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| **Student name** |  | **Date** |  |

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| **Program name** |  |  | **Learning style preference(s)** | |
| **Orientation site** |  |  |  | Auditory |
| **Teacher name** |  |  |  | Visual |
| **Site/Class** |  |  |  | Tactile |

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| **Learning needs adaptations used by student in classroom** | | | | | | | | | |
|  | highlighters | |  | rulers |  | color overlays |  | magnifying sheets | |
|  | calculators | |  | visor |  | index cards |  | graphic organizers | |
|  | dictionaries | |  | video |  | graph paper |  | computers | |
|  | manipulatives (fraction bars, colored tiles, cubes, etc.) | | | |  | accessibility software |  |  | |
|  | other (indicate) |  | | | | | | |  |
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| **Student’s barriers** | **Student’s supports** |
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| **Primary goal** (complete before June 30, 20\_\_) **Indicate with a 1 Secondary goal** (optional) **Indicate with a 2** | | | | | | | | | | |
|  |  | Obtain job | |  | Earn HSE |  | Enter post-secondary |  | Obtain postsecondary credential | |
|  |  | Improve math | |  | Improve reading |  | Improve writing |  |  | |
|  |  | other (specify) |  | | | | | | |  |
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|  | **Initial test** | | | **Progress test 1** | | | **Progress test 2** | | |
| Subject | Form/Level | Date | EFL | Form/Level | Date | EFL | Form/Level | Date | EFL |
| **Math** |  |  |  |  |  |  |  |  |  |
| **Reading** |  |  |  |  |  |  |  |  |  |
| **Language** |  |  |  |  |  |  |  |  |  |

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| **Student name** |  | **Date started** |  |

my SHORT-TERM goal is ***Reading***

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **Foundational Skills** | | | |
| Demonstrate understanding of phonological awareness. |  |  |  |
| Apply phonics and word recognition. |  |  |
| Read with accuracy and fluency. |  |  |
| **Key Ideas and Details** | | | |
| Cite evidence. |  |  |  |
| Determine central ideas. |  |  |
| Analyze interactions within text. |  |  |
| **Craft and Structure** | | | |
| Interpret vocabulary. |  |  |  |
| Analyze text structure. |  |  |
| Assess purpose and point of view. |  |  |
| **Integration of Knowledge and Ideas** | | | |
| Integrate and evaluate multimedia. |  |  |  |
| Evaluate the argument. |  |  |
| Analyze multiple texts. |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review reading standard |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my SHORT-TERM goal is ***Writing***

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **Text Types and Purposes** | | | |
| Write arguments. |  |  |  |
| Write to explain or inform. |  |  |
| Write narratives. |  |  |
| **Production and Distribution of Writing** | | | |
| Write with coherence. |  |  |  |
| Plan, revise, and rewrite writing. |  |  |
| Use technology. |  |  |
| **Research to Build and Present Knowledge** | | | |
| Write short research projects. |  |  |  |
| Use multiple sources. |  |  |
| Use text evidence. |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review writing standard |  |  |
| Review writing sample |  |  |
| Complete paragraph writing |  |  |
| Complete essay writing |  |  |
| Review progress essay |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my SHORT-TERM goal is ***Speaking and Listening***

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **Comprehension and Collaboration** | | | |
| Prepare for participation in a range of conversations. |  |  |  |
| Integrate and evaluate information presented in diverse media and formats. |  |  |
| Evaluate the speaker’s point of view. |  |  |
| **Presentation of Knowledge and Ideas** | | | |
| Present information clearly and know your audience. |  |  |  |
| Use digital media. |  |  |
| Adapt speech to context. |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review speaking and listening standard |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my SHORT-TERM goal is ***Language***

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **Conventions of Standard English** | | | |
| Demonstrate command of grammar and usage. |  |  |  |
| Demonstrate command of punctuation and spelling. |  |  |
| **Knowledge of Language** | | | |
| Use knowledge of language. |  |  |  |
| **Vocabulary Acquisition and Use** | | | |
| Use context clues. |  |  |  |
| Use figurative language. |  |  |
| Use academic language. |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review language standard |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my SHORT-TERM goal is ***Numbers***

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **Numbers and Operations** | | | |
| Understand place value. |  |  |  |
| Understand the place value system. |  |  |
| Use place value understanding and the properties of operations to add and subtract. |  |  |
| Generalize place value understanding for multi-digit whole numbers. |  |  |
| Use place value understanding and properties of operations to perform multi-digit arithmetic. |  |  |
| Perform operations with multi-digit whole numbers and with decimals to hundredths. |  |  |
| Develop understanding of fractions as numbers. |  |  |
| Extend understanding of fraction equivalence and ordering. |  |  |
| Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. |  |  |
| Understand decimal notation for fractions and compare decimal fractions. |  |  |
| Use equivalent fractions as strategy to add and subtract fractions. |  |  |
| Apply and extend previous understanding of multiplication and division to multiply and divide fractions. |  |  |

my SHORT-TERM goal is ***Numbers*** (continued)

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **The Number System** | | | |
| Compute fluently with multi-digit numbers and find common factors and multiples. |  |  |  |
| Apply and extend previous understandings of multiplication and division to divide fractions by fractions. |  |  |
| Apply and extend previous understandings of numbers to the system of rational numbers. |  |  |
| Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. |  |  |
| Know that there are numbers that are not rational and approximate them by rational numbers. |  |  |
| **Ratios and Proportional Relationships** | | | |
| Understand the ratio concepts and use ratio reasoning to solve problems. |  |  |  |
| Analyze proportional relationships and use them to solve real-world and mathematical problems. |  |  |
| **Number and Quantity** | | | |
| Extend the properties of exponents to rational exponents. |  |  |  |
| Reason quantitatively and use units to solve problems. |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review numbers standard |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my SHORT-TERM goal is ***Algebra***

| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** | |
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| **Operations and Algebraic Thinking** | | | | |
| Represent and solve problems involving addition and subtraction. |  |  |  | |
| Understand and apply properties of operations and the relationship between addition and subtraction. |  |  |
| Understand properties of multiplication and the relationship between multiplication and division. |  |  |
| Add and subtract within 20. |  |  |
| Work with addition and subtraction. |  |  |
| Represent and solve problems involving multiplication and division. |  |  |
| Use the four operations with whole numbers to solve problems. |  |  |
| Multiply and divide within 100. |  |  |
| Solve problems involving the four operations and identify and explain patterns in arithmetic. |  |  |
| Generate and analyze patterns. |  |  |
| Gain familiarity with factors and multiples. |  |  |
| Write and interpret numerical expressions. |  |  |
| **Expressions and Equations** | | | | |
| Apply and extend previous understandings of arithmetic to algebraic expressions. |  |  |  |
| Use properties of operations to generate equivalent expressions. |  |  |
| Interpret the structure of expressions. |  |  |
| Write expressions in equivalent forms to solve problems. |  |  |
| Perform arithmetic operations on polynomials. |  |  |
| Reason about and solve one-variable equations and inequalities. |  |  |
| Solve real-life and mathematical problems using numerical and algebraic expressions and equations. |  |  |
| Represent and analyze quantitative relationships between dependent and independent variables. |  |  |
| Work with radicals and integer exponents. |  |  |
| Understand the connections between proportional relationships, lines, and linear equations. |  |  |
| Analyze and solve linear equations and pairs of simultaneous linear equations. |  |  |
| Rewrite rational expressions. |  |  |
| Create equations that describe numbers or relationships. |  |  |

my SHORT-TERM goal is ***Algebra*** (continued)

| **Learning Concepts** | **Working On** | | **Date Proficient** | **Comments** | |
| --- | --- | --- | --- | --- | --- |
| Understand solving equations as a process of reasoning and explain the reasoning. |  | |  |  |
| Solve systems of equations. |  | |  |
| Represent and solve equations and inequalities graphically. |  | |  |
| **Functions** | | | | | |
| Define, evaluate, and compare functions. |  |  | |  |
| Understand the concept of a function and use function notation. |  |  | |
| Use functions to model relationships between quantities. |  |  | |
| Interpret functions that arise in applications in terms of the context. |  |  | |
| Analyze functions using different representations. |  |  | |
| Build a function that models a relationship between two quantities. |  |  | |
| Construct and compare linear, quadratic, and exponential models and solve problems. |  |  | |
| Interpret expressions for functions in terms of the situation they model. |  |  | |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review algebra standard |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my SHORT-TERM goal is ***Geometry***

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **Geometric Shapes and Figures** | | | |
| Analyze, compare, create, and compose shapes. |  |  |  |
| Draw and identify lines and angles and classify shapes by properties of their lines and angles. |  |  |
| Draw, construct, and describe geometrical figures and describe the relationships between them. |  |  |
| Classify two-dimensional figures into categories based on their properties. |  |  |
| Reason with shapes and their attributes. |  |  |
| Graph points on the coordinate plane to solve real-world and mathematical problems. |  |  |
| Solve real-world and mathematical problems involving area, surface area, and volume. |  |  |
| Solve real-life and mathematical problems involving angle, measure, area, surface area, and volume. |  |  |
| **Congruence** | | | |
| Understand congruence and similarity using physical models, transparencies, or geometry software. |  |  |  |
| Experiment with transformations in the plane. |  |  |
| **Similarity, Right Triangles, and Trigonometry** | | | |
| Understand and apply the Pythagorean Theorem. |  |  |  |
| Prove theorems involving similarity. |  |  |
| **Geometric Measurement and Dimension** | | | |
| Explain volume formulas and use them to solve problems. |  |  |  |
| **Modeling with Geometry** | | | |
| Apply geometric concepts in modeling situations. |  |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review geometry standard |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my SHORT-TERM goal is ***Data***

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **Measurement and Data** | | | |
| Measure lengths indirectly and by iterating length units. |  |  |  |
| Measure and estimate lengths in standard units. |  |  |
| Represent and interpret data. |  |  |
| Relate addition and subtraction to length. |  |  |
| Solve problems involving measurements and estimation of intervals of time, liquid volumes, and masses of objects. |  |  |
| Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. |  |  |
| Understand concepts of angle and measure angles. |  |  |
| Convert like measurement units within a given measurement system. |  |  |
| Understand concepts of area and relate to area of multiplication and addition. |  |  |
| Understand concepts of volume and relate volume to multiplication and to addition. |  |  |
| Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. |  |  |
| **Statistics and Probability** | | | |
| Develop understanding of statistical variability. |  |  |  |
| Summarize and describe distributions. |  |  |
| Summarize, represent, and interpret data on a single count or measurable variable. |  |  |
| Use random sampling to draw inferences about a population. |  |  |
| Draw informal comparative inferences about two populations. |  |  |
| Investigate chance processes and develop, use, and evaluate probability models. |  |  |
| Investigate patterns of association in bivariate data. |  |  |
| Summarize, represent, and interpret data on two categorical and quantitative variables. |  |  |
| Interpret linear models. |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review data standard |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my SHORT-TERM goal is ***Mathematical Practices***

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| **Learning Concepts** | **Working On** | **Date Proficient** | **Comments** |
| **Standards for Mathematic Practice** | | | |
| Make sense of problems and persevere in solving them. |  |  |  |
| Reason abstractly and quantitatively. |  |  |
| Construct viable arguments and critique the reasoning of others. |  |  |
| Model with mathematics. |  |  |
| Use appropriate tools strategically. |  |  |
| Attend to precision. |  |  |
| Look for and make use of structure. |  |  |
| Look for and express regularity in repeated reasoning. |  |  |

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| **Activities** | | | |
| Review pretest |  |  |  |
| Review data standard |  |  |
| Review progress test |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Earn a HSE***

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| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| math practice test |  |  |  |
| study math |  |  |
| reading practice test |  |  |
| study reading |  |  |
| writing practice test |  |  |
| study writing |  |  |
| social studies practice test |  |  |
| study social studies |  |  |
| science practice test |  |  |
| study science |  |  |
| official practice test |  |  |
| HSE test |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Get or Keep a Job***

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| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| **Career Awareness** |  |  |  |
| how people get jobs |  |  |  |
| job qualifications |  |  |
| influence of friends and family |  |  |
|  |  |  |
| **Self-Exploration** |  |  |  |
| goal setting |  |  |  |
| interest inventory |  |  |
| skills inventory |  |  |
| values inventory |  |  |
|  |  |  |
| **Occupational Exploration** |  |  |  |
| internet career exploration/ job search |  |  |  |
| labor market trends and information |  |  |
| interviews |  |  |
| applications and resumes |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Continue Education***

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| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| school search |  |  |  |
| admissions |  |  |
| application |  |  |
| financial aid |  |  |
| entrance testing |  |  |
| transitions modules |  |  |
| study strategies |  |  |
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| **Student Name** |  | **Date started** |  |

my LONG-TERM goal is to ***Earn a Postsecondary Credential***

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| **Learning Activities** | **Working On** | **Date Proficient** | **Comments** |
| Study workforce skills. |  |  |  |
| Study English skills. |  |  |
| Study basic academic skills. |  |  |
| Study occupational skills. |  |  |
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