

ESOL Individual Learning Plan 2019-2020
 USD_### Super School Grade Level 2nd

Last Name(s) Sample First Name Ima Date of Birth 8/25/2011 KIDS# 123456789

Types of Support: <ul style="list-style-type: none"> <input type="radio"/> Classroom Sheltered/Modified Instruction <input type="radio"/> Classroom Dual Language/Bilingual <input type="radio"/> Co-teaching <input checked="" type="radio"/> Push-in <input type="radio"/> ESOL Class <input type="radio"/> Pull-out 	ESOL/Bilingual instruction provided by: <u>200</u> minutes of ESOL/Bilingual instruction provided per week. Teacher(s) overseeing implementation:	Classroom Accommodations: Extra time to process in two languages. Time/place to rehearse language to be spoken aloud. Testing Accommodations: Extra time. Allowed to read aloud to themselves.
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Assessments

State approved screener:	Score	Designation	KELPA2 Year: 2018	Score	Level	KELPA2 Year: 2019	Score	Level	KELPA2 Year:	Score	Level
KELPA-P fall 2017											
Reading	8/17		Reading	460	2	Reading	465	2	Reading		
Writing	5/10		Writing	470	2	Writing	477	2	Writing		
Listening	4/8		Listening	420	2	Listening	450	3	Listening		
Speaking	19/26		Speaking	500	2	Speaking	535	3	Speaking		
Overall Proficiency	58.16	Not P	Overall Proficiency	2		Overall Proficiency		Satisfactory Progress	Overall Proficiency		



Student Language Portrait

Emerging bilingual in Arabic (home language) & English
Level of fluency in home language: (ability to speak) **advanced for age**
Level of literacy in home language: (ability to comprehend, read, write)
Has been reading along with parents since age 4
Home language partners (older siblings, grandparents, relatives, friends, other Neighbor) **1 older sister, single mother, maternal grandparents, and one uncle at home.**
Contact with country of origin: (daily, weekly, monthly, annually) by what means? (Visits, letter writing, telephone or Zoom, other social media)
Zoom weekly with aunt (mother's sister) and two cousins.
Participation in language community: (clubs, **churches, celebrations,** other apartment complex)
Home language print available: (**books, newspapers, magazines, calendars, brochures**)
Home language media available: (radio, TV, **DVDs, online websites, computer games and programs**)
Music from home country: (family singing, **playing instruments,** dancing)

Partners/mentors to prevent language loss: (provide significant exposure to language in meaningful, supportive, loving, and stimulating setting) **Family in the home.**

ESOL Individual Learning Plan “Goals”, [2018 English Learner Standards](#)

	Student:	By the end of each English language proficiency level, an ELL can . . . (one level per year is an appropriate goal)	
		3	4
Standard RF.2.2	An EL can... Read with sufficient accuracy and fluency to support comprehension.	Read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	
Standard W.2.10	An EL can.. Accurately and effectively use standard English grammar and usage when writing.	<ul style="list-style-type: none"> Recognize singular, plural (s, es, irregular), and collective nouns along with frequently occurring pronouns. Form and use simple verb tenses and some frequently occurring irregular verbs. Identify adjectives and adverbs. Produce simple and compound sentences. 	
Standard SL.2.6	An EL can... Effectively adapt speech to fit a variety of contexts and communication situations.		Produce complete sentences with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas.
Standard SL.2.2	An EL can... Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.	Recount and/or produce answers about key details showing basic comprehension of read-alouds or oral information.	

ESOL Strategies:

What strategies will be put in place to support the student in meeting his/her goal?

1. W.2.10 Writing journal will be used in (at end of) each class. Assign student to write about different animals/places using singular or plural nouns based off those chosen from sentence bag. Student will write in complete sentences. Student will copy teacher created sentences in journal and identify adjectives and adverbs in the sentences. Once per week, select a journal entry, and improve the English in which it is written, with help of peer, para, or teacher. Recopy correctly it into the journal.
2. RF 2.4 Student will practice reading emergent (and on-level) texts in small group lessons with teacher/para to build on fluency, comprehension, appropriate expression and rate while reading.
3. SL 2.6 Student will be able to orally read a variety of sentences from writing journal to teacher or para once per week. This will help the student practice speaking in the appropriate volume, rate and enunciation while having minimal support.
4. SL 2.2 Student will be able to provide nonverbal cues which show understanding such as nodding, eye contact and provide brief verbal affirmations/responses to comprehension questions.

Data: What evidence will be collected to determine if appropriate progress is being made?

1. Writing journal entries will be analyzed for accuracy, completeness, use of vocabulary, length and complexity of language, at beginning, middle, end of each semester
2. Small group reading notes taken during each session along with teacher checks for understanding, voice, expression, etc.
3. The student should take ownership of the writing journal.
4. An objective observer will step into the classroom to observe this student's participation in class discussion and writing, for five minutes, once at beginning, middle, and end of each semester. The observer will record the topic under discussion, and whether the student's language is a) simple/complex sentence length; b) uses plurals/singular nouns correctly and c) speaking a clear and steady rate.

Signed by: _____ (classroom teacher); _____ (ESOL teacher);

_____ (building principal) on _____ (date).