

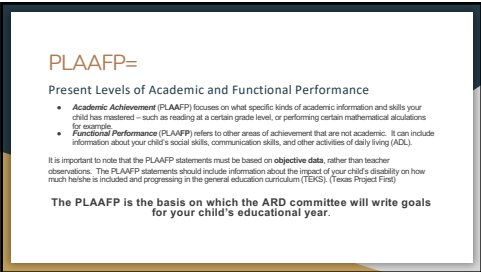
PLAAFPs Made Easy

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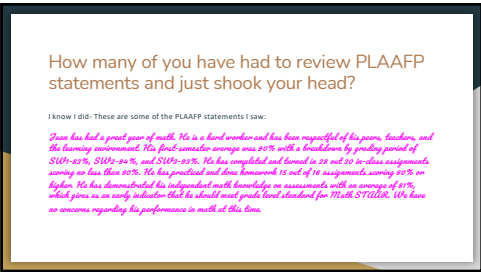




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And these:

Behavior: Dilly is currently struggling to complete and submit his assignments. It is recommended that he use an assignment tracking sheet to assist him in managing his time and prioritizing his assignments.

Reading: April 2019 - Under teacher 4th Grade CDE Co-Teach, Susie has shown growth throughout the year in Reading as evidenced by STAR screens given at the beginning and mid-year, as well as by unit and district assessments. Her BOYF screen indicated that she is reading at a 4th grade, 7th-month level and comprehension skills are at 84%; her TMOY screen indicated she is reading at a 4th grade, 9th-month level with comprehension skills measured at 89%. This is considered on-level for her age. Susie has shown growth as evidenced by her unit test scores 85, 85, 86, and 89, as well as growth in District Assessment scores Week 9 - 84, Week 18 - 87, and week 27 - 89. Susie utilizes minimal support in class but is able to advocate for herself when she needs help. No reading goals will be developed at this time.

Other: Susie is a student with a Specific Learning Disability (SLD) in the areas of Mathematics Problem Solving and Mathematics Calculation.

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What do you do when you have PLAAFPs that look like this and you have a cyclical review that says, "Your PLAAFPs need help".

First you agree with TEA and then you come up with a plan.

Step 1: Review the PLAAFP [essential Elements](#) and [Rubric](#) created by the Texas Education Agency.

Step 2: Look at that rubric for a long time and say, "If I send this to my teachers they will all lose their minds."

Step 3: Create a [template](#) that holds all parts of a PLAAFP statement based on the [TEA rubric](#) that is teacher friendly. Starting with the very basic, it will get better next year.

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Making PLAAFPs Better continued...

Step 4: Review it in department chair meetings. Practice writing PLAAFPs with the rubrics.


Step 5: Start grading PLAAFP statements with our [own rubric](#) and meet with teachers to review how they are doing.

Step 6: Start meeting with teachers to review their PLAAFP statements. Go over the [template](#) with them and show them how to use it to write a PLAAFP.

Step 7: After each PLAAFP review, if the case manager scored less than 80% the coordinator met with the teacher and reviewed the PLAAFP template.

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Making PLAAFPs Better cont.




Step 8. Continue to review PLAAFPs and share results with teachers.

Step 9. Make the template and the rubric better.

Step 10. Celebrate PLAAFP success!!!

Step 11. Do the same with goals.



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Results

Teacher 1	HES	40038	5/2/23	5/16	31%	Template and rubric were not utilized; Missing significant pieces	Beecher	Detailed email sent (including template and rubric) providing specific feedback.
Teacher 2	KES	14710	5/2/23	11/16	69%	Needs to include specific data, Missing accommodations; Peer comparison	Beecher	Met with teacher; Outlined areas of need; Will follow up with teacher next day about upcoming PLAAFP
Teacher 2	KES	12450	5/2/23	16/16	100%			Woohoo

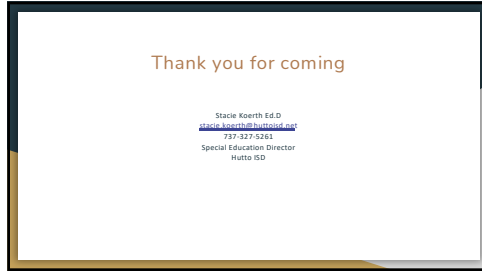
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Let's practice writing a PLAAFP with the rubric

Using the provided template and scenario write a PLAAFP statement for the student you have.

Share with a partner.

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