LPS Special Education High Use Goals Guide

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Overview of the document: In this document you will find only examples of goals. It does not capture all potential goals that could be used. The special education department does expect all SE teachers to use Condition, Content, Criteria, Progress Monitoring and Date in each student's IEP goal. IF the IEP team writes a goal, the team needs to make sure there is time in the student's schedule to receive specialized instruction. *This is especially important at high school, where support is provided within courses.*

1. Analyze the student's present level of performance
    a. MDT data
    b. Intervention or IEP goal data
    c. classroom data
    d. Other

    to identify a student's skills, strengths, and weaknesses. This will ensure that goals are individualized.

2. Choose the appropriate goal **c**ondition, **c**ontent, **c**riteria, and progress monitoring tool based on the student's present level of performance. The order of the condition, content, criteria, progress monitoring tool, and date can be in any order that makes the most sense.

3. Goals should reflect the team's professional opinion of a realistic goal for student progress over the upcoming year and should be ambitious, but realistic.

4. The team needs to discuss and ensure that the goals provide the student a **f**ree and **a**ppropriate **p**ublic **e**ducation (FAPE).

5. Determine if short term objectives or benchmarks are needed to outline small steps toward reaching the annual goal. These are required for students on alternate assessment, but can be done for anyone. See short term objective and benchmark guidance below.

6. Remember this document is just to help teams write goals, it is not all exhaustive.

Definitions of Terms:

Condition: The specific circumstances under which the student is expected to perform the target skill.

Content: The specific skill or observable behavior you want the student to perform.

Criteria: How well and how often the student must demonstrate to consider it mastered.

Progress Monitoring: How the skill or observable behavior will be measured.

Date: When the goal or objective will be achieved.

Short-term objectives: Measurable, intermediate steps between a student's present level of educational performance and the annual goals established for the student. Short-term objectives are often used when the sub-skills leading to the goal change over time. At least two short-term objectives (STO) are required for each goal.

Benchmarks: Measurable indicators of skill acquisition. They are broader than short-term objectives and typically address major milestones. Benchmarks are often used when the skill or behavior remains the same, but the percentage, accuracy, or rate change over time. At least two benchmarks are required for each goal.

Rate of Improvement: The amount of student growth expected.

Goal Example:

Condition:	Content:	Criteria:	Progress Monitoring: as	Date:
Given a passage	Paula will improve reading comprehension skills	increasing from a baseline of 64% of the questions answered correctly on a 3rd grade passage to 80% of the questions answered correctly on a 5th grade passage	measured the the Qualitative Reading Inventory (QRI)	by March 9, 2023.

Short Term Objectives Example Based on Goal Example:

Given a passage, Paula will improve oral reading fluency by increasing from a baseline of 80 correct words per minute on a 3rd grade passage to 120 correct words per minute on a 5th grade passage as measured by DIBELS Oral Reading Fluency by May 15, 2023.

Given a passage, Paula will improve decoding skills by increasing from a baseline of 60% accuracy on a 3rd grade passage to 80% accuracy on a 5th grade passage by as measured by the Qualitative Reading Inventory (QRI) by May 15, 2023

Benchmarks Example Based on Goal Example:

Given a passage, Paula will improve reading comprehension skills increasing from a baseline of 64% on a 3rd grade passage to 80% on a 3rd grade passage as measured by the Qualitative Reading Inventory (QRI) by Oct 11, 2022.

Given a passage, Paula will improve reading comprehension skills increasing from a baseline of 64% on a 3rd grade passage to 80% on a 4th grade passage as measured by the Qualitative Reading Inventory (QRI) by Dec 22, 2022.

Given a passage, Paula will improve reading comprehension skills increasing from a baseline of 64% on a 3rd grade passage to 60% on a 5th grade passage as measured by the Qualitative Reading Inventory (QRI) by March 9, 2023.

High Use Goals

Assistive Technology/AAC
Behavior/Self-Regulation
Community Environments
Deaf/Hard of Hearing
Developing Self/Communication
Executive Functioning
Homebound
Home Living or Independent Living
Job Readiness
Math
Fine/Gross Motor (DO NOT USE FOR NOW)
Pre-Academic Skills
Reading
Social Communication Skills
SLP Apraxia

[SLP Articulation](#)
[SLP Expressive Language](#)
[SLP Intelligibility](#)
[SLP Receptive Language](#)
[SLP Stuttering](#)
[SLP Voice](#)
[Transition](#)
Vision/Mobility (DO NOT USE FOR NOW)
[Writing](#)