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| <b>EASTERN<br/>CARVER<br/>COUNTY<br/>SCHOOLS</b> | <b>Chaska High School<br/>545 Pioneer Trail<br/>Chaska MN 55318<br/>Tel 952-556-7100</b> | <b>GOAL #7</b> |
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**Present Level(s) of Academic Achievement and Functional Performance:**

1) Strengths: Ari is currently a fifth grade student at Awesome Elementary School. Last year, Ari was very successful and made a lot of growth. Last year he was smiling more and reported being happy at school, and he seems to be off to a good start this year. He is often smiling and is excited about being in class and in lunch group.

2) Impact/Needs: Ari has ADHD, and his lack of attention skills has made work completion and social situations difficult. Ari needs to increase his time on task to allow him to access more academic content.

3) Baseline/Comparison to Grade Level Standards: Ari is currently on task an average of 62% of the time across three observations, as compared to peers who were on task an average of 91% of the time. Ari's time on task is not consistent. He has many days where he was observed to be on task 80 or 90% of the time, which is comparable with peers, but he also has days where he is observed to be on task only 30-50% of the time. On these days Ari is missing academic instruction and work time.

**Measurable Annual Goal:**

By February 2019, when in a general education classroom setting, Ari will increase his time on task from a current average of 62% on task to an average of 90% on task.

**Benchmarks or Short Term Objectives:**

**1:** By June 2018, when in a general education classroom setting, Ari will increase his time on task from a current average of 62% on task to an average of 71% on task.

**2:** By October 2018, when in a general education classroom setting, Ari will increase his time on task from a current average of 62% on task to an average of 83% on task.

**How will progress toward meeting this annual goal be measured?**

Momentary Time Sampling observations will be completed two times per month by special education staff. Momentary Time Sampling observations are 15 minute observations in which the observer looks at Ari or a rotating peer, in turn, once every ten seconds to determine if he/she is on task or not. From that data, a measurement of time on task is determined for the peers and for Ari. This data is graphed by Special Education staff for progress monitoring.