



**Portland Public Schools  
K-12 Individual Instructional Plan  
2021-2022**

Date: \_\_\_\_\_

<b>Student's Full Name</b>		<b>Student ID Number</b>			
<b>School Attending</b>		<b>Current Grade Level</b>		<b>Birthdate</b>	
<b>Homeroom Teacher</b>		<b>TAG Facilitator</b>			

**Why is the student being considered for an individual plan? *(Parent and/or School)***

**What specific instructional practices have been implemented to meet the student's rate and level? *(School Only)***

**Additional Notes:**

<b>Student Data</b> <i>(School)</i>						
Intellectual assessment/s	CogAT7:	Date:	NNAT3:	Date:	Other:	Date:
Reading assessment/s	IOWA:	Date:	SBAC:	Date:	MAP:	Date:
Math assessment/s	IOWA:	Date:	SBAC:	Date:	MAP:	Date:
Grades						
Observations and/or Oral responses						
<b>Possible Content Areas for Instructional Planning</b> <i>(Complete at Least One Content Area)</i>						
Level of Learning	1: Beginning, 2: Developing, 3: Proficient, 4: Advanced					
Rate of Learning	SP: Slow pace, EP: Expected Pace, RP: Rapid Pace					
Content Area #1: _____	Academic Goal:			Rate:	Level:	
Instructional Strategies						
Content Area #2: _____	Academic Goal:			Rate:	Level:	
Instructional Strategies						
Content Area #3: _____	Academic Goal:			Rate:	Level:	
Instructional Strategies						

**Possible Instructional Strategies/Best Practice**

- Implement appropriate placement based on data and need
- Single Subject Acceleration in Math (*Spring*)
- Whole Grade Acceleration
- Cluster Grouping
- Flexible Grouping
- Compacting
- Independent Study/Projects
- Tiered Assignments
- Student judges or evaluates situations, problems, or issues.
- Student compares and contrasts ideas (e.g. analyze generated ideas).
- Student generalized from concrete data or information to the abstract.
- Student makes connections among carried and multiple attributes centered on one concept.
- Student proves with evidence, judge with criteria, and/or argue.
- Student shares original thoughts about issues or ideas in context.
- Student explores diverse points of view to reframe ideas.
- Student develops and elaborates on their ideas.
- Student adds to, combines, minimizes/maximizes, and/or substitutes.
- When higher-level thinking skills are embedded in the total school experience, students learn to apply and use these skills in other areas of their lives as well. Critical thinking, reasoning, reflecting, discussing, and applying new ideas are essential to characteristics of a climate of learning that encourages students to think on a higher level, challenge existing ideas, and entertain new possibilities for the future.
- Student employs brainstorming techniques.
- Student engages in problem identification and definition.
- Student engages in solution-finding activities and comprehensive solution articulation.
- Student gathers evidence from multiple sources through research-based techniques (e.g. print, non-print, internet, self0investigation via surveys, interviews, etc.).
- Student analyzes data and represents it in appropriate charts, graphs, or tables.
- Student make inferences from data and drawing conclusions.
- Student determines implications and consequences.
- Student communicates research study findings to relevant audiences in a formal report and/or presentation.

	<b>Signatures (<i>Minimum 3</i>)</b>	<b>Agree</b>	<b>Disagree</b>	<b>Initial Date</b>	<b>Follow-Up Date</b>
<b>Parent/Guardian</b>					
<b>Parent/Guardian</b>					
<b>Current Teacher</b>					
<b>TAG Facilitator</b>					
<b>Principal</b>					
<b>Other</b>					

Other					
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