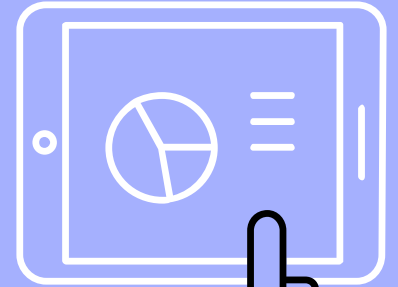
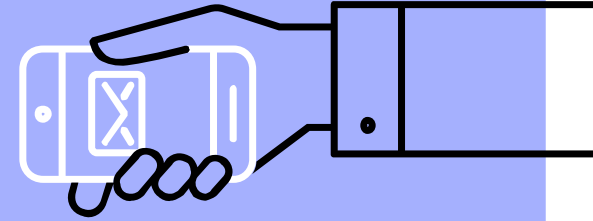
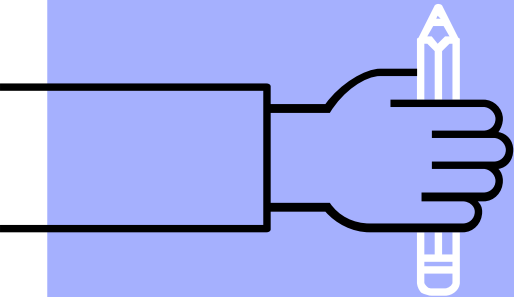
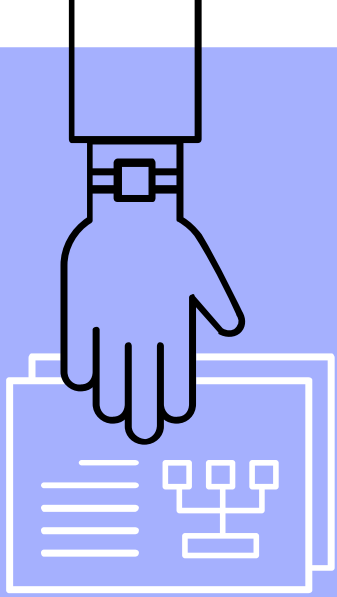


# Alignment PLAAFP To Goal To Service



## CSD Multi-Tiered System of Supports (MTSS) Framework

<b>MTSS Critical Components</b>	<b>High Quality Academic and Behavioral Instruction and Intervention</b>	<b>Data for Decision Making</b>	<b>Team-based Problem Solving</b>
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**Student Achievement Principles for Academics and Behavior**

- Building a positive school climate involves actively promoting building positive relationships, setting high expectations, and committing to every student's success.
- Equitable education ensures equal access regardless of race, color, national origin, gender, sexual orientation, age, religion, disability, language, or socioeconomic status.
- Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students.
- Leadership at all levels is vital.

- ALL CSD students, parents, and educators are part of ONE proactive educational system that is committed to equitable outcomes.
- Evidence-based instruction and interventions are aligned with rigorous standards.

- CSD educators use assessments that are reliable, valid, and aligned to standards.
- CSD educators use data to measure student progress and implementation of system supports

- CSD educators use data to guide instructional decisions, and allocate resources.
- CSD educators problem solve collaboratively to meet student needs.

### MTSS Practices for ALL Educators

Standards for Instruction	Evidence-Based Instructional Priorities: ACADEMIC	Evidence-Based Instructional Priorities: BEHAVIOR	Time Allocation for Instruction	Teacher and Team Learning Data	Student Performance Data	Teaming Structures	Continuous Problem Solving for Improvement
Standards clarify what students are expected to learn and do.	Planning, instructing, and assessing techniques are implemented to increase student engagement and learning.	Classroom PBIS expectations are aligned to schoolwide PBIS expectations and implemented to prevent and decrease behavioral disruptions.	School culture ensures that instructional time is maximized to increase student growth.	Supporting teacher learning and professional growth is fostered through public practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Structures in all schools that provide comprehensive support for academic and behavior monitoring.	Multiple data sources are used for ongoing problem solving and equitable decision making across tiers.
Instructional content aligned with the Utah Core Standards School-wide Positive Behavioral Interventions and Supports (PBIS) Curriculum maps with common pacing guides Significantly research-based programs Standards-based instruction and reporting Cognitive Rigor (Depth of Knowledge—DOK) International Society for Technology in Education Standards (ISTE) World-Class Instructional Design and Assessment (WIDA) Federal and state requirements (IEP, 504, ELs)	Teacher clarity (ES: 0.75) Explicit instruction (ES: 0.57) (I, We, Y'all, You) Instructional hierarchy (ES: 0.57): Acquisition, Automaticity, Application (AAA) Feedback cycle (ES: 0.75) Systematic vocabulary (ES: 0.67) Structured classroom discussion (ES: 0.82) Maximizing Opportunities to Respond (OTR) (ES: 0.67) Scaffolded Instruction & Grouping (SIG) structures (ES: 0.57)	Classroom PBIS (ES: 0.66) 1. Establish and post rules/routines 2. Teach rules/routines 3. Monitor rules/routines 4. Reinforce rules/routines 5. Correct behavior errors 6. Use data for decision making Positive teacher-student relationships (ES: 0.75) Active supervision (ES: 0.62) Pre-correction (ES: 0.83) High ratio of positive to corrective feedback (ideally 4:1 or higher) (ES: 0.75) Precision requests Differential reinforcement (ES: 0.95) De-escalation Strategies: Help, Prompt, Wait PBIS Toolbox: Self-monitoring (ES: 0.97) Group contingencies (ES: 1.02) Token economy (ES: 0.90)	Classroom instructional time prioritized for instruction of standards Individual and team planning time intentionally increases the application of evidence-based instructional priorities and standards for instruction Master schedule considers the learning needs of the student population Scheduling ensured for: • Intervention and skill-based instruction • Special Education services • English Language Development (ELD)	Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CT/ESS) Public practice applications: • Coaching cycles with peer coaches, teacher specialist, achievement coach, and/or new teacher coach • Learning walkthroughs and targeted observations • Lesson study • Video analysis Formalized classroom and system protocols and checklists to monitor and support implementation	Effective assessment practices: • Increase instructional agility • Provide feedback about learning to students, parents, and teachers • Build student efficacy • Monitor student academic and behavioral growth • Celebrate teaching and learning successes CSD Assessment System: • Screening Assessments (DIBELS, RI, MI) • Classroom Assessing • Team and School-wide Assessments • District-wide Standards-based Assessments • Comprehensive Assessments (e.g. SAGE, ACT) • Specialized Assessments (WIDA, IDEA eligibility assessments, Phonics Surveys)	Building Leadership Teams (BLT) use data to: • Design a tiered system of academic and social/emotional supports • Plan professional development • Develop CSIP goals and monitor progress • Monitor implementation effectiveness across tiers Instructional Professional Learning Communities (iPLC) use data to: • Design instructional adjustments needed to ensure success for all students • Plan for increasing the intensity of core scaffolds to address social emotional needs of students as needed • Refer students for consideration of more intensive standardized interventions as need arises Student Support Teams (SST) use data to: • Design, implement, and monitor intervention plans for individual students whose social/emotional needs require more intensive, individualized supports	Standardized problem solving process is used by teams to identify, analyze, plan, and evaluate relevant data in a timely and consistent manner to: • Identify academic and behavioral risk • Analyze relevant data in teams (e.g. BLT, iPLC, SST) • Plan implementation of academic and behavioral interventions as student needs indicate • Monitor and evaluate effectiveness of academic and behavioral instruction across tiers using valid and reliable data (student and teacher data)

### PUBLIC PRACTICE AND COACHING SUPPORTS



# Canyon School District Norms

## Be Committed

- Be a learner, focused on improving student outcomes.
- Commit to implementing learned strategies and programs with students.

## Be Responsible

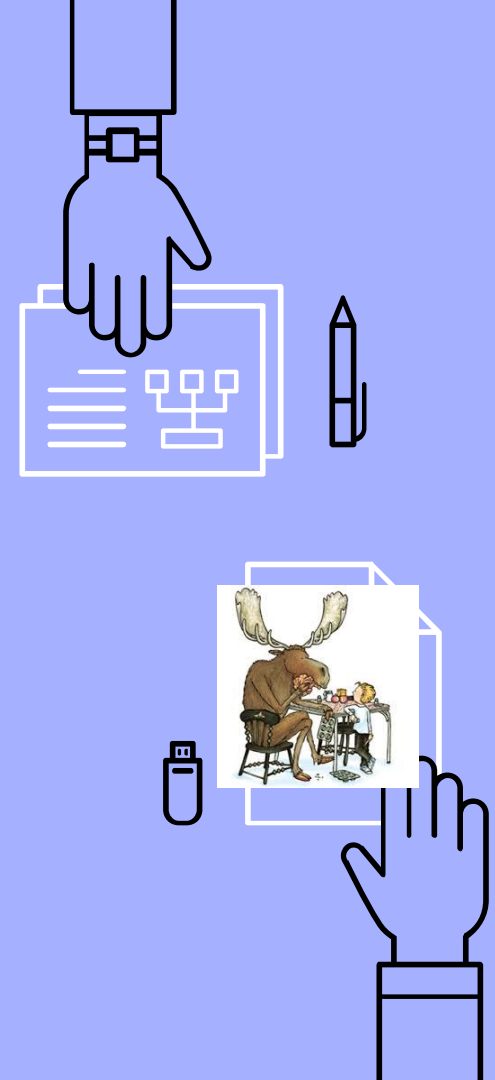
- Actively participate by engaging and collaborating to accomplish the professional learning objectives.

## Be Respectful

- Allow others to listen.
- Allow others to speak.
- Use technology for the task at hand.

## Be Safe

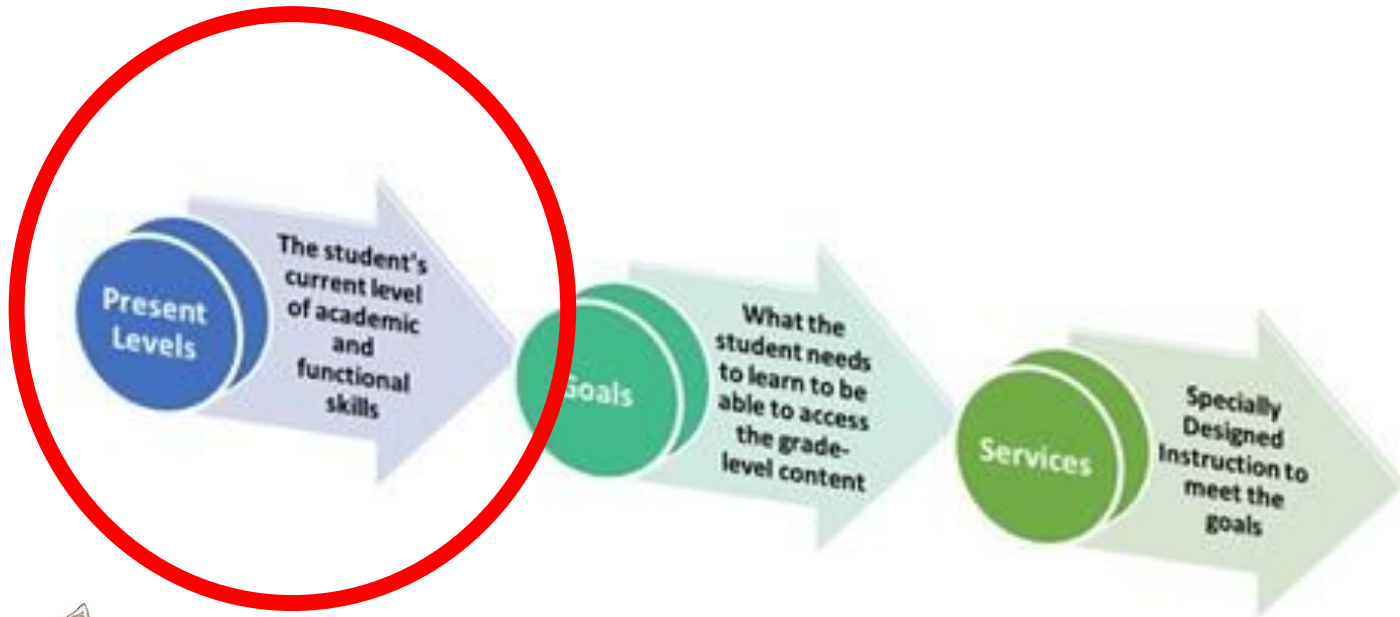
- Take care of your needs.
- Ask clarifying questions.
- Respect all ideas.



# Learning Intentions

- ▶ Write a well developed PLAAFP
- ▶ Create goals aligned to the PLAAFP
- ▶ Align Services to the Goal





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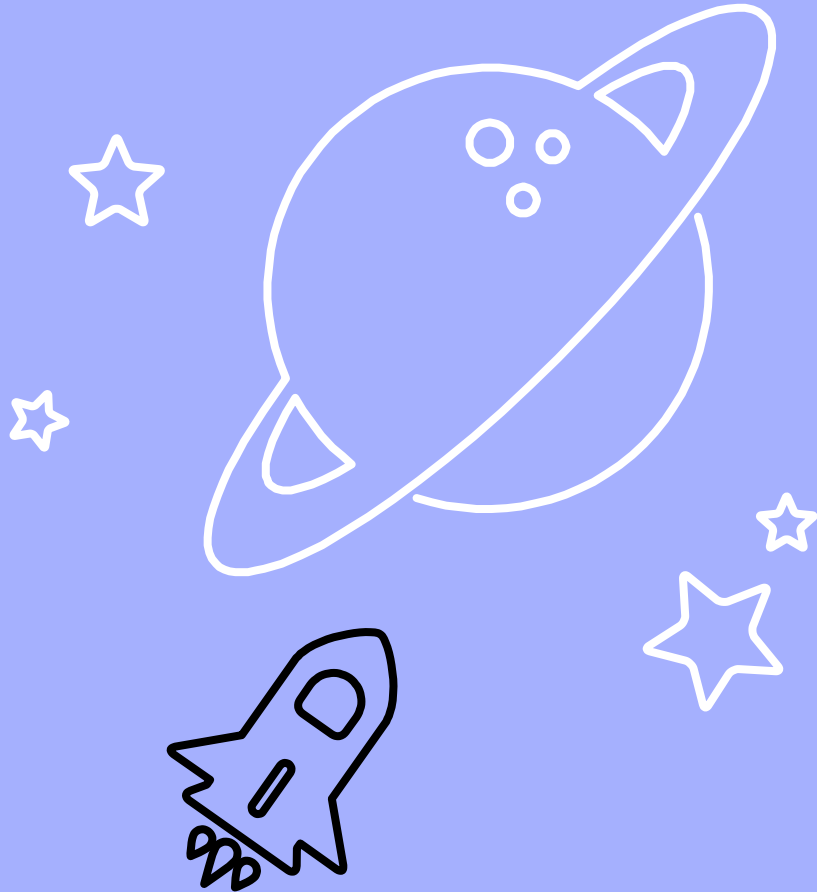
*IEPs must “meet the child’s needs . . . to enable the child to be involved in and make progress in the general education curriculum . . .”*

- 34 CFR 300.320(a)(2)(i)(A)



# PLAAFP Includes

1. Student Strengths
2. Student Needs
3. Gap Analysis
4. Impact Statement



# NON-Example

Rosie is a sweet kind girl who makes friends easily. Rosie has ADHD. She has improved since last year. Rosie can write sentences and use paragraphs. She can spell some grade level words. She has poor grammar skills.

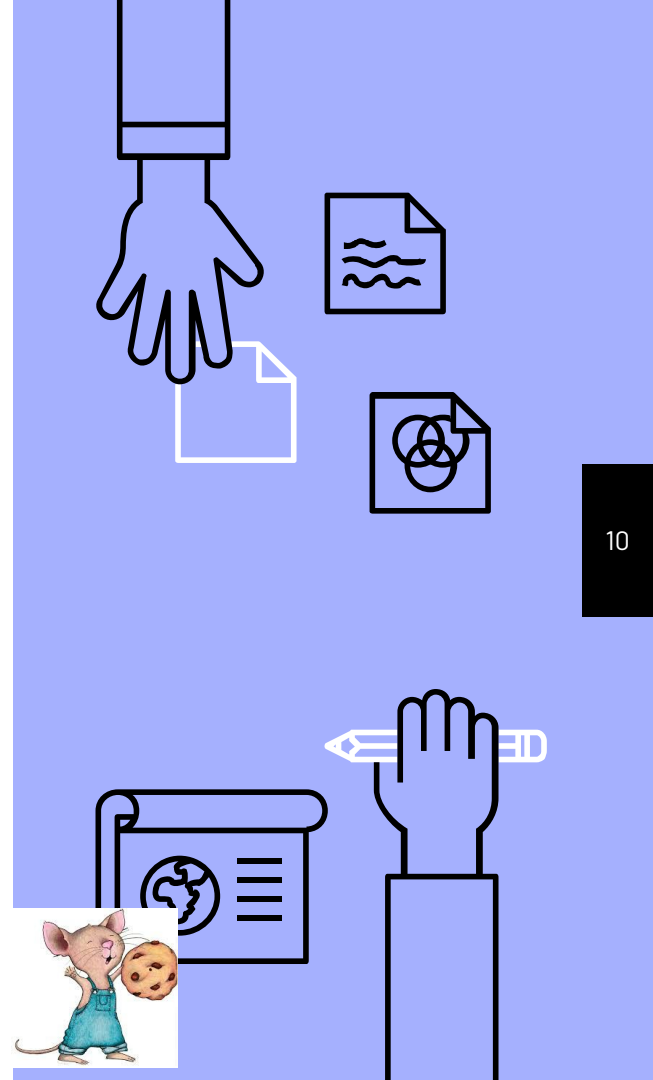






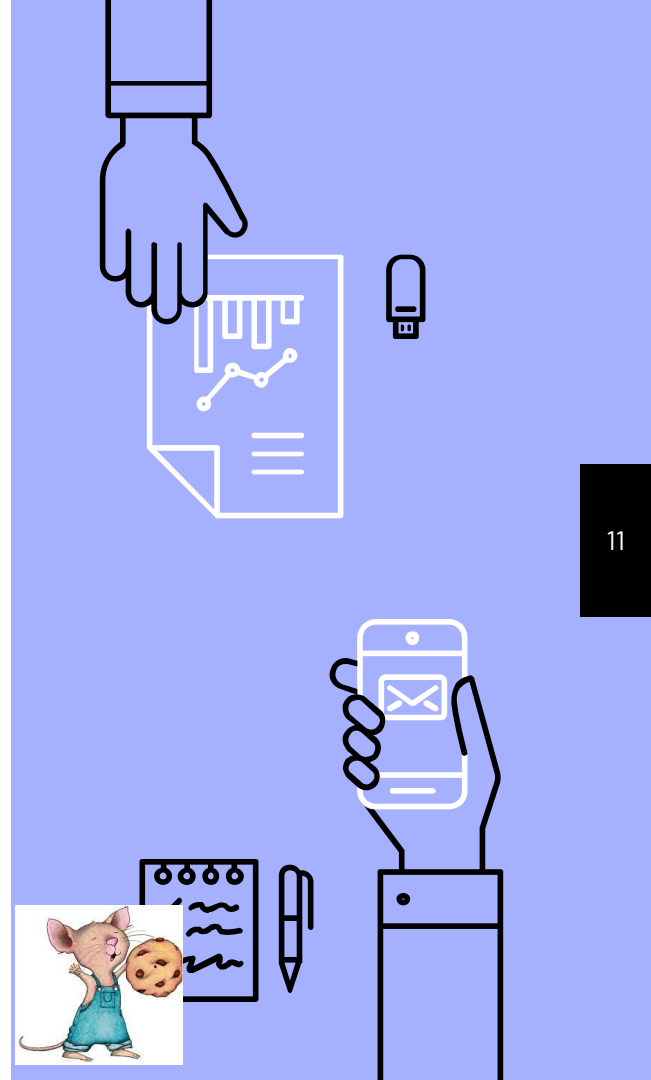
# Current Performance PLAAFP DATA!

- Progress monitoring
- Review achievement from previous IEP
- Parent Input
- Benchmark Assessments
- Classroom observations
- Behavior checklist
- Classroom Assessments
- Formative Assessments
- Work Samples
- Formal and Informal Assessments
- Screening Data
- Other relevant data



# Determine Priority Need

1. Consider the impact of each need on student's progress
2. Select the need(s) with the greatest impact on progress
3. Develop a goal to address the need



# Gap Analysis

- What skills/knowledge (core standards) are expected for students in general education classroom?
- What skills/knowledge (core standards) are critical for the student to be able to access the general education curriculum at grade level?



## How does the disability affect performance in the general education curriculum?

- Consider how the disability affects progress in learning grade-level content standards.



Impact  
Statement

**Do NOT use the student's exceptionalality (i.e. label) to explain how the disability affects involvement/progress in the general curriculum:**

- What **NOT** to write: Johnny's learning disability affects his progress in the general curriculum.
- **What to write!** Johnny's weakness in applying organizational strategies, such as forming an argument and supporting with clear reasons, affect his progress in completing sixth grade essay assignments.

# Impact Statement





# PLAAP Sentence Frames

## Statement Starters:

- Rosie is in the third grade. ELA standards for this grade require . . .
  - Rosie is able to . . . **STRENGTHS**
  - Rosi struggles with . . . **NEEDS**
  - Typical peers are able to . . . **GAP ANALYSIS**
  - Rosie's difficulty with . . . **IMPACT**
- STATEMENT**

# SPEECH PLAAFP



**As demonstrated through Spring, 2019 benchmark assessment, Sam has made excellent progress in his articulation skills. He is able to correctly articulate the /l/ phoneme in all word positions with 85% accuracy. He is able to produce the /l/ phoneme in sentences with 60% accuracy, in reading with 40% accuracy, and in conversational speech with 10% accuracy. Sam needs to be able to produce the /l/ phoneme in all positions of words in conversational speech with at least 80% accuracy in order effectively communicate with teachers and peers. Sam's articulation impairment of the /l/ phoneme in all position impacts his ability to communicate within the general education curriculum.**



## WRITING PLAAFP EXAMPLE

**On an in class summative writing assessment taken on November 13, 2018, Johnny scored 1's and 2's on a 4 point scoring rubric on paragraph structure and supporting sentences, Mastery is a 3 or 4. Johnny is able to form complete sentences with correct subject verb agreement and appropriate end marks. Johnny is not currently able to organize sentences that build on one another for the completion of an idea. In order for Johnny to meet that standard he needs to be able to write a complete paragraph with topic sentence and at least three supporting sentences. Johnny's weakness in applying organization strategies, such as forming an argument and supporting with clear reasons, affect his progress in completing sixth grade general education essay assignments.**







# IEP Goals

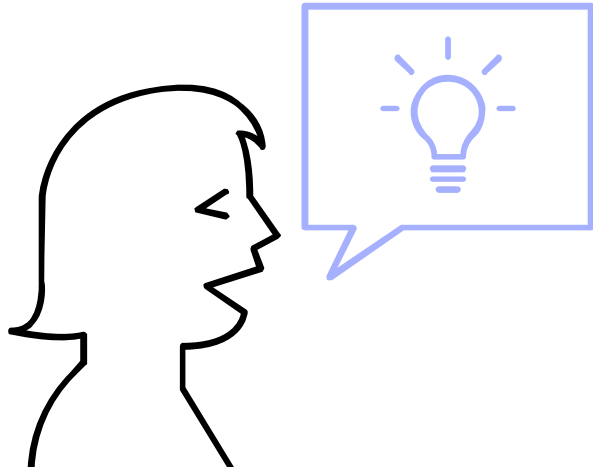
- Direct relationship to the PLAAFP
- Describe what the student can be reasonably expected to accomplish in a 12 month period in the special education program
- Describe what the student will be able to do

# IEP Goals



- Observable and measurable: able to document (progress report)
- Individualize goals and objectives
  - Choose objectives based on individual student need
  - Choose objectives that are based on essential content

# 1-2-3 Goal



1. Condition - when, where, how
2. Observable social or academic behavior - what student will do
3. Criteria - How well, how fast student performs the behavior



# 1-2-3 Template

Given \_\_\_\_\_ (1. conditions)

(student name)

Will \_\_\_\_\_ (2. observable behavior)

Student will demonstrate mastery by \_\_\_\_\_ (3. criteria)



# ABCDE Model For IEP Goals

Audience

Behavior

Condition

Degree

Duration

Evaluation



# ABCDE Model For IEP Goals



- ▷ **Audience:**
  - Student Will...
- ▷ Expected **Behavior** verb: (From grade Level Core Standards/Essential Elements standards)
  - Read, solve, identify, produce, apply, answer...
- ▷ Expected **Condition** of Learning: how the verb will be done
  - Where given, in one minute, with or without regrouping, with or without prompts, independently



# ABCDE Model For IEP Goals

- ▷ Identified **Degree** and **Duration** of Mastery:
  - On what, for how long, how many trials, accuracy ...
- ▷ **Evaluation**: Where it is recorded
  - As measured by...



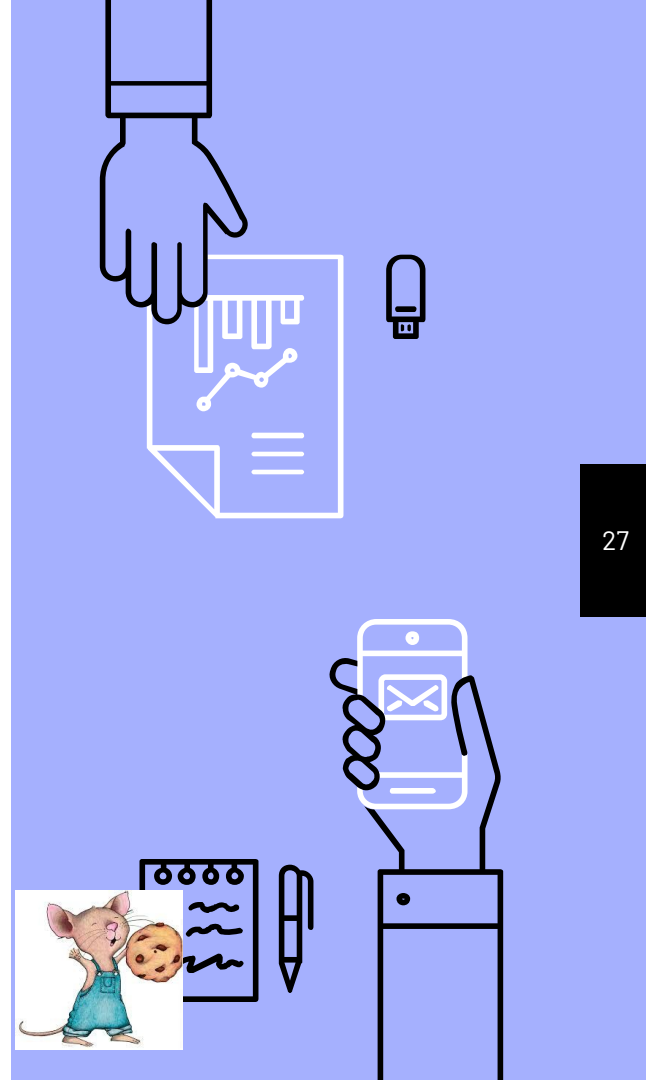
\_\_\_\_\_ will \_\_\_\_\_

<b><u>A</u>udience</b>	expected	<b><u>B</u>ehavior</b>	expected	<b><u>C</u>ondition</b>	identified
<b><u>D</u>egree</b>	<b><u>E</u>valuation</b>				
(Student)	(verb) based on		of learning based on		and
<b><u>D</u>uration</b> of	( <i>as measured by...</i> )				
	grade level CORE		PLAAFP		
expected mastery					
or Essential					
Elements					

**How we address standards** **How we individualize the standard**

Trevor will given small group instruction and opportunity for practice, read with sufficient accuracy (98%) and fluency to support comprehension, with 65 WCPM on a cold 5th grade level read with 98% accuracy over 3 consecutive prompts target achievement.

Luke will , when given a vocational direction, follow a visual task analysis to complete his assigned responsibility, with 90% accuracy over 5 consecutive trials, with 55% current achievement, with 90% target achievement.





# Align Services To The Goal



- **Special Education Services** are provided to improve the student's access to regular education
  - IEPs must list specific services (i.e., reading, math, vocational skills etc.)
- **Related Services** are provided to improve the student's access to special education services
  - IEPs must list specific services (i.e., speech-language therapy, occupational therapy, transportation, etc.)
- **Services must be based on student need, not school program or disability category**

# Remember...

## PLAFFP

Don't put the wrong student's name  
Have Current Data  
Include Dates  
Aligned to Core standards  
Strengths  
Needs  
Gap Analysis  
Impact Statement

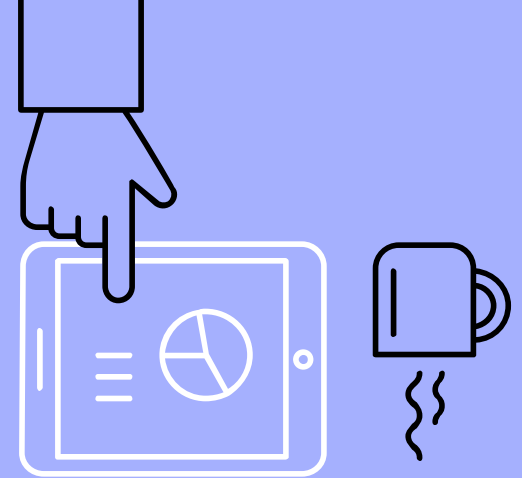
## Goals

Align them to the PLAFFP  
Obtainable  
Observable  
Measurable  
Individualize  
Don't use only the Goalbank



## Services

Ensure we provide a service comparable to the PLAFFP and Goal  
Be specific  
Student need not Program specific



# Lastly Remember...



## ***If you give a kid an IEP . . .***

They will want a PLAAFP to go with it

If you give a kid a PLAAFP,  
they'll want a measurable goal to  
achieve it

If you give a kid a measurable goal,  
they'll want a service to help  
along the way

If you give a kid a service,  
they'll want an annual IEP



# THANKS!

## Any questions?

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