

**MONROE County School District
Individual Educational Plan (IEP) -**

Student Information

Date of IEP Meeting:	03/06/2014	School:	GERALD ADAMS ELEMENTARY SCHOOL
Student:		Student Number:	
Date of Birth:	10/06/2001	Age:	12 Years 5 Months
Address:	6500 Maloney Ave. #67 Key West, FL 33040	Grade:	05
Parent/Guardian 1:		Initiation Date of IEP:	03/06/2014
Parent/Guardian 2:		Duration Date:	03/06/2015
Purpose of Meeting:	Annual Review, Evaluation/Reevaluation	Review Due Date:	03/06/2015
Other:		Reevaluation Due Date:	03/06/2017
Primary Exceptionality:	Specific Learning Disabled		
Additional Exceptionality:			

Special Considerations

In considering the following factors, if the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or program modification, the IEP must include a statement to that effect in the development of the IEP.

Y	N	
X		Does the student's behavior impede his/her learning or the learning of others?
	X	If yes, does the student have a functional behavior assessment (FBA) and/or behavior intervention plan (BIP)?
		If there is not a FBA/BIP, the use of positive behavioral interventions, strategies and supports must be considered in the development of this IEP. Social emotional goals are written to address behavior
	X	Does the student have limited English proficiency?
		If the student does have limited English proficiency, describe how the student's language needs are being addressed:
	X	Is the student blind or visually impaired?
		If yes, is instruction in Braille or the use of Braille appropriate?
	X	Does the student have communication needs? If yes, those needs must be addressed in this IEP.
	X	Is the student deaf or hard-of-hearing?
		If yes, the following opportunities for direct communication with peers and professionals in the student's language are needed: N/A
		If yes, the following opportunities for direct instruction in the student's language are needed: N/A
	X	Does the student need assistive technology devices or services?
		Does the student require instruction or the provision of information in the area of self-determination? N/A due to age of student.
		The student is pursuing a course of study leading to: N/A (due to age of student)
		The student's access to physical education is: Regular

Domains

The student's needs that result from his or her disability are addressed in present level statements and goals for the following domains or transition service activity areas:

Y	N	
X		Curriculum and Learning Environment
	X	Independent Functioning
	X	Communication
X		Social/Emotional Behavior
	X	Health Care

General Factors and Assessment Data

Parent input was obtained through: **Other**

Two written meeting invitation notices sent home

The parents' concerns for enhancing the education of the student:

"Everything, I want him to be somebody." He needs a strong, but not overpowering, teacher

Health Concerns:

Wears Glasses

Results of other statewide or districtwide assessments (e.g. Florida Comprehensive Achievement Test; Florida Alternate Assessment):

FAIR Reading Assessment

#1- 65%probability of FCAT success, Reading comprehension 49%, maze 67%, word analysis 44%

#2- 46%probability of FCAT success, Reading comprehension 26%, maze 69%, word analysis 15%

Results of the initial or most recent evaluation:

M.C.S.D. psycho educational evaluation 6/26/09 WISC-IV Full Scale (78) working memory (94) WIAT-III reading composite (78), Math composite (75)

Interagency responsibilities or linkages, if needed:

n/a

FCAT Scores				
FCAT Test Year:	2013	FCAT Test Grade:	4	
Math Scores				
Achievement Level:	2	Scale Score:	198	
Content Areas	Points Possible	Points Earned	State Mean	
Number: Operations And Problems	18	12	13	
Number: Base Ten And Fractions	10	3	6	
Geometry And Measurement	12	7	8	
Reading Scores				
Achievement Level:	2	Scale Score:	206	
Content Areas	Points Possible	Points Earned	State Mean	
Vocabulary	9	6	5	
Reading Application	16	11	11	
Literary Analysis - Fiction And Nonfiction	12	7	8	
Informational Text/Research Process	8	4	4	

Present Level of Academic Achievement and Functional Performance

Information on transition needs and/or self-determination is included here as appropriate.

Domain / Transition Service Area: Curriculum and Learning Environment

The strengths of the student related to this domain(s) are as follows:

_____ is a 5th grade student who enjoys playing with his peers. He has a nice sense of humor. He enjoys science and social studies classes. He is improving his ability to be responsible and hand in his assignments on time.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

Reading: _____ scored a Level 2 on his FCAT reading test spring of 2013. On his STAR reading test December 2013 he scored a grade equivalent of 4.3. On his FAIR reading assessment from December 2013, he scored a 46% success probability rate. He currently is averaging 83% on curriculum based assessments.

Math: _____ scored a Level 2 on FCAT math spring of 2013. He scored a grade equivalent of 5.0 on his STAR math assessment December 2013. His average score on curriculum based assessments is 83%.

Writing: _____ scored a Level 3.0 on his FCATE Writes spring of 2013 indicating slightly below grade level performance in writing.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

_____ participates in general education classes. He benefits from small group instruction and individual assistance when needed. He also benefits from having math, science, and social studies assessment items read orally to him. He responds well to high structure and tends to have difficulties with behavior during times of less structure such as transitions and lunch time.

Annual Goals and Short-Term Objectives or Benchmarks

Goal: _____ **Reading:** Given grade level informational text, _____ will refer back to the text to locate information to answer comprehension and vocabulary questions with at least 80% accuracy.

Mastery Criteria: 80% Accuracy

Assessment Procedures: Graded Work Sample, Curriculum Based Assessments

Progress reports will be provided: Every Quarter

Short-term Objectives or Benchmarks:

Annual Goals and Short-Term Objectives or Benchmarks

Goal: _____ **Reading:** Given grade level fictional text, _____ will use comprehension strategies such as marking the text and rereading to answer comprehension questions with at least 80% accuracy.

Mastery Criteria: 80% Accuracy

Assessment Procedures: Graded Work Sample, Curriculum Based Assessments

Progress reports will be provided: Every Quarter

Short-term Objectives or Benchmarks:

Annual Goals and Short-Term Objectives or Benchmarks

Goal: _____ **Math:** Given 10 three dimensional figures, _____ will determine the name of the figure, the number of faces, vertices, and edges for each with 80% or higher.

Mastery Criteria: 80% Accuracy

Assessment Procedures: Graded Work Sample, Curriculum Based Assessments

Progress reports will be provided: Every Quarter

Short-term Objectives or Benchmarks:

Annual Goals and Short-Term Objectives or Benchmarks

Goal: Math: Given 20 fraction, percentage and / or decimal will calculate the equivalent fraction, percentage and / or decimal for each with 80% accuracy or higher.

Mastery Criteria: 80% Accuracy

Assessment Procedures: Graded Work Sample, Curriculum Based Assessments

Progress reports will be provided: Every Quarter

Short-term Objectives or Benchmarks:

Annual Goals and Short-Term Objectives or Benchmarks

Goal: Writing: Using a graphic organizer, such as an outline, will write a 3 to 5 paragraph essay responding to a prompt scoring a 3.5 or higher on 3 out of 5 trials.

Mastery Criteria:

Other: 3.5 out of 6.0 rubric 3 out of 5 trials

Assessment Procedures: Student Work Product, Graded Work Sample

Progress reports will be provided: Every Quarter

Short-term Objectives or Benchmarks:

Annual Goals and Short-Term Objectives or Benchmarks

Goal: Behavior: Given verbal directions from a teacher, will follow the directions first time they are given with a nonverbal cue 8 out of 10 times.

Mastery Criteria:

Other: 8 out of 10 directions

Assessment Procedures: Teacher Developed Checklist or Chart, Documented Observation

Progress reports will be provided: Every Quarter

Short-term Objectives or Benchmarks:

Domain / Transition Service Area: Social or Emotional Behavior

The strengths of the student related to this domain(s) are as follows:

is a 5th grade student who enjoys playing with his peers. He has a nice sense of humor. He enjoys science and social studies classes. He is improving his ability to be responsible and hand in his assignments on time.

Based on available data related to this domain, including formal and informal assessments, observations, work samples, and age-appropriate transition assessments (if appropriate), the student is able to:

- Reading scored a Level 2 on his FCAT reading test spring of 2013. On his STAR reading test December 2013 he scored a grade equivalent of 4.3. On his FAIR reading assessment from December 2013, he scored a 46% success probability rate. He currently is averaging 83% on curriculum based assessments
- Math: scored a Level 2 on FCAT math spring of 2013. He scored a grade equivalent of 5.0 on his STAR math assessment December 2013. His average score on curriculum based assessments is 83%.
- Writing: scored a Level 3.0 on his FCATE Writes spring of 2013 indicating slightly below grade level performance in writing.

The student's disability affects his/her involvement and progress in the general curriculum in this domain in the following ways:

participates in general education classes. He benefits from small group instruction and individual assistance when needed. He also benefits from having math, science, and social studies assessment items read orally to him. He responds well to high structure and tends to have difficulties with behavior during times of less structure such as transitions and lunch time.

Annual Goals and Short-Term Objectives or Benchmarks

Goal: Behavior: Given transitions between classes, will walk through the hallway to his next class while keeping his hands and feet to himself with no more than one incident per week.

Mastery Criteria:

Other: one incident or less per week

Assessment Procedures: Teacher Developed Checklist or Chart, Documented Observation

Progress reports will be provided: Every Quarter

Short-term Objectives or Benchmarks:

Assessments

The student will be assessed through:

	N/A for student's current grade
X	The student will participate in the General Statewide Assessment and/or End of Course assessment(s) WITH accommodations.
	General Statewide Assessment and/or End of Course assessment(s) the student will take:
	FCAT, FAIR Reading Assessment, Star Math & Reading
	The student will participate in the General Statewide Assessment and/or End of Course assessment(s) WITHOUT accommodations.
	General Statewide Assessment and/or End of Course assessment(s) the student will take:
	The student will participate in the Florida Alternate Assessment.

In accordance with Rule 6A-1.0943(4), F.A.C., an IEP team may only select the Florida Alternate Assessment for a student if the answers to the following statements are "yes" (Y).

Y	N	
	<input checked="" type="checkbox"/>	The student has a significant cognitive disability.
	<input checked="" type="checkbox"/>	The student is unable to master the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C., even with the appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.
	<input checked="" type="checkbox"/>	The student is participating in a curriculum based on the state standards access points, pursuant to Rule 6A-1.09401, F.A.C., for all academic areas.
	<input checked="" type="checkbox"/>	The student requires direct instruction in academics based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.
		This/these assessment(s) is/are appropriate for this student because:
	<input checked="" type="checkbox"/>	The IEP Team has made a decision to assess this student using the state standards access points. By receipt of the IEP, the parent has been notified that the implication of this decision is that this student will not be eligible for a standard high school diploma.in order to acquire, generalize, and transfer skills across settings.

Y	N/A	
	<input checked="" type="checkbox"/>	A parent has provided signed consent for classroom/instructional accommodations not allowed on statewide assessment.

For Students Participating in Assessments with Accommodations

Assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Only accommodations allowed by individual test administration manuals may be implemented on standardized tests. In accordance with Rule 6A-1.0943(3)(c), Florida Administrative Code, the need for any unique accommodations for use on state assessments must be approved by the Commissioner of Education.

Presentation Oral presentation of directions; Oral presentation of items and answer choices; Directions repeated, clarified; Verbal encouragement (e.g., "keep working," "make sure to answer every question")
Computer-Based Presentation Options Screen reader
Scheduling Assignments administered over several brief sessions, allowing frequent breaks; Extended time
Setting Assignments or tests administered in a small group setting of a size comparable to the normal instruction group size; Increased opportunity for movement
The following districtwide assessments or alternate districtwide assessments will be administered. If assessment accommodations are indicated on the IEP, they will apply, if applicable, to districtwide assessments:
FCAT, FAIR, Star
Unique Accommodations
The IEP team is not requesting unique accommodations

Special Education Services

Specially Designed Instructions	Initiation	Duration	Frequency	Location
Instruction and support for reading, math, written language and social/emotional skills	03/6/2014	03/6/2015	3 periods daily	General Education Classroom
Related Services	Initiation	Duration	Frequency	Location
Counseling Services	03/6/2014	03/6/2015	monthly	Guidance

The team considered the need for supplementary aids and services and determined none are needed at this time.

The team considered the need for extended school year services and determined none are needed at this time.

Yes	The IEP team has considered the guiding questions prior to the selection of the accommodations
------------	--

Accommodations are changes in how the student accesses information and demonstrates performance in the general education setting.

Classroom/Instructional Accommodations	Initiation	Duration	Frequency	Location
Presentation				
Oral presentation of directions	03/6/2014	03/6/2015	when needed	school
Oral presentation of items and answer choices	03/6/2014	03/6/2015	During Assessments	school
Verbal encouragement (e.g., "keep working," "make sure to answer every question")	03/6/2014	03/6/2015	During Assessments	school
Computer-Based Presentation Options				
Screen reader	03/6/2014	03/6/2015	During Assessments	school
Scheduling				
Extended time William will have a reasonable amount of extra time to complete assessments.	03/6/2014	03/6/2015	During Assessments	school
Setting				
Assignments or tests administered in a small group setting of a size comparable to the normal instruction group size 2 - 10 students	03/6/2014	03/6/2015	During Assessments	school

Supports for school personnel (describe):	No
(Supports required for the student to advance appropriately toward attaining goals, be involved and progress in the general education curriculum, and to be educated and participate with other students.)	
Person responsible for transition services follow-up (can be identified by title):	n/a due to age

Least Restrictive Environment

Explain the extent, if any, to which the student will not participate with nondisabled peers in the general education class and extracurricular and other nonacademic settings.

participates in general education 100% of his school day. He receives instruction and support for reading, math, written language skills, and support for social/emotional skills using a support facilitation model within the general education setting daily.

This placement's initiation date is 03/06/2014.

This placement's duration date is 03/06/2015.

The student's time in total school week is 1950 minutes.

The student's time with nondisabled peers is 1950 minutes.

100%: Regular - inside the regular class 80% or more of the day.

The student receives his or her educational services in a regular public school, including traditional, magnet, or charter school.(Z)

Accessibility and Implementation

The IEP is accessible to each of the student's teachers who are responsible for implementation and each teacher of the student has been informed of the specific responsibilities related to implementing the IEP.

Rule 6A-6.03028, FAC