

Measurable Annual Goal 4:

By the end of the IEP year, [redacted] will independently navigate to known locations within the school (e.g., classroom, cafeteria, restroom, office) during 4 transitions in the school day, using a visual aid (e.g., icon, schedule) and requiring only one prompt, with 80% accuracy on 3 out of 4 data days.

Goal 4 Objectives (optional):

Benchmark/Obj 1: With two prompts and the use of visual aids, [redacted] will navigate to known locations during 2 transitions per day with 70% accuracy on 3 out of 4 data days.

Benchmark/Obj 2: With one prompt and visual aids, [redacted] will navigate to known locations during 3 transitions per day with 70% accuracy on 3 out of 4 data days.

Benchmark/Obj 3: [redacted] will independently navigate to known locations during 4 transitions per day with no more than one prompt and visual aids, achieving 70% accuracy on 3 out of 4 data days.

Benchmark/Obj 4: [redacted] will independently navigate to known locations within the school (e.g., classroom, cafeteria, restroom, office) during 4 transitions in the school day, using a visual aid (e.g., icon, schedule) and requiring only one prompt, with 80% accuracy on 3 out of 4 data days.

Progress toward the annual goal:

Date: 03/25/2025

Adequate Progress Insufficient Progress Obj/Benchmark Met (if required) Goal Met (All obj/benchmarks complete) Date Met: [redacted]

Data used to determine progress toward annual goal:

[redacted] has been able to independently navigate to known locations (bathroom, recess) during 2 transitions, a day. [redacted] has made it to his location with 100% accuracy. The amount of prompting needed varied by day, transitions, and location. The average amount of prompts needed per transition was 1.5.

Date: 05/28/25

Adequate Progress Insufficient Progress Obj/Benchmark Met (if required) Goal Met (All obj/benchmarks complete) Date Met: [redacted]

Data used to determine progress toward annual goal:

[redacted] has been able to independently navigate to known locations (bathroom, [redacted] recess, or lunchroom) during 3 transitions, a day. [redacted] has made it to his location with 100% accuracy. The amount of prompting needed varied by day, transitions, and location. The average amount of prompts needed per transition was 1. The main time of day that required more prompting was arrival from the bus loop when entering school.

Date: 10-16-25

Adequate Progress Insufficient Progress Obj/Benchmark Met (if required) Goal Met (All obj/benchmarks complete) Date Met: [redacted]

Data used to determine progress toward annual goal:

[redacted] has been able to independently navigate to known locations within the school (e.g., classroom, cafeteria, restroom, office) during 4 transitions in the school day, using a visual aid (e.g., icon, schedule) and requiring only one prompt, with 70% accuracy on 3 out of 4 data days.

Date: 01-06-26

Adequate Progress Insufficient Progress Obj/Benchmark Met (if required) Goal Met (All obj/benchmarks complete) Date Met: [redacted]

Data used to determine progress toward annual goal:

[redacted] has been able to independently navigate to known locations within the school (e.g., classroom, cafeteria, restroom, office) during 4 transitions in the school day, using a visual aid (e.g., icon, schedule) and requiring only one prompt, with 100% accuracy.

Date: [redacted]

Adequate Progress Insufficient Progress Obj/Benchmark Met (if required) Goal Met (All obj/benchmarks complete) Date Met: [redacted]

Data used to determine progress toward annual goal:

Additional Comments:

05-28-25: A temporary regression in goal progress is both normal and expected due to the transition to a new program location. Adjusting to a new building, unfamiliar staff, and changes in daily routines can impact a student's consistency and performance. As routines become established and the student acclimates to the new environment, we anticipate a return to previous levels of progress and continued growth toward goal attainment.