

2.3 Describe the process(es) used in the consortium to help students develop realistic goals and timelines for educational progress, secondary credential attainment, enrolling in college and/or gaining or improving employment. Refer to Document A as appropriate. Address the following:

- How do these processes vary for different types of students, or for students enrolled in different types of programming?

At Enrollment: The front desk staff have a conversation with new students about what they hope to accomplish at school and what their academic and career goals are. We give them an overview of our program class offerings and schedule when they enroll. After testing, we enroll them into the classes they wish to take that will help them achieve their goal, if they are at the required level. If their end goal or class they wish to take is different from their current level, we advise them to take the leveled class they are qualified for and once their CASAS level is high enough, we can enroll them in their desired course. We explain that all students are post-tested after 40 hours of class attendance and that they will have multiple opportunities to post-test during the year.

New this year, we are including personal goals on our [student intake](#) form and putting the information in SID, under student history:personal goals. Teachers can review these goals on SID and discuss further with students. Teachers will use the post testing dates to check in with students on their progress with personal goals. We have post-testing dates on the program [calendar](#) in late October, mid December, late February, and late April. Teachers will be reminded to discuss personal goals with students during these dates.

ESL Classes: Written by an ESL Teacher

Students in beginning and low intermediate English classes answer the question about goals on their school intake forms and may answer additional questions during orientation for their specific class, such as on [this form](#) from a low intermediate class. Teachers share level-appropriate learning targets in student-friendly language at the beginning of each class meeting. Students self-assess and reflect on their learning throughout each class by responding to teacher questions, giving nonverbal signals (thumbs up/down/sideways, “fist to five,” etc.), and by completing exit tickets and other formative assessments. At the beginning of a new thematic unit, teachers may ask students what they want to learn and use this information to select instructional materials and activities, such as in [this survey](#) from a low intermediate class. NRS Level Gains, improvements in test scores, successful completion of homework and distance learning platform assignments, and personal goals and milestones from students’ lives outside of school are acknowledged and celebrated whenever possible.

New students to the High Intermediate/Advanced morning English class are given an intake form as part of their orientation process called [Student Info](#). One of the included questions asks specifically about what goals new students have. After filing the form out the teacher takes time to talk to the new student about their answers including what goals they have for taking classes at the school. The teacher then revisits the goals at each post-test conference he has with

students throughout the year. Students are then given the opportunity to share how they feel about making progress toward their goal(s). Achievements that students make throughout the year are also celebrated and shared with the whole class. These can include making a CASAS level gain, passing a Northstar assessment, obtaining citizenship, obtaining a driver's license, making an achievement in Moby Max, etc.

GED Classes: Written by the GED Teacher

Every Monday during our virtual sessions, I use the goal-setting slide provided below as a strategic approach to guide our students. It's important to ensure that students remain focused on their academic responsibilities. By using this slide, I redirect their attention towards three fundamental aspects of their education: regular attendance, timely completion of homework assignments, and active engagement with mobymax.com, which ultimately helps them pass their GED tests.

Regular attendance ensures they don't miss out on important lessons, discussions, and collaborative activities that are essential for their learning journey. Completing homework assignments on time fosters a sense of discipline and responsibility, teaching them essential time management skills. Actively engaging with mobymax.com not only supplements their classroom learning but also enhances their understanding of various subjects through interactive and personalized exercises. Emphasizing these priorities weekly creates a structured learning routine, encouraging students to stay on track with their studies and take ownership of their education.

By emphasizing these priorities each week, I empower our students to take charge of their learning and responsibilities. In our virtual sessions, the goal-setting slide serves as a visual aid, reminding them of the essential tasks they need to focus on. Regular attendance ensures that they are present for important discussions and collaborative activities, enhancing their understanding of the subjects discussed. Timely completion of homework assignments instills a sense of accountability and diligence, preparing them for future academic challenges. Active engagement with mobymax.com enriches their learning experience, providing them with a platform to reinforce concepts and improve their skills. Through this structured approach, students not only excel academically but also develop crucial life skills such as time management and self-discipline. Ultimately, the goal-setting slide becomes a valuable tool in shaping responsible, proactive, and dedicated learners, equipping them for success in both their academic pursuits and future endeavors.

Good Morning

1. How was your weekend?

2. What is your personal goal for the school year?

3. What can you work on this week?(Specific)

4. Write a personal goal

- a. Mobymax
- b. Homework
- c. Attendance

Career Focused Classes: Written by the Digital Literacy Teacher

The digital literacy classes that the school offers are taught using the Northstar Digital Literacy website and materials. The overall goal of each course is for students to pass the assessment in Northstar and earn the certificate for that digital literacy subject. I go over with each class at the start of the course what the goal is and how they can achieve it. The course is then broken down over a number of weeks that align with the number of lessons in the curriculum for that course. I make students aware of what the goals for each lesson are at the start of that lesson. Students learn in the classroom and then practice in the lab.

In addition to attending classes, each student has an account on Northstar where they can gain exposure to the assessment, but more importantly they can practice at their own pace outside of class in Northstar Online Learning. This provides students with additional lessons that they can do to increase their understanding of the core concepts of the course. Students can set their own goals of when they wish to complete the course and can even complete the course before the designated end if they have demonstrated success in the lessons and assessment. Students can also set goals of achieving a certificate in another digital literacy subject outside of the current course.

Students are encouraged to put their accomplishments on job applications and resumes when seeking to obtain employment. If there are specific career related digital literacy skills a student needs, they can work towards those during the open lab time with assistance from the teacher.