

# Student Education Plan—Sample

**Student Name:** Joshua Michael James

**Homeschool:** James Woods Academy

**School Year:** 2019-2020

**Grade Level:** 5

**Today's Date:** 9/1/2019

**Parent/Guardian Name:** Michael and Caroline James

**Address:** 21 North King Street

**Phone:** 960-317-6893

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## General Cognitive Ability

No cognitive/IQ testing has been completed at this time.

Testing for auditory processing was completed by a licensed audiologist and the student was diagnosed with auditory processing disorder.

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## Academic Achievement

IOWA academic achievement test was administered and the student performed in the 75th percentile for reading and the 45th percentile for math.

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## Present Levels of Performance

**Parent input** (strengths, interests, concerns): Great with sports, good eye-hand coordination, and gross motor skills; has a very good ear for tunes, music, and rhythm. Is interested in Legos, games, video-gaming, creating, being outdoors, exploring, and is very sociable and competitive. Is interested in science and how things work. Concerns are difficulties with math, auditory processing/listening and language comprehension/processing.

**Student input** (strengths, interests, concerns): Football, sports, watching and playing sports; likes Cub Scouts okay; enjoys being home and time with family. Likes to watch adventure and action movies. Enjoys being read to or listening to stories. Likes reading graphic novels. Doesn't think he is good at math; makes him feel bad about himself when things (especially math) is hard for him. Doesn't like to lose.

**History of Instructional Support** (IEP, 504, etc.)     Yes     No     Not Applicable

### Reading:

**Strengths:** Reading on grade level: decoding basic words, good sight word recognition, and decoding compound words; fluency rate and expression, pacing, and intonation.

**Weaknesses:** Decoding multi-syllabic words, reading comprehension, and visual tracking of reading. \*Needs to work on “picturing” or visualizing what he is reading (“making a movie in his mind”).

**Math:**

**Strengths:** Getting the big ideas, understanding the importance and practical need for math. Good visual spatial skills. Is good with puzzles, reading graphs and charts, and fractions.

**Weaknesses:** Holding math terms and vocabulary, recalling conversations, basic math facts, and steps in a process. Has difficulty with telling time/reading analog clock.

**Social/Emotional:**

**Strengths:** Looks people in the eye when communicating; is friendly and polite; takes turns well and engages in conversation.

**Weaknesses:** Is nervous about entering new/unknown situations; will often avoid or not want to try new things/activities; will let fear of failure or being outside of comfort zone keep him from experiencing new things.

**Communication:**

**Strengths:** Describing events, dreams, ideas in detail; talks easily about feelings.

**Weaknesses:** Communicating anger and frustration in appropriate ways. Using an appropriate volume when upset, angry, or frustrated.

**Adaptive Behavior:**

**Strengths:** Taking care of personal hygiene; able to prepare simple snacks/meals, do simple chores.

**Weaknesses:** Communicating anger and frustration in appropriate ways. Using an appropriate volume when upset, angry or frustrated.

**Behavior:**

**Strengths:** Is polite and social; has good conversational skills.

**Weaknesses:** Can be impatient and impulsive; does not like to wait; is easily frustrated or angered when he is unable to do something right away or when something is hard for him.

**Other:**

**Strengths:** Kinesthetic and tactile learning; student is a very visual learner.

**Weaknesses:** Auditory processing, language processing

**Health Data:** Student has been diagnosed with asthma and auto-immune disorder; ADD.

On medication (specify): Albuterol inhaler and Concerta

Physical concerns (specify): None

Wears glasses/contacts/hearing aid/prosthesis: Student wears glasses for reading.

Other: None

**Special Factors**

1. Does behavior impede student learning or the learning of others?  Yes  No
2. Does the student have limited English proficiency?  Yes  No

3. Is the student blind or visually impaired?  Yes  No
4. Is the student deaf or hard of hearing?  Yes  No
5. Does the student require assistive technology devices?  Yes  No
6. Other:

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## Educational Goals and Objectives

### ACADEMIC: READING

**Annual Goal:** Student will read increasingly difficult fiction and non-fiction text, as well as poetry.

**Objective:** Will apply reading strategies, e.g., slowing down, rereading, making a picture/gestalt, asking for help, or sounding out/chunking unknown words 7 out of 10 times.

### ACADEMIC: LANGUAGE ARTS

**Annual Goal:** Increase writing level by one grade level with 70% accuracy.

**Objective:** Will compose stories with a beginning, middle, and end 7 out of 10 times.

### ACADEMIC: WRITING

**Annual Goal:** Will be able to write a complete paragraph with main idea and details and use appropriate conventions of print.

**Objective:** Will use conventions of print, e.g., commas, periods, question marks, quotation marks to facilitate writing 7 out of 10 times.

### ACADEMIC: MATH

**Annual Goal:** The student will increase by one grade level in math skills this year.

**Objective:** The student will master multiplication facts; the student will master telling time on analog clock to half hour and quarter hour as well as to the minute; the student will master subtraction of multiple digit numbers with regrouping.

### ACADEMIC: SCIENCE

**Annual Goal:** N/A

**Objective:** N/A

### ADAPTIVE BEHAVIOR

**Annual Goal:** Deal with anger and frustration in appropriate ways.

**Objective:** The student will (with assistance and modeling) implement 2 positive strategies for dealing with anger and communicating feelings of anger and frustration; using “i feel” statements and the “take a break” strategy.

### SOCIAL/EMOTIONAL

**Annual Goal:** Participate in one new activity.

**Objective:** The student will select and attend one new activity for 9 weeks.

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## Accommodations/Modifications/Supports to Meet Educational Needs

**Pacing:** (example—allow for additional time)

**Environment:** (example—reduce or minimize distractions)

**Presentation of Subject Matter:** (example—allow use of manipulatives, provide study guides)

**Materials:** (example—provide voice to print software, large print paper, etc.)

**Assignments:** (example—provide oral and written directions, allow for a scribe)

**Self Management/Follow Through:** (provide a visual schedule, have student repeat directions orally)

**Student Assessment:** (example—allow for oral responses, allow test to be read to student)

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## Related Services

**Occupational Therapy** for a minimum of [ ] minutes each [ ] week [ ] month

Direct, integrated in homeschool setting  Consultation  Direct, in clinic

**Physical Therapy** for a minimum of [ ] minutes each [ ] week [ ] month

Direct, integrated in homeschool setting  Consultation  Direct, in clinic

**Speech Therapy** for a minimum of  minutes each  week  month  
 Direct, integrated in homeschool setting  Consultation  Direct, in clinic

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## Signatures

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

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