

IEP Goals-at-a-Glance by Period

Student	IEP Goals in brief
Tamika	<ul style="list-style-type: none"> • Attend to and follow multi-step directions • Choose and use correct tools for graphing • Translate word stories into equations • Describe qualitative and quantitative features of a graph • Increase fluency with multiplication
Justin	<ul style="list-style-type: none"> • Use a dictionary to find definitions • Use mathematical terms accurately • Choose and use memorization strategies
Terrance	<ul style="list-style-type: none"> • Use a planner to track assignments • Organize math work in a legible format • Increase attention/perseverance to complete in-class assignments
Summer	<ul style="list-style-type: none"> • Create mnemonics to assist with memorization • Use a visual organizer to assist in memorizing • Use a planner to track assignments
Maddie	<ul style="list-style-type: none"> • Advocate with teacher for preferred accommodations • Adapt to unexpected change by using strategies
Wyatt	<ul style="list-style-type: none"> • Attend to and follow multi-step directions • Use a graphing calculator • Use mathematical terms accurately
Jimmy	<ul style="list-style-type: none"> • Put items from desk into backpack • Make eye contact with peers during conversation • Use device to answer Yes, No questions • Identify numerals 0-9, 1:1 correspondence
Armando	<ul style="list-style-type: none"> • Apply test-taking strategies • Proof-read work and tests before handing in • Identify and use strategies to decrease test anxiety

When a Goals at a Glance page is in place, we can begin to choose which IEP goals will be addressed for a given lesson. A series of guiding questions can lead to a sound decision.

- Which goals are most closely aligned with the curriculum for this lesson?
- Which goals will fit most seamlessly?
- Are there foundational goals or pre-requisite skills that can be pre-taught at the start of the lesson?
- Does the data point to a priority?
- Will working on certain goals in this lesson better prepare students for lessons in the near future?
- Given the methods or planned activities, are certain goals easier to address?
- Are there other goals, i.e. behavioral or communication, that are relevant?
- Are there any students with similar goals so that some efficiency of instruction may occur?
- Are there goals that haven't been addressed recently and need to be?
- Is this the only time when this goal can be addressed this week?
- How might we utilize the various adults in the room so that several goals can be addressed during the lesson?

Goals-at-a-Glance by Classroom/Area

Area	Student	IEP Goals in brief
Language Arts	Hector	<ul style="list-style-type: none"> • Apply phonics skills to decode words • Apply phonics skills to spell words • Distinguish between words with similar meanings or spellings • Increase reading fluency
	Hannah	<ul style="list-style-type: none"> • Recognize and identify letter names • Apply phonics skills to decode initial sounds • Demonstrate understanding of basic text principles • Ask/answer questions about text • Use technology to compose simple sentences.
	George	<ul style="list-style-type: none"> • Apply phonics skills to decode words • Apply phonics skills to spell words
	Zack	<ul style="list-style-type: none"> • Write complete sentences • Create an explanatory text with clear main idea • Sequence events accurately in writing
Math	Hector	<ul style="list-style-type: none"> • Use drawings and equations to represent math problems • Justify choices of math strategies
	Marciella	<ul style="list-style-type: none"> • Represent and solve addition/subtraction problems • Identify and use place value with 2 digits • Represent and interpret data • Compare measurable attributes using correct terms
	Hannah	<ul style="list-style-type: none"> • Identify numerals 0-9 • Input numbers and addition sign on large calculator • Sort objects by measurable attributes • Use technology to collect data
	George	<ul style="list-style-type: none"> • Engage in math discussion with peers using appropriate terms
Social Emotional	George	<ul style="list-style-type: none"> • Transition quickly between activities • Use individual schedule to prepare for changes • Use speech to express emotions to adults
	Zak	<ul style="list-style-type: none"> • Identify and use problem solving strategies for social situations • Use strategies to decrease impulsivity • Increase length of on-task behavior
Other	George	<ul style="list-style-type: none"> • Display speech fluency • Identify and use word retrieval strategies
	Hannah	<ul style="list-style-type: none"> • Improve pencil grip stamina • Strengthen sitting posture