## Guide to Developing 4J Student Learning and Growth Objectives (SLGO) Plan

This guide is used in developing the Student Learning and Growth SMART Goals. [Link to Examples] Every item in the Criteria section should be checked by the licensed faculty and the principal/administrator to indicate that each criterion was reviewed, aligned and/or documented by attached information. Record the Student Goals on the SLGO Plan form.

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Baseline/Trend Data</th>
<th>Time Interval</th>
<th>Teaching and Learning Standards</th>
<th>Assessment(s)</th>
<th>Growth Targets, Rationale, and Progress/Achievement Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes the classroom and students, demographics, prior achievements and learning needs.</td>
<td>Identifies assessment types or sources on which each SLGO is based. Identifies baseline assessment results or trend data.</td>
<td>Matches the length of the course (e.g., quarter, semester, trimester, year).</td>
<td>Cites how each SLGO addresses standards for subject, grade, program (e.g., AP, ELL) and teacher effectiveness.</td>
<td>Identifies the assessment(s) and/or other evidence sources used to measure student growth for each SLGO.</td>
<td>Identifies the growth targets students are expected to reach. At end of course/year, measures the extent to which goals were met.</td>
</tr>
</tbody>
</table>

- Which sources of data did you examine in selecting each SLGO?  
- Which strengths and weaknesses have been identified?  
- What information is being used to establish the amount of growth that should take place within the time period?

- Identifies how each SLGO will cover?  
- How do you know if you’ve allotted enough or too much time to an objective?

- Which standard(s) for content and effective teaching will each SLGO address?  
- To what related standard(s) is each SLGO aligned?  
- Which skills are the students expected to learn?  
- Is the goal aligned to content learning objectives?

- Which assessments or other evidence sources will be used to measure whether students met each SLGO or how much progress was made?  
- Have the assessments been determined by content experts to effectively measure course content and reliably measure student learning as intended?

| _Identifies and defines the needs of a class or subgroup of students in an identified population._  
| _Considers demonstrated strengths of an identified student population._  
| _Describes the student population and any contextual factors that may impact student growth._  
| _Addresses the learning needs of all students, from all backgrounds._  | _Assessment aligns with District, state, and/or national standards._  
| _Addresses District and school improvement goals._  
| _Provides clear focus for instruction._  
| _Data sources and baseline data are appropriate for the goal and are based on a review of school and classroom data for areas of strength and need._  
| _Baseline data are attached._  | _Identifies when instruction will occur, including beginning and ending dates._  
| _Matches the length of time in the course (i.e., quarter, semester, trimester, year, progress monitoring cycle, assessment period, etc.)._  
| _Provides adequate time for content complexity._  | _Targets specific academic concepts, skills or behaviors based on the standards for effective teaching._  
| _Is academically challenging and demands the use of 21st-century skills._  
| _Reflects high expectations for every student._  | _Assessment(s) aligns with 21st-century skills and targeted learning content area._  
| _Provides a plan for combining assessments if multiple summative assessments are used._  
| _Identifies the best evidence for determining whether students met the objective._  
| _Measures the growth, gain, or change expected._  
| _Is reliable and valid for identified population and purpose._  
| _Aligns with applicable Achievement Compact indicators._  
| _Specifies measurement tools in two Categories:_  
| _1. State/national standardized test_  
| _2. Common national or other approved measure_  
| _3. School wide or classroom-based measure_  | _Explains why target/goal is appropriate for the population._  
| _Addresses observed student needs._  
| _Sets rigorous expectations for students and licensed faculty._  
| _Includes multiple ways for students to demonstrate performance._  
| _The SLGO Plan aligns with District and school goals._  
| _Results have implications for professional growth._  
| _Growth data will be attached to the SLGO Plan at end of time interval._ |

### Strategies and Support:
1. What professional development opportunities will best support the goals in this SLGO Plan?  
2. How will you differentiate instruction in support of this SLGO Plan?  
3. What other types of instructional support do you need in order to promote students’ achievement of the goals in this SLGO Plan?