

# INDIVIDUAL LANGUAGE LEARNER PLAN (ILLP)

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Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL~ **Structured English Immersion Models**  
**of the Arizona English Language Learners Task Force**



## DOCUMENTS

# Individual Language Learner Plan (ILLP)

## Guidance Document

### Authority

"Schools with 20 or fewer ELLs within a three grade span (including Kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary or Middle and High School as appropriate for each ELL." (Structured English Immersion ELD Models, 9/15/07).

### Background

The ILLP language was included in the SEI Models to address the special circumstance created at schools with low numbers of ELL students where it is not possible to provide Highly Qualified teachers assigned to provide the required four hours of English Language Development. It is important to note that the use of the ILLP is permitted, not required. **The preferred method for the delivery of ELD is for all four hours to be provided in an SEI classroom, by a Highly Qualified teacher in Elementary content at the Elementary level, Language Arts or English at the Middle School level and English at the High School level, and who is trained in the use of the ELP Standards and Discrete Skills Inventory (DSI).**

It is recommended that at least two of the four hours be delivered as stated above.

### Provisions

- ELLs can be mixed with non-ELLs in mainstream English classes.
- Four hours of English Language Development (ELD) are required.
- Two hours of ELD are essential as prescribed in the Language Star. "Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL Proficiency Standards and further delineated in detail by the Discrete Skills Inventory (DSI)." (Structured English Immersion ELD Models, 9/15/07).
- The classroom teachers who have received the three-day SEI Teacher Training (Elementary content, Language Arts, English teacher), will make the accommodations for the ELL student(s) receiving ELD through the use of an ILLP.
- The implementation of the ILLP is language driven with academic content as the vehicle, where appropriate.
- The ILLP (which may include Attachment A) is the written plan in the mainstream classroom that specifies what happens, instructionally, to the particular English language learner (ELL).
- The original ILLP (which may include Attachment A) will be placed in the student's cumulative file and made available for monitors.
- A copy of the ILLP will be given to each teacher who has a part in implementing the plan.
- The use of the ILLP will necessitate a commitment on the part of the teachers of the English language learner on an ILLP, to communicate on a regular basis in order to plan, review, and revise the lesson plans. Additionally, updated formative assessment information must be documented on a quarterly basis for the ELL (include Attachment B).
- Mainstream teachers should utilize strategies for ELD instruction when working with English language learners.



## **Guidelines for Implementation**

### **Elementary School K-6**

**If departmentalized, grades 5-6 refer to Middle/High School model.**

- The mainstream classroom teacher utilizing an ILLP for the English language learners will document how the students are receiving four hours of English language development daily.
- The mainstream/highly qualified ELD teacher will provide a minimum of two hours of English language development focused on the ELP Standards, the Discrete Skills Inventory (DSI), and the components of the language star.
- A minimum one hour reading block will be provided and documented per day for English language learners.
- A minimum one hour writing block will be provided and documented per day for English language learners, to include integrated grammar, reading, and other academic content areas.

## **Guidelines for Implementation**

### **Middle School/High School**

- The Language Arts/English teacher is the educator charged with writing and with overseeing the application level/implementation of the ILLP in cooperation with designated classroom teachers.
- The Language Arts/English teacher(s) will collaborate on the writing of the ILLP with other teachers working with the ELL student and his/her ILLP.
- Components of the ILLP must be the following: the ELP Standards, the Discrete Skills Inventory (DSI), and the language star.



### **Options for ILLP Implementation:**

**Option 1:** Four periods of English daily option – This option can be one teacher for four periods, a different teacher for each period, or any combination thereof. The teacher(s) will collaborate on the writing of the ILLP, and the inclusion of the five parts of the language star and the language skills as delineated in the Discrete Skills Inventory (DSI). **(four periods of English)**

**Option 2:** Three periods of English daily option – The three teachers will collaborate efforts on the writing of the ILLP, the inclusion of the five parts of the language star and the language skills as delineated in the Discrete Skills Inventory (DSI), and describe the elective or required content class where the fourth period of ELD will be delivered (identify the ILLP teacher who will be given the plan for implementation). **(three periods of English, one period of ELD content class)**

**Option 3:** Two periods of English daily option – The two teachers will collaborate efforts on the writing of the ILLP, the inclusion of the five parts of the language star, and the language skills as delineated in the Discrete Skills Inventory (DSI), and describe the elective and/or required content classes where the third and fourth periods of ELD will be delivered (identify the ILLP teacher(s) who will be given the plan for implementation). **(two periods of English, two periods of ELD content classes)**

### **Language Proficiency Recommendations for ELLs on ILLPs:**

- It is highly recommended that English language learners who are at the Pre-emergent or Emergent level of English proficiency receive the four periods of English daily option (Option 1) referenced above.
- It is highly recommended that English language learners who are at the Basic level of English proficiency receive three periods of English daily option (Option 2) referenced above.
- It is highly recommended that English language learners who are at the Intermediate level of English proficiency receive two periods of English daily option (Option 3) referenced above.

### **Delivery of ELD Instruction in Content Area Classes:**

- Content Area experts in the areas of math, science, and social studies will be consulted for suggestions regarding the implementation of the language star components and the language skills as delineated in the Discrete Skills Inventory (DSI) into operational procedures in those content area classes.
- The language star components and the language skills as delineated in the Discrete Skills Inventory (DSI) will remain an integral part of the English language learner's ILLP in content area classes.
- A list of modifications for content area teachers of math, science, and social studies will be provided as part of the implementation plan for the delivery of ELD instruction for the ELL on an ILLP; these ideas will reference the language star components, the ELP Standards, and the language skills as delineated in the Discrete Skills Inventory (DSI) within the specified content area of math, science, or social studies.



## English Language Development Strategies in Science

- 1. Group Work.** This could be through partners or cooperative groups. Group work provides frequent opportunities for students to communicate, to share observations and insights, test hypotheses, and jointly construct knowledge. In this method, students of different linguistic and educational backgrounds and different skill levels work together on a common task for a common goal in either the language or the content classroom. Depending on their language proficiency, students can be assigned various roles as facilitator, recorder, reporter, or illustrator. The teacher might consider heterogeneously grouping by language for some activities: students can learn both science and English from their peers. Group reports can be helpful as this provides frequent restating and expansion of important concepts.
- 2. Use of Graphic Organizers.** Graphic organizers are an instructional tool that visually organizes and presents information so that it can be understood, remembered, and applied. Graphs, concept maps, concept webs, KWL charts, tables, maps, flow charts, timelines, and Venn diagrams are used to help students place information in a comprehensible context and make connections between existing knowledge and new concepts to be learned. They enable students to organize information obtained from written or oral texts, develop reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas during the prewriting stage.
- 3. Activation of Prior Knowledge.** Connect learning objectives to the students' background experiences and knowledge. Students can be expected to share their prior knowledge through short verbal responses or by making a nonverbal choice from pictures or realia. This can be done by simply asking students what they already know about a subject. It can also be done through discussions, creating visuals like 'semantic webs', language experience stories, or free-writing on a topic. The key is to engage students in making connections between what they are learning in class and their own interests and experiences.
- 4. Use of Academic Language Scaffolding.** Language Scaffolding is a step-by-step process of building students' ability to complete tasks on their own. Students identify science vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.
- 5. Context Clues through Visual Scaffolding.** The teacher uses concurrent verbal explanation and physical demonstration of directions or concepts by using gestures, visuals, and demonstrations while giving directions. Gestures or actions in addition to graphs, visuals and other props can be used to communicate meanings. The teacher can display drawings or photographs while giving directions or to use as non-linguistic representation of science concepts. Students can respond by physically acting out or visually modeling their responses using gestures or realia.



6. **Realia, Manipulatives, and Materials.** Science lessons for ELL students should include activity-based lessons with all students having hands on access to materials. Using concrete objects in the classroom creates cognitive connections with vocabulary, stimulates conversation, and builds background knowledge. The use of realia gives students the opportunity to use all of their senses to learn about a subject. Laboratory equipment, measurement tools, rocks, plants, or any real object that relates to the language objective of a lesson can be used as realia. When real objects are not available, photographs, illustrations, and artwork make effective substitutes for realia.
7. **Task-based or Experiential Learning.** This provides appropriate contexts for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks or projects: for example, "doing science" and not just reading about it.
8. **Leveled Questions.** The teacher adapts the level of questions asked to the English Learners' language acquisition stage. Alternatively, the teacher can differentiate student responses, based on language proficiency.
9. **Multiple Intelligence Strategies.** The teacher employs instructional techniques that address the multiple intelligences present in each student. Teachers use a myriad of multiple instructional strategies to target the varied intelligences of English Learners. This method allows the student to actively use his own personal strengths in order to gain confidence in his abilities.
10. **Assessing All Students' Performance and Understanding.** Teachers should observe students in the process of accomplishing academic tasks; a form of authentic assessment. Student use of materials can be one indicator of involvement and understanding. When questioning, teachers need to be sure to provide adequate wait time. Teachers should give serious consideration to performance-based assessments for formal evaluation. They might also consider accepting drawings as indicators of learning within a science journal.



## English Language Development Strategies in Social Studies

1. **Pre-teach Reading Assignments.** Before students can read the social studies textbook assignment, the teacher models how to use features such as chapter overviews, chapter or lesson objectives, and bolded vocabulary words.
2. **Use of Context Clues.** An effective strategy to support ELL vocabulary learning in social studies is the clues' proximity to the unknown word. Fluent readers use signal words (such as *or*) found close to the unknown word. Fluent readers also use punctuation clues, such as a comma that separates the unknown word with the rest of the sentence which might contain a definition or synonym. Teach students to look for these indicators.
3. **Word Banks.** Word banks are used either as a whole class activity displayed as a word wall, or the teacher models for the students how to keep a personal list of newly learned social studies vocabulary.
4. **Rehearsal Strategies.** Rehearsal is frequently used in social studies for verbatim recall of information. The teacher encourages and models the use of flashcards. Other rehearsal strategies include underlining or highlighting of important vocabulary and key concept points in the students' notes.
5. **Teacher Lecture and Student Note Taking.** Effectively support student note taking during lectures by giving struggling students fill-in-the-blank guides or other forms of graphic organizers. During the lecture, the teacher indicates when to fill in the blanks. Further support student note taking by displaying or providing individuals a bank of key concepts and vocabulary words. Pause frequently to ask and answer questions and to give struggling students time to complete the blanks.
6. **Role Playing.** Role playing can make difficult or abstract social studies concepts more understandable. If the ELL student lacks the language skills to participate in the role play, have them watch and listen as other students play the roles.
7. **Primary Source Material and Artifacts.** Incorporate primary source materials, artifacts, or realia into the lesson to give ELL students a better understanding of difficult vocabulary, content, and concepts, as well as of historical periods. Photos, models, copies of documents, etc. can be used to enhance student understanding.
8. **Jigsaw Learning.** In this cooperative learning strategy, divide the social studies chapter or material to be read into five or six parts. Divide the class into as many "home" groups, dividing your ELLs among the groups. Give each student one of the parts to read and later "teach" to a group. Students then leave their "home" group and meet in "expert" groups, who have the same material. The expert groups are a mixture of native speakers and ELLs who will work together to understand their section of the chapter. Last of all, the experts return to their "home" groups to teach their portion of the chapter and to learn from the other members of their "home" group. In this way, ELLs are not overwhelmed with the task of reading and understanding an entire chapter.
9. **Graphic Organizers.** The use of graphic organizers helps students categorize the information they are learning. Organizers such as Venn diagrams, timelines, flow charts, etc., can lead to the understanding of key concepts and vocabulary.
10. **Analogies.** Using analogies will help students link the familiar with the unfamiliar. Find examples within the classroom, school, and community that led to student understanding of social studies concepts. It is important to point out similarities as well as differences.



## English Language Development Strategies in Mathematics

- 1. Grouping Structures.** It is important for teachers to incorporate different grouping structures in the classroom. Possible grouping structures include partners, triads, and small groups of 4-5 students. The choice of structure will depend upon the purpose of the lesson/activity. Partners can be very powerful when students are involved in problem-solving. Think-pair-share is a simple structure for students to learn and practice. Each student thinks individually about the problem or question. This think time allows students an opportunity to gather their thoughts so they can contribute to a later conversation with ideas or questions. After think time, students pair with a peer to discuss their ideas and reconcile their understandings. Using this structure allows teachers to pair students of different language development levels to work together on a common task and work toward achieving specific language objectives. Small groups can accomplish the same language goals of reading, writing, listening, and speaking by working together on tasks. Students can be assigned various roles of facilitator, recorder, or reporter.
- 2. Understanding the Problem/Reading the Story.** Students should be encouraged to think of word problems as short stories. Thus, they can apply the same reading strategies they use for making meaning from other texts. Engaging students in asking questions and discussing the word problems is very beneficial for English Language Learners (ELLs). Pertinent questions would be: What do I know for sure? What do I want to know or do? Are there any special conditions I need to consider? Another important step is to encourage students to make connections to prior experience, to the world, and to their important mathematical ideas. After the students have made sense of the problem, they must plan how to solve it. Guiding students to consider different representations (manipulative, pictures, graphs, written language, symbols, tables, equations, action movement, oral language, or mental images of real world situations) will be especially beneficial for ELLs (Hyde, 2006).
- 3. Writing Problems.** Giving students opportunities to write their own problems, specifically word problems, will support numerous writing skills. When students engage in writing problems, they demonstrate their understanding of the mathematics but also their understanding of sentence structure, vocabulary, grammar, and punctuation. Writing problems demands clear, concise, and complete ideas. After writing problems, their peers should read them to make sure they are complete and make sense. Students can then revise their problems based on that feedback.
- 4. Deciphering the Language of Mathematics.** Language can be confusing because some words are used in both everyday English and mathematics (square, similar, range). Also, certain terms learned together can be challenging (equation and expression, hundreds and hundredths, intersect and intercept). One strategy to use with students is a partnering activity where students study the terms and uncover the differences between them. They focus on these differences and create a poster, skit, web page, or other product that highlights what each term means and how the terms are different. Some type of visual artifact may be posted on a word wall for future reference (Hunsader, Kersaint, Richards, Rubenstein, and Thompson, 2008).





5. **Use of Graphic Organizers.** Graphic organizers are an instructional tool that visually organize information so that it can be understood, remembered, and applied. These organizers aid students in reading comprehension, writing, and oral conversation. In mathematics, concepts webs, charts, KWL charts, Venn diagrams, and the Frayer Model are particularly useful. Graphic organizers allow students to make sense of the important ideas of mathematics. Students make connections between existing knowledge and new concepts to be learned. They are able to organize information obtained from written or oral texts, develop and practice reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas for writing or discussion. Multiple Representations Charts support students in vocabulary and language development. These charts help students develop conceptual understanding through writing by giving them an opportunity to explain and make connections among vocabulary symbols, concepts, and procedures (Hunsader, Kersaint, Richards, Rubenstein, and Thompson, 2008).

<b>Mathematical Example</b>	<b>Real-Life Example</b>
<b>Visual Example</b>	<b>Explanation in Words</b>

6. **Word Walls.** Word walls come in many different formats. Classroom word walls are developed by identifying the important vocabulary, making strips with the vocabulary words listed, posting these strips on the wall, and referring to these posted words when the terms are introduced. For ELLs, adding a visual to these strips is important. Students can create individual word walls in their notebooks. Using the Frayer Model as a graphic organizer in the individual word walls may help with consistency from student to student.

<b>Definition (in own words)</b>	<b>Characteristics</b>
<b>WORD</b>	
<b>Examples</b>	<b>Non-Examples</b>

7. **Modeling of Think Alouds.** Teachers should use the strategy of thinking aloud as they read through a problem so students can experience the thought processes. After the teacher models it several times, students can practice a think aloud with a partner. Students will be supported not only in the problem-solving process but also in the ability to express themselves.



8. **Learning Journals.** Learning logs can be beneficial in helping students to explain their thinking, use new mathematical vocabulary, and demonstrate their learning. ELLs may need some scaffolding by providing them with writing frames to assist them with organization. When introducing any new tool, it is important for the teacher to model its use. If students have difficulty organizing their thoughts before writing, the teacher can initiate a talk time first. Sometimes if students discuss what they want to write first, they are more confident and successful in transferring their thoughts to paper.
9. **Academic Language Scaffolding.** Language Scaffolding is a step-by-step process of building student's ability to complete tasks on their own. Students identify mathematics vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.
10. **Directed Reading-Thinking Activity.** This activity engages students in the processes of reading and is applicable when reading a mathematics textbook. Students take a quick look at the titles, captions, charts, pictures, or graphs in the lesson. Students predict what they think the main ideas of the lesson will be. Then students read the text of the lesson to determine how accurate their predictions were. This strategy enables students to get personally involved with the text and gives them a purpose for reading.



**Individual Language Learner Plan (ILLP)  
Elementary School**

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).

The ILLP will be written after consultation between parent/guardian, classroom English/language arts teacher, ELL coordinator and a site administrator (ILLP team). The plan will be signed by all parties in the team and will be made available to the classroom teacher for implementation. A copy of such plan 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.

The ILLP will be reviewed quarterly by the English/language arts teacher and at least after each administration of the AZELLA. Recommendations for any modification to the plan can be made to the team. (***Attachment B may be used.***)

Student AZELLA composite proficiency level upon entry into ELD program (circle one):

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate

Subsequent AZELLA composite result(s) (circle one):

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient



ELL students must have a minimum of four hours of English language development daily which is time-allocated consistent with the Arizona K-12 English Language Learner Proficiency Standards and the related Discrete Skills Inventory (DSI). Scheduling and time allocations are to be provided as followed based upon the AZELLA category of the student.

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

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### PRE-EMERGENT AND EMERGENT

#### Pre-Emergent and Emergent time allocations

- 45 minutes oral English and conversation instruction
- 60 minutes grammar instruction
- 60 minutes reading instruction
- 60 minutes vocabulary instruction
- 15 minutes pre-writing

*How will this instruction be delivered? Include detailed information regarding the time allotted to ELD area of instruction. Include, also, materials that will be used. Specify the student's language plan for achieving proficiency in one year. (This section may be completed separately and attached. **Attachment A may be used.**)*

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### BASIC

#### Basic time allocations

- 30 minutes oral English and conversation instruction
- 60 minutes grammar instruction
- 60 minutes reading instruction
- 60 minutes vocabulary instruction
- 30 minutes writing instruction

*How will this instruction be delivered? Include detailed information regarding the time allotted to ELD area of instruction. Include, also, materials that will be used. Specify the student's language plan for achieving proficiency in one year. (This section may be completed separately and attached. **Attachment A may be used.**)*

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**Individual Language Learner Plan (ILLP)  
Middle School and High School**

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).

The ILLP will be written after consultation between parent/guardian, classroom English/language arts teacher, ELL coordinator and a site administrator (ILLP team). The plan will be signed by all parties in the team and will be made available to the classroom teacher for implementation. A copy of such plan 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.

The ILLP will be reviewed quarterly by the English/language arts teacher and at least after each administration of the AZELLA. Recommendations for any modification to the plan can be made to the team. (***Attachment B may be used.***)

Student's AZELLA category upon entry into ELD program (circle one):

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate

Subsequent AZELLA composite result(s) (circle one):

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient



ELL students must have a minimum of four hours of English language development daily which is time-allocated consistent with the Arizona K-12 English Language Learner Proficiency Standards and the related Discrete Skills Inventory (DSI). Scheduling and time allocations are to be provided as followed based upon the AZELLA category of the student.

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### PRE-EMERGENT AND EMERGENT

#### Pre-Emergent and Emergent time allocations

- 60 minutes      Conversational English and Academic Vocabulary
- 60 minutes      English Reading
- 60 minutes      English Writing
- 60 minutes      English Grammar

*How will this instruction be delivered? Include detailed information regarding the time allotted to ELD area of instruction. Include, also, materials that will be used. Specify the student's language plan for achieving proficiency in one year. (This section may be completed separately and attached. **Attachment A may be used.**)*

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### BASIC

#### Basic time allocations

- 60 minutes      Conversational English and Academic Vocabulary
- 60 minutes      English Reading
- 60 minutes      English Writing
- 60 minutes      English Grammar

*How will this instruction be delivered? Include detailed information regarding the time allotted to ELD area of instruction. Include, also, materials that will be used. Specify the student's language plan for achieving proficiency in one year. (This section may be completed separately and attached. **Attachment A may be used.**)*

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## INTERMEDIATE

### Intermediate time allocations

- 120 minutes    English Language Arts - *as aligned to the Arizona Language Arts Academic Standards. This class is within the SEI program.*
- 60 minutes     Academic English Reading
- 60 minutes     Academic English Writing and Grammar

Note: In their second or subsequent years as an ELL, such students who have scored proficient on the reading subtest of AZELLA may be excused from the one hour ‘Academic English Reading’ class. In their second or subsequent years as an ELL, such students who have scored proficient on the writing subtest of AZELLA may be excused from the one hour ‘Academic English Writing and Grammar’ class.

*How will this instruction be delivered? Include detailed information regarding the time allotted to ELD area of instruction. Include, also, materials that will be used. Specify the student’s language plan for achieving proficiency in one year. (This section may be completed separately and attached. **Attachment A may be used.**)*

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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).

\_\_\_\_\_  
Date                      Classroom English/language arts teacher                      Date                      Parent/guardian

\_\_\_\_\_  
ELL coordinator                      Date                      Site Administrator                      Date





## Individual Language Learner Plan (ILLP) – Attachment A

Student Name:	SAIS ID #:	AZELLA Composite Result:	
		Date:	
ILLP Teacher Signature:	ILLP Teacher Signature:	ILLP Teacher Signature:	ILLP Teacher Signature:

Required ILLP Areas ELEMENTARY	Required ILLP Areas SECONDARY	Time Allocation	Teacher Responsible For Instruction	Teacher Highly Qualified*	ELP Standards and Language Skills to be Covered	Date
Reading	Reading (see SEI Models document, page 6, for exception)			Y N		
Grammar	Grammar			Y N		
Oral English and Conversation	Conversational English and Academic Vocabulary			Y N		
Writing	Writing (see SEI Models document, page 6, for exception)			Y N		
Vocabulary	English Language Arts (2 hours)			Y N		

## ILLP Progress Report - Attachment B

Name \_\_\_\_\_

SAIS ID # \_\_\_\_\_

The ILLP will be reviewed quarterly by the Elementary/Language Arts/English teacher and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

<b>Quarter: 1</b>	<b>Date:</b>	<b>Elementary/Language Arts/English Teacher:</b>
<b>Formative Assessments Used and Results:</b>		
<b>Recommendations:</b>		

<b>Quarter: 2</b>	<b>Date:</b>	<b>Elementary/Language Arts/English Teacher:</b>
<b>Formative Assessments Used and Results:</b>		
<b>Recommendations:</b>		

### ILLP Progress Report (cont.)

<b>Quarter: 3</b>	<b>Date:</b>	<b>Elementary/Language Arts/English Teacher:</b>
<b>Formative Assessments Used and Results:</b>		
<b>Recommendations:</b>		

<b>Quarter: 4</b>	<b>Date:</b>	<b>Elementary/Language Arts/English Teacher:</b>
<b>Formative Assessments Used and Results:</b>		
<b>Recommendations:</b>		

