

INDIVIDUALIZED LEARNING PROGRAM PROPOSAL

Program Abstract

All students deserve a customized education. The R. Roger Rowe Individualized Learning Program (ILP) will serve those students in grades two through eight with academic ability and/or artistic or musical ability as shown by demonstration of, or potential for, above average to exceptional achievement. The purpose is to customize a learning experience for students who will benefit from more rigorous and challenging work. The ILP will complement and expand the current state-mandated Individual Education Program (IEP), which already customizes education for those students testing below the median.

An ILP will be developed by a designated trained ILP Team, which will include the academic teacher, the respective child, and parent(s). This plan will include pull-outs to different classrooms, differentiated instruction within the classroom, as well as independent study and advanced level work for middle school students.

Description of Program

All students with above average to exceptional ability, aptitude, skill, or creativity are provided with opportunities for customized programming. The ILP coordinator and team will meet with identified students (and their parent/s) in grades two through eight to create an ILP. The ILP coordinator and team will also assist classroom teachers with differentiation strategies for identified students.

Student identification as above average to exceptional will be based on multiple indicators that establish consistent pattern of behavioral, learning, and performance information. Administrators will use a minimum of three tools, including NWEA tests (MAP), iReady, teacher nomination, a student questionnaire, etc. to identify students in each subject area.

By the end of first grade, all students are screened for the Individual Learning Program in general intelligence, academic subjects, and/or visual and performing arts. Periodic grade-level reviews occur after that. Students may or may not remain in the program throughout the grades, and are subject to periodic review.

An ILP for each eligible student will be developed by a team consisting of the Principal and two teachers in consultation with the student's parents. The ILP will include an assessment of the student's strengths, area of focus for the year, goal with specified measurement, and the adult responsible for assisting the student's completion of the ILP. For 8th grade students, the ILP also addresses transition to high school. The ILP may include external experiences such as job shadowing or web-based courses.

More information available at: **www.glengriffin.com**