

Kadoka Area School District

Individual Language Acquisition Plan

General Information

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

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

Assessments

Kindergarten WIDA Screener or WIDA Screener				
Listening	Speaking	Reading	Writing	Overall Composite

State Academic Assessments			
Year	English Language Arts: 3-8, 11	Math: 3-8,11	Science: 5, 8, 11

District Progress Monitoring Assessments			
Year	English Language Arts	Math	Science

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.

Reading		Writing	
Current ACCESS Score:	Annual Goal:	Current ACCESS Score:	Annual Goal:
Required Supports:		Required Supports:	

Speaking		Listening	
Current ACCESS Score:	Annual Goal:	Current ACCESS Score:	Annual Goal:
Required Supports:		Required Supports:	

English Language Development Services

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

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):				

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			