## Student Strength

1. Include at minimum one academic strength.
2. May include qualitative strengths as well
3. If there are behavior strengths (i.e. no longer exhibits certain behaviors, does not require a behavior plan, has strong social skills) they may be added as well.
4. Strengths should be supported by data in number three when applicable.

PARENT CONCERNS

i. If school has the same concern there should be data in number 3 and the concern reflected within an impact statement or as its own impact statement.

ii. May include concerns brought up by the parent at parent teacher conferences, phone conferences, notes to school.

iii. If the school does not see an educational impact of a concern, the team should show that there is not a need to address with a goal or needs page with data in number 3.

DATA CONSIDERATIONS

i. Include a variety of data sources for academics (i.e. State Assessment results, District Benchmark assessments, Curriculum assessments, classroom data)

ii. Use academic data to show grade level proficiency as well as instructional level.

iii. Include a variety of data sources for behavior (i.e. BSP/BIP data, Subtest scores of BASC, I-tracker referrals, write ups, classroom behavior data)

iv. Must include a data point representing the new positive behavior (how well a student can use the identified replacement skill/behavior or coping strategy) as well as the negative behavior.

IMPACT STATEMENTS

i. Explain the data points from number three.

ii. Should be one statement for each area addressed in the IEP (reading, writing, math, behavior, etc…)

iii. The statements focus on the barriers (academic and behavior) that are preventing the student from meeting grade level expectations. Remember Disability drives the classification; Skill deficits drive the IEP

iv. The skill deficits addressed in number four, should be addressed with a goal.

v. The skills addressed in number five may have a goal or be supported with a needs page. \*\*If there is something that the student can be taught to strengthen their opportunity for success then we should write a goal.\*\*

vi. Students dually identified as ELL and SWD should have a statement in number five acknowledging their ELL classification but we do not address with goals.

GOALS

i. Unique need should be specific skill based

ii. List all the Accommodations and supports the student needs to be successful. (Brag about what you do for the student)

iii. Service. Aides, Modifications (SAMs) should include a statement about how instruction will be delivered and the focus of the instruction. Duration and Frequency capture the minimum amount of time the teacher will dedicate to providing targeted instruction on the skill identified in the goal.

iv. Goal should be skill focused. Follow the C (condition), A (Audience), B (Behavior) ,D (degree/Criteria)s of goal writing. When writing behavior goals, the goal should be focused on increasing the student’s level of growth or proficiency with the positive replacement behavior or coping strategy.