

## Individual Learning Plan

<b>Student name: Student A</b>		<b>Date of birth: 12-1-2000</b>	
<b>Year level: 8<sup>th</sup> Grade</b>		<b>Date: 11-22-2013</b>	
<b>Review of progress should be based on collection and analysis of data</b> <ul style="list-style-type: none"> <li>• Student observed struggling with other students interactions, too close, too touchy;</li> <li>• Student prefers to have no one on either side or behind him;</li> <li>• Parents are in constant contact with student and teacher to improve organization and completion of assignments on-time.</li> <li>• Grades reflect student is understanding material presented on exams and quizzes.</li> </ul>			
<b>Learning improvement goals -</b> Priority areas for improvement. <ul style="list-style-type: none"> <li>• engagement, participation</li> <li>• note-taking on lap top</li> <li>• support to teach organization</li> <li>• regular group work to assist social development</li> <li>• behavior</li> </ul>		<b>Learning outcomes</b> List relevant learning outcomes linked to the learning improvement goals. <ul style="list-style-type: none"> <li>• Improved engagement, participation</li> <li>• better organizational skills</li> <li>• improved social and behavior skills</li> </ul>	
<b>School and classroom strategies revised pedagogy</b> <ul style="list-style-type: none"> <li>• revised pedagogy (supportive scaffolding)</li> <li>• school issued laptop to aid in note-taking</li> <li>• classroom learning interventions</li> <li>• small group/individual support</li> <li>• behavior expectations</li> </ul>		<b>Parents/caregivers – expectations/support</b> Identify in partnership: <ul style="list-style-type: none"> <li>• expectations of parents to communicate frequently</li> <li>• level of support that can be provided by parents is complete</li> <li>• the school can support parents by providing timely feedback, daily or weekly as needed.</li> </ul>	
<b>Processes for collection of data</b> <ul style="list-style-type: none"> <li>• data collection methods (individual assignments, science notebook, proficiency indicator)</li> <li>• how progress will be measured (degree of accuracy, completeness, clarity, and creativity)</li> </ul>			
<b>Timeline for review and revision of plan</b> Individual Learning Plans should be measured and modified regularly. Next review in six months.			
<b>Student's comments:</b>  <b>No longer wants to leave room for testing, unless it is one of the really big tests, like the ACT or the STAAR.</b>  <b>Will try to keep organized and keep hands to self.</b>  <b>Student will not play games on computer when in class.</b>			
<b>Classroom teacher's comments:</b>  <b>Communication is vital to the improvement of social, behavioral, and academic needs of the child. Daily communication via email will be provided.</b>			
<b>Parent's/caregiver's comments:</b>  <b>Please contact any time with problems, questions, comments.</b>			