

Current Goal/Objectives - Student 1

Present Levels	Goals/Objectives
<p>Language Arts Current Performance - Currently enrolled in Foundations of Lit where she has a yearly grade average of B. Student actively participates in class discussions and reaches out to adults (both teacher and co-teacher) when she needs help with a task. Strengths - Student has good overall reading and reading fluency. She participates and asks questions during class discussions. Concerns - Poor reading comprehension. Weak formal writing skills. Impact - Student's poor reading comprehension and weak formal writing skills impact her participation in the regular education curriculum without modifications, accommodations and specialized instruction.</p>	<p>Goal - When presented with narrative or informational text, student will be able to answer 8 out of 10 comprehension questions including text based and inferential based questions in 4 out of 5 trials, 80% accuracy. Objectives Student will accurately highlight key ideas and details within the text using minimal prompting in 3 out of 4 trials. After reading and instruction, student will be able to define and use in context key vocabulary words with 80% accuracy as measured by vocabulary assessments in 3 out of 4 trials.</p> <p>Goal - By February 2022, will write an ICE paragraph with a proper introduction, citation, and evidence while using a writing template and identifying the citation independently with a minimum score of 80% or "satisfactory" on a teacher made rubric in three consecutive trials. Objectives Student will write an introduction statement for an ICE paragraph including the major idea of the paragraph. Student will choose a proper citation from text that supports her introduction and explanation in an ICE paragraph. Student will conclude her ICE paragraph with an explanation of the text including the main takeaway from her evidence.</p>
<p>Math Current Performance - Student is enrolled in Foundations of Algebra course where she has a yearly grade average of a B. She is also enrolled in an Algebra 1 class where she has a yearly average of a B. Strengths - Student has good fact fluency when using tools and supplemental aides to assist. She can solve addition, subtraction, multiplication and division facts/problems. Concerns - Student has difficulty solving multi-step equations and remembering what the steps are to solve. Impact - Student's difficulty remembering steps to solve multi-step equations impact her ability to access the regular education curriculum without specially designed instruction, accommodations and modifications.</p>	<p>Goal - By February 2022, will be able to solve algebraic equations by inputting the numbers correctly and solve using the order of operations accurately including addition, subtraction, multiplication, division, exponents, and positive/negative numbers with 80% accuracy in 3 out of 4 trials as measured by assessments, quizzes, and tests. Objectives When given a set of 10 problems including positive and negative numbers will be able to solve them with 80% accuracy in three consecutive trials. When given a set of 10 problems with exponents will be able to solve them with 80% accuracy in three consecutive trials.</p>
<p>Vocational/Transition</p>	<p>Goal - Student will be able to list at least three careers she would be interested in pursuing after high school. Objectives Student will complete at least two self-evaluative surveys to determine her strengths and weaknesses. Student will complete at least two job skills surveys in order to gain a better understanding of which careers fit her personal strengths and weaknesses best.</p>
<p>Post Secondary Education</p>	<p>Goal - Student will set a post-secondary educational goal for herself and identify the steps she needs to take while still in high school to achieve that goal. Objectives Student will research requirements for her post-secondary educational goal. Student will use technology and software to research various colleges (community, four year, etc) acceptance criteria that fit her goal.</p>

 **Special Education Services**

[+] Show Details

Service	Goal #	Frequency	Responsible Staff Title	Implementer Title
Math instruction	1	1 X Weekly , 30 mins	Special Education Teacher	Special Education Teacher
Math instruction	1	1 X Weekly , 45 mins	Special Education Teacher	Special Education Teacher
Vocational/ transition instruction	2, 3	1 X Monthly , 20 mins	Special Education Teacher	Special Education Teacher

Block	Day 1	Day 2
A/E 7:30-8:45	English 10 Targeted 20 min, push-in instruction Depending on #s in class, possibly a full time co-taught model	Health
RISES 8:48-9:41	Intervention / extra help / special education instruction / other alternate ed option 20 min 2x/wk special education + Vocation	
B/F 9:44-10:59	Algebra Targeted 30 min, push-in instruction Depending on #s in class, possibly a full time co-taught model	Technology
C/G 11:27-12:42	Music	History
D/H 12:45- 2:10	Biology	Vo-Ag

Goal written in 2015 - Student 2

Present Levels	Goal/Objective
<p>Language Arts Current performance - WJ III- BWL 86, Spelling 85, English 9 Q1 B-, Q2 69 Strengths- Fluency Concerns - Written expression/handwriting Impact - Difficulties in the area of written expression require him to receive specialized instruction</p>	<p>Goal: Will demonstrate increasing sophistication in all aspects of language use from vocabulary and syntax to the development and organization of ideas (relative to audience, task, purpose and discipline). Passing grades/scores;80%</p> <p>Objectives: Student will write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence at an accuracy of 80% or more. Student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience at an accuracy of 80% or more. Student will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach to Student will demonstrate the ability to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content at an accuracy of 80% or more Student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach to compose writing product of 80% accuracy or more</p>
<p>Math Current Performance -BM 73, Calculations 67, Fluency 72, Applied Probs 88 Strengths - Seeks help when he needs clarification Concerns - Math calculation, math problem solving, math reasoning, applying math concepts. Currently not passing pre-algebra even with modifications. Impact - Student's challenges with math make it difficult for him to apply the concepts taught in the general education classroom independently. He requires assistance and a model to complete math problems.</p>	<p>Goal - Will demonstrate an improvement in mathematical (pre-algebra) concepts, reasoning, and computation necessary to develop problem solving skills and to utilize mathematics to address everyday problems; 80%</p> <p>Objectives Student will demonstrate the ability to utilize order of operations to solve mathematical equations at an accuracy of 80% or more. Student will demonstrate the ability to simplify expressions containing variables and integers Student with an accuracy of 80% or more Student will demonstrate the ability to perform operations with rational numbers (both like and unlike denominators) with an accuracy of 80% or more. Student will demonstrate the ability to use a table of values to graph the appropriate line for a linear equation with an accuracy of 80% or more. Student will demonstrate the ability to plot given order pairs on a coordinate plane with an accuracy of 85% or more. Student will demonstrate the ability to perform the four basic operations with integers at an accuracy of 90% or more Student will demonstrate the ability to utilize the Communicative, Associative, and Distributive Properties to solve mathematical equations at an accuracy of 80% or more.</p>
<p>Other Academic/Non Academic No present levels aligned with goal</p>	<p>Goal Student will complete homework and classroom assignments for all his classes. 100%</p> <p>Objectives Student will record all homework and school assignments in a school planner or assignment book with accuracy on a daily basis across all academic settings. Student will use a planner to keep track of short and long term assignments and due dates.</p>

	<p>Student will identify and select the necessary items required to take home in order to complete homework assignments.</p> <p>Student will identify and select the necessary items required to take home in order to complete homework assignments.</p>
<p>Vocational/Transition</p>	<p>Goal Student will identify and research his vocational preferences, interests and aptitudes by using vocational assessments, informal interviews, computer software and/or reference materials.80%</p> <p>Objectives After reviewing the results of vocational assessments with a teacher and/or guidance counselor, will indicate 2 areas of interest, strength and weakness. Student will use the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Internet sites or other information sources to explore career information and options for employment in 2 different careers. Using the Occupational Outlook Handbook, the Dictionary of Occupational Titles, the Internet and/ or other vocational information sources, student will state job opportunities associated with a selected career cluster</p>

 **Special Education Services**

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Service	Goal #	Frequency	Responsible Staff Title	Implementer Title
Academic support	1, 2, 3, 4	1 X Every Other Day , 1 hr 30 mins	Special Education Teacher	Special Education Teacher
Co-Taught Social Studies	1, 2	1 X Every Other Day , 1 hr 30 mins	Regular Education Teacher	Regular Education Teacher
Co-Taught Language Arts	1, 2	1 X Every Other Day , 1 hr 30 mins	Regular Education Teacher	Special Education Teacher
Co-Taught Science	1, 2	1 X Every Other Day , 1 hr 30 mins	Regular Education Teacher	Regular Education Teacher
Math instruction	1, 3	1 X Every Other Day , 1 hr 30 mins	Special Education Teacher	Special Education Teacher
Co-Taught Math	3	1 X Every Other Day , 1 hr 30 mins	Regular Education Teacher	Special Education Teacher

Block	Day 1	Day 2
A/E 7:30-9:00	Learning Center (special education)	Algebra 1 Co-Taught
B/F 9:04- 10:34	Technology	English 10 Co-Taught
C/G 11:07-12:37	U.S. History Co-Taught	Music
D/H 12:41- 2:10	Health	Biology

Special education students are given resource support during the #3rd group rotation within the classroom schedule. Students meet with regular teachers during #1, independent center in class during #2 and time with Special education teacher during #3.

90 minutes Reading / Writing Suggested Times: 9:45-10:45				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>3 centers</u> 30 Minutes</p> <p>#1 Dreaming of America Annie Moore's Story–</p> <p>https://www.google.com/search?q=dreaming+of+america+read+aloud&rlz=1C1CHBD_enUS756US756&og=dreaming+of+america+read+aloud&ags=chrome_69j57.3696i0i4&sourceid=chrome&ie=UTF-8</p> <p>#2 Foundation table</p> <p>#3 Mrs. Johnson</p>	<p><u>3 centers</u> 30 Minutes</p> <p>The Great Snifferoo</p> <p>Listen, Read, AND Answer questions</p> <p>#2 Foundation table</p> <p>#3 Mrs. Johnson</p>	<p><u>3 centers</u> 30 Minutes</p> <p>World Holidays</p> <p>Listen, Read, AND Answer questions</p> <p>#2 Foundation table</p> <p>#3 Mrs. Johnson</p>	<p><u>3 centers</u> 30 Minutes</p> <p>The Dress and the Girl</p> <p>in Epic https://www.getepic.com/app/read/59490</p> <p>2 Foundation table</p> <p>#3 Mrs. Johnson</p>	<p><u>3 centers</u> 30 Minutes</p> <p>Shoes Around the World</p> <p>Listen, Read, AND Answer questions</p> <p>#2 Foundation table</p> <p>#3 Mrs. Johnson</p>

IEP Goal: 1 Given explicit instruction, will decode (vc/cvc) nonsense and real word by identifying and decoding the initial, middle and final sounds as measured by teacher assessment, with 80% accuracy by March, 2022.

By the end of the IEP cycle, given direct instruction, when presented with a list of high-frequency sight words (Dolch), he will recognize and read words with 80% accuracy, as measured by probes/assessment by March, 2022.

With direct instruction, when given a writing assignment, will use correct ending punctuation and capitalization for all sentences (capitalize beginning of sentences, holidays and proper names) with 80% accuracy by March, 2022 as assessed by teacher assessments. Standard: Capitalize dates and names of people. (L.1.2a) Standard: Use end punctuation for sentences. (L.1.2b) Standard: Use commas in dates and to separate single words in a series. (L.1.2c)