

Miami-Dade County Public Schools
 Educational Alternative Outreach Program
Individual Academic Plan (IAP)

Developed by: _____	IAP Date: 9/29/08
Signature: _____	
Student Signature: _____	

STUDENT SUMMARY INFORMATION:

<input type="checkbox"/> ESOL LEVEL: N/A <input type="checkbox"/> ESE CODE: N/A	STUDENT NAME: _____ M-DCPS I.D.#: _____ GRADE: _____ D.O.B.: _____ AGE: _____ ENTRY DATE: _____	DIPLOMA OPTION: <input type="checkbox"/> STANDARD <input type="checkbox"/> SPECIAL DIPLOMA <input type="checkbox"/> H.S. DIPLOMA EARNED <input checked="" type="checkbox"/> GED TRACK <input type="checkbox"/> GED PENDING <input type="checkbox"/> GED EARNED
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STUDENT ASSESSMENT DATA:

	ACADEMIC ASSESSMENT			PRE-TEST		POST-TEST		OTHER ASSESSMENTS			
				DATE	S.S.	DATE	S.S.	DATE	TYPE:	RESULTS	
<input type="checkbox"/> MBA-R	<input type="checkbox"/> STAR-R	<input checked="" type="checkbox"/> BASI-R		09/19/08	0110				VOCATIONAL	9/17/08	SOCIAL
<input type="checkbox"/> MBA-M	<input type="checkbox"/> STAR-M	<input checked="" type="checkbox"/> BASI-M		09/19/08	0116				LEARNING STYLES	9/17/08	VISUAL
<input type="checkbox"/> MBA-WRITING		<input checked="" type="checkbox"/> BASI-WRITING		09/19/08	0103						
FCAT	YEAR	GRADE	Rdg. SSS	Rdg. Lvl.	MATH SSS	MATH Lvl.	Sci. SSS	Sci. Lvl.			
	2007	10	319	2	332	3	N/A	N/A			
PRE-GED	WRITING	SOCIAL STUDIES	SCIENCE	LITERATURE	MATHEMATICS	TOTAL SCORE	DATE				

Transition Statement

WAS ATTENDING STUART MARCHMAN/PINES RESIDENTIAL PROGRAM IN DAYTONA BEFORE COMING TO W.I.N.G.S. AND WAS IN THE 10TH GRADE. UPON EXITING THE W.I.N.G.S. PROGRAM WILL BE LIVING AT HOME AND WOULD LIKE TO ATTEND PENDSCOLA JUNIOR COLLEGE AND PERSUE A CAREER AS A DENTAL HYGIENIST.

Education Performance Statement

THE BASI SUMMARY REPORT SHOWS THAT IS AVERAGE IN VOCABULARY, SPELLING, LANGUAGE MECHANICS AND MATH COMPUTATION AND ABOVE AVERAGE IN READING COMPREHENSION AND MATH APPLICATION. HAS ALREADY PASSED BOTH HER MATH AND READING FCAT TEST AND WILL BE ENROLLED IN THE GED EXIT OPTION.

Past records and assessment results indicate that you may need additional academic intervention in the following areas:

Reading/Language Arts		Writing		Mathematics	
<input type="checkbox"/>	Phonemic/Phonological Awareness	<input type="checkbox"/>	Focus	<input type="checkbox"/>	Number sense, concepts, operations
<input type="checkbox"/>	Phonics	<input type="checkbox"/>	Organization	<input type="checkbox"/>	Measurement
<input type="checkbox"/>	Fluency Instruction	<input type="checkbox"/>	Syntax	<input type="checkbox"/>	Geometry
<input type="checkbox"/>	Vocabulary Strategies	<input checked="" type="checkbox"/>	Spelling	<input checked="" type="checkbox"/>	Algebraic thinking
<input type="checkbox"/>	Comprehension Strategies	<input checked="" type="checkbox"/>	Grammar	<input type="checkbox"/>	Data analysis
<input checked="" type="checkbox"/>	Reading for Pleasure	<input checked="" type="checkbox"/>	Personal writing/Journaling	<input checked="" type="checkbox"/>	Other math (ALGEBRA 2)

The intervention strategies and assessment results checked below will be provided to assist you in the academic areas above:

Reading/Language Arts		Writing		Mathematics	
<input checked="" type="checkbox"/>	Direct Instruction	<input type="checkbox"/>	FCAT writing practice	<input type="checkbox"/>	FCAT Math Practice
<input checked="" type="checkbox"/>	Cooperative Learning	<input checked="" type="checkbox"/>	Cooperative Learning	<input checked="" type="checkbox"/>	Cooperative Learning
<input checked="" type="checkbox"/>	Computer Aided Instruction	<input checked="" type="checkbox"/>	Computer Aided Instruction	<input checked="" type="checkbox"/>	Computer Aided Instruction
<input type="checkbox"/>	Test taking skills	<input checked="" type="checkbox"/>	Writing Process	<input type="checkbox"/>	Computation drills
<input checked="" type="checkbox"/>	Individual assistance	<input checked="" type="checkbox"/>	Individual assistance	<input type="checkbox"/>	Individual assistance
<input type="checkbox"/>	Tutoring	<input type="checkbox"/>	Alternate response mode	<input type="checkbox"/>	Tutoring
<input type="checkbox"/>	Enlarged print	<input type="checkbox"/>	Shortened assignments	<input type="checkbox"/>	Manipulatives
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other	<input type="checkbox"/>	Other

READING			
MONTHLY REVIEW OF GOALS & OBJECTIVES			
IP	S	M	Notes:
<p style="text-align: center;">KEY: IP = Insufficient Progress S = Some Progress M = Mastery</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>READING GOAL: WILL READ A VARIETY OF MATERIAL (LITERATURE, BIOGRAPHIES, AND NONFICTION) AND DO AN ORAL PRESENTATION WITH AN 80% ACCURACY AS MEASURED BY TEACHER INTERVIEW.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>INSTRUCTIONAL OBJECTIVE: , WILL IDENTIFY THE AUTHOR'S PURPOSE AND UNDERLYING BELIEFS.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>INSTRUCTIONAL OBJECTIVE WILL IDENTIFY CAUSE AND EFFECT.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Review Date:</p>			
<p>Student Signature:</p>			
<p>Teacher Signature:</p>			
READING			

MATH

MONTHLY REVIEW OF GOALS & OBJECTIVES

KEY:
 IP = Insufficient Progress S = Some Progress M = Mastery

MATH GOAL:

1. WILL DESCRIBE AND ANALYZE RELATIONSHIPS WITH QUADRATIC FUNCTIONS AND GRAPHS WITH AN 80% ACCURACY AS MEASURED BY GRADED WORK SAMPLES.

INSTRUCTIONAL OBJECTIVE:

1. WILL MODEL DATA WITH QUADRATIC FUNCTIONS.

INSTRUCTIONAL OBJECTIVE

1. WILL USE QUADRATIC FUNCTIONS TO MAKE PREDICTIONS ABOUT DATA.

IP

S

M

Notes:

MATHEMATICS

Review Date:

Student Signature:

Teacher Signature:

VOCATIONAL/CAREER			
MONTHLY REVIEW OF GOALS & OBJECTIVES			
IP	S	M	Notes:
<p>KEY: IP = Insufficient Progress S = Some Progress M = Mastery</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>VOCATIONAL/CAREER GOAL: INTEREST PROFILER ON E-CHOICES SHOWED THAT HER TOP AREA OF INTEREST IS SOCIAL. SHE IS INTERESTED IN PURSUING A CAREER AS A DENTAL HYGIENIST. SHE WILL RESEARCH WHAT APPTITUDES ARE NECESSARY FOR THIS CAREER AND COMPLETE A TWO PAGE ESSAY BY THE END OF THE FIRST GRADING PERIOD.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>INSTRUCTIONAL OBJECTIVE: WILL RESEARCH AT LEAST THREE FINANCIAL ASSISTANCE OPTIONS AVAILABLE THROUGH PRIVATE LOANS AND GOVERNMENT AID/GRANTS AND WRITE A SUMMARY ON THE PROS AND CONS OF EACH OPTION.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>INSTRUCTIONAL OBJECTIVE WILL RESEARCH AT LEAST TWO DIFFERENT EDUCATIONAL INSTITUTIONS AVAILABLE IN HER COMMUNITY THAT OFFERS DENTAL HYGIENIST PROGRAMS AND WRITE A SUMMARY OF EACH INSTITUTION.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Review Date:</p>			
<p>Student Signature:</p>			
<p>Teacher Signature:</p>			

VOCATIONAL/CAREER