

Individual EL Plan (IEL Plan)

Section 1: Student and School Information			
Student Name	WISER ID	Grade	Age
District Name	School Name	Date of Meeting	

Section 2: Signatures and Amendments		
Printed Name	Title	Signature
Teacher:		
School Counselor:		
Parent/Guardian:		
Parent/Guardian:		
Other attendee:		

Amendments/updates: <i>Document amendments to the student's Individual English Learner Plan.</i>		
Date of meeting	Changes	Team members initials

*Section 3: Assessment Information

WIDA Screener and ACCESS 2.0 for ELs Test Results

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Date (Month/Year)													
Reading													
Writing													
Speaking													
Listening													
Composite													

WY-TOPP/PAWS Test Results

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Date (Month/Year)										
ELA/Writing										
Math										
Science										

ACT Test Results

	Year 1		Year 2	
Date (Month/Year)				
English				
Reading				
Writing				
Math				
Science				
Composite				

Other Test Results

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Date (Month/Year)										

Section 4: Instructional Program/Supports/Strategies

EL Program Model Used: *List any other services the student receives - remedial, current EL/bilingual program, and/or extended learning opportunities*

Name of EL Program/s student participated in:

- Push In
- Pull Out
- 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

Any information you would like to include about services provided to the student:

Academic content support and instructional strategies used for the student: *List the academic supports, modifications, instructional accommodations, coordination with other programs, direct instruction, differentiation, etc. that are used based on student's needs and English Language Proficiency scores (language & content).*

Social	
ELA	
Math	
Science	
Social Studies	

*Section 5: Accommodations/Designated Supports for Assessments

List the assessment accommodations/designated supports for the student simplified language, alternate mode, modified tests, written/oral alternatives, etc. that are used with fidelity.

Accommodation/Designated Support Description	ACCESS 2.0	WY-TOPP	ACT	Other

Section 6: Student Learning and Social Goals

List the areas in which your student is trying to improve.

Section 7: Parental Notifications

Have parents been informed or involved in establishing the Title III targets and learning expectations?

Yes

No

Are parents included in supporting second language acquisition?

Yes

No

If included, are there specific strategies shared with parents to reinforce at home?

Section 8: Individual English Learner (IEL) Considerations

Include all information on the student's background, level of native language proficiency, educational history in the home country and in the United States, and the student's strengths and needs not included above. Parents may help in drafting this portion of the IEL Plan.