Elementary Example PLAAFP's & Goals

These are just examples to help guide in writing appropriate IEP's.

Key to each color
Red: According to
Gold: Data
PURPLE: Impact statement
BLUE: Skill to track with the goal
GREEN: DESK standard
ORANGE: Progress in the general curriculum

Writing

Letter Writing

PLAAFP: According to weekly alphabetic writing probes, Lilly can trace all the of the alphabet with 95% accuracy. When Lily is asked to write random letters of the alphabet using a visual model, she struggles to write the correct response, achieving 11 out of 26 letters correctly (42%). Lily's weakness in the area of basic writing skills impacts her ability to correctly write all letters of the alphabet. In order to progress in the general education curriculum, Lilly needs to increase basic writing skills so she can write letters and words in shared language experiences.

Goal: Lily will, when asked to write random letters, independently write all 26 letters of the alphabet with 90% accuracy in 3 out of 4 opportunities, as measured by weekly writing probes.

Writing Sentences

PLAAFP: Based on classroom writing CBA, Mike can accurately write basic single syllable words with 87% accuracy. Mike struggles with his sentence structure (consistency using spacing, capitalization and punctuation). When writing a basic sentence his accuracy with sentence structure accuracy drops to 23%. Mike's weakness in the area of the process of writing impacts his ability to produce correct sentence structure. In order to progress in the general curriculum, Mike needs to increase the use of his basic sentence structure to write, produce and expand sentences in response to a prompt.

Goal: Mike will, when given a visual or verbal prompt, write a basic sentence using correct capitalization, punctuation and spacing, with 85% accuracy in 3 out of 4 trials, as measured by a sentence writing rubric.

One Paragraph

PLAAFP: According to weekly writing samples, Maggie can write a basic sentence on a given topic with 93 % correct capitalization, punctuation and spacing. Maggie struggles with writing an organized paragraph. When given a prompt to write a paragraph with 5 sentences, Maggie struggles to write 2 sentences with 71 % accuracy. Maggie's weakness in the writing process impacts her ability to produce a complete paragraph. Maggie needs to increase her ability write an organized paragraph to produce numerous pieces about a topic using and topic sentence, reasons, facts, or details and a conclusion, in order progress in the general curriculum.

Goal: Maggie will, when given a topic, write a 5-sentence paragraph including a topic sentence, reason, details, facts and conclusion with 85% accuracy on 3 out of 4 opportunities, as measured by a writing rubric.

Multi Paragraph

PLAAFP: According to curriculum-based writing assessments, John is able to write a basic 5 sentence paragraph with 89 % accuracy with correct sentence structure (capitalization, punctuation, verbiage agreement). John struggles with organizing his thoughts into writing multi-paragraphs. When asked to produce multi-paragraph writings, his accuracy dropped to 54% on a writing rubric. John's lack of organized writing structure impacts his ability to produce numerous extended writing samples. John needs to increase his organizational writing skills to produce writing samples using appropriate structure for the topic, in order to progress in the general curriculum.

Goal: John will, when given a topic, write a 5-paragraph paper, including an introduction, supporting details, and a conclusion paragraph, with appropriate writing mechanics, with 90% accuracy in 3 out of 4 opportunities as measured by monthly writing rubrics.

Math

Counting

PLAAFP: Based on classroom assessments and teacher collected data, Mary can rote count to 7 with 100% accuracy. Mary can give quantities up to 5 with 50% accuracy. She struggles with rote counting to 50 and giving quantities to 20. Mary's weakness in the area of conceptual understanding impacts her ability to count and represent objects. Mary needs to rote count and identify correct quantities using whole numbers to count, sequence, compare, name and represents objects, in order to progress in the general curriculum.

Goal: Mary will, when given a prompt, rote count to 50 and give quantities to 20 with 85% accuracy, in 3 consecutive trials and measured by weekly math probes.

(Note: This PLAAFP and goal could be separated into 2 PLAAFPs and goals)

Math Computation

PLAAFP: According to weekly math probes, Lenard can add and subtract single digits with 93% accuracy on given opportunities. When presented with a probe with multi-digit addition and subtractions without regrouping, Lenard's accuracy drops to 22% on given opportunities. Lenard's weakness in base ten skills impacts his ability to understand operations and algebraic thinking. Lenard needs to demonstrate the skill of adding and subtracting without regrouping, using place value understanding and properties of operations, in order to progress in the general curriculum.

Goal: Lenard will, when given ten problems, compute multi-digit addition and subtraction problems with and without regrouping with 85% accuracy on 4/5 weekly math probes.

Math Application

PLAAFP: Based on current math application data, Janna can independently read and solve single step real world math word problems using addition and subtraction with 92% accuracy and single multiplication and division word problems with 84%. When given multi-step real world math problems that require multi step single digit multiplication and division, her accuracy drops to 34%. Janna's weakness operations and algebraic thinking impacts her ability to use the four operations to solve problems. To progress in the general curriculum, Janna needs to compute multi-digit addition and subtraction real world problems to read, write and interpret numerical expressions.

Goal: Janna will, when given a variety of 10 multi-step real world problems and/or tasks that requires multi-digit multiplication and/or division, independently compute the answers with 85% accuracy, over 3 consecutive trials, as measured by weekly math application probes.

Time

PLAAFP: Based on curriculum-based data, Sally can identify numbers 1-12 with 100% accuracy. She can tell the hour and half-hour hands on a digital clock, when given a model, with 85% accuracy. Sally struggles with telling time to the hour and half-hour on an analog clock, only achieving 50% on previous assessment. Sally's weakness in measurement and data impacts her ability to tell and write the correct time. Sally needs to identify an hour and half-hour using measurement and data to tell and write the correct time on an analog clock, in order to progress in the general curriculum.

Goal: Sally will, when using an analog clock, tell time to the hour and half-hour with and without a model, 90% accuracy in 4 out of 5 trials, as measured by observation and weekly progress monitoring.

Money

PLAAFP: Based on the latest curriculum-based assessments, Scarlett can identify coins and their values with 95% accuracy. She struggles with counting like and mixed coins to $1.00, with 36% on previous assessment. Scarlett's weakness in counting impacts her ability add money. Scarlett needs to count

correct coins to $1.00 using measurement and data to represent money, in order to progress in general curriculum.

Goal: Scarlett will, when given a variety of coins, count a collection of like and mixed coins up to $1.00, with 90% accuracy, given 4/5 opportunities, as measured by progress monitoring probes.

Reading

Phonological Awareness – Phonemes

PLAAFP: According to curriculum based assessments, Cooper was able to produce phonemes (sounds) for three letter words and nonsense-words with 3 out of 5 words (60% accuracy), (t)(a)(p), (z)(e)(p), (b)(i)(t), etc... When asked to produce phonemes (sounds) for 4 letter words and nonsense-words, (l)(a)(m)(p), (z)(a)(s)(t), etc., his accuracy dropped to 2 out of 6 (33% accuracy). Cooper's weakness in phonological awareness impacts his ability to orally present sound-by-sound phonemes for given words. In order to progress in the general education curriculum, Cooper needs to produce oral sounds (phonemes) for given words using phonological awareness.

Goal: Cooper will, when given a list of 30 words and nonsense-words with four to six phonemes, produce oral sounds, ex: (t)(a)(b)(l)(e), with 90% accuracy over three consecutive trials, as measured by weekly progress monitoring probes.

Phonological Awareness - Blending & Segmenting

PLAAFP: According to the Phonological Awareness Screening Test (PAST) on the Preschool-Mid Kindergarten, River was able to produce basic syllables on Level D in 5 out of 6 words (83% accuracy), example: (book)case, (sun)set, (space)ship, etc... When asked to produce basic syllables for words on Level E: (um)brella, (fan)tastic, (Oc)tober, etc..., River's accuracy dropped to 3 out of 6 (50% accuracy). River's weakness in phonological awareness impacts her ability to blend and segment given words into correct syllables. River needs to blend and segment sounds into words using phonological awareness, in order to progress in the general education curriculum.

Goal: River will, when given a list of 20 words, blend and segment words with 90% accuracy over three consecutive trials, as measured by weekly progress monitoring probes.

Phonological Awareness – Substituting, Deleting, Adding Phonemes

PLAAFP: According to curriculum-based assessments, Lily, was able to produce phonemes (sounds) for 4 letter words and nonsense-words with 76% accuracy. When asked to substitute, delete, or add phonemes to words her accuracy dropped to 50% accuracy. Lily's weakness in phonological awareness impacts her ability to substitute, delete or add phonemes to form new words. Lily needs to be able to substitute, delete and add phonemes to given words using the skills of phonological awareness, in order to progress in the general education curriculum.

Goal: Lily will, when presented orally with 10-20 words, substitute, delete and/or add phonemes to a given word to form new words, with 85% accuracy in 3 out of 4 trials, as measured by weekly progress monitoring probes.

Phonological Awareness -Rhyming

PLAAFP: According to curriculum-based assessment, when presented orally with two words, Maggie was able to identify if the words rhymed, indicating yes/no with 80% accuracy. When asked to independently identify, produce, and say rhyming words in response to an oral prompt from teacher, the accuracy dropped to 27%. Maggie's weakness in phonological awareness impacts her ability to recognize and generate rhyming words independently. Maggie needs to identify, generate, and produce rhyming words orally, using phonological awareness skills, in order to progress in the general education curriculum.

Goal: Maggie will, when given a set of words, independently identify, generate, and produce rhyming words orally with 90% accuracy over three consecutive trials, as measured by progress monitoring assessments.

Decoding

PLAAFP: According to weekly progress monitoring, Nora is able to produce basic letter sounds with 96% accuracy. When asked to decode 1st grade CVC words, Nora's accuracy is 55% accuracy. Nora's weakness in phonics awareness impacts her ability to decode and read words. Nora needs to decode 1st grade CVC words using knowledge of letters and sounds to read words, in order to progress in the general education curriculum.

Goal: Nora will, when given a list of 1st grade level words, decode at least 20 CVC words with 90% accuracy over three consecutive trials, as measured by weekly progress monitoring probes.

Decoding

PLAAFP: According to weekly progress monitoring, Joey can produce phonemes (sounds) for three letters words and nonsense-words, ex: (s)(a)(t), (n)(o)(z) with 90% accuracy. When asked to produce phonemes for consonant blends, digraphs, long vowels, and r-controlled vowels, Joey's accuracy dropped to 46% accuracy. Joey's weakness in phonics awareness impacts his ability to decode and read words. Joey needs to decode single syllable words using consonant blends, digraphs, long vowels, and r-controlled vowels using knowledge of letters and sounds to read words, in order to progress in the general education curriculum.

Goal: Joey will, when given a list of single syllable words using consonant blends, digraphs, long vowels, and r-controlled vowels, will decode with 90% accuracy over three consecutive trials, as measured by weekly progress monitoring probes.

Sight Words

PLAAFP: According to curriculum-based assessments, Alex is able to produce sounds for all letters of the alphabet with 85% accuracy. He struggles with reading basic sight word, with 45%. Alex's weakness in the area of phonics and word recognition impacts his ability to read common sight words. Alex needs to demonstrate the skills of phonics and word recognition to read 107 sight words, to progress in the general curriculum.

Goal: Alex will, when given a basic sight word list, read the first 50 sight words with 85% accuracy, in 4 out of 5 trails, as measured by biweekly sight word probes.

Reading Fluency

PLAAFP: According to weekly fluency checks, Stacy is able to read 3rd grade level passages at 90 correct words per minute with a median of 4 errors. When given a 4th grade level passage Stacy's fluency and accuracy drops to 67 wpm with 12 errors. Stacy's weakness in reading fluency impacts her ability to read with ease and minimal errors. Stacy needs to increase her fluency rate to read grade-level text with sufficient fluency and accuracy to support comprehension, in order to progress the general curriculum.

Goal: Stacy will, when given a 4th grade level passage, read at 90 correct words per minute with a median of 3 errors or less, across three consecutive data points, as measured by weekly fluency probes.

Reading Comprehension

PLAAFP: According to comprehension assessments, Zach is able to answer a variety of literal and inferential questions with 88% accuracy on a 2nd grade level passage. When given a 3rd grade level passage, Zach answers inferential question with 43% accuracy and literal questions with 54% accuracy. Zach's weakness in reading comprehension impacts his ability to comprehend higher order thinking questions. Zach needs to answer literal and inferential questions by reading and comprehending, independently and proficiently, text of at least grade-level complexity, in order to progress in the general curriculum.

Goal: Zach will, when given a 3rd grade level passage, answer a variety of literal and inferential questions with 85% accuracy, across three consecutive data points, as measured on comprehension assessments.