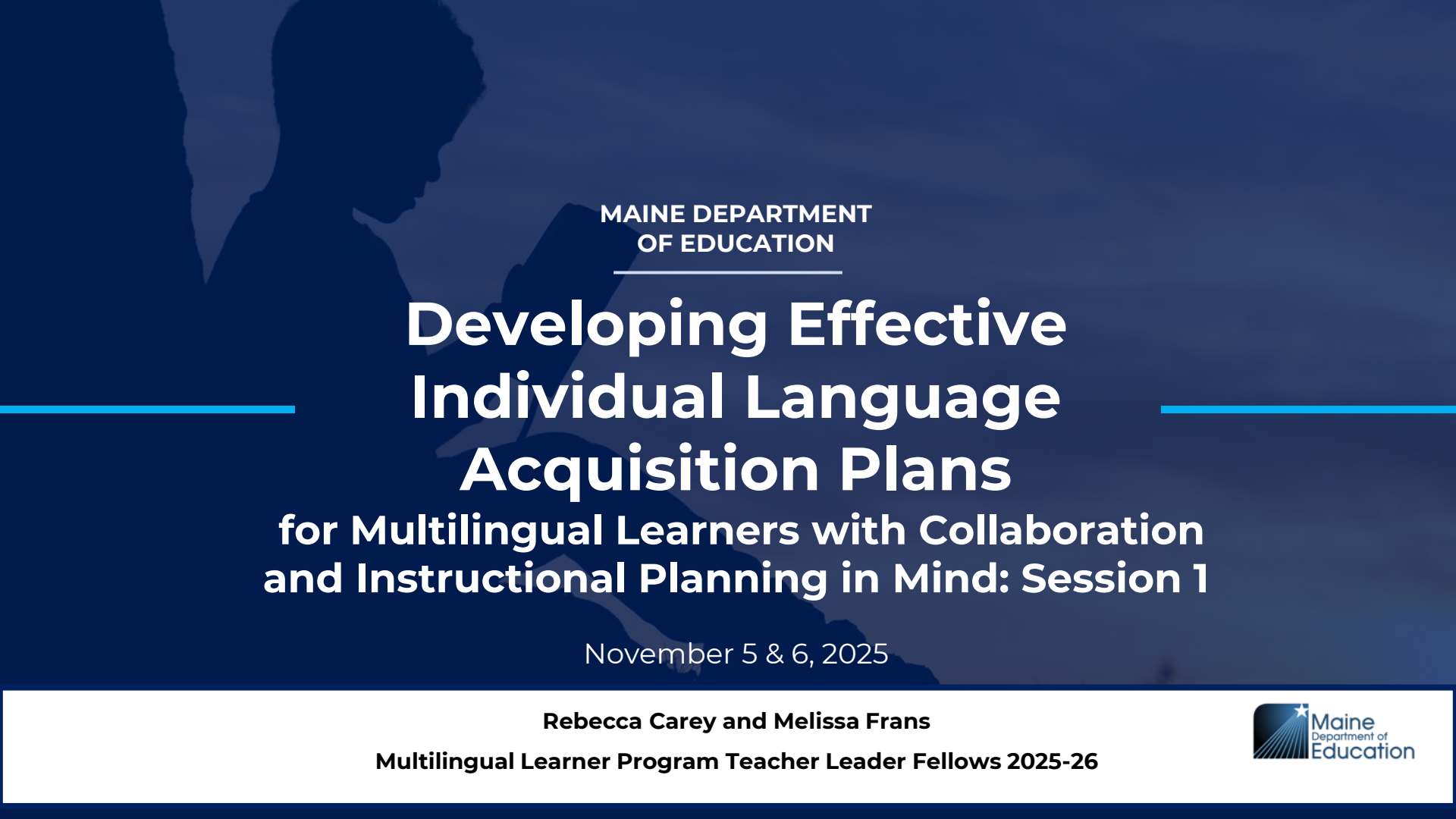




MAINE DEPARTMENT
OF EDUCATION

Developing Effective Individual Language Acquisition Plans

**for Multilingual Learners with Collaboration
and Instructional Planning in Mind: Session 1**

November 5 & 6, 2025

Rebecca Carey and Melissa Frans
Multilingual Learner Program Teacher Leader Fellows 2025-26





Office of Teaching and Learning Multilingual Programming



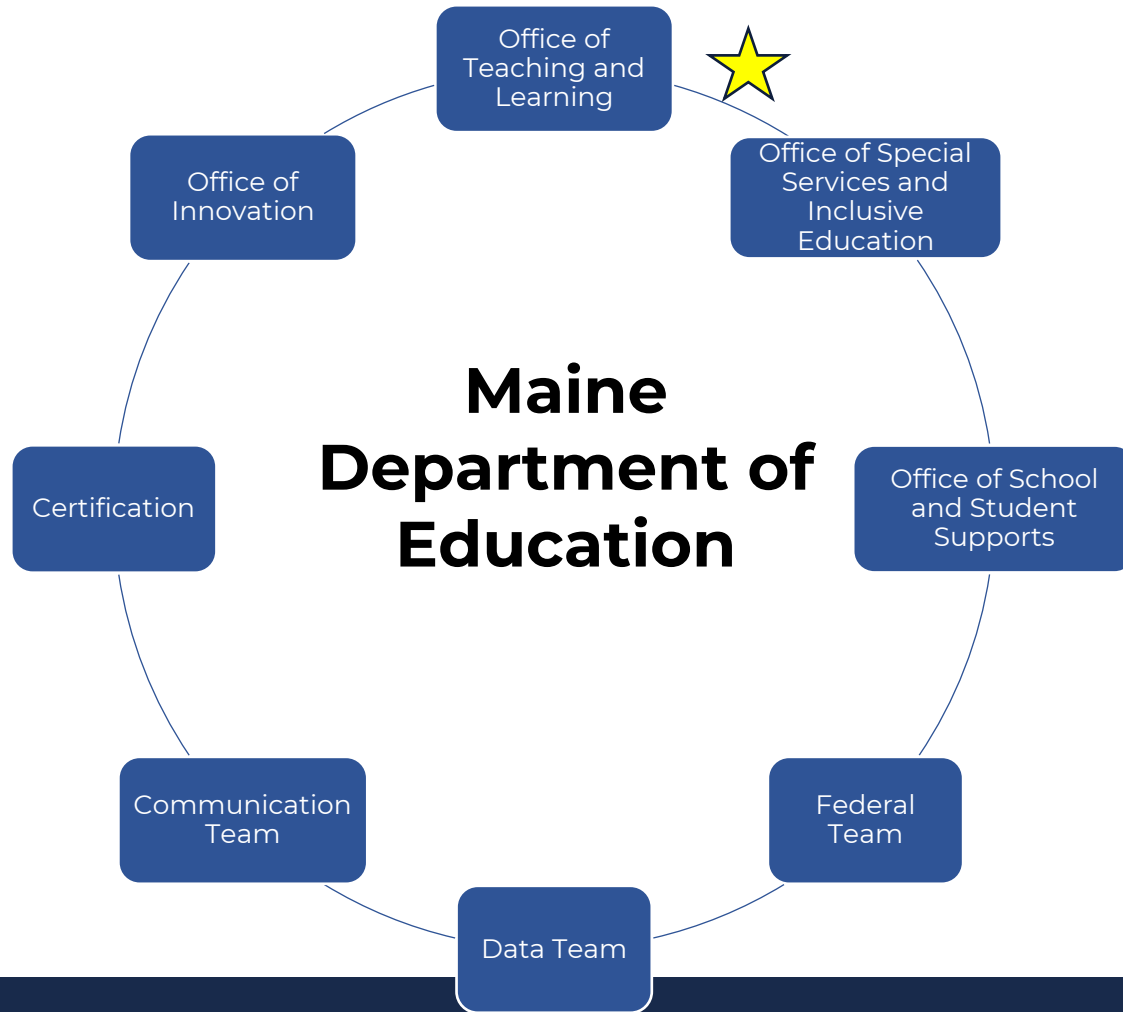
Jane Armstrong
ESOL State Specialist

- Email: jane.armstrong@maine.gov
- Phone: 207-446-3294



Melanie Junkins
Multilingual/Bilingual Education Specialist

- Email: melanie.junkins@maine.gov
- Phone: 207-215-9694



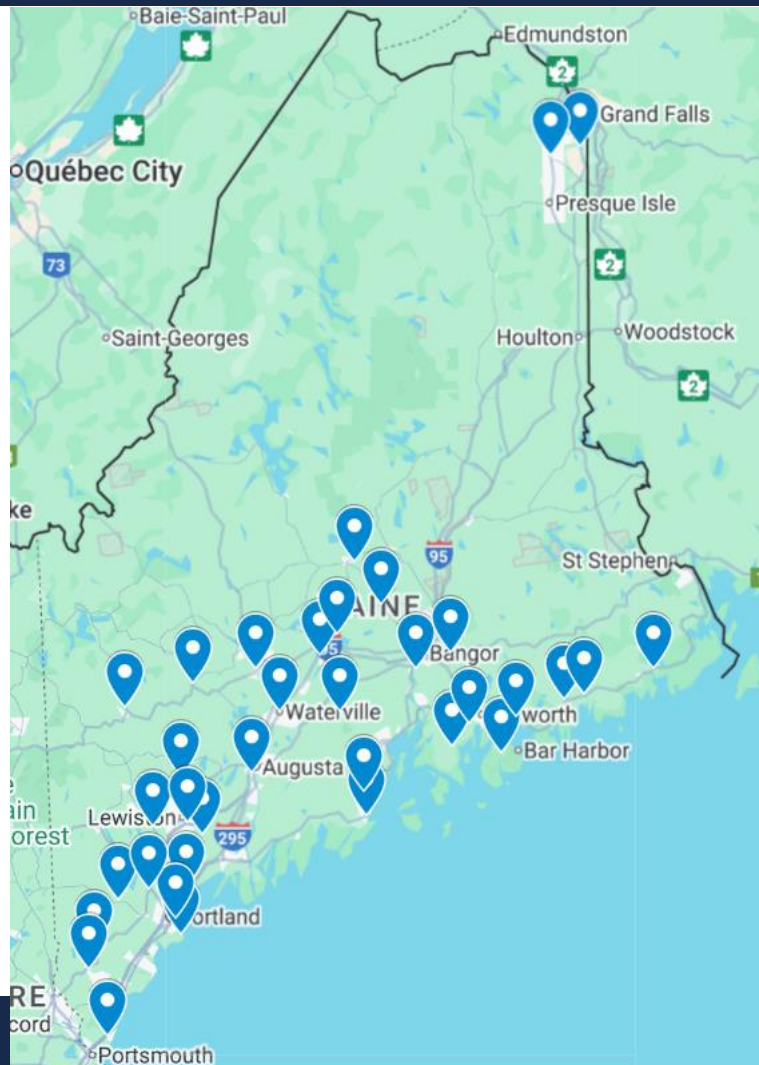
Collaboration

Supporting Maine's multilingual population is a shared responsibility.

Who is here today...

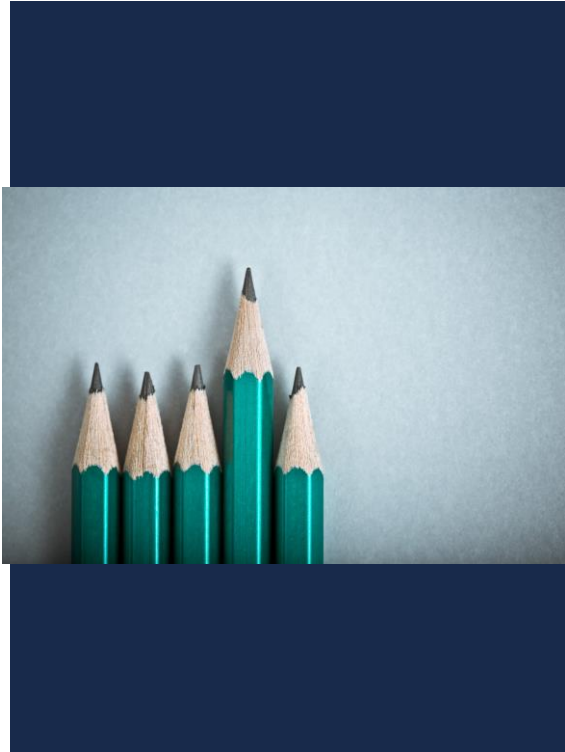
Directors/Coordinators of ML Programs
Special Education Directors
Directors of Curriculum
Assistant Superintendents
Assistant Head of Schools
Executive Directors

ESOL educators- PreK-12
World Language educators
Intervention Coordinators



Today's Learning Objectives

Individual Language Acquisition Plans with Collaboration and Instructional Planning in Mind: **Session 1**



1. *Identify and strengthen* **components of an Individual Language Acquisition Plan** to support expected English language proficiency growth targets for identified multilingual learners.
2. *Highlight* **roles and responsibilities** and **systems of collaboration** to ensure effective ILAP development and implementation.
3. *Provide* **relevant and actionable resources** to support purposeful planning, collaboration, development and implementation of ILAPs for multilingual learners.

Legal Foundation of Individual Language Acquisition Plans

Federal Legislation

- Title VI of the Civil Rights Act of 1964
- Equal Education Opportunities Act of 1974
- Every Student Succeeds Act (2015):
 - Title I, Part A, Section 1111(b)(2)(G)
 - Title I, Part A, Section 1111(b)(1)(F)
 - Title I, Part A, Section 1116(f)
 - Title I, Part A, Section 1111(c)(4)(B)

Supreme Court Decisions

- Lau vs. Nichols (1974)
- Plyler vs. Doe (1981)
- Castañeda vs. Pickard (1981)

1. Civil Rights Act 1964

No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance

2. Plyler v. Doe

States cannot constitutionally deny students a free public education on account of their immigration status

Protected by the 14th Amendment

Schools cannot request birth certificates or Social Security cards for enrollment



KNOW YOUR
multilingual learners'
RIGHTS

3. Lau v. Nichols

District receiving federal funds must provide non-English-speaking students with instruction in the English language to ensure that they receive an equal education.

Protected by the Civil Rights Act of 1964

4. Castaneda v. Pickard

ESL Programs Must:

- (1) be based on **educational theory**
- (2) implemented effectively with **sufficient resources and personnel**
- (3) evaluated to determine whether they are **effective** in helping students overcome language barriers

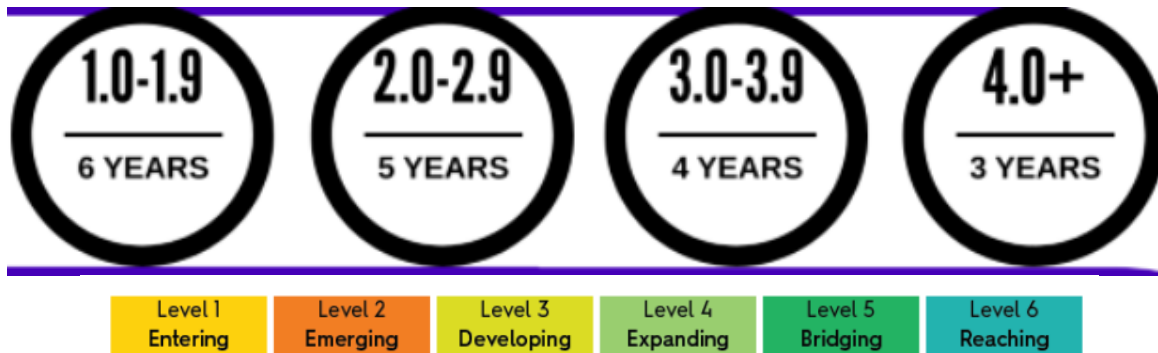
@miss-bilingual-bee

Maine DOE ESSA State Plan

*“English learners are expected to reach English language proficiency in 3-6 years, depending on their initial levels of proficiency. **The six-year maximum is based on Maine’s definition of a long-term English learner, which is an English learner who has been identified for more than five years.***

*Each English learner’s annual target for progress in English language proficiency is calculated according to their initial level of proficiency and the number of years within which they are expected to exit English learner status. **Annual targets are recalculated each year depending on the actual amount of progress achieved, allowing for variable growth trajectories.***”

Initial English Language Proficiency Level (ELP) Relative to Expected Length of Time for Reclassification



Lau Plan Framework

A Lau Plan, named after the landmark [Lau v. Nichols U.S. Supreme Court Decision of 1974](#), is an equal access plan that protects students who are multilingual learners (MLs).

All Maine School Administrative Units (SAUs) are required to have a board-approved Lau Plan.

Section 1: Legal Foundation for Providing Effective Educational Services to English Learners

Section 2: English Learner Identification

Section 3: Development of Individualized Language Acquisition Programs

Section 4: Meaningful and Equitable Access to Academic and Extracurricular Programs

Section 5: Equitable Personnel, Facilities, and Materials

Section 6: Annual English Language Proficiency Test Administration

Section 7: Exit and Monitoring Guidance

Section 8: Ongoing Program Evaluation

Section 9: Meaningful Communication with Parents/Guardians

All identified multilingual learners (MLs) in Maine public schools, as well as publicly funded multilingual learners in non-public schools, must be **administered WIDA's ACCESS** or **Alternate ACCESS** annually.



Lau Plan		Individual Language Acquisition Plan
Level	District/System	Individual Student
Purpose	Legal compliance and program design	Instructional planning and student growth
Focus	Identification, services, staffing, evaluation	Language goals, supports, progress monitoring
Developed By	District leadership: Lau Plan Advisory and School Board approved	Language Acquisition Committee (LAC): School/and or district-based team responsible for guiding & monitoring the placement, services, and assessment of students who are multilingual learners (MLs); led by a 660 endorsed ESOL teacher.
Audience	Local and state level	Classroom educators, students, families
Legal Foundation	<i>Lau v. Nichols</i> (1974), <i>Castañeda v. Pickard</i> (1981), Title VI	ESSA & state policy aligning to Lau Plan and ELD Standards
WIDA Connection	Framework for implementation	Goals and instruction aligned to WIDA English language proficiency levels
Frequency of Review	Periodic (e.g., annually, during monitoring)	Annually or as needed per student; meaningfully communicated through interpretation and/or translation
Outcome	District demonstrates equitable ML programming	Student receives meaningful access to grade level content, language instruction, and progress monitoring

Presenters



Rebecca Carey

Teacher Leader Fellow 2025-2026

Multilingual Learners

Office of Teaching and Learning

ESOL and Bilingual Education

ML Coordinator and ESOL Leader Teacher,
RSU 3



Melissa Frans

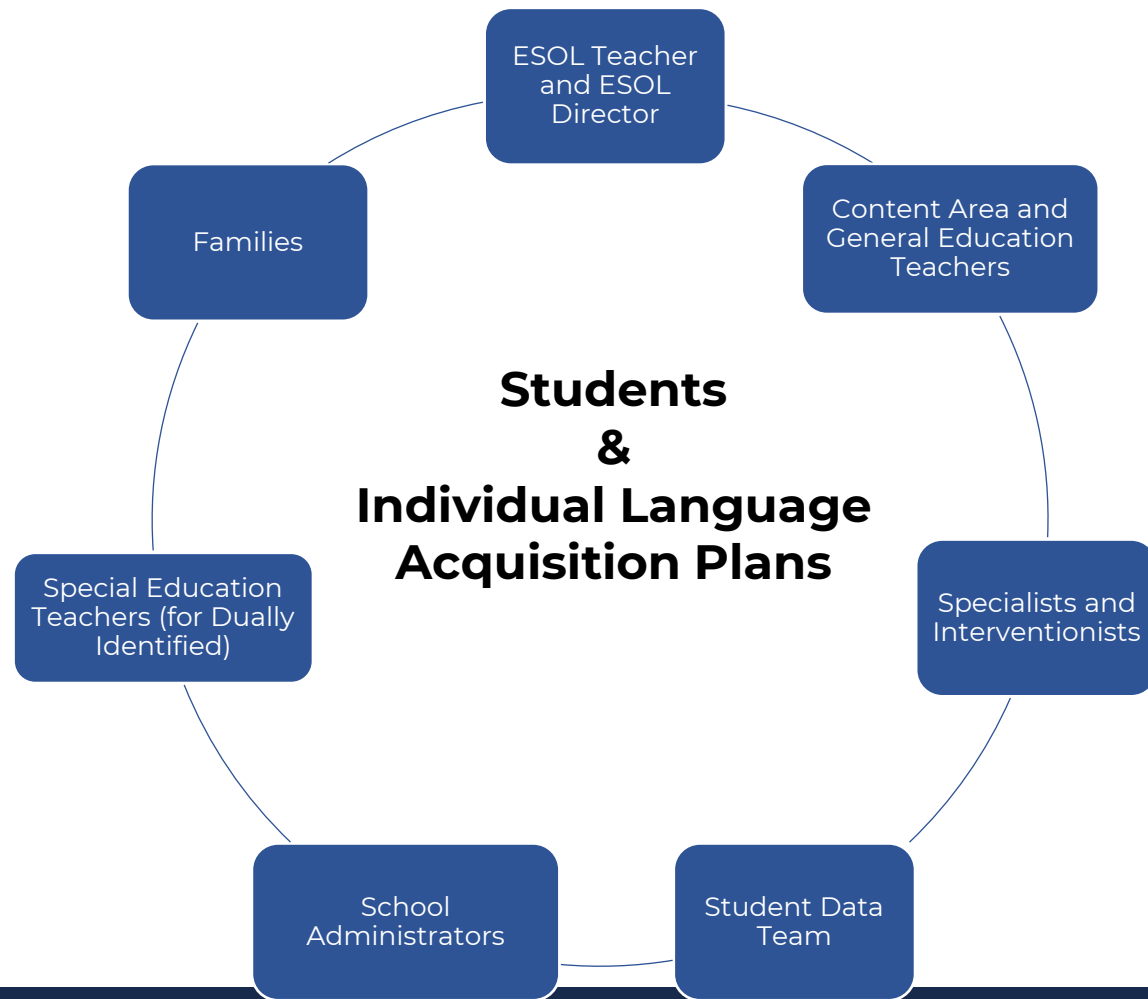
Teacher Leader Fellow 2025-2026

Multilingual Learners with Disabilities

Office of Teaching and Learning

ESOL and Bilingual Education

Special Education Multilingual
Coordinator, Portland Public Schools



**Establish
Roles and Responsibilities**

Collaboration

Supporting Maine's
multilingual
population is a shared
responsibility.

Why Collaborate?

Today's schools are more diverse, culturally and linguistically, than ever before—and multilingualism is the new norm. In 21st century classrooms, ***English proficiency cannot be seen as a prerequisite to meaningful participation in the core curriculum.***

Instead, language must be viewed as something that is developed in the process of learning, when students are *supported* and *have access* to the richest curriculum our schools have to offer.

Therefore, **all teachers need to share responsibility for both engaging all learners in the core curriculum and developing essential language skills.**



WIDA ELD Standards Framework: Big Ideas

What is an ILAP?

- Required for all multilingual learners
- Each student's personalized action plan for language development
- Created by the student's team of educators and parents/guardians
- Updated annually, at least
- Shared each year with individual students, parents/guardians, and staff directly working with the student



Through an effective, well-developed Individual Language Acquisition Plan

Educators can:

- Understand their roles and responsibilities in supporting MLs.
- Provide timely, individualized support that honors each student's language needs, identities, and strengths.
- Foster linguistic and academic growth, engagement, and belonging.
- Use as a tool for communication and progress monitoring.



What is included in an ILAP?

- Student demographic information
- ML Screening and identification information
- English language proficiency assessment results
- State and district assessment results
- Accommodations for assessments
- Language goals
- Program of ESOL Service
- Classroom instructional scaffolds and strategies
- Family and educator insights, concerns and questions





Key Information for the ILAP Development Team

- ✓ WIDA ELD Standards
- ✓ ESOL Exit Criteria
- ✓ Asset-based Student Portraits
- ✓ Progress Monitoring Data

Individual Language Acquisition Plans

- **System for districts** to demonstrate and document required actions.
- **Roadmap for educators** in planning for instruction and assessment that fosters language acquisition and academic language development.

- ✓ Capture key student demographic information

Section 1: General Information

Student's Name		Date of Birth	Click or tap to enter a date.
Age		School	
Grade		District	
US Entry Date (if applicable)	Click or tap to enter a date.	US School Entry Date	Click or tap to enter a date.
Student's Primary Language(s)		Birth Country (optional)	
Language Use Survey Completed	Click or tap to enter a date.	EL Start Date	Click or tap to enter a date.
Educational Background			

- ✓ Identify multilingual learners
- ✓ Assess English proficiency annually
- ✓ Monitor progress until proficiency is reached

Section 2: Assessments

Identification				
English Language Proficiency Screener	WIDA Screener Online	Screening Conducted	Click or tap to enter a date.	
Listening	Speaking	Reading	Writing	Overall Composite



Annual English Language Proficiency Assessment									
Year	Type	Listening	Speaking	Reading	Writing	Oral	Literacy	Comp.	Overall Composite
	Choose an item.								
	Choose an item.								

- ✓ Progress Monitoring through state and district assessments
- ✓ Support planning and implementing effective and equitable assessment
- ✓ Record assessment accommodations

State Academic Assessments			
Year	English Language Arts	Math	Science

District Progress Monitoring Assessments			
Year	English Language Arts	Math	Science

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

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

- ✓ Develop meaningful language goals
- ✓ Document ESOL service & programming

Section 3: English Language Development

Academic Language Goals Based on WIDA English Language Development Standards	
Listening	
Speaking	
Reading	
Writing	

Program of Services	
Parent/Guardian Refuses Services	No ☐ Yes ☐ Click or tap to enter a date.
Student has an IEP	No ☐ Yes ☐
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 EL Services ☐ Transitional Bilingual Education or Early Exit ☐ Dual Language or Two-way Immersion ☐ English as Second Language (ESL) or English Language Development (ELD) ☐ Content Classes with Integrated ESL Support ☐ Newcomer Programs
Description of Services	
Minutes/Hours of Services	
Frequency of Services	
Service Provider(s)	

- ✓ Support planning and implementing effective and equitable instruction and assessment

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 small-group setting
☐	Collaboration with mainstream teachers and ESOL teachers
☐	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):

- ✓ Capture family questions, concerns, and knowledge about the student
- ✓ Capture educator input about student progress, strengths, and challenges

Section 4: Plan Development

Comments		
Quarter	Teacher	Parent/Guardian
1		
2		
3		
4		

Language Acquisition Committee Meeting(s)	Click or tap to enter a date.
ILAP Completed	Click or tap to enter a date.
ILAP Revised	Click or tap to enter a date.

Language Acquisition Committee Members		
Role	Name	Signature
Choose an item.		
Choose an item.		
Choose an item.		
Choose an item.		
Choose an item.		



SAU Considerations: Systems and Structures for ILAP Storage and Communication



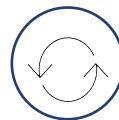
Digital Files

Shared with or owned by district ML Coordinator/Director in an accessible format.



Physical Copy

Stored in student's cumulative file. New or revised plans added annually.



Shared with student's educational team



Shared with families in an accessible and meaningful way

Academic Language Goals

What does writing a language goal look like?

- **Determine** the language domain (or mode of communication) you intend to address in the goal.
- **Review** the WIDA resources you intend to draw from to support your goal writing.
- **Consider** *grade level* appropriate tasks or known learning objectives. This is a great area for collaboration with classroom teachers and specialists.
- **Identify** wording that supports **specific and measurable goals**. Use WIDA resources.

Section 3: English Language Development

Academic Language Goals Based on WIDA English Language Development Standards	
Listening	
Speaking	
Reading	
Writing	

WIDA English Language Proficiency Levels



4.5 composite on WIDA ACCESS

Maine's ELP score for reclassification

Students "exit" ML services and are monitored for 2 years



4.0 composite on WIDA Alternate ACCESS*

Maine's ELP score for reclassification

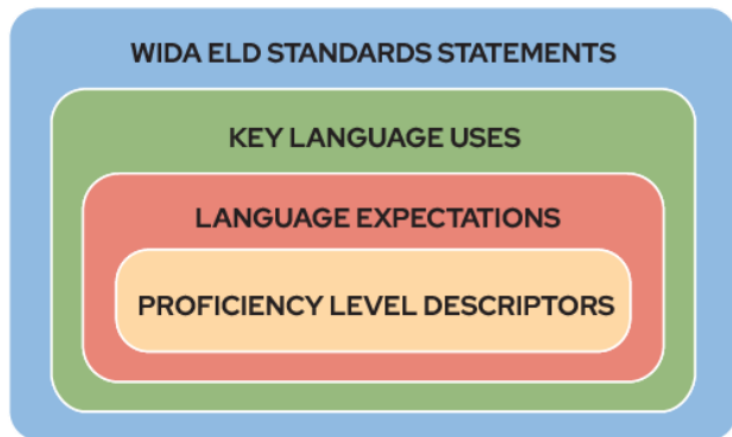
Students "exit" ML services and are monitored for 2 years

* For students identified with an IEP with the most significant cognitive disabilities

Developing Language Goals

- ✓ WIDA resources support in developing effective language goals

WIDA ELD Standards Framework Components



The Four Components



ELD Standards Statements

The ELD Standards Statements provide educators with a connection between language development and academic content area learning. Like a string of flags hanging in the classroom, the statements represent the broad and ever-present language of the disciplines.

Standard 1	+
Standard 2	+
Standard 3	+
Standard 4	+
Standard 5	+

Want to learn more?
See [pages 24-25 in the 2020 Edition](#).



Key Language Uses

Four Key Language Uses represent prominent language uses across the disciplines: narrate, inform, explain, and argue. KLUs bring focus and coherence to the language of schooling, helping educators prioritize and organize curricular planning for content and language integration. KLUs represent the most prominent ways students use language as they investigate and explain phenomena, support claims with evidence, and share stories about their experiences.

Want to learn more?
See [pages 26-27 in the 2020 Edition](#).

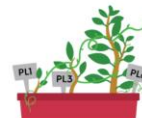
Purchase the [Key Language Uses poster sets](#) from the WIDA Store.



Language Expectations

Language Expectations – written for all grade-level clusters – point to common, visible ways students need to use language to meet grade-level academic content standards. They are like language destination points on a map that we want all students to reach. Educators can use them to set curricular priorities in order to support students in expanding what they can do with language.

Want to learn more?
See [pages 28-30 in the 2020 Edition](#).



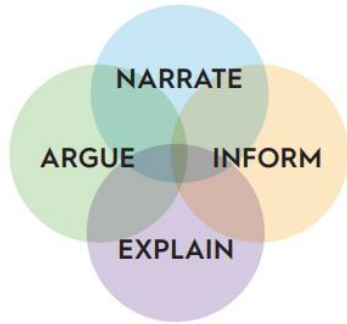
Proficiency Level Descriptors

PLDs describe typical ways multilingual learners might develop across six levels of English proficiency. They help us see how students are growing in their language development as they move toward meeting Language Expectations. However, language development is not a linear process – like garden vines reaching for the sun, students may take various paths to develop language.

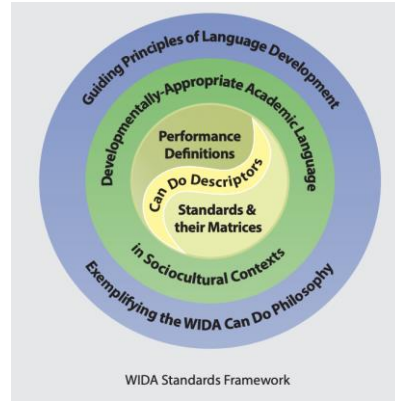
Want to learn more?
See [pages 31-34 in the 2020 Edition](#).

WIDA English Language Development Resources

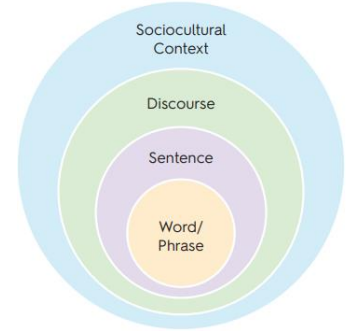
Can Do Descriptors, Key Uses Edition



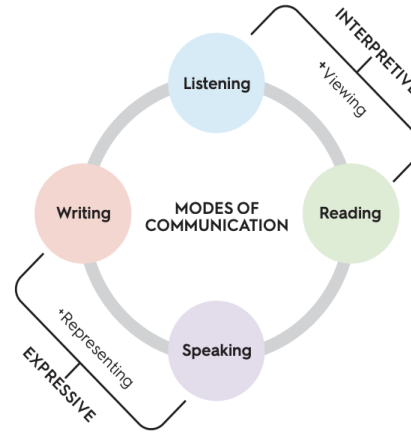
Key Language Uses



Dimensions of Language Use



Language Expectations by Communication Mode





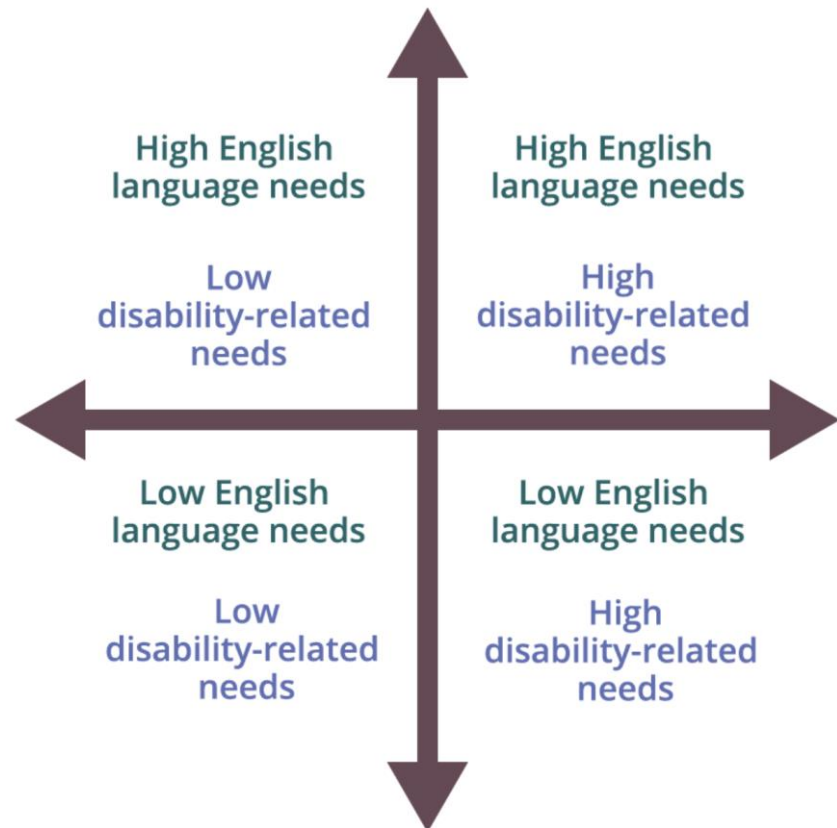
Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?

Breakout Room Discussion

Presenter	Topic
1. Jane Armstrong & Melanie Junkins	Leadership Systems and Structures
2. Rebecca Carey	Systems and Structures to Support Collaboration
3. Melissa Frans	WIDA Language and Disability Needs Framework

WIDA Language and Disability Needs Framework



Consider how the framework can support co-creating Individual Language Acquisition Plans for multilingual learners with disabilities.

Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students with opportunities to use language to express their ideas and co-construct ideas with others. *For K-12 mathematics and ELL educators.*

Time to complete: 4 hours

Engaging Multilingual Learners in Science: Making Sense of Phenomena

Provides multiple strategies for engaging multilingual students in the central work of sensemaking in science. *For K-12 science and ELL educators.*

Time to complete: 3-4 hours

Exploring the WIDA PreK-3 Essential Actions

Introduces the WIDA PreK-3 Essential Actions. Provides an opportunity to build knowledge and understanding of the Essential Actions and to reflect on one's own ideologies, practices, and settings. *For PreK-3 educators.*

Time to complete: 2 hours

NEW

Let's Play! Multilingual Children's Joyful Learning in PreK-3

Explores what play for multilingual children is, why it is ideal for multilingual children's language development and learning, and how to implement more joyful learning. *For educators who teach or collaborate with teachers of multilingual children in PreK-3 classrooms and programs.*

Time to complete: 2 hours

Making Language Visible in the Classroom

Highlights the Big Idea of a functional approach to language development. Focuses on intentional language instruction in the classroom using the WIDA ELD Standards Framework, 2020 Edition. *For K-12 school educators and administrators.*

Time to complete: 1 hour

Newcomers: Promoting Success through Strengthening Practice

Offers opportunities to challenge personal and systemic biases, create an atmosphere and system of shared responsibility, and incorporate and build on the rich resources that multilingual newcomers bring. *For K-12 educators.*

Time to complete: 3 hours

NEW

Reading Comprehension Across Content Areas with Multilingual Learners

Provides tools and strategies to enhance the reading comprehension of multilingual learners. Offers practical approaches to actively engage students in meaning-making from text, with an emphasis on the explicit teaching of organization and language patterns in disciplinary texts. *For K-12 educators.*

Time to complete: 1.5 hours

Reframing Education for Long-term English Learners

Gives educators an opportunity to reframe the education of multilingual learners classified as long-term English learners (LTEs). *For K-12 educators and administrators.*

Time to complete: 1 hour

UPDATED

Teaching Multilingual Learners Social Studies

through Multiple Perspectives

Provides a unique opportunity to foster connections between our multilingual students' identities as global citizens and their social context. Features concepts, theory, terminology, and approaches that promote thinking and discourse through a global lens. *For K-12 educators.*

Time to complete: 3 hours

The WIDA ELD Standards Framework: A Collaborative Approach

Explores ways to use the WIDA ELD Standards Framework, 2020 Edition, to support multilingual learners' achievement and language development. *For K-12 educators.*

Time to complete: 4 hours



Resources



- [Maine DOE ESOL Multilingual Learner Resources \(Including ILAP Template\)](#)
- [Maine DOE Multilingual Programming Roles and Responsibilities](#)
- [English Learner Toolkit for State and Local Education Agencies](#)
- [Maine DOE Lau Plan Template and Guidance](#)
- [WIDA ELD Standards Framework](#)
- [WIDA Can Do Descriptors](#)
- [WIDA Alternate Can Do Descriptors](#)
- [WIDA Early Years Can Do Descriptors](#)

Questions?



Jane.Armstrong@maine.gov

ESOL State Specialist

Rebecca.Carey@maine.gov

Teacher Leader Fellow

Melissa.Frans@maine.gov

Teacher Leader Fellow



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