

IEP Template Elementary School (K 5)

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Student Information

Student Name: _____

Date of Birth: _____

Grade (K 5): _____

School: _____

Teacher: _____

Parent/Guardian Name: _____

Date of Meeting: _____

Eligibility Category: _____

Present Levels of Performance

Early Literacy

Describe letter-sound correspondence, sight-word recognition, decoding strategies, listening comprehension, oral vocabulary, and writing conventions appropriate for grade level:

Early Math

Describe number sense, counting, single-digit fact fluency, shape and pattern recognition, and hands-on math skills:

Functional Performance (Play, Social, Self-Help)

Developmental Strengths & Needs

Check the developmental areas the K 5 IEP team should focus on this year:

- ☐ Speech-language (articulation, expressive/receptive language, fluency)
- ☐ Fine-motor (handwriting, pencil grip, cutting, buttoning)
- ☐ Sensory (sounds, textures, movement, light)
- ☐ Social-skills (sharing, turn-taking, peer communication, play)
- ☐ Attention and following routines
- ☐ Self-regulation (transitions, frustration tolerance)
- ☐ Adaptive/self-help (toileting, dressing, lunch, arrival/dismissal)

Notes on strengths and needs:

Measurable Annual Goals

Tip: Each goal should be Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). Below are K 5 SMART goal examples you can adapt.

Goal 1 Early Literacy (sight-word example)

Area (Academic/Functional): _____

By [date], when given a list of 25 grade-level sight words, [student] will read them aloud with 90% accuracy as measured by curriculum-based assessment, given 2 adult prompts.

Alternate (K 1): By [date], [student] will identify 20 of 50 kindergarten sight words when shown on flashcards, across 3 of 4 opportunities.

Goal 2 Early Math / Following Directions (example)**Area (Academic/Functional):** _____

By [date], [student] will follow 2-step verbal directions (e.g., "Get your journal and sit on the rug") with 80% accuracy across the school day, as measured by teacher tracking.

Alternate (math fact fluency): By [date], [student] will solve single-digit addition facts (sums to 10) with 90% accuracy on a 1-minute timed probe.

Goal 3 Handwriting / Fine-Motor (example)**Area (Academic/Functional):** _____

By [date], [student] will write first and last name legibly (uppercase and lowercase, with correct spacing) on 4 of 5 written assignments, as measured by teacher rubric.

Alternate (play-based social): By [date], [student] will initiate a peer play interaction at least 2 times per day during recess, as measured by teacher observation log.

Accommodations & Modifications

Check all that apply or add your own for this elementary-age student:

- ☐ Preferential seating near teacher and away from distractions
- ☐ Visual schedule posted and reviewed at every transition
- ☐ Picture-supported directions next to verbal directions
- ☐ Chunked instructions (one step at a time, then the next)
- ☐ Hands-on manipulatives for math (counters, base-ten blocks, number line)

- ☐ Sensory-break access (movement, quiet corner, weighted item as needed)
- ☐ Social-stories before new or difficult transitions
- ☐ Hand-over-hand or hand-on-hand support for fine-motor tasks
- ☐ Parent-teacher daily communication folder (paper or app)
- ☐ Repeated/rephrased directions before starting a task
- ☐ Use of slant board, pencil grip, or other writing tools

Other:

Behavior Intervention Plan (BIP)

For younger children, target behaviors often surface around transitions, sensory overload, or communication frustration. Capture the basics below.

Target behavior 1: _____

Trigger(s): _____

Replacement behavior to teach: _____

Reinforcement strategy: _____

Target behavior 2: _____

Trigger(s): _____

Replacement behavior to teach: _____

Reinforcement strategy: _____

Parent Concerns What Younger Kids May Hide

Use these prompts at home and at the meeting. Many parents of younger kids miss these signs being explicit helps the team address them:

- ☐ Regression after weekends, breaks, or stressful events
- ☐ Meltdowns vs. tantrums (duration, recovery, trigger pattern)
- ☐ Avoidance of specific textures, foods, sounds, or movement
- ☐ Difficulty with peers despite wanting to play (social skills gap)
- ☐ Speech that adults understand but peers don't
- ☐ Fatigue, sleep disruption, or appetite changes tied to school days

Any concerns you want the team to address:

Signatures

Parent/Guardian Signature:

Date:

Special Education Teacher:

Date:

General Education Teacher:

Date:

Administrator Signature:

Date:

This template is provided by AdvocateNest as an educational resource. Consult your school district for their official IEP forms.