Individual Language Acquisition Plan

# Section 1: General Information

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| Student’s Name | Sample Student | | Date of Birth | 10/1/2010 | |
| Age | 11 | | School | Sample Elementary | |
| Grade | 5 | | District | Sample District | |
| US Entry Date (if applicable) | | 6/15/2018 | US School Entry Date | | 9/1/2018 |
| Student’s Primary Language(s) | | Arabic | Birth Country (optional) | Iraq | |
| Language Use Survey Completed | | 8/10/2018 | EL Start Date | 9/1/2018 | |
| Educational Background | | Attended school for 3 years in Iraq, no school records, parents report that the student can read and write in Arabic, is shy, likes math and art, and has 2 older siblings in Iraq | | | |

# Section 2: Assessments

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| **Identification** | | | | | | |
| English Language Proficiency Screener | WIDA Screener Online | | Screening Conducted | | 8/17/2018 | |
| **Listening** | **Speaking** | **Reading** | | **Writing** | | **Overall Composite** |
| 1.5 | 1.5 | 1.0 | | 1.5 | | 1.5 |

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| **Annual English Language Proficiency Assessment** | | | | | | | | | |
| **Year** | **Type** | **Listening** | **Speaking** | **Reading** | **Writing** | **Oral** | **Literacy** | **Comp.** | **Overall Composite** |
| 18-19 | ACCESS | 1.9 | 2.7 | 1.7 | 1.7 | 2.2 | 1.7 | 1.8 | 1.9 |
| 19-20 | ACCESS | 4.0 | 4.1 | 1.9 | 1.9 | 4.0 | 1.9 | 2.9 | 2.9 |
| 20-21 | ACCESS | 3.8 | 3.9 | 2.1 | 1.8 | 3.8 | 1.9 | 2.8 | 2.8 |

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| **State Academic Assessments** | | | |
| **Year** | **English Language Arts** | **Math** | **Science** |
| 18-19 | NA-student in country less than a year | Below state expectations | N/A |
| 19-20 | No state testing due to pandemic | No state testing due to pandemic |  |
| 20-21 | Well below state expectations | At state expectations | Below state expectations |

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| **District Progress Monitoring Assessments** | | | |
| **Year** | **English Language Arts** | **Math** | **Science** |
| 18-19 | NWEA - Fall  NWEA - Spring | NWEA - Fall  NWEA - Spring | N/A |
| 19-20 | No local testing due to pandemic | No local testing due to pandemic | N/A |
| 20-21 | NWEA - Fall, Spring | NWEA - Fall, Spring |  |

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| **Designated Supports/Features for Summative Assessments** | |
|  | Distraction Reducing |
|  | Bilingual word-to-word glossary (math only) |
|  | Rest breaks |
|  | Small group setting |
|  | Separate setting with teacher the student is familiar with |
|  | Movement |
|  | Assistive Technology |
|  | Distraction reduction |
|  | Clarification of directions |
|  | Scrap/Scratch paper |
|  | Scribe |
|  | Student reads test aloud |
|  | Human Reader (not reading passages) |
|  | Abacus |
|  | Adaptive Calculator |
|  | Human Signer (not reading passages) |
|  | Refreshable Braille/ Screen Reader |
|  | Color Contrast |
|  | Magnification Device |
|  | Color Contrast |

# ion 3: English Language Development

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| **English Language Proficiency Goals** | |
| **Proficiency Level Descriptors for the Interpretive Communication Mode: Grades 4-5** | |
| **Criteria** | **Toward the end of Level 3, student will…** |
| DISCOURSE:  Organization of Language | Understand how coherent texts (spoken, written, multimodal) are created…  To meet a purpose in a short, connected text |
| DISCOURSE:  Cohesion of Language | Understand how ideas are connected across a whole text through…  Multiple cohesive devices |
| DISCOURSE:  Density of Language | Understand how ideas are elaborated or condensed through…  Expanded noun groups with prepositional phrases (my favorite character in this book) |
| SENTENCE:  Grammatical Complexity | Understand how meanings are extended or enhanced through…  Multiple related simple sentences (Example: Winds blow through the forest. The trees sway and shake. Dead branches fall of to the ground.) |
| WORD/PHRASE:  Precision of Language | Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…  A growing number of words and phrases in a variety of contexts (lightbulb went off, the electric circuit) |

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| **Proficiency Level Descriptors for the Expressive Communication Mode: Grades 4-5** | |
| **Criteria** | **Toward the end of Level 3, student will…** |
| DISCOURSE  Organization of Language | Create coherent texts (spoken, written, multimodal) using…  Short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: first, then, and then) |
| DISCOURSE  Cohesion of Language | Connect ideas across a whole text through...  A growing number of cohesive devices (emerging use of articles to refer to same word, synonyms) |
| DISCOURSE  Density of Language | Elaborate or condense ideas through…  A growing number of types of elaboration (adding articles or demonstratives to nouns: the dark syrup) |
| SENTENCE  Grammatical Complexity | Extend or enhance meanings through…  Sentences with emerging use of clauses (The red side blocked the paperclip. The blue side picked it up. They are opposites.) |
| WORD/PHRASE  Precision of Language | Create precise meanings through everyday, cross-disciplinary, and technical language with…  A growing repertoire of words and phrases with growing precision (“two if by land,” the founders) |

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| **Program of Services** | |
| Student has an IEP | No  YesIf yes, refer to IEP in student’s cumulative folder |
| Student has a 504 Plan | No  Yes |
| Related Services | Title I Support  Tutorial/Vocational  Intervention Program  After-school Programming  Gifted & Talented  Other (specify): |
| ESOL Program Type | Parents Refuse ESOL Services  Transitional Bilingual Education or Early Exit  Dual Language or Two-way Immersion  English For Speakers of Other Languages (ESOL) or English Language Development (ELD)  Content Classes with Integrated ESOL Support  Newcomer Programs |
| Description of Services | **Student will receive push-in services within the grade-level content classroom with ESOL teacher and classroom teacher collaborating in the instruction.**  **Student will receive small-group pullout English language instruction daily.**  **Student will receive small group Title I support for reading within the classroom.** |
| Amount and Frequency of Services | **Content-Based ESOL: 60-90 min/day**  **Pullout ESOL: 60 min/day**  **Title I Support: 30 min, 4 times/week** |
| Service Provider(s) | ESOL: Sample ESOL Teacher  Title I: Sample Title I Teacher |

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| **Instructional Differentiation Strategies** | |
|  | Visuals (graphs, pictures, charts, etc.) |
|  | Extended time |
|  | Individualized/small-group instruction |
|  | Bilingual dictionaries or access to computer translation programs |
|  | Audio to accompany reading material |
|  | Adapted assignments to match language proficiency level goals |
|  | Give directions in incremental steps, with clarification of new vocabulary |
|  | Allow student to do written class assignments or assessments orally |
|  | Check often for understanding |
|  | Slow down rate of speech, repeat, check in for understanding |
|  | Print instead of using cursive |
|  | Modify lesson delivery (scaffold) |
|  | Seat student near the teacher or aide |
|  | Modify linguistic complexity of assignments and formative assessments |
|  | Provide word banks/sentence starters and sentence frames |
|  | Administer testing in a small-group setting |
|  | Provide teacher notes to students to aid assignment completion |
|  | Limit answer choices on multiple choice activities/assessments |
|  | Omit true/false questions from assignments and formative assessments |
|  | Other (specify): |

# Section 4: Plan Development

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| **Comments** | | |
| **Quarter** | Teacher | Parent/Guardian |
| 1 | Sample Student returned to a hybrid model of school this quarter. He demonstrated regression in his speaking skills to a Level 3, as demonstrated when administered the WIDA MODEL for progress monitoring. The student is shy about speaking, and with a mask on, it makes it more challenging for him. We are working on Level 4 speaking goals, specifically to increase the inclusion of academic language into his speech and to expand his use of complex sentence structure when speaking. Sample student has only attended 50% of the remote sessions and is often confused about what to do when he is there. He only speaks when directly spoken to and says very little then. Sample Student has reported that he is doing a lot of reading at home, and he has completed the online reading assignments with 85% accuracy. His online writing assignments are presenting at a Level 2 skill level, and he has only completed finished 1/10 writing assignments. Sample Student appears to be struggling and I am concerned about him. | Mom indicates that Sample Student is struggling at home and at school. He has become withdrawn and only seems to enjoy reading and video games. The family is trying to stay safe and mom reports that he has no social interaction with peers. He does like it when he can speak to his brothers in Iraq on the phone or the computer. Mom doesn’t understand how to help him with his assignments and asks if the teacher can text her his schedule, so she knows when he is supposed to be in his school meetings at home. Mom is working from home and has limited time to be helping him. Mom is worried about him and wants him to have friends. |
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| Language Acquisition Committee Meeting(s) | 10/15/2021 |
| ILAP Completed | 10/16/2021 |
| ILAP Revised | Click or tap to enter a date. |

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| **Language Acquisition Committee Members** | | |
| Role | Name | Signature |
| Parent/Guardian | Sample student’s mother |  |
| Content Area Teacher | Sample content teacher |  |
| School Counselor | Sample school counselor |  |
| Title I Teacher |  |  |
| Other (specify): |  |  |
| Choose an item. |  |  |