VI. Annual Goals (I-6) or Annual Goals with Objectives (I-6SO)

Create a new progress report in IC. Report out on final progress and include data.

In plan outline, choose I-6.

Goal Description: Enter name for goal (include skill deficit) with number (ie: Reading Comprehension 1)

Annual Goal: Enter a measurable Academic or functional Goal that addresses a disability-related need identified in the Present Level of Performance. KUSD best practice for starting goal: "Given specially designed instruction in _____, … "

I-6: Goals
- **General Consideration for Goals/Objectives**:
  - Best Practice: two to five annual goals
  - Focusses on student skill deficit (academic & functional) to participate and make progress in the general education curriculum
  - Measurable and observable terms, using the same standard of measure as stated in the Present Level
  - Achievable within the term of the IEP
    - Age appropriate and child-centered (NOT curriculum driven or what teacher/staff will do)
    - NOT attainment of a certain number of credits or certain grades
  - Fosters independence and are useful, relevant, meaningful, and improves quality of life
  - Promotes social relationships and integration with peers
  - DO NOT address: family relationships/at home behaviors, self-esteem/self-worth, mental health issues (these are difficult to measure or cannot be measured at school)

I-6: Goals with Short-Term Objectives
- **Goals with Objectives – For Students Taking the Dynamic Learning Maps (DLM)**:
  - Students in grades 3 - 11
  - Enter at least two measureable objectives for each goal, using WI Common Core Essential Elements.
  - Long-term goals are more global.
  - Benchmarks need to be measurable.

All Goals and Objectives:
- **For each Goal/Objective, include:**
  - Direction of the behavior *(optional)* increase, decrease, or maintain
  - Area of Need/Skill/Behavior as described in the Present Level
  - Criteria or level of attainment (for __ minutes, in __ of __ trials, with certain materials or prompts/cues)
  - Time Frame *(optional)* (for __ consecutive weeks, __ times a day, in __ of __ lessons)
  - Setting *(optional)* or conditions student will perform the desired behavior (in a small group)
    Example: Given specially designed instruction in _____, _____ will
                              skill   *name*

    _____, _____.
      skill/behavior description   *level of attainment*

- **Do Not** indicate the **Start and End** Dates within the text of the Goal unless the following:
  - It is different from the Start and/or End Date of the IEP.
  - A goal is met.

ESY:
- If ESY is not considered at the IEP meeting, select N/A.
- If ESY is considered, indicate the goal(s) to be addressed.

- Refer to ESY Smart Sheet for procedures.

Procedures:
- **Indicate procedures for measuring student progress** (establish a method for collecting data). Examples of data collection include:
  - anecdotal records
  - pre/post & chapter tests
  - functional assessments/checklists
  - observations/charting (must have documentation)
  - work samples
  - classroom records (attendance, assignments)
  - rubrics

Alternate Assessments: Indicate if the student will participate in alternative assessments
- Note: The answer should be "No". If "Yes", develop a minimum of two benchmarks/short-term objectives for each annual goal.

Progress Reports: Indicate when progress reports will be provided to the parents (when and how)
- **For Students in Kindergarten -12th Grade**: Usually quarterly
- **Preschoolers & 4K**: Three times per year for Early Childhood