

## Academic Goals

### Goal 1

In 35 weeks, student will plan, organize and complete assigned daily work and homework activities in the required General Education Classes (English and Government) required for Graduation in May 2020, by obtaining a 90 percent or higher average on daily work assigned in class and 85 percent average or higher on homework activities assigned for each core class.

**Baseline Statement:** Student has not completed this task for data due to being a new performance area and goal for personal Management.

**OBJ1:** Student will obtain 80 percent or higher average on daily work assigned in class and 75 percent average or higher on homework activities assigned for the class.

**OBJ1:** Student will obtain 83 percent or higher average on daily work assigned in class and 79 percent average or higher on homework activities assigned for the class.

**OBJ1:** Student will obtain 85 percent or higher average on daily work assigned in class and 80 percent average or higher on homework activities assigned for the class.

**OBJ1:** Student will obtain 90 percent or higher average on daily work assigned in class and 85 percent average or higher on homework activities assigned for the class.

## Transition Goals

### **Transition Goal 1: Employment**

In 35 Weeks, Student will complete a series of formal and/or informal vocational assessment or activities for future employment per quarter in order to prepare him to transition to competitive employment after high school to meet requirements for indicator 13.

Objective 1: Student will learn what type of work they may like and want to have for fulltime or part time employment after high school.

Objective 2: Student will graph interests' values and learn about jobs related to his/her strongest value level being displayed from the assessment data.

Objective 3: Student will complete a Job Resume. Student will complete a job application using His/her resume to be used for employment opportunities.

Objective 4: Student will use this data to identify transition strengths and needs in various aspects of adult living for employment.

KF→including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living. They also question and identify students' goals and awareness of what is needed or required to achieve those goals. (Formal and informal Assessments).

### **Transition DATA-Assessments (Used with the Objectives)**

#### **Employment**

- 1. Transition Inventory and Vocational Interest Inventory**
- 2. Values Inventory**
- 3. Job Resume or Job Application**
- 4. Transition Scale Assessment (Student Form)**

## **Transition Goal 2: Career Awareness**

In 35 Student will complete a series of formal and/or informal vocational assessment or activities per quarter for Transition for career awareness opportunities after high school to meet requirements for indicator 13.

Objective 1: Student will gain information on their needs, strengths, preferences and interests regarding postsecondary goals.

Student will use the assessment data to identify areas of strengths and weaknesses for academic skills and study skills for career awareness.

Objective 2: Student will learn information about his/her preferences for a certain career based on level of interests obtained from completion of Survey.

Objective 3: Student will learn about transition processes to identify his/her goals for career awareness.

Objective 4: The Student will use the questionnaire questions to complete indicator 14 requirements after high school.

### **Career Awareness. (Used with the Objectives)**

- 1. Student Success Survey**
- 2. Reach for the Stars Survey**
- 3. Transition Scale Assessment**
- 4. Senior Exit Survey**

### **Indicator 13 Helper**

**Baseline Data: Student has completed 11th grade Transition Assessment and has not taken the 12th grade Transition Assessments requirements for indicator 13.**

**For each postsecondary goal there must be evidence that at least one age-appropriate transition assessment was used to provide information on the student's needs, Strengths, preferences and interests regarding postsecondary goals. (Indicator 13)**

Evidence would most likely be found in the student's file. Even informal interviews and observations should be documented.

Documentation can be in different forms, and the IEP team should adequately document the assessment in the IEP so that a reviewer can make a connection between the Student's PSG and Transition goals and the assessment. (Indicator 13 and Indicator 14)