

## Individual Language Acquisition Plan

### Section 1: General Information

Student's Name	Sample Student	Date of Birth	10/1/2010
Age	10	School	Sample Elementary
Grade	4	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

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

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

State Academic Assessments			
Year	English Language Arts	Math	Science
18-19	NA-student in country less than a year	Partially meets	N/A
19-20	No state testing due to pandemic	No state testing due to pandemic	

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	

Accommodations for Summative Assessments	
<input checked="" type="checkbox"/>	Read aloud math, science, social studies items and choices*
<input checked="" type="checkbox"/>	Extended time
<input checked="" type="checkbox"/>	State-approved bilingual word-to-word glossary/dictionary*
<input type="checkbox"/>	Rest breaks
<input type="checkbox"/>	Unique accommodation request
<input checked="" type="checkbox"/>	Small group setting
<input checked="" type="checkbox"/>	Individual testing with teacher the student is familiar with

*\*not allowed on WIDA ACCESS for ELLs/Alternate ACCESS*

### Section 3: English Language Development

Academic Language Goals Based on WIDA English Language Development Standards	
Listening	<p><b>Process recounts by: Identifying the beginning, middle and end in oral retelling of a text • Following tasks and directions retold by peers</b></p> <p><b>Process explanations by: Interpreting cause and effect relationships in conversations • Recognizing relationships in a series of oral statements</b></p> <p><b>Process arguments by: Identifying different perspectives, stances, or points of view • Recognizing reasons for positions in oral presentations</b></p>
Speaking	<p><b>Recount by: Presenting detailed content-related information that has been rehearsed • Stating main ideas in classroom conversations on social and academic topics</b></p>

	<p><b>Explain by:</b> Stating clear sequential procedures to peers • Comparing data or information</p> <p><b>Argue by:</b> Expressing opinions using content-area specific language • Presenting content-based facts that support a position</p> <p><b>Discuss by:</b> Asking clarifying questions to demonstrate engagement • Using examples to clarify statements • Answering questions to contribute to a topic</p>
Reading	<p><b>Process recounts by:</b> Sequencing events in stories or content-related processes • Identifying main ideas in narrative and informational text</p> <p><b>Process explanations by:</b> Matching causes with effects • Identifying words or phrases to determine the type of explanation (e.g., linear sequence, cycle, system)</p> <p><b>Process arguments by:</b> Identifying evidence from multiple places within text • Identifying different perspectives, stances, or points of view</p>
Writing	<p><b>Recount by:</b> Using key words and phrases reflective of main ideas • Conveying details using concrete words and phrases</p> <p><b>Explain by:</b> Connecting related ideas or concepts using linking words and phrases • Answering “how” or “why questions (e.g., “How does the water cycle work?” “Why are there three branches of government?”)</p> <p><b>Argue by:</b> Connecting reasons to opinions supported by facts and details • Making adjustments for audience and context</p>

Program of Services	
Parent/Guardian Refuses Services	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> <small>Click or tap to enter a date.</small>
Student has an IEP	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
Student has a 504 Plan	No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>
Related Services	<input checked="" type="checkbox"/> Title I Support <input type="checkbox"/> Tutorial/Vocational <input type="checkbox"/> Intervention Program <input type="checkbox"/> After-school Programming <input type="checkbox"/> Gifted & Talented <input type="checkbox"/> Other (specify):
ESOL Program Type	<input type="checkbox"/> Parents Refuse EL Services <input type="checkbox"/> Transitional Bilingual Education or Early Exit <input type="checkbox"/> Dual Language or Two-way Immersion <input checked="" type="checkbox"/> English as Second Language (ESL) or English Language Development (ELD) <input checked="" type="checkbox"/> Content Classes with Integrated ESL Support <input type="checkbox"/> Newcomer Programs

Description of Services	<p><b>Student will receive services within the grade-level content classroom with EL teacher and classroom teacher collaborating in their instructional practices.</b></p> <p><b>Student will receive small group pullout English language instruction daily.</b></p> <p><b>Student will receive small group Title I support for reading within the classroom.</b></p>
Minutes/Hours of Services	<p><b>Content Based EL: 60-90 min/day</b></p> <p><b>Pullout EL: 60 min/day</b></p> <p><b>Title I Support: 30 min, 4 times/week</b></p>
Frequency of Services	<p><b>Content based: every day</b></p> <p><b>Pullout: every day</b></p> <p><b>Title I: 4 times/week</b></p>
Service Provider(s)	

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

## Section 4: Plan Development

Comments		
Quarter	Teacher	Parent/Guardian
1	<p>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.</p>	<p>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.</p>
2		
3		
4		

Language Acquisition Committee Meeting(s)	10/15/2020
ILAP Completed	10/16/2020
ILAP Revised	Click or tap to enter a date.

Language Acquisition Committee Members		
Role	Name	Signature
Parent/Guardian	Sample student's mom	
Content Area Teacher	Sample content teacher	
School Counselor	Sample school counselor	
Other (specify):		
Choose an item.		