



## Goal Setting, Monitoring, and Evaluating Organizer

### Individual Student

<b>Student Name:</b> Stephanie Sanders	<b>Annual Goal:</b> The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment					
<b>Where to access:</b> SLDS Individual Student Multi-Year, Multi-Term	<b>Beginning of year (baseline)</b>		<b>Middle of year</b>		<b>End of year</b>	
	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>
Actual	212	52				
Expected after beg			215 __check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					__check if met	
<b>Action Planning w/ Supporting Evidence</b>						
<b>Where to access:</b> SLDS Individual Student Multi-Year, Multi-Term	<b>Beginning of year</b>		<b>Middle of year</b>		<b>End of year</b>	
	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>	<b>Scale Score</b>	<b>Percentile</b>
Literature	209	45				
Informational Text	212	52				
Vocab Acqu / Use	215	61				
<b>Action plan (beginning of year):</b> 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				<b>Action plan (middle of year):</b>		