

MyEducationBC - Competency-based Individual Education Plan (CB-IEP)

Student Details				
	Student Name:	Sparrow	Primary Designation	See File
	Grade:		Additional Designation	See File
	PEN:		IEP Date:	
	Date of Birth:		Case Manager:	
	Student Support Team:		Role:	
			Teacher	
			Educational Assistant	
			Educational Assistant	
			Vice-Principal or Principal	
			Occupational Therapist	
			Speech and Language Therapist	
	Parent/Guardian consulted on:			

My Personal Profile	"" ...I say	*My family says... +My team/teacher says...
My Interests are: What do I like/love? What do I spend my time doing? <p>I'm not interested in anything. I just watch TV and Youtube shorts.</p> <p>My team thinks I'm interested in animals because those are the videos I'm most drawn to, and they know I do horseback-riding on Saturdays. They also notice that I admire my brother and like spending time with him.</p>		
My Learning Preferences are: What works for me in school? What doesn't work? How do I learn best? What I need to be successful? If you could wave a magic wand, what's 1 thing you would have in your classroom or change, and why? <p>My reading isn't great so to read books by finding them on Youtube where someone reads it outloud to me. Someone writes for me.</p> <p>My team understands that it helps me to have access to a chromebook with Google Read and Write.</p>		
What you need to know about me and my identity: Who am I/What words describe me? What is important for people to know about me? <p>My team notices that I may seem quiet and won't often offer what I think in large classroom discussions, but 1:1 or in small groups I'm more likely to share. They wish I would share my thoughts more because it would help everyone to learn more.</p>		

My Learning Profile			
	Personal (For Myself)	Social (With Others)	Intellectual (When I Am Learning)
<b style="text-align: center;">My Strengths <ul style="list-style-type: none"> What can I do (well) – on my own, with others? When do I feel confident? What can I teach others about? 	"Things I can do by myself are stand up for myself."	"I play with M and E."	"I like to learn about nothing. I hate school."
	My team notices that I carefully survey my surroundings and make thoughtful choices.	My team thinks I am much more comfortable when I have a friend at my side. Everyone really likes me and feels safe with me, so they ask to be in my group.	My team thinks I might be interested in animals. They wish I would share my thoughts more because I have profound insights that deepen everyone's thinking, and give us a window into my brilliant thinking and articulate vocabulary.

	Personal (For Myself)	Social (With Others)	Intellectual (When I Am Learning)
My Stretches <ul style="list-style-type: none"> What is hard for me (to do/learn)? What do I need a lot of support with? What do I want/need to work on/get better at? 	"I have trouble reading and writing."	"Being forced to play team sports in PE."	"Everything is hard. As soon as I leave here I'm doing any reading or homework."
	My team notices I could use a boost to help me to see how amazing I am, how capable of a learner I am, and how with the right tools, I can learn anything and be anything I dream of.	My team thinks that the more I see how competent I am as a learner, the more I will come out of my shell with my peers and take more of a leadership role.	My team thinks reading and writing has been hard for me. They notice that with support with some of the reading (PA, phonics decoding/encoding) basics to help me to unlock the code of reading, I could do this independently which would hugely impact my confidence and self-concept.

My focus area(s) this year:



Supports and Plans

Universal Classroom Supports & Strategies		Essential Individualized Supports & Strategies	
Needs	Supports & Strategies	Needs	Supports & Strategies
Executive Functions	<ul style="list-style-type: none"> Visual sentence prompts to support partner talk (i.e. laminated strips per skill development area – Doc cam) Gradual Release of Responsibility (I do, We do together, you and partner do together, you do) Barriers/Strategies T-Chart to anticipate tricky bits or trouble-shoot problems or areas of difficulty Brain breaks, Task Initiation strategies (see Posters) 	Executive Functions	
Self-regulated Cross-Subject Literacy Learning	<ul style="list-style-type: none"> Skill Goal posted; Task-Intent-Criteria or Time-Action-Standards-Content; Chunking assignments into manageable parts and for a dopamine-loaded checklist A/B Partner Talk – safe, practiced, respectful sharing - with visual prompts Idea-Sketch-Tagline to learn concept or vocabulary meaningfully and put into memory Typing program = automaticity = makes writing easier Teacher-student conferencing with criteria before writing Google Read and Write; Speech to Text; Reader Multi-modal (i.e. visuals, videos, audio clips, reading, writing, drawing, etc.) 	Self-regulated Cross-Subject Literacy Learning	<ul style="list-style-type: none"> Daily Pull-out Literacy Learning Support Individual TIC/TASC cards to check-off as she works
Social-Emotional Competencies	<ul style="list-style-type: none"> Positive feedback specific to explicit assignment criteria Profile 3-4 different students' and what they are doing that is excellent specific to the posted criteria (i.e. keep a private checklist and check names each time profiled to ensure you get through the class list, daily) = each child gets positive reinforcement each day Core competency-based weekly learning (i.e. whole-class goal-setting, objectives, strategies; Open Parachute, etc.) w/daily reinforcement Leadership opportunities & times to shine for self and peers; whole-class mentor/giving experience 	Social-Emotional Competencies	
Supplementary Plans (As Needed i.e. Student Support Plan, Nursing Support, etc.)		Date	
None			

Core Competency-Based Goal 1

Core Competency: Personal Awareness & Responsibility		Goal: I can set goals and use strategies to accomplish them by...	
Objective 1 A	identifying the task and setting my goal to meet it.	Instructional Strategies	TIC, TASC, Get Ready-Do-Done, T-S Conferencing
Objective 1 B	looking at the goal to determine the criteria/steps I need to take to meet it.	Instructional Strategies	TIC, TASC, Get Ready-Do-Done, T-S Conferencing for collaborative criteria-setting
Objective 1 C	choosing and using strategies that match my goal and monitoring how well they work (keep the helpful, toss the unhelpful).	Instructional Strategies	TIC, TASC, Get Ready-Do-Done, T-S Conferencing for collaborative criteria-setting, self- and teacher-assessment

Curricular Competency-Based Goal 1

Areas of Learning	English Language Arts	Teacher/ Support Staff	
Big Idea	Developing our understanding of how language works allows us to use it purposefully.		
Learning Standard	Sparrow can use word ID strategies and knowledge of phonics language patterns to read and write words by...		
Objective 1 A	Hearing and segmenting sounds in words, then blending them back together to decode/encode.	Instructional Strategies	PhARLS 3 phases with UFLI for PA, UFLI for phonics decoding/encoding; strategies "Go Slow to decode and go back to smooth it out," "use pointer finger to see/sound/read with accuracy," "check the B-M-E of word;" focus on accuracy of proper /th/ sound for impact in reading, spelling communication efficacy.
Objective 1 B	Recognizing short/long/team vowel sounds, consonant blends/digraphs, r-controlled, and diphthongs in words and context sentences.	Instructional Strategies	PhARLS segment and spell, UFLI visual/auditory/blending opportunities, games-based (i.e. chess, crib, etc.) reading chunks, decodable passages and books; writing - concept mapping sounds and words, concept mapping ideas about Sparrow's life and the people in it that matter to her, and then writing about what matters to her while choosing words from our daily spelling/word lists.
Objective 1 C	Practicing word ID strategies and phonics knowledge /patterns she learns to read aloud in context.	Instructional Strategies	Word ID strategies from UFLI & PhARLS lessons, thinking strategies from Serravallo and targeted reading instruction, Mina chosen novels and graphic novels (i.e. Amulet series, Song for a Whale, etc.) from teacher-generated selection based on Sparrow's interests and choice.
Objective 1 D	Practicing reading with fluency, including pace, expression, accuracy, phrasing and smoothness.	Instructional Strategies	Decodable passage-reading following phonics instruction, and reading of Sparrow's self-chosen novels with intentional fluency strategies and contextualized fluency practice.