



# DPS – Student Growth Objectives

## Elementary School Year: 2009-2010

Organization Type: School  
Organization: Elementary School  
Role: Special Education - Mild/Moderate  
Content Area: None  
Rationale: Other: the IEP goals.  
Population: 25 of 1st, 2nd, 3rd grade students that receive support in special education.and attend 85% of the time.  
Interval of Time: One school year  
Assessment: 30 special education students.  
Expected Growth: Students will meet two or more IEP goals in literacy by Spring 2010.  
Baseline: 15 students have four goals, 8 have three goals, and 7 have two goals in literacy.  
Learning Content: The students will participate in small group and 1 to 1 sessions as per the students individual education plan.  
Strategies: Small groups, 1 on 1, individual practice, math games, conferring with colleagues,

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Title – Special Education–ELA

Content Area – ELA

Grade Level – 1-2

Students – My caseload includes students across multiple grade-levels for pull-out support in small groups and one-on-one. This SLO includes the 8 students with IEPs in ELA in the two first-grade classrooms and the 9 students with IEPs in ELA in the two second-grade classrooms

Interval of Instruction – Year

Main Criteria	Element	Description
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**Essential Question:** What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

<b>Priority of Content</b>	<b>Objective Statement</b>	All students will show growth in reading comprehension, oral reading, and fluency.
	<b>Rationale</b>	Many researchers have found that early interventions for reading have significant impact on students' long-term literacy abilities. The National Institutes of Health (NIH) show that, if supported early on in their schooling, 95% of children who struggle with reading can reach grade level. They claim that Kindergarten and first grade are the "window of opportunity" to ensure students are successful readers since the gap between struggling readers and their peers only widens over time starting in the third grade. Therefore, the first and second grade teams want to focus on reducing this gap by increasing the number of students reading at/above grade level.
	<b>Aligned Standards</b>	RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RF.1.1. Demonstrate understanding of the organization and basic features of print. RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1-2.4. Read with sufficient accuracy and fluency to support comprehension. RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Essential Question:** Where are my students now (at the beginning of instruction) with respect to the objective?

<b>Baseline Data / Information</b>	The DRA2 was administered during the first two weeks of school. 15 out of the 17 students on my caseload are currently reading below grade level. Of those students not yet reading on grade level, many of them are close and this data makes me confident that with strategic interventions this gap can close dramatically by the end of the year ( <i>table on next page displays this</i> ).
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Beginning of the Year	DRA 2 Level	Grade 1 students	Grade 2 students
Kindergarten	A-1	4	
	2	3	1
	3		2
Grade 1 (on level)	4	1	1
	6		1
Grade 1 (above grade level)	8		2
	10		
	12		1
	14		
	16		
Grade 2 (on level)	18		1
	20		

**Essential Question:** Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

By the end of the year, 6 out of 8 first grade students and 7 out of 9 second grade students will be reading on or above grade level. The four students who might not be reading on or above grade level will make significant progress and be in a position to continue their growth in the following year to successfully read on or above grade level, as seen by the table below. While it seems inappropriate to attempt predicting each student's exact DRA2 reading level, we have instead created targets for overall grade level. Students in grade 1 in June should be at Level 16-18 to be considered on grade level. Students in grade 2 in June should be at least at Level 28 to be considered on grade level.

Rigor of Target

Target(s)

FIRST GRADE EOY TARGETS	DRA 2 LEVEL	EOY TARGET: Total Grade 1 students at each level
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	2
	6	
	8	
	10	
	12	
Grade 2	14	6
	16	
	18	
	20	
	24	
	28	
	34	
38	0	

(Second grade targets on following page)

		SECOND GRADE EOY TARGETS	DRA 2 LEVEL	EOY TARGET: Total Grade 2 students at each level
		Kindergarten	A-1	0
			2	
			3	
		Grade 1	4	0
			6	
			8	
			10	
			12	
			14	
			16	
		Grade 2	18	3
			20	
			24	
			28	
	<b>Rationale for Target(s)</b>	While these targets are ambitious all general education teachers are focused on this SLO and will be sharing strategies and supports. In addition to my pulling out students for one-on-one and small group strategic help, we have added a Reading Specialist position, which is dedicated to K-2, so I believe that these targets are achievable.		
<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	<p>We will continue to use the DRA2. We will test students in January to monitor progress and then in June.</p> <p>The DRA2 assessment will be administered one-on-one by classroom teachers and/or reading specialists and me at the beginning of the school year, in the winter, and again in spring.</p> <p>DRA2 assessments will be scored by the administrator of the test in accordance with the scoring procedures recommended by Pearson.</p>		