

## Student Learning Target

<b>Grade:</b> 9 <sup>th</sup> (Counselor SLT)	<b>Subject:</b> Academic Intervention	<b>Interval of Instruction:</b> Full Academic Year
<b>1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?</b> <ul style="list-style-type: none"> <li>• What <a href="#">content</a> will I prioritize?           <ul style="list-style-type: none"> <li>○ What <a href="#">standards</a> are most tied to success?</li> <li>○ What prior knowledge will they need to be successful?</li> </ul> </li> <li>• What <a href="#">assessment</a> 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"> <li>○ Will this assessment method enable me to determine how students are progressing throughout the year?</li> </ul> </li> </ul>		
<b>Priority Content:</b> <p>There are multiple risk factors for students who are struggling academically, but <a href="#">research</a> 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 <a href="#">ASCA Mindsets &amp; Behaviors for Student Success</a>, 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>		
<b>End-of-Year Assessment Method and Name:</b> <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 8<sup>th</sup> grade students indicated they needed assistance with study skills (EXPLORE® 8<sup>th</sup>). Additionally, 64.8% (24/37) indicated needing help with test-taking skills (counselor made assessment).

These students transitioned to 9<sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> grade students as identified above. While my focus is on a specific group of students, all 9<sup>th</sup> 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 9<sup>th</sup> 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><b>Insufficient Attainment of Target (1 point):</b> The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.</p>	<p><b>Partial Attainment of Target (2 points):</b> The teacher has demonstrated some impact on student learning, but did not meet the target.</p>	<p><b>Full Attainment of Target (3 points):</b> The teacher has demonstrated a considerable impact on student learning by meeting the target.</p>	<p><b>Exceptional Attainment of Target (4 points):</b> The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p><b>Achievement range:</b> 9 or less of identified students earn a minimum of six (6) Carnegie Credits by end of 9<sup>th</sup> grade year.</p>	<p><b>Achievement range:</b> 10-11 of identified students earn a minimum of six (6) Carnegie Credits by end of 9<sup>th</sup> grade year.</p>	<p><b>Achievement range:</b> 12-13 of identified students earn a minimum of six (6) Carnegie Credits by end of 9<sup>th</sup> grade year.</p>	<p><b>Achievement range:</b> 14-15 of identified students earn a minimum of six (6) Carnegie Credits by end of 9<sup>th</sup> grade year <b>AND</b> 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

1<sup>st</sup> Nine Weeks

Participation in Advisory and small group

Grades, Attendance, and Behavior in all classes

### Checkpoint 2

2<sup>nd</sup> Nine Weeks

Participation in Advisory and small group

Grades, Attendance, and Behavior in all classes

### Checkpoint 3

3<sup>rd</sup> Nine Weeks

Participation in Advisory and small group

Grades, Attendance, and Behavior in all classes