

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	Annual Goal: The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year (baseline)		Middle of year		End of year	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Actual	212	52	216	54		
Expected after beg			215 <input checked="" type="checkbox"/> check if met	52	216 <input type="checkbox"/> check if met	52
Expected after mid					217 <input type="checkbox"/> check if met	54
Original Goal					220 <input type="checkbox"/> check if met	61
Revised Goal					220 <input type="checkbox"/> check if met	61
Action Planning w/ Supporting Evidence						
Where to access: SLDS Individual Student Multi-Year, Multi-Term	Beginning of year		Middle of year		End of year	
	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		
Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events				Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that Literature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.		