College and Career Ready Individualized Education Program (CCR IEP)
Improving Outcomes for Students Ages 3 through 21

At a Glance
Step 3: Develop IEP Goals

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

Overview: The IEP team develops ambitious and achievable measurable annual goals to address disability related needs. Goals are designed to close gaps between current and expected levels of academic achievement and functional performance for a students age/grade. A goal may address more than one disability-related need and some needs may require multiple goals. In rare cases, a disability related need may only be addressed by one or more services.

Key Ideas: Each disability-related need must be addressed by at least one corresponding goal and/or service. Each goal must have a baseline and level of attainment, and a method of measuring progress. A disability-related need affecting reading must be addressed by at least one goal. Benchmarks or short-term objectives with baselines and levels of attainment) are required for students with the most significant cognitive disabilities who participate in curriculum and assessments aligned with alternate achievement standards. Benchmarks or short-term objectives may be included in IEPs of students who do not take alternate assessments. Baseline, level of attainment and progress measures must align.

Step-Check:
- ☐ Does each goal address at least one skill or behavior associated with a disability-related need?
- ☐ Is the goal ambitious and achievable? Is it designed to close the achievement gaps? If a similar goal was in the most recent IEP, did the team review progress before developing a new goal?
- ☐ Are the goals (and benchmarks or short-term objectives if used) measurable? Will the methods of measuring progress allow for comparison of baseline with level of attainment?
- ☐ Is the goal statement understandable to all IEP team participants? Is the skill/behavior, amount of progress, and how progress will be measured clear?
- ☐ If a need is not addressed by a goal, has the team discussed why a goal is not needed?

What IEP Teams Should Look For	What IEP Teams Should Avoid*
IEP goals build upon progress from year to year to address disability-related needs and improve student's access, engagement, and progress in general education instruction and environments.	IEP goals are repeated from year to year when the goal is not met. The team does not review progress toward goals or does not address any lack of progress before developing new goals.
IEP goals address root causes of why the student is not meeting early childhood/grade-level standards and expectations.	IEP goals are a restatement of academic standards or functional expectations that apply to all students.
IEP goals support student's skills needed for self-determination and independence.	IEP goals do not support skills that build self-determination and independence.
The IEP team members develop goals as a team so disability-related needs are addressed across multiple settings.	Each educator working with student has a separate goal to work on in isolation, making it difficult for student to generalize skills across settings.
Baseline clearly indicates the student's current level of performance from which progress toward the level of attainment can be measured and methods of measuring progress are aligned	Baseline information says, "see present levels," or is not consistent with the level of attainment. Progress toward the level of attainment cannot be monitored using the measurement methods listed

*May not support the individual needs of student, maximize staff time/resources, or prepare the student for college and career readiness.

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Tips for Step Three:

- ✓ Use the [Measurable Annual Goals Self-Check](#) to assist in reviewing IEP goals so they are clear to all.
- ✓ Use [Universal Design for Learning Tips](#) to assist in developing IEP goals.
- ✓ Use benchmarks or short-term objectives (STOs) to break a goal into manageable parts or interim steps. IEP team must include benchmarks or STOs for students who participate in alternate assessments aligned with alternate achievement standards. They may also be used for other students. When used, each STO: a) must be related to the goal statement, b) must include a baseline and level of attainment, and c) the goal is achieved when all STOs are met.
- ✓ Using standards to guide discussion during steps 1 and 2 will ensure goals are "standards-based":. Goals should address the target skills or behaviors the student needs to develop or increase that reflect root causes related to why the student is not meeting early childhood/grade level expectations.
- ✓ Including *condition statements* in a goal statement may clarify and provide context about how the goal is taught, when a skill is to be performed, the complexity or level of text; or link an accommodation to a goal, or provide for student choice. For example:. *when given (object, choice of objects), in the (location), when student is engaged in (activity), during (time of day), when given a (name of grade level) text, when given (accommodation or support). the student will develop/increase (target skill or behavior) from (baseline) to (level of attainment).*
- ✓ The team should consider the need for self-determination or self-advocacy goals to help the student make choices or become more independent such as increasing independent use of instructional supports or accommodations. Note: supplementary aids and services must still be provided as written in the IEP while the student develops these skills.

Linking Step 3 to Other Steps in the Five-Step Process:

- **Previous Step**: Goal development focuses on addressing the effects of the disability and the student's disability-related needs that were identified in Step 2.
- **Next Step**: In Step 4, the IEP team will align services with the goals developed in this step.
- **Other Steps**: IEP goals will be standard-based when the student's current levels described in Step 1 have been compared to grade level standards and expectations. Considering Information about strengths and interests improve student engagement and goal attainment and may be reflected in IEP goals by using optional condition statements

Connections to CCR IEP Five Beliefs:

- **High Expectations:** Goals are ambitious, achievable, aligned with grade-level content standards and expectations and support increased independence toward college and career readiness.
- **Culturally Responsive Practices:** Goals are written to eliminate disability and/or race-based achievement gaps and reflect skills the student or family feels are of value.
- **Student Relationships:** Peers or staff who have positive relationships with the student, support the student in developing and meeting their IEP goals.
- **Family and Community Engagement:** IEP goals are developed with family input and are understandable to families and students. Parents are provided periodic reports on goal progress.
- **Collective Responsibility:** Goals are written as a team to ensure the disability-related needs are addressed in a collaborative manner across the curriculum and multiple environments.

Resources: Information about CCR IEPs may be found at https://dpi.wi.gov/sped/college-and-career-ready-ieps. Resources specific to the Five Step Process, including this document, may be found at [DPI CCR-IEP Learning resources.](#)