

Goal #:	Goal code:	Goal area:
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Current Academic Achievement and Functional Performance (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Cooper has expressed anxiety about living on his own and working when he graduates. He views his own skills and abilities for independence very differently from other team members. His anxiety and lack of self-awareness are blocking his willingness to accept supports and participate in goal setting for living, learning and working. Cooper continues to have problems with basic personal living skills. He makes unsafe decisions at work and refuses to accept accommodations in all three transition areas. He still refuses to utilize accommodations and supports in some classroom settings. Most seniors experience concern over transition issues but are able to accept feedback and assistance in goal setting to prepare for life after high school.

Baseline (describe individual's current performance in measurable terms)

Cooper does not consistently accept supports or participate in future goal setting. He currently scores a total of 10 points on the personal goal setting and future planning rubric. He scores a "1" (needs improvement) in setting living and learning goals, prioritizing goals and identifying action steps. He scores a "2" (making progress) in setting working goals, utilizing supports/accommodations and accepting feedback.

Measurable Annual Goal: conditions (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance). For students 14 years and older, indicate if this goal is related to post-secondary expectations of: (check all that apply to this goal) living learning working

Within 18 weeks following training in goal setting strategies, Cooper will score a total of 21 points, scoring at least a "3" in all 7 areas, on the goal setting and future planning rubric.

Evaluation procedures (state how progress toward meeting this goal will be measured and how often progress will be measured)

IEP case manager will meet with Cooper weekly to score his progress on the rubric in goal setting, goal attainment and accepting support. A graph record will track the weekly rubric scores. At the weekly meetings Cooper will bring written documentation of his daily self-monitoring checklist and progress on the previous week's action plan.

State the district standard and benchmark related to this goal

Students will become responsible citizens.

Position(s) responsible for services IEP manager/special education teacher _____

See attached graph

Major Milestones or Short Term Objectives/Dates Expected <small>(Required for students assessed against alternate achievement standards)</small>	Comments/Progress Notes/Dates Achieved

Progress Report

Name: _____ Date: ____/____/____
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1 = This goal has been met. 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed. 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed. 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed. 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).																	
____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5
____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5
____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5

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