**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.***