.

Goal 2 - Tier 1 Beginning Performance Range

9th Gr - 69%

Goal 2 - Tier 1 Target Performance Range

9th Gr - 75%

Goal 2 - Tier 1 Number of Students (Initial)

27

Goal 2 - Tier 2 Beginning Performance Range

10th Gr - 50%

Goal 2 - Tier 2 Target Performance Range

10th Gr - 65%

Goal 2 - Tier 2 Number of Students (Initial)

15

Goal 2 - Tier 3 Beginning Performance Range

Goal 2 - Tier 3 Target Performance Range

Goal 2 - Tier 3 Number of Students (Initial)

Goal 2 - Tier 4 Beginning Performance Range

Goal 2 - Tier 4 Target Performance Range

Goal 2 - Tier 4 Number of Students (initial)

GOAL 2: Rationale

Please provide a brief explanation/justification for the standards/skills, assessments, and targets described above.

We are focused on careful alignment of standards, targets and tasks in our curriculum and classrooms. It is critically important that the classroom and homework tasks we assign to students are tightly connected to meaningful skills and content that are aligned to core standards and key ideas in the discipline.

Is the SLG target written as a	Yes	No
	<input type="checkbox"/>	

"growth" target vs "achievement" target?

(i.e., growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.

Does the target address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?

Is the SLG target measurable and challenging, yet attainable?

Yes

No

Is baseline data used to make data-driven decisions for the SLG target, including the most recent student information from past assessments and/or pre-assessment results?

Does the SLG target describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?

GOAL 2: Strategies

Please describe key teaching and learning strategies related to the selected standards/skills, assessments and targets described above.

Peer and classroom walkthroughs. EL Education Implementation Review process and high quality work protocol.

GOAL 2: Professional Learning and Support

What professional learning and support will help you be successful in reaching your projected student learning targets?

EL Education support and ICCL work focused on this topic.

Attached Workflow

Evaluator Acknowledgement

Current Status

Draft

Workflow Steps

- | | | |
|---|-----------|----------------------|
| 1 | Approval | Supervisor/Evaluator |
| 2 | Signature | Direct Report |
| 3 | Signature | |