



# Individual Learning Plans in Preschool

## Suggested Process for Developing Individual Learning Plans

The Individual Learning Plan (ILP) is intended to be a useful tool for teachers to use in planning for children and in working with families rather than a static document stored in a file rarely referenced. The ILP will be most useful to families and teachers if developed early in the school year.

Family input is crucial to developing a useful plan. It is recommended that information from families be obtained through interviews as well as through a written preschool application. The information obtained from the interview and/or written application will include information about the child’s interests, family background and culture as well as developmental concerns the parents may have. Many families may feel less comfortable sharing information on a written application than they do visiting with the early childhood teacher or program director in a face to face visit.

A developmental screening should be conducted prior to each child’s entry into the preschool classroom. The developmental screening will provide both the family and the early childhood classroom with important information regarding the child’s strengths and needs.

Using information obtained from the family interview and developmental screening, the early childhood teacher and family work together to establish priorities for the child’s preschool education in the form of goals. Examples of goals might include “playing well with other children”, “learning the alphabet”, “listening to and taking direction from adults”. These goals will usually align easily to assessment objectives such as those from *GOLD*® by Teaching Strategies. Usually it is best to limit the ILP to three to five achievable goals.

Individual Learning Plan Goal	<i>GOLD</i> ® Objective
Play well with other children.	3. Participates cooperatively and constructively in group situations.
Learn the alphabet.	16. Demonstrates knowledge of the alphabet.
Listening to and taking direction from adults.	8. Listens to and understands increasingly complex language. B. Follows directions

It is not recommended that goals for the ILP be simply chosen from a list of Results Matter assessment objectives as it is important to customize the plan to each child’s strengths and needs. For this reason it is a better process to develop the goals first, and then align them to the assessment objectives as appropriate.

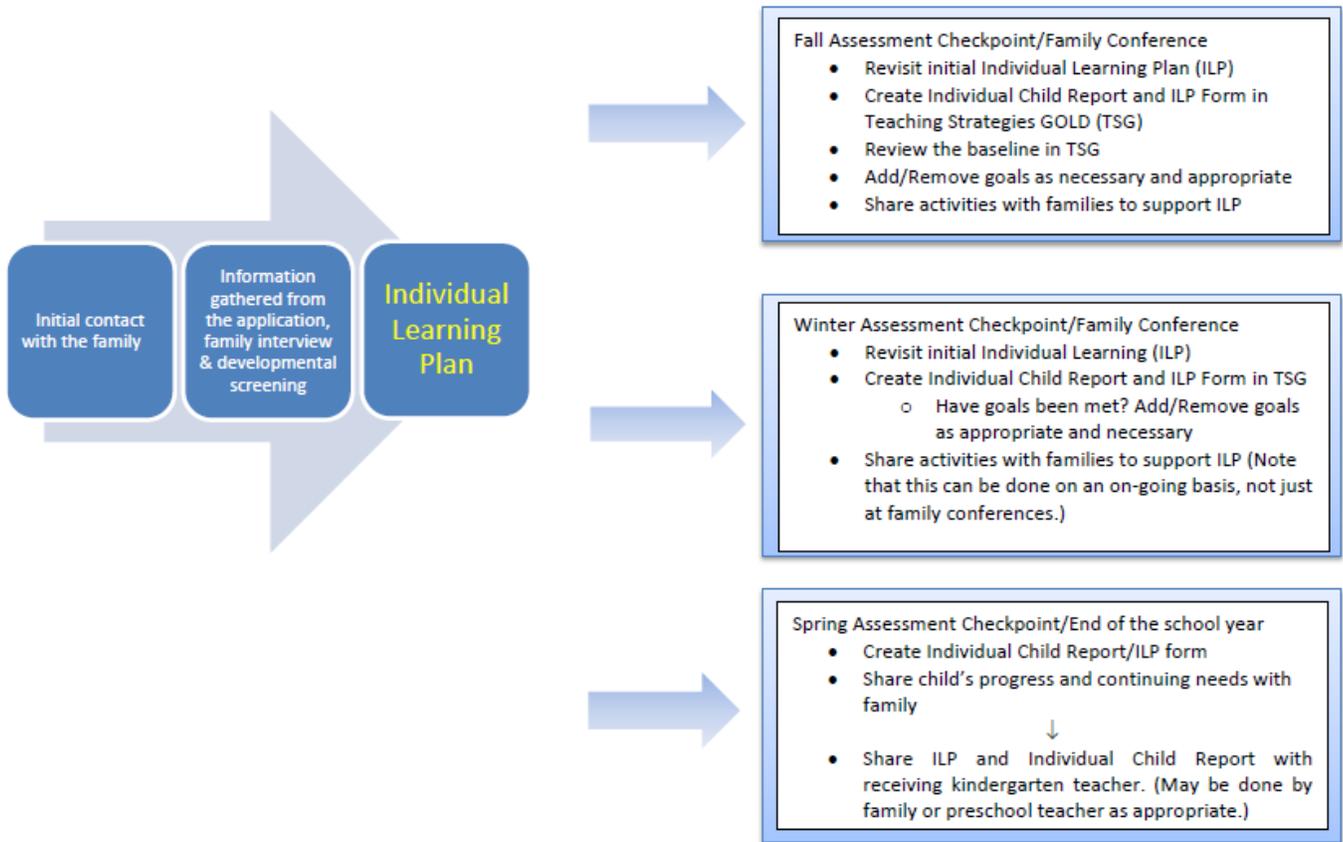
The following pages provide a flow chart for how ILPs form and develop through the year, and reports for summarizing the information for families are highlighted.

### Individual Learning Plans

Children enrolled in state funded preschool are expected to have an Individual Learning Plan (ILP) that is informed by ongoing assessment of developmental and academic progress as well as input from families. The ILP sets desired outcomes or next steps for the child, specific strategies or supports that the child may need and may also include transition strategies for children who will be moving on to kindergarten.

CPP statute requires that an Individual teaching plan is developed for each child. (22-28-108 (1) (b) (IV) C.R.S. and C.C.R.6.04) The plan shall include identification of the child’s needs in the following areas: language, cognition, gross motor, fine motor, social skills/self-esteem.

Colorado Achievement Plan for Kids or “CAP4K” legislation requires that each child in a publicly funded preschool and kindergarten program have an Individual School Readiness (ISR) plan that is informed by ongoing assessment of a child’s progress in developmental and academic domains. The Individual School Readiness plan is the same as an ILP.



The initial Individual Learning Plan may be something you create to capture families' goals and wishes for their children, or it may be a formal document. It is the starting point before school begins to help keep you on track for the first checkpoint.

**PARENT REVIEW**

What are your school expectations and hopes for your preschool child?

What are your long-term dreams for your preschooler?

What are the things you would like to enable him/her to do in life?

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Child's Name \_\_\_\_\_ Class \_\_\_\_\_ Yr \_\_\_\_\_

My child learns best by ...

Things my child does well ...

My child dislikes or is afraid of ...

What challenges you most as a parent?

I want my child to learn (goals for this year)

Social/Emotional

Language

Physically

Learning/Cognitive

I hope my child's preschool experience will be ...

The best ways to communicate with me ...

After each checkpoint period the child's progress on his/her ILP can be summarized and shared with families through the use of customized reports.



One simple report is the Individual Child Report through *GOLD*<sup>®</sup>. Create the report using only those *GOLD*<sup>®</sup> objectives which align to the three to five achievable goals set in the child’s ILP. The report should not exceed one page in length making it easier for families to understand the information you are sharing.

Sample Individual Child Report to share child’s progress with family:

### Individual Child Report: Abdul Aardvark

Birth Date: July 04, 2013  
 Checkpoint Periods: Fall 2017/2018  
 Generated On: October 09, 2017

#### Social-Emotional

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1b Follows limits and expectations	Pre-K 4 class/grade				Fall 2017/2018		08/16/2017								
2d Makes friends	Pre-K 4 class/grade				Fall 2017/2018										

#### Physical

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7b Uses writing and drawing tools	Pre-K 4 class/grade					Fall 2017/2018											

#### Language

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
8b Follows directions	Pre-K 4 class/grade					Fall 2017/2018											

#### Cognitive

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11b Persists	Pre-K 4 class/grade					Fall 2017/2018											

*GOLD*<sup>®</sup> also offers the option to create a more formal Individual Learning Plan, which includes supports the child needs and fields for families to add comments and suggestions.

Each family conference provides an opportunity to revisit and revise the child’s ILP if needed. A child may have reached the goals originally set or additional needs may have become apparent to the teacher or family since the plan’s creation.

### Preschoolers Enrolled in Special Education

In addition to an ILP, preschoolers with disabilities will need to have a separate Individualized Education Program (IEP) according to federal requirements within the Individuals with Disabilities Education Act (IDEA). IEPs should inform the individual learning plan such that general educators and special educators can effectively collaborate to meet the learning needs of children with disabilities, and the Individual Learning Plan for students with disabilities should provide appropriate connections to the child’s IEP.

The Individual Learning Plans should be created through collaboration between teachers (general education and when appropriate, special education), families, and caregivers. Learning plans should address the preschool standards, as appropriate, and the knowledge and skill areas in which a student needs assistance to make progress.



Sample Individual Learning Plan:

# Individual Learning Plan for Abdul Aardvark

Period: Fall 2017/2018

Date  
08/16/2017

Child Name  
Abdul Aardvark

Family Member(s)  
Mom and Dad

Teacher(s)  
Michelle Boyer, Mary Jo DePriest, Melissa Taucher

**Describe Abdul Aardvark's strengths in social-emotional and cognitive development:**

- (1a) Is beginning to comfort self by seeking out special object or person
- (1b) Is beginning to manage classroom rules, routines, and transitions with occasional reminders
- Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

**Describe Abdul Aardvark's strengths in literacy and mathematics development:**

- Orients book correctly; turns pages from front of the book to the back; recognizes familiar books by their covers
- Is beginning to write mock letters or letter-like forms
- Is beginning to verbally count to 10; counts up to five objects accurately, using one number name for each object

**Plan for Abdul Aardvark's development & learning:**

- Support Abdul Aardvark to:
- Manage classroom rules, routines, and transitions with occasional reminders
  - Write mock letters or letter-like forms
  - Verbally count to 10; count up to five objects accurately, using one number name for each object

**Are there other priorities for development and learning not identified through the assessment? (For example, family requests or other team recommendations.)**

Parents would like Abdul to write his name.

**What supports may be necessary to ensure success?**

Practice using tongs and tweezers.  
Sign in each day.

\_\_\_\_\_  
Teacher(s) Signature(s)

\_\_\_\_\_  
Family Member(s) Signature(s)