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Student: _____

Goal No: 2

Goal Area: Communication Domain: Communication

Current Academic Achievement and Functional Performance (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.)

_____ is able to obtain 0/16 of the skills on the Preschool Language Skills Checklist. His peers are able to obtain at least 12/16 skills.

Baseline (Describe individual's current performance in measurable terms using the same measurement as measurable annual goal and progress monitoring procedures.)

_____ is able to obtain 0/16 skills on the Preschool Language Skills Checklist.

Measurable Annual Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance).

By March 2015, when participating in language activities in the classroom, _____ will demonstrate improved language skills by obtaining 12/16 skills on the Preschool Language Skills Checklist.

Progress Monitoring procedures (State how progress toward meeting this goal will be measured, how often progress will be measured, and the decision making rule that will be used in considering instructional changes.)

Progress monitored and graphed twice each month using charting, data collecting, and/or observation. A 4-point Decision Making Rule will be used: If 4 consecutive data points fall above or below the goal line, the service provider will consider the need for instructional changes.

Position(s) responsible for services: 1. Speech-Language Pathologist 2. _____

See attached graph

Major Milestones or Short Term Objectives/Dates Expected (Required for students assessed against alternate achievement standards)	Comments/Progress Notes/Dates Achieved
1. By June 2014, 4/16 skills.	
2. By Oct. 2014, 8/16 skills.	
3. By March 2015, 12/16 skills.	

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Copies: School, AEA, Parent(s)

July 1, 2013

Student: _____

Goal No: 3

Goal Area: Reading Domain: Academic

Current Academic Achievement and Functional Performance (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.)

_____ has difficulty with early language and literacy skills such as: identifying his first name, book skills, following one-step commands, identification of body parts, and identification of items in pictures. These skills gave him a score of 0/16 on the Early Language and Literacy Skills Checklist. Same age peers score at least 12/16 on the Early Language and Literacy Skills Checklist.

Baseline (Describe individual's current performance in measurable terms using the same measurement as measurable annual goal and progress monitoring procedures.)

_____ scores 0/16 on the Early Language and Literacy Skills Checklist on 4/5 data days.

Measurable Annual Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance).

By March 2015, when presented with language and literacy activities, _____ will score 12/16 on the Early Language and Literacy Skills Checklist on 4/5 data days.

Progress Monitoring procedures (State how progress toward meeting this goal will be measured, how often progress will be measured, and the decision making rule that will be used in considering instructional changes.)

Data will be collected and graphed every two weeks, through observation of _____ during language and literacy activities, on the number of points scored on the Early Language and Literacy Skills Checklist. A skill will be considered met when it has been demonstrated 4 times. If four points fall above or below the aim line, instructional changes may be considered.

Position(s) responsible for services: 1. _____ ECSE Teacher 2. _____

See attached graph

Major Milestones or Short Term Objectives/Dates Expected (Required for students assessed against alternate achievement standards)	Comments/Progress Notes/Dates Achieved
By May 2014, when presented with language and literacy activities, _____ will score 3/16 on the Early Language and Literacy Skills Checklist on 4/5 data days.	
By November 2014, when presented with language and literacy activities, _____ will score 9/16 on the Early Language and Literacy Skills Checklist on 4/5 data days.	
By March 2015, when presented with language and literacy activities, _____ will score 12/16 on the Early Language and Literacy Skills Checklist on 4/5 data days.	

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July 1, 2013

Student: _____

Goal No: 4

Goal Area: Adaptive Behavior Domain: Adaptive Behavior

Current Academic Achievement and Functional Performance (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.)

_____ has difficulty with early play skills such as: turn taking, play imitation and commands, playing independently and with an adult. These skills gave him a score of 0/10 on the Early Play Skills Checklist. Same age peers score at least 8/10 on the Early Play Skills Checklist.

Baseline (Describe individual's current performance in measurable terms using the same measurement as measurable annual goal and progress monitoring procedures.)

_____ scores 0/10 on the Early Play Skills Checklist on 4/5 data days.

Measurable Annual Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance).

By March 2015, when presented with play activities, _____ will score 8/10 on the Early Play Skills Checklist on 4/5 data days.

Progress Monitoring procedures (State how progress toward meeting this goal will be measured, how often progress will be measured, and the decision making rule that will be used in considering instructional changes.)

Data will be collected and graphed, through observation of _____ during play activities, on the number of points scored on the Early Play Skills Checklist. A skill will be considered met when it has been demonstrated 4 times. If four points fall above or below the aim line, instructional changes may be considered.

Position(s) responsible for services: 1. _____ ECSE Teacher 2. _____

See attached graph

Major Milestones or Short Term Objectives/Dates Expected (Required for students assessed against alternate achievement standards)	Comments/Progress Notes/Dates Achieved
By May 2014, when presented with play activities, _____ will score 2/10 on the Early Play Skills Checklist on 4/5 data days.	
By November 2014, when presented with play activities, _____ will score 5/10 on the Early Play Skills Checklist on 4/5 data days.	
By March 2015, when presented with play activities, _____ will score 8/10 on the Early Play Skills Checklist on 4/5 data days.	

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July 1, 2013

Student: _____ Date: 03/05/2014 Page ___ of ___

Goal No: 5

Goal Area: Adaptive Behavior Domain: Adaptive Behavior

Current Academic Achievement and Functional Performance (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.)

_____ is new to the preschool program and needs to learn some of the basic routines of the school day including: arrival, departure, transitioning between activities, snack, handwashing, and restroom use. These skills gave him a score of 0/12 on the Early Functional Routines for School Checklist. Same age peers score at least 9/12 on the Early Functional Routines for School Checklist.

Baseline (Describe individual's current performance in measurable terms using the same measurement as measurable annual goal and progress monitoring procedures.)

_____ scores 0/12 on the Early Functional Routines for School Checklist on 4/5 data days.

Measurable Annual Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance).

By March 2015, when observed during routines, _____ will score 9/12 on the Early Functional Routines for School Checklist on 4/5 data days.

Progress Monitoring procedures (State how progress toward meeting this goal will be measured, how often progress will be measured, and the decision making rule that will be used in considering instructional changes.)

Data will be collected and graphed every two weeks, through observation of _____ during routines, on the number of points scored on the Early Functional Routines for School Checklist. A skill will be considered met when it has been demonstrated 4 times. If four points fall above or below the aim line, instructional changes may be considered.

Position(s) responsible for services: 1. _____ ECSE Teacher 2. _____

See attached graph

Major Milestones or Short Term Objectives/Dates Expected <small>(Required for students assessed against alternate achievement standards)</small>	Comments/Progress Notes/Dates Achieved
By May 2014, when observed during routines, _____ will score 2/12 on the Early Functional Routines for School Checklist on 4/5 data days.	
By November 2014, when observed during routines, _____ will score 6/12 on the Early Functional Routines for School Checklist on 4/5 data days.	
By March 2015, when observed during routines, _____ will score 9/12 on the Early Functional Routines for School Checklist on 4/5 data days.	

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Student: _____ Date: 03/05/2014 Page _____ of _____

Special Education Services

Special education services, activities and supports are provided in order for an individual: 1) to make progress towards reaching IEP goals; 2) to be involved in and progress in the general curriculum; 3) to be educated and participate with peers; 4) to participate in extracurricular and nonacademic activities; and 5) by age 14, to pursue post-high school living, learning & working outcomes.

Minutes in School Day: 395 Total minutes removed from general education per month: 120
LRE: Removal from General Education: 2 % plus Time in General Education: 98 % = 100%
EC Code: _____ Regular EC program min./month: 0
Special Ed. program min./month: 120

Describe each service

Begin Date: 03/05/2014 End Date: _____ Provider: _____ Speech-Language Pathologist
120 Minutes Per: _____ Month In General Education Setting: 0 In Special Education Setting: 120

SPEECH LANGUAGE: Speech and Language services at the skill building and integrated levels, to include collaboration with teachers for generalization of skills to the classroom.