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)