

Individualized Education Program

Jefferson Elementary School Northbrook School District 28

1420 Maplewood Drive, Northbrook, IL 60062 📞 (847) 555-4300

IEP Meeting Date: November 14, 2026

IEP Type: Annual Review

IEP Effective Dates: November 14, 2026 – November 13, 2027 **Case Manager:** Maria Santos, M.Ed.

1 Student Information

Student Name: Emma Sofia Rodriguez

Date of Birth: March 8, 2016 (Age: 10)

Student ID: SR-28194-E

Grade: 5 **Primary Language:** English

Parent/Guardian: Isabel & Carlos Rodriguez

Address: 228 Meadow Lane, Northbrook, IL 60062

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2 Eligibility Category

Primary Disability: Specific Learning Disability (SLD) in Reading Comprehension and Written Expression

Secondary: None

Date of Most Recent Evaluation: October 3, 2026

Re-evaluation Due: October 3, 2029

3 Present Levels of Academic Achievement and Functional Performance

3.1 Reading

Emma demonstrates difficulty decoding multisyllabic words and comprehending grade-level informational texts. On the Fall 2026 AIMSweb Plus benchmark, Emma scored at the 12th percentile in Oral Reading Fluency (ORF), reading 78 words correct per minute (grade-level expectation: 125 WCPM). Her Maze comprehension score fell at the 14th percentile. When provided with audio support and text-to-speech accommodations, Emma can identify main ideas and supporting details with 75% accuracy. She benefits from pre-teaching vocabulary and structured graphic organizers. Emma shows stronger performance with narrative texts compared to expository passages. Her listening comprehension is a relative strength, measured at the 38th percentile on the TOWL-4.

3.2 Written Expression

Emma's written expression is characterized by difficulty with spelling, sentence structure, and organization of ideas. On the Fall 2026 TOWL-4, her Spontaneous Writing composite score was 78 (below average range).

Emma produces sentences averaging 6–8 words with limited use of complex syntax. She requires explicit instruction in the writing process including planning, drafting, and revising. With access to word prediction software and graphic organizers, Emma can produce a well-organized paragraph with a topic sentence, three supporting details, and a concluding sentence. Her handwriting is legible but slow; keyboarding fluency is emerging at 12 words per minute.

3.3 Mathematics

Emma performs within the average range in mathematics. On the Fall 2026 AIMSweb Plus Math Computation benchmark, she scored at the 42nd percentile. She demonstrates solid number sense and computational fluency with all four operations. Emma benefits from having word problems read aloud due to the impact of her reading disability on math reasoning tasks. She successfully solves multi-step problems when text is presented in manageable chunks.

3.4 Social/Emotional and Functional Performance

Emma is a kind and cooperative student who participates willingly in class activities. She sometimes hesitates to ask for help during independent reading tasks and may become visibly frustrated when faced with lengthy text passages. Emma has two close friends in her homeroom and works effectively in small groups when tasks are scaffolded. Her attendance rate is 96% and she arrives at school on time daily. No behavioral concerns are noted.

4 Measurable Annual Goals

4.1 Goal 1: Reading Fluency and Comprehension

By November 13, 2027, when given a grade-level informational passage of 250–300 words and access to text-to-speech as needed, Emma will read aloud at 115 words correct per minute with 95% accuracy and answer 4 of 5 literal and inferential comprehension questions correctly, as measured by weekly progress monitoring probes on three consecutive data points.

Aligned to CCSS.ELA-LITERACY.RF.5.4, CCSS.ELA-LITERACY.RI.5.1, CCSS.ELA-LITERACY.RI.5.2

Progress Monitoring						
Quarter	Baseline	Q1	Q2	Q3	Q4	Target
ORF (WCPM)	78	86	95	105	115	115
Reading Comp. (%)	55%	65%	75%	85%	90%	90%

4.2 Goal 2: Written Expression

By November 13, 2027, when provided a grade-level writing prompt, graphic organizer, and access to word prediction software, Emma will compose a well-organized paragraph of 8–10 sentences that includes a clear topic sentence, at least three supporting details with elaboration, varied sentence structures, and a concluding sentence, scoring 4 out of 5 on a teacher-developed writing rubric on 4 of 5 consecutive writing samples.

Aligned to CCSS.ELA-LITERACY.W.5.1, CCSS.ELA-LITERACY.W.5.2, CCSS.ELA-LITERACY.W.5.4

Progress Monitoring					
Quarter	Baseline	Q1	Q2	Q3	Q4
Rubric Score (0–5)	2	3	3	4	4
Words per Sentence	7	8	9	9	10

4.3 Goal 3: Self-Advocacy

By November 13, 2027, when encountering difficulty with a reading or writing task, Emma will independently request an accommodation (e.g., text-to-speech, graphic organizer, teacher check-in) using a self-advocacy script or visual prompt in 4 of 5 observed opportunities across two consecutive months, as documented on a self-advocacy tracking log.

Progress Monitoring					
Quarter	Baseline	Q1	Q2	Q3	Q4
Self-Advocacy (%)	20%	40%	60%	75%	80%

5 Accommodations and Modifications

Classroom Accommodations

- ✓ Preferential seating near point of instruction
- ✓ Text-to-speech for all reading tasks exceeding 100 words
- ✓ Audio versions of core content-area textbooks
- ✓ Extended time (150%) on reading and writing assessments
- ✓ Directions read aloud and clarified
- ✓ Graphic organizers provided for writing tasks
- ✓ Word prediction software (Co:Writer)
- ✓ Chunking of multi-step assignments
- ✓ Study guides and notes provided in advance
- ✓ Frequent comprehension checks during independent reading

Assessment Accommodations

- ✓ Small-group setting for all state and district assessments
- ✓ Text-to-speech for reading passages (IAR and NWEA MAP)
- ✓ Extended time (double time) for reading and writing sections
- ✓ Scribe for extended written responses on IAR
- ✓ Read-aloud for math word problems
- ✓ Frequent supervised breaks (every 30 minutes)
- ✓ Human reader for science and social studies assessments

Modifications

- Reduced written response length (50% of grade-level expectation)
- Spelling requirements waived on content-area writing

6 Special Education and Related Services

Service	Provider	Frequency	Duration	Location
Reading Intervention (Direct Instruction)	Special Education Teacher	5x/week	45 min	Resource Room
Written Expression Instruction	Special Education Teacher	4x/week	30 min	Resource Room
Reading Comprehension Support	Reading Specialist	3x/week	30 min	General Ed. Classroom
Occupational Therapy (Keyboarding)	Occupational Therapist	1x/week	30 min	OT Room
Consultation (Gen. Ed. Teacher)	Special Education Teacher	2x/month	30 min	General Ed. Classroom

Total Special Education Minutes per Week: 345 minutes **Least Restrictive Environment:** General education classroom with resource room pull-out (22% of school day outside general education)

7 Participation in State and District Assessments

Illinois Assessment of Readiness (IAR): Emma will participate in the IAR with accommodations as specified in Section 5. She will take the assessment in a small-group setting with text-to-speech for reading passages, extended time, and a scribe for extended writing responses.

NWEA MAP Growth: Emma will participate with text-to-speech, extended time, and a small-group setting.

District Common Assessments: Emma will participate with standard accommodations as listed in Section 5.

8 Transportation

Emma does not require specialized transportation as a related service. She will continue to ride the general education school bus. No accommodations are needed for transportation at this time.

9 Extended School Year (ESY)

ESY Eligibility: The IEP team has determined that Emma meets eligibility criteria for Extended School Year services based on the regression/recoupment data collected during Winter Break 2025 and Summer 2026. Emma demonstrated significant regression in reading fluency after breaks exceeding 8 school days.

ESY Services: Reading intervention (direct instruction) 4x/week for 45 minutes per session, for 5 weeks during Summer 2027. Transportation will be provided by the district.

10 IEP Team Participants

Name and Title	Attended	Signature
Maria Santos, M.Ed. – Special Education Teacher / Case Manager	✓	
Dr. James Whitaker – School Psychologist	✓	
Patricia Huang, M.A. – Reading Specialist	✓	
Sarah Mitchell – 5th Grade General Education Teacher	✓	
Nancy O'Brien, OTR/L – Occupational Therapist	✓	
Robert Chen, Ed.D. – LEA Representative / Assistant Principal	✓	
Isabel Rodriguez – Parent/Guardian	✓	
Carlos Rodriguez – Parent/Guardian	✓	
Emma Rodriguez – Student (age 10)	✓	

Parental Rights and Procedural Safeguards: A copy of the Procedural Safeguards Notice was provided to the parents on November 14, 2026. Parents were informed of their right to review all educational records, request an independent educational evaluation, and utilize dispute resolution procedures including mediation and due process. The IEP will be implemented as written unless the parent/guardian provides written notice of any concerns within 10 school days.