LINCOLN COUNTY SCHOOL DISTRICT
STUDENT LEARNING & GROWTH (SLG) GOAL SETTING

Administrator	
School	
Supervisor	
Assignment	☐ Elementary ☐ Middle School ☐ High School
Goal Type	☐ Individual Goal ☐ Team Goal

Content Standards/Skills Based on the relevant content and skills students should know or be able to do at the end of the course/class, a clear statement of a specific area of focus is selected. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough).		**Example**: 8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

		Category	Types of Measures	Guidance

	Assessments Describe how student learning and growth will be measured. Assessments must be aligned to state or national standards and meet state criteria. (See Instructional Leader Evaluation & Accountability Handbook for more information.)	1	• Oregon's state assessments
			    o SMARTER Balanced (formerly OAKS)
			    o Extended Assessments[1]
				• Same assessment and administration guidelines are used statewide

		2	• Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria[2]

Context *(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)* Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies.		Example: *"There are currently 247 students enrolled in grade 8 at EFG Middle School; 115 students are female and 132 are male. Listed below is the ethnic breakdown of students in the school:* • *Asian—less than 1 percent* • *Native Hawaiian/Pacific—less than 1 percent* • *Black or African American—less than 1 percent* • *Hispanic—11 percent* • *Two or more [ethnicities]—10 percent* • *White – 75 percent* *Ten percent of the grade 8 student population is on an IEP and five percent of students have 504 plans. 45 percent of students live in poverty and receive free and/or reduced lunch."*

Initial Conference	**Baseline Data** *(Summary of student strengths and weaknesses based on data analysis)* • What information did I use to set my goal? • What are the learning needs of the students? • What are the leadership needs and who are the stakeholders? • Attach supporting data.	Example: *Only 53 % of our grade 4 students met or exceeded the state assessment benchmark in reading for the 2012–13 school year. 35% of our economically disadvantaged students, 32% of our students who have limited English proficiency, and 40% of our students with disabilities met the benchmarks. 30% of students who identify as black, 43% of students who identify as Hispanic, 48%of our students who identify as Native [American], and 50% of our students who identify as multiracial met or exceeded benchmarks.* *Additionally, all subgroups performed lowest in the strand area of Locating Information.*

	Student Growth Goal (Targets)
	*(Goals must address **growth** for **all** students, not proficiency)*
	• Considering all available data and content requirements, what growth target(s) can the students be expected to reach?
	• What assessments(s) will be used to measure student growth for this SLGG?
	• Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth.
		Example:
		100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.
		
		    • *Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter*
		    • *Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.*
		    • *Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.*
		
		Example that does not meet criteria:
		80% of students will earn at least a 3 on a visual arts performance task.
		This example does not include all students, does not reference baseline data, and includes the same targets for all students.

	Rationale *(Describe how the focus of the goal was determined)*	Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.
	Strategies *(Include strategies used by the educator to support meeting the needs for student growth)* • How will I attain this goal? • What specific actions will lead to goal attainment? • What specific strategies will the administrator incorporate into his/her professional practice? • Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.	**Example**: This example is from an administrator SLG goal focused on mathematics in grades 6-8. *"I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student. Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."*
	Professional Learning & Support *(Identify areas of additional learning and support needed by the educator to meet SLG)* • What professional development will help me accomplish my goal? • How has my self-assessment and evaluation informed my professional development needs? • How might I team with colleagues in professional development toward my goal? • How will my professional development impact my student growth goal? • Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide	**Example:** *"I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year. The Skillful Teacher is one training that will help me with this goal. The chapter in the Skillful Teacher text on assessment will be helpful in creating valid and measureable formative assessments, such as exit tickets, think-alouds, and making sure students understand the learning target every day by posting it on the board during each class period."*

	meaningful professional learning opportunities to educators.	

	Administrator Signature:	Date:	Supervisor Signature:	Date:

Mid-Course Review	**Collaborative Mid-Course Data Review** • What progress has been made? • Attach supporting data	
	Strategy Modification • What adjustments need to be made to my strategies? • Is there new information that impacts reaching the SLGG?	
	Implications for Professional Growth • Has my professional growth to date been relative? • How has my professional growth impacted student learning? • Have my professional growth needs changed?	

	Administrator Signature:	Date:	Supervisor Signature:	Date:

Post-Conference	**End-of-Year Data** • What does the end of the year data show? • Attach data	
	Reflection on Results • Overall, what worked, or what should be refined?	
	Professional Growth Plan Implications • How can I use the results from my goals and my self-assessment to support my continued professional growth?	

	Administrator Signature:	Date:	Supervisor Signature:	Date: