Goal No: 1	
Goal Area: Math Domain: Academic	
Current Academic Achievement and Functional Performa results on district-wide assessments relevant to this goal peers and standards.)	nce (Results of the initial or most recent evaluation and ; performance in comparison to general education
shape identification. These skills gave him a score of 0/24 able to obtain at least 18/24 on the Early Math Skills Check	g, matching, number identification, color identification, and on the Early Math Skills Checklist. Same age peers are list.
Baseline (Describe individual's current performance in measurable annual goal and progress monitoring proced scores 0/24 on the Early Math Skills Checklist on 4	ures.)
Measurable Annual Goal: conditions (when and how the i will do); and criterion (acceptable level of performance).	ndividual will perform); behavior (what the individual
By March 2015, when presented with math activities, data days.	s will score 18/24 on the Early Math Skills Checklist on 4/5
progress will be measured and the desistant and the	vard meeting this goal will be measured, how often
Data will be measured, and the decision making rule Data will be collected and graphed every two weeks, throug number of points scored on the Early Math Skills Checklist. demonstrated 4 times. If four points fall above or below the	that will be used in considering instructional changes. sh observation of during math activities, on the A skill will be considered met when it has been aim line, instructional changes may be considered.
Data will be measured, and the decision making rule Data will be collected and graphed every two weeks, throug number of points scored on the Early Math Skills Checklist. demonstrated 4 times. If four points fall above or below the Position(s) responsible for services: 1. ECSE	that will be used in considering instructional changes. In observation of during math activities, on the A skill will be considered met when it has been aim line, instructional changes may be considered. Teacher 2.
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	CERTIFIED	Date: 03/05/2014 F	Pageof
Student:			
Goal No: 2	D in Communication		
Goal Area: Communication Current Academic Achieveme results on district-wide assess peers and standards.)	nt and Functional Performance (sments relevant to this goal; per	(Results of the initial or most recent formance in comparison to general nuage Skills Checklist. His peers are a	evaluation and education
is able to obtain 0/16	of the skills on the Preschool Lang	luage Skills Officeration	
is able to obtain 0/16	skills on the Preschool Language	SKIIIS CHECKIICE	
By March 2015, when particip language skills by obtaining 1	ating in language activities in the c 2/16 skills on the Preschool Langu	idual will perform); behavior (what t classroom, will demonstrate in age Skills Checklist.	ipioved
progress will be measured, ar	hed twice each month using charting used: If 4 consecutive data points	meeting this goal will be measured, will be used in considering instructing, data collecting, and/or observation fall above or below the goal line, the s	. A 4-point
Position(s) responsible for se	rvices: 1. Speech-Language	Pathologist 2	APPENDING TO
	See attached g		
Major Milestones or Short Term (Required for students assessed agains	Objectives/Dates Expected st alternate achievement standards)	Comments/Progress Notes/Dates Ac	hieved
. By June 2014, 4/16 skills.			
. By Oct. 2014, 8/16 skills.			Description of the Control
. By March 2015, 12/16 skills.		A ANDRONE, LINE STRUCTURE SECTION OF THE SECTION OF	

[a .w .		But I have been been been been been been been be	
Goal No: 3			
Goal Area: Reading	Domain: Academic		t evaluation an
peers and standards.) has difficulty with one-step commands, iden of 0/16 on the Early Langu Language and Literacy Sk Baseline (Describe individ neasurable annual goal ar cores 0/16 on the	early language and literacy skills such tification of body parts, and identification age and Literacy Skills Checklist. Sakills Checklist. ual's current performance in measured progress monitoring procedures to Early Language and Literacy Skills.	Checklist on 4/5 data days.	tills, following ave him a score the Early
	The state of the s	vidual will perform); behavior (what	tile iliuividudi
By March 2015, when pres and Literacy Skills Checkli rogress Monitoring proce rogress will be measured,	septable level of performance). sented with language and literacy acti st on 4/5 data days. dures (State how progress toward and the decision making rule that	will score 12/16 on the meeting this goal will be measured; will be used in considering instruct	Early Language , how often tional changes
By March 2015, when pres and Literacy Skills Checkli rogress Monitoring proce rogress will be measured, Data will be collected and g activities, on the number of considered met when it has changes may be considere	dures (State how progress toward and the decision making rule that graphed every two weeks, through objects scored on the Early Languages been demonstrated 4 times. If four jud.	meeting this goal will be measured will be used in considering instructors and Literacy Skills Checklist. A skill points fall above or below the aim line,	Early Language , how often tional changes and literacy will be
By March 2015, when pres and Literacy Skills Checkli rogress Monitoring proce rogress will be measured, Data will be collected and g activities, on the number of considered met when it has changes may be considere	dures (State how progress toward and the decision making rule that graphed every two weeks, through object to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be been demonstrated 4 times. If four places to be be been demonstrated 4 times. If four places to be be been demonstrated 4 times.	meeting this goal will be measured, will be used in considering instruct observation of the during language and Literacy Skills Checklist. A skill points fall above or below the aim line,	Early Language , how often tional changes and literacy will be
By March 2015, when pres and Literacy Skills Checkli rogress Monitoring proce rogress will be measured, Data will be collected and g activities, on the number of considered met when it has changes may be considere sition(s) responsible for s	sented with language and literacy actist on 4/5 data days. dures (State how progress toward and the decision making rule that graphed every two weeks, through object in the project of the project of the project of the project of the services: 1. ECSE Teac See attached graphs of the services of the s	meeting this goal will be measured, will be used in considering instruct observation of the during language and Literacy Skills Checklist. A skill points fall above or below the aim line,	Early Language , how often tional changes and literacy will be
By March 2015, when pres and Literacy Skills Checkli rogress Monitoring proce rogress will be measured, Data will be collected and g activities, on the number of considered met when it has changes may be considere esition(s) responsible for s	sented with language and literacy actist on 4/5 data days. dures (State how progress toward and the decision making rule that graphed every two weeks, through objectives/Dates Expected See attached germ Objectives/Dates Expected	meeting this goal will be measured will be used in considering instructors and Literacy Skills Checklist. A skill points fall above or below the aim line,	Early Language , how often tional changes and literacy will be instructional
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By March 2015, when pres and Literacy Skills Checkli rogress Monitoring proce rogress will be measured, Data will be collected and gactivities, on the number of considered met when it has changes may be considered sition(s) responsible for sition(s) responsible for sition(s) will score 3 Literacy Skills Checklist of November 2014, when presacy activities, will	dures (State how progress toward and the decision making rule that graphed every two weeks, through out points scored on the Early Language been demonstrated 4 times. If four pd. Services: 1. ECSE Teach See attached graphed every two weeks and the demonstrated 4 times. If four pd. Services: 1. ECSE Teach See attached graphed every two weeks attached graphed every two weeks, through out points scored on the Early Language and literacy and the Early Language on 4/5 data days. Seented with language and score 9/16 on the Early	meeting this goal will be measured will be used in considering instructors and Literacy Skills Checklist. A skill points fall above or below the aim line,	Early Language , how often tional changes and literacy will be instructional
By March 2015, when pres and Literacy Skills Checkli rogress Monitoring proce rogress will be measured, Data will be collected and gactivities, on the number of considered met when it has changes may be considered sition(s) responsible for sition(s) responsible for sition(s) will score 3 d Literacy Skills Checklist of November 2014, when presact activities, will guage and Literacy Skills of gages and Literacy Skills of	dures (State how progress toward and the decision making rule that graphed every two weeks, through out points scored on the Early Language been demonstrated 4 times. If four pd. See attached graphed every two weeks, through out points scored on the Early Language been demonstrated 4 times. If four pd. See attached graphed every two weeks, through out points scored on the Early Language and the transport of the Early Language on 4/5 data days. Seented with language and score 9/16 on the Early Checklist on 4/5 data days.	meeting this goal will be measured will be used in considering instructors and Literacy Skills Checklist. A skill points fall above or below the aim line,	Early Language , how often tional changes and literacy will be instructional
By March 2015, when pres and Literacy Skills Checkli rogress Monitoring proce rogress will be measured, Data will be collected and gactivities, on the number of considered met when it has changes may be considered sition(s) responsible for sition(s) responsible for sition(s) will score 3 d Literacy Skills Checklist of November 2014, when presented activities, will score 3 d Literacy Skills Checklist of November 2014, when presented activities, will score 3 d Literacy Skills Checklist of November 2014, when presented activities, will score 3 d Literacy Skills Checklist of November 2014, when presented activities, will score 3 d Literacy Skills Checklist of November 2014, when presented activities, will score 3 d Literacy activities, will score 3 d Literacy Skills Checklist of November 2014, when presented activities, will score 3 d Literacy Skills Checklist of November 2014, when presented activities, will score 3 d Literacy activities a	dures (State how progress toward and the decision making rule that graphed every two weeks, through out points scored on the Early Language been demonstrated 4 times. If four pd. See attached graphed every two weeks, through out points scored on the Early Language been demonstrated 4 times. If four pd. See attached graphed every been demonstrated 4 times. If four pd. See attached graphed every been demonstrated and literacy and with language and literacy and 4/5 data days. Seented with language and score 9/16 on the Early Checklist on 4/5 data days. Seed with language and every demonstrated and score 9/16 on the Early Checklist on 4/5 data days. Seed with language and every demonstrated and score 9/16 on the Early Checklist on 4/5 data days.	meeting this goal will be measured will be used in considering instructors and Literacy Skills Checklist. A skill points fall above or below the aim line,	Early Language , how often tional changes and literacy will be instructional

ults of the initial or most recent evaluation and ance in comparison to general education nitation and commands, playing independently Play Skills Checklist. Same age peers score at
- leving independent
1 -leving independent
- Leving Independent
i aleving independent
i alaving innepellucity
Play Skills Checklist. Same age poor
Play Okino
e terms using the same measurement as
e felling games are
ys.
will perform); behavior (what the individual
will perform); beliavior (************************************
ting this goal will be measured, how often be used in considering instructional changes. Uring play activities, on the number of points net when it has been demonstrated 4 times. If four considered.
2.
Comments/Progress Notes/Dates Achieved

Goal No: 5		
Coulder Advance to the contract of the	Dahadaa	
	omain: Adaptive Behavior	
Current Academic Achievement and results on district-wide assessment peers and standards.)	d Functional Performance (ts relevant to this goal; per	Results of the initial or most recent evaluation and formance in comparison to general education
is new to the preschool programme is new	veen activities, snack, handwa al Routines for School Checkl	ne of the basic routines of the school day including: ashing, and restroom use. These skills gave him a list. Same age peers score at least 9/12 on the Early
Baseline (Describe individual's our	ant naufarmanas in massau	rable terms using the same measurement as
neasurable annual goal and progres	ss monitoring procedures	able terms using the same mode as
scores 0/12 on the Early Fur	nctional Routines for School	Checklist on 4/5 data days.
By March 2015, when observed during Checklist on 4/5 data days. Ogress Monitoring procedures (State of the control of the con	vel of performance). ng routines will scor	dual will perform); behavior (what the individual re 9/12 on the Early Functional Routines for School neeting this goal will be measured, how often
Determine measured, and the o	lecision making rule that w	
points scored on the Early Functional demonstrated 4 times. If four points f	very two weeks, through obsited in the control of t	ervation of during routines, on the number of ist. A skill will be considered met when it has been ne, instructional changes may be considered.
points scored on the Early Functional	very two weeks, through obsited Routines for School Checklifall above or below the aim li	ne, instructional changes may be considered.
points scored on the Early Functional demonstrated 4 times. If four points f sition(s) responsible for services:	very two weeks, through obsited Routines for School Checkliful above or below the aim lift. 1. ECSE Teach See attached gra	ervation of during routines, on the number of ist. A skill will be considered met when it has been ne, instructional changes may be considered. er 2
points scored on the Early Functional demonstrated 4 times. If four points f sition(s) responsible for services: Major Milestones or Short Term Objective Required for students assessed against alternate	Per/Dates Expected (achievement standards)	ervation of during routines, on the number of ist. A skill will be considered met when it has been ne, instructional changes may be considered. er 2. aph
points scored on the Early Functional demonstrated 4 times. If four points f sition(s) responsible for services: Major Milestones or Short Term Objective Required for students assessed against alternate May 2014, when observed during rouse 2/12 on the Early Functional Routecklist on 4/5 data days.	Performance of the service of the se	ervation of during routines, on the number of ist. A skill will be considered met when it has been ne, instructional changes may be considered. er 2
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points scored on the Early Functional demonstrated 4 times. If four points f sition(s) responsible for services: Major Milestones or Short Term Objective Required for students assessed against alternate May 2014, when observed during rouse 2/12 on the Early Functional Routecklist on 4/5 data days. November 2014, when observed during rouse contents are contents as a service of the contents are contents as a service and contents are contents as a service of the contents are contents as a	Perfy two weeks, through obsil Routines for School Checklifall above or below the aim limited. 1. ECSE Teach See attached grades/Dates Expected achievement standards) utines, will times for School ing routines, ctional Routines	ervation of during routines, on the number of ist. A skill will be considered met when it has been ne, instructional changes may be considered. er 2. aph
major Milestones or Short Term Objective Required for students assessed against alternate May 2014, when observed during rough ecklist on 4/5 data days. November 2014, when observed during rough will score 6/12 on the Early Functional Rough will score 6/12 on the Early Functional Checklist on 4/5 data days. March 2015, when observed during rough will score 6/12 on the Early Functional Rough will score 6/12 on the Early Functional Rough will score 6/12 on the Early Functional Rough will score 9/12 on the Early Functional	Perfy two weeks, through obsil Routines for School Checklifall above or below the aim limited. 1. ECSE Teach See attached grades/Dates Expected achievement standards) utines, will times for School ing routines, ctional Routines	ervation of decision and a during routines, on the number of ist. A skill will be considered met when it has been ne, instructional changes may be considered. er 2. aph Comments/Progress Notes/Dates Achieved

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Page_

Date: 03/05/2014

Special Education Services		
Special education services, activities and sup towards reaching IEP goals; 2) to be involved participate with peers; 4) to participate in extr pursue post-high school living, learning & wo	acurricular and nonaca	rder for an individual: 1) to make progress general curriculum; 3) to be educated and demic activities; and 5) by age 14, to
Minutes in School Day: 395 Total minutes. LRE: Removal from General Education: 2 EC Code: Regular EC program min./m Special Ed. program min./month: 120	_% plus Time in Genera	al education per month:120 I Education:98% = 100%
	Describe each service	THE RESERVE OF THE PARTY OF THE
Begin Date: 03/05/2014 End Date:	Provider:	Speech-Language Pathologist
120 Minutes Per: Month In Genera		
SPEECH LANGUAGE: Speech and Language se collaboration with teachers for generalization of sk		and integrated levels, to include
Conie	es: School, AEA, Parent(s	July 1, 2013