

Line Item III.A.3 (PLAAFP, annual goal, progress report)

PLAAFP	Measurable Annual Goal	Progress Report
1. Student can correctly define 10% of veterinary terms found in veterinary technical manuals.	Student will correctly define an average of 85% of veterinary terms found in veterinary technical manuals as measured by vocabulary quizzes.	At the end of the first grading period, student is able to define 40% of technical terms.
2. Given picture-clue instructions, student follows two-step directions. Given three-step directions, student was unable to complete any.	Given picture-clue instructions, student will follow three-step directions five times per week for four consecutive weeks.  Baseline: 0/5  Mastery: 5/5 for 4 consecutive weeks  Measurement tool: Teacher data sheet	Student has demonstrated he is able to follow three-step directions five times per week for two consecutive weeks.
3. Using grade-level social studies textbook and current reading assignment, student orally reads 22 words per minute (wpm) with three errors, on average, over four trials.	Using grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than three errors, on average, over four trials.  Measurement tool: Teacher record book	At the end of the third grading period, student has averaged 87 wpm with three errors over the last four trials.
4. Student can correctly multiply 2-digit by 2-digit whole numbers with no problem, but struggles with 3-digit by 2-digit multiplication.	Given teacher-made worksheets with 20 problems multiplying 3-digit by 2-digit whole numbers, student will increase his correct responses from an average of 8 to an average of 15 problems for five trials.	Student is able to answer an average of 9 of the 20 problems correctly.

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5. The OT reports that the student has the necessary muscular development, and should be able to develop the necessary motor control to use her communication board for purposeful communication this year.	At the school cafeteria, student will independently order a school lunch that includes at least two different food selections, by pointing at items with her elbow on her communication board daily for four consecutive weeks, as measured by the parapro's tracking sheet.	At the end of the first grading period, student independently ordered a dessert each day. With verbal encouragement from the aide, she also ordered an additional different item each day.
6. Student often displays aggressive behavior toward peers. He yells, pushes, and is frequently sent to the office..	Student will reduce aggressive behavior toward others as evidenced by a reduction in referrals to the office for aggressive behavior from six to none for a nine-week grading period.  Measurement tool: written referrals	During this grading period, student had two referrals for aggressive behavior.
7. Student's content area teachers (social studies, math, science, and language arts) report that the student never turns in any homework.	Given homework at her academic level, student will complete and submit 90% of required assignments for each content area class by the end of the fourth quarter, as measured by the teacher grade book.	Student's homework assignments completed and turned in this quarter: science 93%, social studies 50%, math 50%, and language arts 12%.
8. Student shows little interest in interacting with his preschool peers. When cued to stop and give another child a turn, the student verbally protests and becomes agitated.	When provided a visual cue, the student will complete three reciprocal turn-taking behaviors with a peer without verbal protest in four targeted activities during the preschool day. Currently the student completes one reciprocal turn-taking behavior with a peer given six visual and verbal cues while verbally protesting an average of ten times per activity.	Over four targeted activities, the student currently completes one turn-taking behavior with an average of four visual cues and six verbal protests per activity