**CCSD #1 Individual Learning Plan (ILP) for ELLs**

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| **Section 1: Student and School Information** | |
| **Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WISER ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **School Enrollment Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date of ILP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **Section 2: Identification Information** | |
| **Date of Initial Screener: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Special Education: □ Yes □ No** | **Assessment: □ Yes □ No** |
| **Recently Arrived ELL: □ Yes □ No Date of Arrival: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |

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| **Section 3: Assessment Information** | | | | | | | | | | | | |
| **WIDA Access** | | | | | | | | | | | | |
| **Test Date:** |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening: |  |  |  |  |  |  |  |  |  |  |  |  |
| Speaking: |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading: |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing: |  |  |  |  |  |  |  |  |  |  |  |  |
| **Overall:** |  |  |  |  |  |  |  |  |  |  |  |  |

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| **WY-TOPP Summative** | | | | | | | | | | | |
| **Test Date:** |  |  |  |  |  |  |  |  |  |  |  |
| ELA/Writing: |  |  |  |  |  |  |  |  |  |  |  |
| Math: |  |  |  |  |  |  |  |  |  |  |  |
| Science: |  |  |  |  |  |  |  |  |  |  |  |

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| **ACT** | | | | | | |
| **Date:** | **Composite** | **English** | **Math** | **Science** | **Reading** | **Writing** |
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| **Section 4: Instructional Program** | |
| **Name of EL Program Model Used (check all that apply):**  **□** Push In General Education Classroom  **□** Pull Out in EL Classroom  **□** Dual Language Immersion (DLI)  **□** Sheltered Instruction  **□** EL Class  **□** Transitional Bilingual Program  **□** Content-Based ESL  **□** Structured English Immersion  **□** Heritage Language  **□** Specially Designed Academic Instruction  **□** Native Language Literacy  **□** Newcomer Class  **□** Co-Teaching  □ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Please provide any additional information about programming:** |

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| **Section 5: Instructional Accommodations** |
| □ Visuals (pictures, charts, graphs, etc.)  □ Access Student’s Prior Knowledge When Introducing New Concepts  □ Use Scaffolding to Help Students Understand Content  □ Clearly Explain Lesson Objectives to Student  □ Repeat Key Words & Concepts  □ Provide Study Guides for Students  □ Provide Extended Wait Time for Responses  □ Word-to-Word Dictionaries  □ Bilingual Dictionaries  □ Graphic Organizers  □ Colored Screens, Changing Font, Text Size, etc.  □ Read Aloud Assignments  □ Extended Time to Complete Tasks and Assignments  □ Rewording/Simplification of Instructions  □ Frequent Checks for Understanding  □ Provide Word Banks  □ Provide Vocabulary Definitions Prior to Lesson  □ Seat Student Near the Instructor  □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Section 6: Testing Accommodations** |
| □ Access to Bilingual Dictionary  □ Have Tests Read Aloud to Student/ Access to Human Reader  □ Extended Time on Tests  □ Provide One-on-One or Small Group Test Setting  □ Provide Primary Language Support for Teacher Directions  □ Provide Primary Language Support on Tests  □ Allow Student to use Notes for Classroom Assessments  □ Text-to-Speech Option on Assessments  □ Take State Test in Primary Language (when available and allowed)  □ Exemption from State Tests (Student in U.S. for less than 1 year; N/A for WIDA)  □ Allow Short Breaks During Testing Sessions  □ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Section 7: Other Considerations** |
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| **Section 8: Review and Signatures** |
| **Date of Annual Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Participant Signatures:**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

***Please attach any supporting documents to this plan.***