



The 3 Step IEP Process Quick Reference

1. Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- Explains how the student's disability impacts his/her progress in the general education environment
- Lists strengths and weaknesses (deficits) including a link to the student's disability
- List accommodations used in this content area
- Need a PLAAFP for each area of qualification
- F=functional information-include data regarding their attendance, behaviors in class, transition skills, social skills, daily living skills, discipline referrals, completing assignments, ect...
- Data driven=information from the Gen Ed. Teachers, Unit test information, student information (how do they feel they are progressing), work samples, FIE. General Education teachers will complete the PLAAFP Form.

2. Develop Grade appropriate IEP Goals for Academic and Functional deficits

- Deficits in PLAAFP should be addressed in the IEP goals (Academic and/or Functional and need is not met through the use of accommodations)
- Must be TEKS driven- focus on the readiness standards covered throughout the year.
- What part of the TEK does the student struggle the most, and what should be targeted in order to make progress. Ensure you are writing goals that a student can make progress on from annual ARD to annual ARD.
- Reference the GISD IEP Goal Bank or Leadforward
- Format: Timeframe, conditions, behavior, and Mastery (Data driven)

3. Progress Reports

- Gather information based on the mastery criteria: daily work, unit tests, data collection and feedback from the general education teacher
- Information should be presented in the same mastery level as the goal (if the goal states 7 out of 10, the progress report should have the same format 3 out of 10)