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.

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

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.
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.

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®. Create the report using only those GOLD® 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]

**Social-Emotional**

<table>
<thead>
<tr>
<th>Objectives / Dimensions</th>
<th>Class/Grade</th>
<th>Not Yet</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follows limits and expectations</td>
<td>Pre-K class/grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Makes friends</td>
<td>Pre-K class/grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Physical**

<table>
<thead>
<tr>
<th>Objectives / Dimensions</th>
<th>Class/Grade</th>
<th>Not Yet</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>7b. Uses writing and drawing tools</td>
<td>Pre-K class/grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language**

<table>
<thead>
<tr>
<th>Objectives / Dimensions</th>
<th>Class/Grade</th>
<th>Not Yet</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>8b. Follows directions</td>
<td>Pre-K class/grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cognitive**

<table>
<thead>
<tr>
<th>Objectives / Dimensions</th>
<th>Class/Grade</th>
<th>Not Yet</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>11b. Presists</td>
<td>Pre-K class/grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GOLD® 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:

- Orient 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)