



2009-2010 STUDENT LEARNING OBJECTIVES EXAMPLES

Course/ Grade	Identified Student Needs	Student Group	Student Learning Objective	Assessment	TEKS	Baseline Data	Student Growth Target	Professional Development/ Resources
Kindergarten Writing	Students are unable to write complete sentences or words.	All Students	Students will write two legible sentences pertaining to a given topic. (Some introduced high frequency words spelled correctly and all other words spelled using inventive spelling)	Teacher-made writing rubric (Focus: Write to record ideas and reflections)	110.2 (15c) matrix 204	All students scored a 1 on the rubric	75% will increase by two levels on the writing rubric.	none
1st grade Reading	7 below grade level	All students	My students will read with accuracy, fluency and understanding in texts at appropriate difficulty levels.	DRA	110.3 1.8ABCD	students below grade level in reading	75% of the class will achieve the following tiered goals: students with: BOY DRA 6 or below will improve 6 levels, BOY DRA levels 8-12 will improve 5 levels, and BOY DRA levels of 14 or above will improve 5 levels.	Balanced Literacy Sessions; reading resources: literacy library, scott foresman reading resources, tutoring
3rd Grade Math	Students scored from 19% to 30% on rounding and estimation. Students need to use strategies in problem solving that include estimation, appropriate measurement including perimeter, area, and rounding with money	All Students	My students will round whole numbers to the nearest ten and hundred to approximate reasonable results in problem situations and use strategies to round compatible numbers to estimate solutions using addition and subtraction problems.	Teacher Developed Test - Word Problems requiring Rounding to Solve	111.15 3.5 (a) (b)	Scores ranged from 19 - 40 on the pre-assessment	80% will increase their scores at least 30 points	None
5th grade PE	Cardiovascular endurance is below average	All Students	My students will participate in cardiovascular activities during PE and prior to recess	Fitnessgram Pacer Test	116.5b3c	A pre-assessment in the fitnessgram Pacer test - showed deficits	75% of students will fall within a healthy Pacer range, or better, for their age group. Boys 10 years old: 23-61 laps, 11 years old:23-72 Girls 10 years old: 7-41, 11 years old: 15-41	More training in ways to develop cardiovascular endurance for elementary students

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5th Grade Music	Most students scored below 70 on symbols, notation, and terms.	All Students	5th grade students will be able to identify music terms, symbols and definitions.	Teacher Developed Music Assessment	117.18.1.B 3.D	5 scored 70 or higher 16 scored between 40 and 70 41 scored between 2 and 40	75% of 5th grade students will improve by 24 points on the post test.	Texas Music Educator's Association Convention and Conference and collaboration with other music teachers.
7th Grade English	Students struggle with reading comprehension, response to text, and analyzing text based on 6th grade TAKS	Target Group - Students who failed 6th Grade Reading TAKS	Students will use a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty, express and support responses to text, and analyze characteristics of a text.	Teacher Developed Assessment - Reading Comprehension and Literary Analysis	110.23 10,11,12	Most students scored below 85%. Comprehension quizzed and in-class reading assignments helped set target.	85% of students will achieve an 85 on the post assessment.	Aim and Focus for TAKS Reading Success Middle School Teachers / In-class reading tutors, after school tutorials
8th Grade Art	Keeping students interested in attending school, reduce drop out rates. Skills learned prepare for high school Fine Arts Academy and college programs.	All	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc...	Scott Foresman Art rubric, modified by teacher as needed. Curriculum embedded assessments	117.38 Art, 8.1A, 8.2 B	Preassessment of student's ability to draw from direct observation, prior to instruction	75% of students will score 80 on the post assessment	Skulls, Skeletons mannequin models Still Life Objects, Mirrors Drawing Paper & Media Rulers Handouts
8th Grade Science	Student scores on the BOY averaged 44% on the understanding of the motion, forces, and energy on the BOY.	All Students	My students will demonstrate an understanding of the relationship between force and motion, and how unbalanced forces cause a change in velocity in the direction of the stronger force	Teacher Developed Assessment of Force and Motion	112.24 8.13 A,B,C	The average percentage of correct answers was 37.39%	80 % of students will raise their scores by 20 points	Labs, warm-ups, vocabulary games and smaller assessments

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9th Grade Biology	Students need to grasp complex scientific vocabulary and reinforce critical thinking skills using biology data.	All Students	Students will use the scientific method to organize, analyze, evaluate, make inferences, and predict trends from biology data.	Teacher Developed Test - Making Inferences and Predicting Trends from Biology Data	112.43 2 (c)	All students scored an average of 30% on pre-assessment	75% of students to increase scores by 50 points.	West Ed Training/More days to develop curriculum
10th Grade English II	Mechanics, Usage, Grammar, Writing skills	All Students	Students will write a well-developed, coherent essay using conventions correctly.	Teacher Developed - Essay Prompt with Rubric	110.43 2 (b) 1 (c)	Students performed poorly on average - below 12 points on rubric (20 point scale)	75% of students will improve 3 or more points on the rubric.	Essay materials, sample essays, ideas for mini-lessons
10th-11th Grade Algebra II	The students need to be able to solve quadratic equations and inequalities using graphs, tables, and algebraic methods.	All Students	My students will use the parent quadratic function to graph and connect between $y=ax^2+bx+c$ and the $y=a(x-h)^2+k$ symbolic representations of quadratic functions and use the parent functions to predict changes in a,h, and k on the graphs of $y=a(x-h)^2+k$ form of a function.	Teacher Developed	111.33 7 (a)	On my teacher made pre-test, of the 40 students, the highest score was 50% made by 2 students. The lowest score was 5% and the class average was 27%.	75% of my students will improve by 30 points on the teacher made post-assessment.	None
11th Grade AP US History	Weakness in DBQ essay of AP Exam, support for arguments, clear thesis statements, and use of primary documents	All Students	AP US History students will increase their ability to identify and create the key elements of a strong DBQ response including a clear thesis statement, presentation of strong supportive arguments, and incorporation of primary documents.	Teacher Developed Assessment - AP DBQ Scoring Rubric and AP Free Response Self Evaluation	113.53 (b)	A majority of students scored below 70% on the assessments of student writing performance using the AP DBQ Rubric and the student and teacher evaluation of free-response skills using teacher generated rubric	80% of students scoring below 70% on AP US History DBQ Rubric in October 2007 will increase their score by at least 20 points by April 2008.	Time to assess student writing and plan for remediation as needed. Access to copiers for printed materials needed.

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Assistant Principal Elementary	22 students, Teachers of gifted and talented students continue to express concern over differentiating lessons and what a differentiated lesson looks like.	Grades 2-6 have identified GT students at this time.	Teachers will increase their knowledge and skills related to developing gifted and talented curriculum for their identified gifted and talented students.	AP developed questionnaire	The TX State Plan for the Education of Gifted/Talented Students: Sec. 4;	Based on oral conversations with teachers and parents, the administration has pinpointed a need for additional professional development of teachers in the area of gifted and talented curriculum lessons. A pretest survey was also administered.	At least 85% of participating teachers will implement 2 differentiated lessons during the 2nd semester, based on their new knowledge/skills, in the content area of their choice.	Computer resources of gifted instruction Basic materials such as: chart paper, index cards, markers, etc
4th Grade Library	Lack of skills using databases for research purposes and accessing information on other areas of interest. Need to improve science scores.	All Students in one class	My students will learn to acquire electronic information in a variety of formats with a special emphasis on the use of databases to reinforce grade appropriate science vocabulary and concepts taken from the Soaring to Excellence Science Program.	Teacher developed assessment on database: World Book Online Reference Center (with emphasis on Life Science concepts)	126.3 (4)A and (5)A	All students scored 50 or below.	75% of students who scored: 7 out of 20 to 10 out of 20 will improve score to 14 out of 20; 11 out of 20 and above will improve score to 16 out of 20	Continued support of our Strategic Compensation/ AISD REACH team
3rd Grade Reading Coach	Still Developing BoY TPRI and DIBELS data Students still developing in fluency and comprehension Vocabulary development Graphophonemic Knowledge (spelling)	Targeted Group 6 students	My students will read regularly with fluency and understanding in instructional-level texts that are challenging but manageable.	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	3.(6)(B) Reading/fluency.	Students fluency rate (wcpm) ranges from 55-70 wcpm on DIBELS Benchmark	80% of students will improve their fluency rate to at least 95 wcpm.	Reader's Theater program and materials, Interactive Writing