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| Procedures for Developing Annual Measurable Goals - 2025 |

South San Antonio ISD uses a structured process to develop measurable annual goals for special education students, ensuring these goals are aligned with the student's unique needs and educational objectives. This process involves assessment, goal writing, and progress monitoring. Measurable goals are designed to be specific, measurable, achievable, relevant, and time-bound.

**Procedures for Developing Measurable Annual Goals**

1. Review Present Levels of Academic Achievement and Functional Performance (PLAAFP): The ARD committee will thoroughly review the PLAAFP statement to identify the student's specific needs and areas requiring targeted goals. Baseline data from assessments, observations, and other relevant sources will be considered.
2. Identify Areas for Goal Development: Based on the PLAAFP, the team will determine the academic, functional, and/or communication areas where annual goals are needed to address the student's identified needs and facilitate progress.
3. Formulate Potential Goals: Special Education Teachers and SLPs (as appropriate) will draft potential annual goals related to their areas of expertise, keeping the foundational principles (SMART) in mind.
4. Develop Specific Goals:

	* Clearly identify the target behavior or skill.
	* Specify the conditions under which the behavior or skill will be performed (e.g., during independent work, with the use of a graphic organizer, in social interactions).
	* Define the criterion for acceptable performance (e.g., 80% accuracy, 3 out of 4 trials, independently).
	* State the method for measuring progress (e.g., teacher observation, work sample analysis, data collection charts).
	* Include a timeline for achieving the goal (e.g., by the end of the IEP year).
5. Example (Academic): By the end of the IEP year, given a grade-level reading passage, [Student's Name] will read orally with 90% accuracy on three consecutive weekly probes, as measured by teacher observation and error analysis.

 Example (Communication): By the end of the IEP year, during structured social interactions with peers, [Student's Name] will initiate at least two conversational turns and maintain the topic for three exchanges in 4 out of 5 opportunities, as measured by SLP observation.
6. Ensure Alignment: The ARD Facilitator will guide the committee to ensure that the developed goals are directly aligned with the student's needs identified in the PLAAFP and are designed to support their involvement and progress in the general education curriculum (as appropriate).
7. Discuss and Refine Goals: The ARD committee will discuss the drafted goals, provide input, and refine them collaboratively to ensure they are measurable, achievable, relevant, and time-bound.
8. Document Goals in the IEP: The ARD Facilitator will ensure that the finalized measurable annual goals are clearly and accurately documented in the student's IEP.
9. Establish Progress Monitoring Procedures: The IEP will specify how progress toward each annual goal will be measured and reported, including the frequency of monitoring and the methods of data collection.