**Individual Language Acquisition Plan**

General Information

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| **Student’s Name:**  |  | **Date of Birth:** |  |
| **Pronounced As:**  |
| **Age:** | **Grade:** | **School:** |  |
| **HLS Date Completed:****(Home Language Survey)** |  | **EL Screener Date:**  | **EL Identified Date:**  |
| **Language Spoken at Home:** |  |

Academic History

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| **TAT referral?** ☐ No ☐ Yes Explain:  |
| **Special Education referral?** ☐ No ☐ Yes Explain:  |
| **Title Services?** ☐ No ☐ Yes Explain:  |

Assessments

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| **Kindergarten WIDA Screener or WIDA Screener** |
| **Listening**  | **Speaking**  | **Reading**  | **Writing**  | **Overall Composite** |
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| **Student-Level Goals Based on First SD-ELP (Access) Assessment in SD** |
| **First SD-ELP Score** | **Years to Exit** |
| 1.0 to 1.9 | 5 Years |
| 2.0 to 2.9 | 5 years |
| 3.0 to 3.9 | 4 Years |
| 4.0 to 4.9 | 3 Years |
| 4.0 to 4.9 AND 3 or 4 on SD-ELA | Exit |
| 5.0 to 6.0 | Exit |

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| **SD Exit Criteria: 2 ways** |
| Student must obtain an Overall Proficiency Level of 5.0 or higher on the ACCESS for ELLs 2.0  **or** |
| Obtained a **4.0** on ACCESS for ELLs 2.0 ***AND*** a level **3** or **4** on the **ELA SD State Assessment**.  |

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| **ACCESS 2.0 Information** |
| **Year**  | **Listening**  | **Speaking**  | **Reading**  | **Writing**  | **Oral**  | **Literacy**  | **Comp.**  | **Overall** **Composite** | **Composite Score Expectation** *\*Data found in SD Stars* |
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| **State Academic Assessments** |
| **Year**  | **English Language Arts:** **3-8, 11** | **Math:** **3-8,11** | **Science:** **5, 8, 11** |
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| **District Progress Monitoring Assessments** |
| **Year**  | **English Language Arts**  | **Math**  | **Science** |
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**Section 3: English Language Development**

*According to the Dear Colleague Letter of 2015 - A key component in ensuring that EL students acquire the tools needed for success in the general education classroom, is through meaningful access within a reasonable length of time. It is important that ELs receive full access to grade-appropriate core curriculum from the start of the EL program and that age appropriate language assistance strategies are used so EL students can participate meaningfully as they acquire English skills.*

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| **Reading****Current ACCESS Score: Annual Goal:**  | **Writing****Current ACCESS Score: Annual Goal:** |
| **Required Supports:** | **Required Supports:** |
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| **Speaking** **Current ACCESS Score: Annual Goal:**  | **Listening****Current ACCESS Score: Annual Goal:**  |
| **Required Supports:** | **Required Supports:** |
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English Language Development Services

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| **Program of Services** |
| **ELD Related Services (match what is in Infinite Campus)** | ☐ Developmental Bilingual☐ Dual Language☐ SD Test new federal EL service☐ Heritage Language☐ Pull Out ESL☐ Special Academic Instruction Delivered in English☐ Sheltered English Instruction☐ Structured English Immersion☐ Other \_\_\_\_\_☐ Parent Refuses EL Services |
| **Related Services** | ☐Title I Support* Reading
* Math

☐IEP ☐504 Plan☐Gift & Talented |
| **Description of Services** | **Student will Receive:*** Services within the grade-level content classroom with EL teacher and classroom teacher collaboration in their instructional practices
* Small group pullout English language instruction daily
* Small group Title I support for reading within the classroom

(example of what could be written) |
| **Minutes/Hours of Services** | **Content Based EL:** 60-90 min/day**Pullout EL:** 60 min/day**Title I Support:** 30 min, 4 times/week(example of what could be written) |
| **Frequency of Services** | **Content Based EL:** every day**Pullout EL:** every day**Title I Support:** 4 times/week(example of what could be written) |

Classroom, District, and State Assessment - Designated Supports

\*Gray = support not available

\*Green = support is available

\*Yellow = support only available for ELs with an IEP

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| **Supports** | **Classroom** | **SD-ELP****(ACCESS)** | **SD****Content** | **District Assessment** |
| Text to Speech/Speech to Text\* |  |  |  |  |
| Read aloud test items and choices |  |  |  |  |
| Repeat/Simplified Directions |  |  |  |  |
| Translated test directions |  |  |  |  |
| Bilingual dictionaries or access to computer translation programs\* |  |  |  |  |
| Small group or individual test setting |  |  |  |  |
| Scribe |  |  |  |  |
| Additional Breaks/Flexible Schedule |  |  |  |  |
| Provide word banks, sentence starters, outlines or study guides |  |  |  |  |
| 6-8 key vocabulary words per topic |  |  |  |  |
| Allow notes/and or reference sheet on tests |  |  |  |  |
| Open book test with pages identified |  |  |  |  |
| Allow oral answers |  |  |  |  |
| Allow alternative forms of assessment (NWEA-lower tier/ALT ACCESS) |  |  |  |  |
| Extended Time |  |  |  |  |
| Human Repeat of Responses (RP) |  |  |  |  |
| Manual Control of Items (MC) |  |  |  |  |
| Repeat Item Audio(RA) |  |  |  |  |
| Visuals (graphs, pictures, charts, etc.) |  |  |  |  |
| Adapted assignments to match language proficiency level goals |  |  |  |  |
| Give directions in incremental steps, with clarification of new vocabulary |  |  |  |  |
| Color Contrast |  |  |  |  |
| Other (specify): |

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| **Language Acquisition Reviewed by the Following Team Members:** |
| **Role**  | **Name**  | **Signature** | **Date** |
| Parent/Guardian  |  |  |  |
| Student |  |  |  |
| Principal |  |  |  |
| Content Area Teacher(s) |  |  |  |
| Content Area Teacher(s) |  |  |  |
| EL Teacher |  |  |  |
| EL Coordinator |  |  |  |
| Interpreter |  |  |  |