

## IEP Teams *Plan* Using the CCR IEP Five Step Process

**Step 1: Understand** achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs

Based on data, assessments, and other information, the IEP team discusses the student's current level of achievement in relation to grade level standards and functional expectations. The team includes information that reflects the family and student's voice and point of view on strengths, interests, and needs.

**Step 2: Identify** how the student's disability affects academic achievement and functional performance

After identifying "how" the student is performing at, above, or below grade level, the IEP team identifies the effects of disability and disability-related needs. The IEP team includes information from the student and family and explores the student's current access to grade level standards, instruction, school activities, and community.

**Step 3: Develop** ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student

For disability-related need(s), the IEP team develops ambitious and achievable goals that are designed to close the student's achievement gaps in academic achievement and functional expectations. A goal may address more than one disability-related need and all goals ensure alignment between baseline, level of attainment, and progress monitoring.

**Step 4: Align** specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum

The IEP team aligns services that directly support the student's ability to meet IEP goals. IEP services addressing the student's disability-related needs assist the student to access grade level standards and instruction to close achievement gaps.

**Step 5: Analyze** progress towards goals to evaluate what works and what is needed to close the student's achievement gaps

The IEP team analyzes the implementation of the IEP to inform future IEP meetings. Progress monitoring and annual review of goals identify what is working and what may need to change to support the student in closing gaps in academic achievement and functional expectations.



# College and Career Ready IEP Five Step Process

**Understand** achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs.

**Analyze** progress towards goals to evaluate what works and what is needed to close the student's achievement gaps

**Identify** how the student's disability affects academic achievement and functional performance

**Align** specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum

**Develop** ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student