

IEP Template Middle School (6 8)

AdvocateNest - advocatenest.polsia.app

Student Information

Student Name: _____

Date of Birth: _____

Grade (6 8): _____

School: _____

Homeroom / Team: _____

Case Manager: _____

Parent/Guardian Name: _____

Date of Meeting: _____

Eligibility Category: _____

Present Levels of Performance

Academic Performance (Across Content Areas)

Describe progress in reading, writing, math, science, and social studies. Note where supports are keeping pace and where gaps are widening:

Executive Functioning & Self-Regulation

Describe organization, time management, task initiation, working memory, attention across the school day, and ability to transition between classes on a rotating schedule:

Social-Emotional Performance

Describe peer relationships, response to peer pressure, self-advocacy, awareness of disability, and any mental-health supports:

Executive Functioning & Self-Advocacy

Check the executive-functioning and self-advocacy skills the team will target this year:

- ☐ Organize binder and materials across 6+ classes
- ☐ Track assignments in a planner or digital tool
- ☐ Break long-term projects into intermediate checkpoints
- ☐ Request a break or a quiet space when overwhelmed
- ☐ Ask a teacher for help or clarification
- ☐ Self-monitor attention during tests and quiet work
- ☐ Transition between classrooms within the passing-period window
- ☐ Identify and communicate needs related to disability

Priorities for this year:

Measurable Annual Goals

Middle-school SMART goals should keep pace with the student's growing independence. Sample language below.

Goal 1 Executive Functioning (organization)

Area (Academic/Functional): _____

By [date], [student] will independently arrive to each of 6 classes with the correct binder section and materials, as observed by case-manager check-ins 3x/week, with 90% accuracy.

Goal 2 Long-Term Assignment Completion

Area (Academic/Functional): _____

By [date], given a multi-week project, [student] will complete 3 of 4 intermediate checkpoints on time as measured by teacher-collected work samples and self-reported planner entries.

Goal 3 Self-Advocacy

Area (Academic/Functional): _____

By [date], [student] will independently request help, clarification, or a break from a teacher in 4 of 5 opportunities across a 4-week period, as measured by self-monitoring log and teacher confirmation.

Alternate (self-monitoring during tests): By [date], [student] will use a self-check strategy (re-read question, mark stem keywords) on 4 of 5 quizzes in [subject] as recorded on teacher scoring sheet.

Accommodations & Modifications

Middle school requires accommodations that follow the student across class periods and through rotating schedules. Check all that apply:

- ☐ Extended time on tests and assignments across all class periods
- ☐ Recorded lectures or teacher digital notes
- ☐ Digital textbook and curriculum access (e-text, audio)
- ☐ Breaks between periods / scheduled reset time

- ☐ Modified workload in core subjects (same standards, fewer problems per assignment)
- ☐ Locker and accessibility accommodations (low-traffic locker, elevator access, partner locker)
- ☐ Calculator, graphic organizer, or formula sheet as needed
- ☐ Social-skills lunch-group or structured peer support
- ☐ Planner checks 3x/week with case manager
- ☐ Preferential seating by class (rotating)
- ☐ Homework posted to district portal in addition to written homework

Other (locker schedule, sensory, behavior plan):

Transition Planning Introduction (Encouraged at Age 14)

Florida encourages transition planning to begin at age 14, even though IDEA requires it by age 16. Use these prompts to start the conversation now.

Student Interest Inventory

What activities, subjects, hobbies, or careers interest [student]?

Career Awareness Activities (by age 14)

- ☐ Career Day or guest-speaker presentations attended
- ☐ Career-cluster exploration activity completed
- ☐ Job-shadow or workplace visit arranged
- ☐ Online career-interest inventory (e.g., O*NET Interest Profiler)
- ☐ Family discussion of post-secondary ideas documented

Self-Awareness Goals (start the long arc)

Describe steps taken this year to help [student] explain their disability, strengths, and accommodations to a teacher or coach:

Signatures

Parent/Guardian Signature: _____

Date: _____

Special Education Teacher / Case Manager: _____

Date: _____

General Education Teacher: _____

Date: _____

Administrator Signature: _____

Date: _____

Student Signature (invited to participate): _____

Date: _____

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