# Individual Language Learner Plan (ILLP) Required Documentation

Student Name:		Date:	
School:		District:	
Grade:	SAIS Number:	Date of Birth	

This ILLP is for the exclusive use of schools with 20 or fewer English language learner (ELL) students within a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL coordinator and a site administrator. This will comprise the ILLP team.

- The plan will be signed by all parties of the team and will be placed in the student's ELL file for documentation/compliance/accountability purposes and for review by other classroom teachers of the English language learner.
- A copy of such plan will be located in the classroom for implementation by the mainstream classroom teacher.

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA.

- Documentation should be provided on Attachment B documenting the progress of the student during that instructional reporting period.
- Based on the review of Attachment A and documentation on Attachment B, modifications (if any) will be made on Attachment A.
- The ILLP will be completed annually for each student.

Most current student AZELLA overall proficiency level (circle one):

Date: \_\_\_\_\_ Pre-Emergent/Emergent Basic Intermediate

Previous AZELLA result(s) (circle one):

Date:	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Date:	Pre-Emergent	Emergent	Basic	Intermediate	Proficient

English language learners (ELLs) must receive instruction based on all time allocations in the SEI Models (unless using exceptions for Middle/High School).

This differentiated instruction will be provided by using the Arizona English Language Proficiency (ELP) Standards. Time allocations for all grade and proficiency levels are listed below.

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

# ALL GRADE AND PROFICIENCY LEVELS

60 minutes	Oral English/Conversation and Vocabulary
60 minutes	Reading
60 minutes	Writing
60 minutes	Grammar

## **Documentation also required:**

### Attachment A (may be altered by LEA, but must have all components)

- Documents the teacher responsible for instruction based on time allocations.
- Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.
- *Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.*

### Attachment B (may be altered by LEA, but must have all components)

- Formative assessment information to document progress of the English language learner.
- Updated quarterly (or in accordance with reporting period).

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom English/language arts teacher

Parent/Guardian

Date

ELL Coordinator

Date

Date

Site Administrator

Date