

Student Learning Target

Grade: 9 th (Counselor SLT)	Subject: Academic Intervention	Interval of Instruction: Full Academic Year
1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS? <ul style="list-style-type: none"> • What content will I prioritize? <ul style="list-style-type: none"> ○ What standards are most tied to success? ○ What prior knowledge will they need to be successful? • What assessment will provide the best evidence of my students' mastery of the priority content at the end of the year? <ul style="list-style-type: none"> ○ Will this assessment method enable me to determine how students are progressing throughout the year? 		
Priority Content: <p>There are multiple risk factors for students who are struggling academically, but research indicates that students who fail more than one grade prior to high school are less likely to graduate from high school. Other risk factors include poor attendance and behavior. A successful student acquires the attitudes, knowledge and skills to support academic performance required to complete high school and prepare for career and post-secondary options. In collaboration with teachers, I will monitor student progress towards academic goals aligned with ASCA Mindsets & Behaviors for Student Success, specifically Mindset Standards 2 and 5, Behavior Standard/Learning Strategies 3 and 7, Behavior Standard/Self-Management Skills 1 and 5, and Behavior Standard/Social Skills 1 and 7.</p>		
End-of-Year Assessment Method and Name: <p>At the end of the year, I will determine the number of Carnegie Credits earned for each student and identify each as core or elective subject areas. I will then identify which students earned a total of 6 credits and of those, how many credits were earned in core subject areas.</p> <p>Carnegie Credits Earned</p>		

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2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?

- What [knowledge/skills are related to success](#) with this year's [priority content](#)?
- What [data sources](#) and [background information](#) are available?
- What [diagnostic assessment resources](#) are available?
- What can I conclude about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

During the 2013-2014 school year, 41% (15/37) of 8th grade students indicated they needed assistance with study skills (EXPLORE® 8th). Additionally, 64.8% (24/37) indicated needing help with test-taking skills (counselor made assessment).

These students transitioned to 9th grade. The [Graduation Support Profile](#), compiled by the LDOE, provided more information identifying 15 students with significant to very high risk factors. Of these students, one had been retained for 1 year prior to entering 9th grade. All 15 students indicated needing assistance with study skills (EXPLORE® 8) and test taking skills (counselor made assessment).

To be successful, these students in collaboration with counselor and teachers will need to identify [strategies](#) to address areas of need.

Student Level Historical Data (15 Students)

Student	Grade	ELA	Math	Science	Social Studies	Journey to Careers*	IBCA*	Risk Factor
1	8	D	D	C	C	A	B	Significant
2	8	D	C	D	C	B	B	Significant
3	8	D	C	D	D	C	A	Significant
4	8	C	D	D	C	C	C	Significant
5	8	D	D	D	D	C	C	Very High
6	8	C	C	C	C	C	C	Significant
7	8	C	D	D	C	A	B	Significant
8	8	D	D	D	D	B	C	Very High
9	8	D	D	D	D	B	C	Very High
10	8	C	D	C	C	B	B	Significant
11	8	D	D	D	D	B	B	Very High
12	8	C	C	C	C	B	B	Significant
13	8	D	D	D	D	C	C	Very High
14	8	C	D	D	D	B	B	Significant
15	8	C	C	C	C	C	C	Significant

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3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?

- Have I set learning targets for all of my students?
- Which subgroups in my school population need additional support to achieve success?
- Which students will need additional support to achieve success?

There are 126 students enrolled in grades 9 – 12 at my high school, but the focus of this SLT is on the at-risk 9th grade students as identified above. While my focus is on a specific group of students, all 9th grade students will benefit from the [testing taking and study skills curriculum](#). Prior to participation, I will meet with the identified at-risk students and their parents to describe the overall support structure, the academic remediation courses and acquire signatures on the compact agreement. During Advisory, I will deliver information in a whole group setting. Following whole group lessons, I will work in small groups with identified students while continuously monitoring their academic progress, attendance and behavior. In addition to bi-weekly check-ins with each student, I will consult frequently with his/her teachers and discuss progress with parents/guardians at least once during each grading period. As I monitor, I will identify students who are not progressing toward Carnegie credit in core subject areas. Exceptional attainment will be measured by the success of these at-risk students earning credit in core subject areas.

STUDENT LEARNING TARGET:

- What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

By the end of the 9th grade school year, 12 out of 15 identified students will earn a minimum of six (6) Carnegie Credits.

SCORING PLAN:

- How will you measure your students' success?
- Based on students' baseline data, what is the minimum level of performance I expect from the identified students?
- Based on students' baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

<p>Insufficient Attainment of Target (1 point): The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.</p>	<p>Partial Attainment of Target (2 points): The teacher has demonstrated some impact on student learning, but did not meet the target.</p>	<p>Full Attainment of Target (3 points): The teacher has demonstrated a considerable impact on student learning by meeting the target.</p>	<p>Exceptional Attainment of Target (4 points): The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p>Achievement range: 9 or less of identified students earn a minimum of six (6) Carnegie Credits by end of 9th grade year.</p>	<p>Achievement range: 10-11 of identified students earn a minimum of six (6) Carnegie Credits by end of 9th grade year.</p>	<p>Achievement range: 12-13 of identified students earn a minimum of six (6) Carnegie Credits by end of 9th grade year.</p>	<p>Achievement range: 14-15 of identified students earn a minimum of six (6) Carnegie Credits by end of 9th grade year AND a minimum of three (3) credits are in core subject areas.</p>

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4. HOW WILL I MONITOR PROGRESS?

- When will I monitor students' developing mastery of the priority content?
- What [curricular resources](#) and [assessment methods](#) will I use to determine students' mastery of the priority content on an on-going basis?
- Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

Ongoing

Weekly, I will monitor identified students' academic progress, attendance, and behavior. During bi-weekly check-ins, the identified students and I will discuss progress and make adjustments. Prior to grading period conferences with parents, I will gather additional information from teachers.

Checkpoint 1

1st Nine Weeks

Participation in Advisory and small group

Grades, Attendance, and Behavior in all classes

Checkpoint 2

2nd Nine Weeks

Participation in Advisory and small group

Grades, Attendance, and Behavior in all classes

Checkpoint 3

3rd Nine Weeks

Participation in Advisory and small group

Grades, Attendance, and Behavior in all classes