



# Individualized Education Plan (IEP)

## Student Information

- **Student Name:** John Taylor
- **Date of Birth:** March 15, 2015
- **Grade Level:** 4th Grade
- **School Year:** 2025–2026

IEP Team	Title
Specialist	Ms. Karen Fields
ESE Teacher	Mr. Anthony Reynolds
Gen ed Teacher	Ms. Emily Johnson
Parent	Mrs. Taylor
Other	Ms. Laura Simmons
Other	Dr. Rachel Lee

## Domains and Goals

### Curriculum & Instruction (insert PLP)

John is a 4th-grade student who demonstrates emerging academic skills in both reading and mathematics. He is able to recognize high-frequency words and decode grade-level text with support but experiences difficulty with reading comprehension, especially when tasked with identifying the main idea or drawing inferences. In math, John is able to complete basic addition and subtraction problems but requires assistance with multi-step word problems and understanding place value beyond the hundreds place.

John benefits from direct instruction, visual supports, and small group intervention to access the general education curriculum. He is an active participant in classroom discussions when prompted and shows motivation when lessons are broken into manageable tasks. While he is making progress, he continues to require support to meet grade-level expectations in core academic areas.



## **IEP Goals:**

### **1. Reading Comprehension Goal**

*By the end of the IEP year, John will independently identify the main idea and at least two supporting details in a grade-level informational text with 80% accuracy in 4 out of 5 trials, as measured by teacher-created assessments and work samples.*

### **2. Math Word Problems Goal**

*By the end of the IEP year, John will solve multi-step word problems involving addition and subtraction of whole numbers with 75% accuracy in 3 out of 4 weekly math probes, using visual aids and prompting as needed.*

### **3. Reading Fluency Goal**

*Within 36 instructional weeks, John will increase his oral reading fluency to 90 words per minute on a 4th-grade level passage with no more than 3 errors per 100 words, as measured by bi-weekly fluency assessments.*

## **Independent Functioning (insert PLP)**

**John is generally able to follow the classroom routine with visual prompts and verbal reminders. He requires frequent check-ins to stay on task and complete assignments within a given timeframe. While he demonstrates independence in familiar activities, he often needs adult support to initiate new tasks or transition between subjects, especially when expectations are not explicitly stated.**

**John benefits from structured environments, predictable schedules, and clearly defined expectations. With these supports in place, he is capable of completing classwork and homework assignments, although he sometimes needs extended time or simplified instructions. He responds well to positive reinforcement and visual cues to maintain focus and stay organized.**

## **IEP Goal:**

- By the end of the IEP year, John will independently follow multi-step classroom routines (e.g., unpacking materials, starting assignments, transitioning between activities) in 4 out of 5 opportunities, with no more than one prompt, as measured by teacher observation and weekly behavior checklists.*

## **Behavior and Social-Emotional Development (insert PLP)**

**John is a friendly and respectful student who enjoys interacting with adults and familiar peers. He generally responds well to positive feedback and structured classroom expectations. However, he occasionally demonstrates frustration when presented with challenging tasks or unexpected changes in routine. During these times, he may withdraw, refuse to participate, or require additional time to regulate his emotions.**

**John benefits from consistent routines, visual schedules, and calm, clear redirection. He is learning to use self-regulation strategies, such as deep breathing and break**

**requests, with adult prompting. Continued support in developing social problem-solving skills and emotional regulation will help John build stronger peer relationships and increase classroom participation.**

**IEP Goal:**

1. *By the end of the IEP year*, John will identify and appropriately use at least two self-regulation strategies (e.g., deep breathing, break request, positive self-talk) in response to frustration or changes in routine in 4 out of 5 observed instances, as measured by teacher documentation and behavior tracking sheets.

**Communication (insert PLP)**

**John is verbal and able to express his basic wants and needs using age-appropriate vocabulary. He participates in classroom discussions when prompted and is capable of engaging in short conversations with familiar adults and peers. However, he sometimes struggles with initiating conversations, staying on topic, and interpreting nonverbal cues such as tone of voice or body language. John occasionally requires support to clarify his thoughts and formulate complete, organized responses. Visual prompts, sentence starters, and modeling help him communicate more effectively in academic and social settings. Continued support is needed to strengthen pragmatic (social) language skills and expressive language during structured and unstructured interactions.**

**IEP Goal:**

1. *By the end of the IEP year*, John will appropriately initiate and maintain a conversation with a peer or adult on a given topic for at least 3 conversational turns in 4 out of 5 opportunities, using visual or verbal prompts as needed, as measured by speech-language pathologist observations and weekly communication logs.

## **Accommodations List**

(Select all that apply and specify where necessary)

- ☒ Extended time on assignments and tests
- ☒ Preferential seating
- ☒ Breaks as needed
- ☒ Reduced distractions testing environment
- ☒ Oral testing / Allow verbal responses
- ☒ Modified assignments



- ☒ Visual aids and prompts
- ☒ Use of assistive technology
- ☒ Repeated and clarified directions
- ☒ Small group instruction
- ☒ Check for understanding
- ☒ Positive behavior reinforcement
- ☒ Flexible scheduling
- ☒ Cueing and prompting
- ☒ Access to sensory tools
- ☒ Movement breaks

☐ Other: \_\_\_\_\_ Oral testing / Allow verbal responses

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## Parent Acknowledgment

### Procedural Safeguards Acknowledgment:

By signing below, I acknowledge that I have received and understand my rights under the Procedural Safeguards provided to me by the school district.

- **Parent/Guardian Signature:** \_\_\_\_\_
- **Date:** \_\_\_\_\_

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*(This document is a working template for IEP team meetings and should be updated according to the needs of the student.)*