Simplify Special Programs

Special Education • Section 504 • Emergent Bilingual • RTI/MTSS

•••				
samegoal pro				All changes saved P 4° () B
Arial	👻 10 pt 🐂	▼ B <i>I</i> <u>U</u> <u>A</u> × à .	• ••• • - •• • = = = = = = =	★ ⊕ ♥ ♥ ⊕ ★ /
Recent	Individualized	d Education Program Adkins,	s, Zoe (1076) se [•]	
Caseload	Cover 1	2 3 4 5 6 7a	7b 7c 8 9 10 11 12 13 14 15	Attach 🕅 Sha
			Section 6: Annual Goals	
Users Settings Reports	progress in the	general education curriculum; a	and meet each of the child's other educational needs that result from	n the child's disability.
·			GOAL	
≗ □				
My Students < 🚿	Number	Туре	Annual Goal Area (content, skill and/or service):	
Abbott, John	1 •	Academic	Math	Pam Sample 📃 🗙
Aboytes, Francisco Dani		Functional Transition-related		P Were you able to touch base
Acevedo, Jeremy 503 s Acosta, Zoey				with Mom?
Adams, Jared 📵	TEKS (Texas	Essential Knowledge and Skill	ills) (if applicable):	Yep, Sean's mom will be meeting
Adkins, Zoe 📰	Mathematics, Grade 1			rep, sean's morn will be meeting
AUKINS, ZUE SE	Mathematics,	Grade 1		in person on Tuesday with us
Aguirre, Yesenia 🔳			The student uses mathematical processes to acquire and demonstra	in person on Tuesday with us
Aguirre, Yesenia 🔳 Allison, Winifred 😏	[111.3.b.1] Ma	athematical process standards. T nematics to problems arising in e	The student uses mathematical processes to acquire and demonstra everyday life, society, and the workplace;	in person on Tuesday with us ate mathematical und POK great
Aguirre, Yesenia 🔳	[111.3.b.1] Ma A. apply math B. use a probl	athematical process standards. T nematics to problems arising in e	The student uses mathematical processes to acquire and demonstra everyday life, society, and the workplace; rates analyzing given information, formulating a plan or strategy, dete	in person on Tuesday with us ate mathematical und P OK great
Aguirre, Yesenia 📵 Allison, Winifred 😒 Archer, Brock 😒	[111.3.b.1] Ma A. apply math B. use a probl problem-solvii C. select tools	athematical process standards. T nematics to problems arising in e lem-solving model that incorpora ing process and the reasonablen s, including real objects, manipul	The student uses mathematical processes to acquire and demonstra everyday life, society, and the workplace; rates analyzing given information, formulating a plan or strategy, dete	in person on Tuesday with us ate mathematical und P OK great armining a solution, ju goal for a student with autism uses including menta
Aguirre, Yesenia (1) Allison, Winifred (3) Archer, Brock (3) Arellano, Whitney (1) Atkinson, Brody (1) Austin, Viola (20) (11)	[111.3.b.1] Ma A. apply math B. use a probl problem-solvii C. select tools appropriate, to	athematical process standards. T nematics to problems arising in e lem-solving model that incorpora ing process and the reasonablen s, including real objects, manipul to solve problems;	The student uses mathematical processes to acquire and demonstra everyday life, society, and the workplace; rates analyzing given information, formulating a plan or strategy, dete ness of the solution; ulative, paper and pencil, and technology as appropriate, and techniq	in person on Tuesday with us ate mathematical und P OK great armining a solution, ju goal for a student with autism tues, including menta Can you have a look at goal 1 for Zoe?
Aguirre, Yesenia (1) Allison, Winifred (3) Archer, Brock (3) Arellano, Whitney (1) Atkinson, Brody (1) Austin, Viola (20) (11) Bailey, Veronica (2)	[111.3.b.1] Ma A. apply math B. use a probl problem-solvii C. select tools appropriate, to D. communica	athematical process standards. T nematics to problems arising in e idem-solving model that incorpore ing process and the reasonablen s, including real objects, manipul o solve problems; ate mathematical ideas, reasonir	The student uses mathematical processes to acquire and demonstra everyday life, society, and the workplace; rates analyzing given information, formulating a plan or strategy, dete ness of the solution;	in person on Tuesday with us ate mathematical und P OK great armining a solution, ju goal for a student with autism aues, including menta ymbols, diagrams, gr
Aguirre, Yesenia (1) Allison, Winifred (6) Archer, Brock (2) Arellano, Whitney (1) Atkinson, Brody (1) Austin, Viola (2) (1) Bailey, Veronica (2) Baldwin, Vanessa (1)	[111.3.b.1] Ma A. apply math B. use a proble problem-solvii C. select tools appropriate, to D. communice E. create and F. analyze ma	athematical process standards. T nematics to problems arising in e leam-solving model that incorpora ing process and the reasonablen s, including real objects, manipul o solve problems; ate mathematical ideas, reasonir u use representations to organize athematical relationships to conn	The student uses mathematical processes to acquire and demonstra everyday life, society, and the workplace; rates analyzing given information, formulating a plan or strategy, dete ness of the solution; ulative, paper and pencil, and technology as appropriate, and techniq ing, and their implications using multiple representations, including sy e, record, and communicate mathematical ideas; nect and communicate mathematical ideas; and	in person on Tuesday with us ate mathematical und P OK great armining a solution, ju goal for a student with autism gues, including mente ymbols, diagrams, gr P Sure, no problem!
Aguirre, Yesenia (1) Allison, Winifred (3) Archer, Brock (3) Arellano, Whitney (1) Atkinson, Brody (1) Austin, Viola (20) (11) Bailey, Veronica (2)	[111.3.b.1] Ma A. apply math B. use a proble problem-solvii C. select tools appropriate, to D. communice E. create and F. analyze ma	athematical process standards. T nematics to problems arising in e leam-solving model that incorpora ing process and the reasonablen s, including real objects, manipul o solve problems; ate mathematical ideas, reasonir u use representations to organize athematical relationships to conn	The student uses mathematical processes to acquire and demonstra everyday life, society, and the workplace; rates analyzing given information, formulating a plan or strategy, dete ness of the solution; ulative, paper and pencil, and technology as appropriate, and techniq ing, and their implications using multiple representations, including sy e, record, and communicate mathematical ideas;	in person on Tuesday with us ate mathematical und P OK great armining a solution, ju goal for a student with autism gues, including mente ymbols, diagrams, gr P Sure, no problem!

⊘

900+ districts/LEAs

99%+ annual retention rate
Integrates with student
information systems, SHARS
and TestHound

Learn why districts across Texas are moving to SameGoal.

DEMONSTRATIONS AT TCASE

Join us in Suite 204 during an exhibitor break for a demonstration.

Monday 2:15-3:00 pm 4:00-4:30 pm **Tuesday** 9:45-10:30 am 2:00-2:30 pm

