

PLAAFP

Lee has good auditory comprehension. He shows no difficulty with verbal expression or articulation. He has good basic phonics and phonemic awareness, and he is pretty good at sounding out words that he does not know. He knows his numbers and can calculate basic problems using addition, subtraction, multiplication, and division.

Lee is extremely low in all areas of academic achievement. He struggles with math calculations, spelling, word reading, and sentence comprehension. Lee has a documented history of negative behaviors, including anger/violence proneness. A behavior plan has been developed and put in place.

Lee qualifies for special education services under the eligibility category of Other Health Impairment (OHI) due to diagnoses of Attention Deficit Hyperactivity Disorder (ADHD). Lee's ADHD can negatively impact his learning by making it difficult to sustain attention, follow directions, and retain information. He will struggle with organization, time management, and completing tasks, while impulsivity and emotional regulation challenges can lead to frustration or disruptive behaviors. Hyperactivity may make it hard for him to stay seated and focused. These difficulties can interfere with his academic progress, but structured support and accommodations can help him succeed.

01/28/2025 Evaluation Data: Wechsler Abbreviated Scale of Intelligence, Second Edition (WASI-LL)- Lee's Verbal Comprehension Index (VCI) composite score of 70 falls in the borderline range. His Perceptual Reasoning Index (PRI) composite score of 69 falls in the extremely low range. His overall Full Scale IQ composite score of 67 falls in the extremely low range.

Wide Range Achievement Test, Fifth Edition (WRAT-5)- Lee's standard score of 61 in math computation is in the extremely low range. His standard score of 56 in spelling is in the extremely low range. His word reading standard score of 57 is in the extremely low range. His sentence comprehension standard score of 69 is in the extremely low range. His overall reading composite standard score of 63 falls in the extremely low range.

The received transfer IEP did not have current progress monitoring data noted.

GOALS

1. Given visual supports, guided practice, and a calculator when appropriate, Lee will accurately solve multi-step math word problems with 80% accuracy by 05/23/2025.
2. Given visual supports, step-by-step instruction, and guided practice, Lee will solve simple one-step algebraic equations with 80% accuracy by 05/23/2025.
3. Given a structured graphic organizer and teacher guidance, Lee will compose a paragraph of at least five sentences with a clear topic sentence, three supporting detail sentences, and a concluding sentence with 80% accuracy by 05/23/2025.
4. When given a writing prompt and extra time, Lee will use appropriate capitalization, punctuation, and grammar with 80% accuracy by 05/23/2025.
5. Given multisensory reading instruction and repeated practice with decodable texts, Lee will accurately decode unfamiliar words using phonics and word analysis strategies with at least 80% accuracy by 05/23/2025.
6. Given a grade-level text and access to text-to-speech, Lee will accurately answer inferential and literal comprehension questions, identifying main ideas and key details with at least 80% accuracy by 05/23/2025.
7. Given direct instruction in self-regulation strategies, visual supports, and adult prompting as needed, Lee will demonstrate appropriate classroom behavior by following teacher/staff directions, using respectful language, and managing frustration without aggression 80% of the time by 05/23/2025.
8. Given direct instruction in social skills, modeling, and adult support as needed, Lee will engage in positive peer interactions by using respectful language and resolving conflicts appropriately 80% of the time by 05/23/2025.