Subject Area: Intellectual Disabilities	**Grade(s):** 6
# of students covered by SLO: 5	**% of students covered by SLO:** 100% of Grade 6

Student Learning Objective: My 6th grade students will improve their social and emotional competencies with an emphasis on social and emotional skills, positive attitude about self and others, and appropriate social interactions.

Rationale: By increasing positive social and emotional interactions and skills, our students will be better prepared to access the Common Core State Standards and perform at or above grade level expectations. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. The ability to organize and convey information, beliefs, opinions and feelings are skills which strengthen interactions. Working to improve and strengthen interactions can reduce conflict and positively impact academic performance.

Indicator(s) for Academic Growth and Development (IAGD) *at least one is required*
1) 100% of my 6th grade students will earn a score of 3 in each of three targeted behaviors at least 60% of the time using an Emotional Identification Checklist from the Incredible 5 Point Rating Scale (5PRS) by June 2013.

Subject Area: Algebra (Co-Teacher)	**Grade(s):** 9
# of students covered by SLO: 75	**% of students covered by SLO:** 65%

Student Learning Objective: My co-taught Algebra students will be able to model real world situations and solve algebraic problems using their knowledge of equations (linear, quadratic, simple, exponential and rational).

Rationale: My general-education co-teacher and I have set this SLO together and have agreed upon the targets for all students. An ability to model and solve equations is the weakest skill among this group of students. This mirrored last year's cohort and the target then was for most students to score 80% or better on the district wide final exam. For many students this goal was not reached and we began to discuss what supports we needed to see greater progress from our students. After learning more about CCSS, working with the new Department Chair, and implementing a number of strategies and interventions last year we feel more confident about putting this SLO in place for all students starting at the beginning of the year

Indicator(s) for Academic Growth and Development (IAGD) *at least one is required*
1) 84% of students will average 80% or higher on items pertaining to modeling and solving equations on the district final exam.

2) The 12 students (16%) who tested below 50% on the baseline for equations will each make gains of 30% on items pertaining to modeling and solving equations on the district final exam.

*The other Algebra teacher, the Math Department Chair and I will score exams together.

Subject Area: Special Education-Reading	**Grade(s):** 1-2
# of students covered by SLO: 17	**% of students covered by SLO:** 55%

Student Learning Objective: All of my students in grades one and two will show growth in reading comprehension, oral reading and reading fluency.
Rationale: The DRA2 was administered during the first two weeks of school. 15 out of the 17 students on my caseload are currently reading below grade level. Of those students not yet reading on grade level, many of them are close and this data makes me confident that with strategic interventions this gap can close dramatically by the end of the year.
Indicator(s) for Academic Growth and Development (IAGD) *at least one is required*   1) 92% of my students will increase their DRA2 score to grade level by June 2013.

Subject Area: ESL/Bi-Lingual	**Grade(s):** K-6
# of students covered by SLO: 16	**% of students covered by SLO:** 100%

Student Learning Objective: My English Language Learners will make progress in acquiring English language proficiency.
Rationale: By supporting the development of English Language acquisition, our students will be able to perform at grade level expectancy (GLE).
Indicator(s) for Academic Growth and Development (IAGD) *at least one is required*   1) 90% of English Language Learners will make progress in acquiring English Language proficiency as measured by the Language Assessment Scales (LAS-Links) by June 2013.

Subject Area: Early Childhood	**Grade(s):** Pre-K
# of students covered by SLO: 18	**% of students covered by SLO:** 100%

Student Learning Objective: Students will increase sustained engagement in problem solving activities.
Rationale: Young learners need opportunities to discover and investigate through activities specifically designed to engage and sustain attention. Adults in the classroom assist in sustaining engagement through physical and verbal interactions in an effort to gradually increase time devoted to a single task.
Indicator(s) for Academic Growth and Development (IAGD) *at least one is required*   1) 100% of my Pre-K students will demonstrate an increase in duration of sustained engagement in at least one problem solving activity per day. As a result, 100% of my students will demonstrate an increase in performance, as measured by the Brigance Inventory of Early Development, from their baseline level by May 2013.

Subject Area: Guidance Counselor	**Grade(s):** 6 and 9
# of students covered by SLO: 175	**% of students covered by SLO:** 100%

Student Learning Objective: All students will create academic and personal/social goals by participating in a transition seminar program.
Rationale: Adjusting to a new school environment is challenging for students. These seminars will ensure that students get to know their counselors early in the school year and will foster a relationship with the counselor. Students will discuss the academic and behavior expectations of the school as well as ways of asking for help as needed from their teachers, counselors, and other adults in the school community. These seminars will result in creating academic and personal/social goals to implement during the school year. Goal setting is an important life skill; self-efficacy is an important 21st century skills. This objective also fulfills goals identified in the American School Counselor Association National Standards for school counseling programs and supports the goals of the Waterford School Counseling Program Grades K-12.
Indicator(s) for Academic Growth and Development (IAGD) *at least one is required* 1) All of my students will use data (progress reports, grades, teacher and parent comments, test scores, attendance, behavior concerns) to develop and implement an academic and personal/social action plan for their goals for the school year. I will monitor student progress every 6-8 weeks to identify students who need additional support and interventions.

Subject Area: Guidance Counselor	**Grade(s):** 8 and 11
# of students covered by SLO: 165	**% of students covered by SLO:** 100%

Student Learning Objective: Students will identify a personal, academic, career/education goal and will create and implement an action plan.
Rationale: Goal setting and planning are essential life skills for future college and career readiness. Self-efficacy is an important 21st century skill. State law mandates that each student has a student success plan that specifically addresses academic and career plans. This objective also fulfills goals identified in the American School Counselor Association National Standards for school counseling programs and supports the goals of the Waterford School Counseling Program Grades K-12.
Indicator(s) for Academic Growth and Development (IAGD) *at least one is required* 1) 100% of my eighth and eleventh grade caseload will use data from grades, test scores, teacher and parent feedback to create and implement through the entire year a personal academic goal and action plan, including timeline and evidence of success. Students will monitor themselves and will explain their work and progress through monthly summary updates and written reflections that support school literacy expectations through the use of NAVIANCE technology**.**

Subject Area: School Psychologist	Grade(s): 7
# of students covered by SLO: 14	% of students covered by SLO: 100%

Student Learning Objective: Students will increase respectful behaviors in their classrooms as indicated by participation in discussions/activities as directed by the teacher.
Rationale: Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints. The teacher's goal is to create conditions that enable students of various learning preferences and personalities to contribute. Many of my students in this group have a history of non-compliance and office referrals. Together with some of their teachers, specific behavior plans have been created to minimize disruption and increase engagement in the content.
Indicator(s) for Academic Growth and Development (IAGD) *at least one is required*   1) 100% of students will decrease their number of office referrals by 10% by February 2013. IAGD to be re-visited for possible increase at that time.   2) 100% of students will demonstrate at least 80% compliance on their individual behavior plans to be reviewed monthly.

Subject Area: Speech/Language Pathologist	Grade(s): K-5
# of students covered by SLO: 30	% of students covered by SLO: 100%

Student Learning Objective: Students will enhance oral language and build vocabulary skills to more actively engage in classroom discussions.
Rationale: The size of a child's vocabulary is a strong predictor of reading success. One reason children do not become proficient readers, is because they do not have a functional vocabulary that enables them to understand the words they read. My focus is to design lessons around building vocabulary using assessment data from the Test of Language Development. Using relevant vocabulary data and meeting with teachers to select vocabulary that is tied to the curriculum and cuts across various content areas will assist me to select specific vocabulary to enhance oral language, improve scores on the Test of Language Development and increase active participation of students in classroom discussions.
Indicator(s) for Academic Growth and Development (IAGD) *at least one is required*   1) From pre to post testing (Sept. 2012-May 2013), 85 % of my students will expand their vocabulary skills to increase their understanding and use of 25 nouns, verbs and prepositions when engaged in classroom discussions as measured by the Test of Language Development (TOLD).

Subject Area: Library/Media Specialist	Grade(s): 3-5
# of students covered by SLO: 30	% of students covered by SLO: 100%

Student Learning Objective: Students in grades 3, 4 and 5 will increase their understanding of research practices to gain information for classroom projects.

Rationale: As the library media specialist, it is important for me to work with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information the resource provides. Students need to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and to apply knowledge. Students need to know how to use information for critical thinking and problem solving as it applies to specific learning projects assigned.
Indicator(s) for Academic Growth and Development (IAGD) *at least one is required*   1) 100% of students will accurately use the Destiny Catalogue when researching information for a classroom based project by May 2013.   2) 100% of students at each grade level will score 75% or higher on a district developed assessment in May 2013.