

<b>Goal #:</b>	<b>Goal code:</b>	<b>Goal area:</b>
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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 exhibits anger, disruptive behaviors, and sometimes aggression during highly stressful times. He is not able to remember strategies he has been taught, nor to utilize them appropriately. He is not willing to discuss his learning difficulties, even with people he trusts. Cooper prefers not to use accommodations and has never actually requested an accommodation in a classroom or work setting. General education peers typically manage the stressors in their lives without aggression or classroom disruptive behaviors. Most general education peers do not require accommodations in order to successfully complete work or school tasks.

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

Cooper currently scores a "1" (needs improvement) on all 3 areas of the rubric.

**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) X  living X  learning X  working

Within 36 weeks, following instruction on strategies for anxiety, disclosure of disability and advocating for accommodations, Cooper will score a "2" (meets expectations) in all 3 of those areas on the Self-Advocacy Rubric, at least 6 weeks in a row.

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

Weekly meetings with Cooper and school social worker or special education teacher, to review student's self-report as well as staff reports in order to document the weekly rubric score

**State the district standard and benchmark related to this goal** Students will become responsible citizens.

**Position(s) responsible for services** 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

<b>Progress Report</b>	
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).

Name: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
\_\_\_\_\_ of \_\_\_\_\_

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