



Individual Learning Plan

Student (ID)		Birth Date	
Grade		SSIS entry date	
LS teacher		Classroom teacher	
Date of LS entry		Home Languages	
ILP date		Primary Language	
ILP review date		EAL	

Referral (Initial Reason for Referral and/or Updated Information)

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Background Information (Schools attended, family background, health concerns, etc)

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Strengths

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Summary of Assessments

Reading	
Writing	
Math	
Super Units	
Other	

Goals and Objectives

Support Assistance Provided For: (Subject Area)	Type of Support: (In class support, small group, 1:1)

Goal Progress Key			
GA = Goal Achieved	M = Making Progress	L = Limited Progress	N = No Progress

Goal		Semester	
Objectives		I	II
Semester I:			
Semester II:			

Goal		Semester	
Objectives		I	II
Semester I:			
Semester II:			

Individual Learning Plan, continued.

Goal	Semester	
Objectives	I	II
Semester I:		
Semester II:		

Accommodations			
Instruction/Methods			
	Pre-teach unit vocabulary		Use appropriate peer models.
	Allow oral responses for assessments as needed.		Provide frequent teacher check-ins to ensure task understanding.
	Provide clearly displayed, written or pictorial directions, for multi step instructions or daily scheduling.		Model and reinforce effective study skill habits; i.e learning readiness and note taking skills.
	Have student verbally repeat directions.		Provide graphic organizers, when appropriate, to assist of organisation of content.
	Reinforce content in small group.		Use non-verbal signals to redirect to task engagement.
	Provide preferential seating, free from distractions, during instruction and/or academic tasks..		Utilise a time management system to help increase task engagement, ie: google timer, sand timers.
Materials/Technology			
	Use visual aides or pictorial cues to assist comprehension of grade level text.		Use of digital devices for writing tasks.
	Use highlighters to identify key concepts and unit vocabulary.		Provide appropriate learning resources for home use, to reinforce concepts.
	Provide use of manipulatives to increase conceptual understanding.		Provide a to-do checklist, with sequential steps for the student to follow.
Altered Assignments			
	Give additional time for assignments within the students area of challenge.		Monitor workload/homework closely
	Provide multiple ways to demonstrate learning; e.g. the opportunity to respond verbally.		Break long-term tasks/projects into smaller steps
	Use differentiated materials for the students area of challenge.		Reduce length of assignments
Assessments			
	Reduce the length of assessment, while maintaining the grade level learning outcomes.		Provide calculator and/or multiplication chart to check calculations
	Oral test administration for math		Provide extra time for assessments
Behaviors			
	Close communication between home & school.		Provide frequent opportunities to move and promote attention to task
	Use behavior contract (see attached)		

Signatures

I was a participant in this learning support meeting and am in agreement with the proposed plan for my child.

Parents

Mother / Guardian

Date

Father / Guardian

Date

Team Members Present

Learning Support Teacher

Date

Homeroom Teacher

Date