

**TEACHER SLG GOAL SETTING EXAMPLE – MIDDLE SCHOOL COUNSELOR**

Grade Level:  Elementary  Middle School  High School  
 Goal Type:  Individual Goal  Team Goal

<b>SLG GOAL 1</b>	
<b>Goal-Setting Conference</b>	<p><b>Content Standards/Skills</b></p> <p><b>ASCA National Standards (Students)</b>                      A:A2.2 Students will demonstrate how effort and persistence positively affect learning                      A:B1.1 Students will demonstrate the motivation to achieve individual potential                      PS-B1.2 Students will understand consequences of decisions and choices</p>
	<p><b>Assessments</b></p> <p><b>Category 2:</b> District metric for monitoring attendance</p>
	<p><b>Context/Students</b></p> <p>Current percentage of FRL is 42% FRL and 85% of the students are eligible for bus service due to its rural location</p>
	<p><b>Baseline Data</b></p> <p>The past three year average for 6<sup>th</sup> grade attendance is as follows:                      30% of students are off track (less than 92%)                      50% of students are approaching off track (92% to 94%)                      20% of students are on track (95% and higher)</p>
	<p><b>Student Growth Goal (Targets)</b></p> <p>All seventh grade students who are “off track” for attendance will increase their attendance by 11-15%, those “approaching off track” will increase by 6-10%, and those that are “on track” (as measured by the district attendance metric) will increase 2-5% by the end of the school year.</p>
	<p><b>Rationale</b></p> <p>Students who are not in school have fewer opportunities to learn what will enable them to succeed later in school. Research suggests that students with better attendance score higher on achievement tests than students who are more frequently absent. This goal is also aligned with the decision to focus on improving school attendance and it is reflected in the district’s Academic and Financial Plan.</p>
	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Personal phone call to parent/guardian on the day of student’s absence</li> <li>• Develop interventions with students based on individual identified needs</li> <li>• Identified students will check in at least weekly with the counselor</li> </ul>
	<p><b>Professional Learning and Support</b></p> <p>Provide time at monthly district counselor meetings to develop strategies in working with parents to more effectively support attendance, allocate time for support staff to input attendance data in a timely fashion and provide lists to counselor.</p>