



Chapter 8 - Programming Decisions

This is the eighth chapter of DPI's EL Policy Handbook, designed to provide statewide guidance on serving and supporting English Learners. The handbook as a whole can be found at <https://dpi.wi.gov/english-learners>.

Educational Rights of ELs

ELs are entitled to age-appropriate core curricula at all levels of English proficiency. ELs must not only have access to but must be able to meaningfully and equally participate in all aspects of schooling. This includes the core and non-core curriculum and extracurricular activities.¹

Districts must provide ELs with appropriate language assistance services that are educationally sound in theory and effective in practice. The requirement to provide a language education program is a basic obligation outside any requirements associated with ESEA Title I or Title III.²

Although districts have the flexibility to choose the programming and supports that work best for their district and their students, they are required to have the personnel and resources necessary to effectively implement the chosen EL program(s). This obligation includes having an adequate number of highly qualified teachers to provide language assistance services, trained administrators who can evaluate these teachers, and adequate and appropriate materials for the EL program(s).³ Highly effective programming takes into account language, literacy and content instruction, family engagement, school climate and culture (including first language support), and staffing.⁴

District Plans

Districts receiving Title I or Title III funds must have a plan for supporting ELs.⁵ This includes current ELs, as well as potential ELs, should the district currently not have any ELs enrolled.⁶ The district plan for EL programming can differ by school, and may differ within a school. There are many ways to support ELs, ranging from dual language immersion to newcomer initiatives. What is appropriate for one EL may not be for another, and plans should be tailored to meet the needs of the students currently enrolled.

¹ [20 U.S.C. § 1703](#) and [Dear Colleague Letter, January 7, 2015](#)

² [20 U.S.C. § 1703 \(f\)](#)

³ [See Castañeda v. Pickard 648 F.2d 989, 1013 \(1981\).](#)

⁴ [The Language Instruction Education Program \(LIEP\): A Review of the Foundational Literature, May 2012](#)

⁵ [20 U.S.C. § 6312 \(c\) \(4\)](#)

⁶ [20 U.S.C. § 6314 \(b\) \(7\) \(A\) \(i\)](#)

When designing or assessing a language education program, critical questions to ask are:

- Is the program results-focused?
- Is the program focused on moving the student toward English proficiency?
- Does the program support a student's maintenance of, or growth in, the student's first language?
- Is the program based on research and evidence?
- Does the program meet state and federal law?
- Is there a plan for continuous improvement of the program?
- How is the program's effectiveness measured?
- Is the program properly staffed by highly qualified individuals?
- Is there meaningful engagement with parents?
- Is the program culturally and linguistically responsive?

Parental Communication

Districts are required to engage with parents and communicate the specific types of language education programming offered within the district.⁷ Parents should be enabled to advocate for a particular program if they feel it would benefit their child. Parents also have the right to accept or decline these services in whole or in part. Districts are encouraged to notify parents annually of their student's eligibility for programming and of the programs available, to ensure that parents can opt in, opt out, or change these services for their child. (See Chapter 10 - Parental Engagement and Support for more information.)

LIEP Reporting

Within state and federal reporting frameworks, a district language plan is referred to as a Language Instruction Education Program (LIEP). Federal and state reporting requirements for LIEP types differ, and what a LIEP may be called in one state or district may have a different name in another. For example, a program might be called Transitional Bilingual in one district and Developmental Bilingual in another.

In order to ensure conformity across the different data systems, DPI has developed a crosswalk of the different categories that a program could fall into. Please see the [LIEP Crosswalk](#) document on the Bilingual/ESL Program page on the DPI website for more information on how these terms map to each other in the different reporting systems. A student should only be assigned one LIEP type. If more than one might apply, the student should be assigned the one that the majority of their time is spent in.

⁷ [20 U.S.C. § 6312\(e\)\(3\)\(A\)](#)

Effective Programming

The ESEA requires the DPI to ensure that districts provide effective programming for ELs.⁸ Language assistance programming for EL students must be educationally sound in theory and effective in practice. This programming must be regularly assessed and continually improved⁹, and districts must be able to demonstrate that they are effective in supporting ELs in both their academic content needs and their growth towards English proficiency. This programming must include adequate staff, time, and materials.¹⁰

In school districts or schools where the number of EL students is small, EL students must still receive language assistance services, provided by highly qualified teachers. However, program models may vary, as they must adapt to the uniqueness of a small school environment.

Staffing Requirements

Educators providing language educational services must be trained and highly qualified.¹¹ Teachers who are highly qualified to teach English Learners must hold an ESL or bilingual license pertaining to the appropriate or relevant subject matter and grade levels. Teachers providing Title III instructional services must be fluent in English and any other language used for instruction, including having written and oral communications skills¹².

Districts must be able to show evidence that such educators have sufficient competencies in English language development theory and teaching methods to instruct students.¹³

“....If an SEA or school district uses a sheltered instruction model for serving EL students that includes core academic subjects at the secondary school level (e.g., “ESL Math” or “ESL Science”), the teacher must be adequately trained in the sheltering techniques, meet any State requirements for EL teachers, and be highly qualified in the core academic subject (e.g., Math or Science) as well....In addition, teachers in school districts that receive funds under Title III must be fluent in English and any other language used for instruction, including having written and oral communications skills....”¹⁴

In Wisconsin, teacher-to-student ratios are locally determined. According to the Education Commission of the States, teacher-to-student ratios in the U.S. vary between 1:15 and 1:30. EL/Bilingual class teacher-to-student ratios should comply with local policies.¹⁵

⁸ [20 U.S.C. § 6823 \(b\) 3](#)

⁹ [20 U.S.C. § 6841 \(b\)](#)

¹⁰ [Castañeda v. Pickard, 648 F.2d at 1013](#)

¹¹ [See Dear Colleague Letter, January 7, 2015, \(II\) \(C\)](#)

¹² [20 U.S.C. § 6826 \(c\)](#)

¹³ [Castañeda v. Pickard, 648 F.2d at 1013](#)

¹⁴ [Dear Colleague Letter, January 7, 2015, FN 39](#)

¹⁵ [Education Commission of the States: 50 State Comparison](#)

Any program supporting ELs must be effective, and staffing ratios are a critical element to consider. Factors connected to students' individual needs should also play a role in determining the appropriate teacher-to-student ratio for each EL or bilingual program offered. In many situations, lower teacher-to-student ratios are necessary to effectively support ELs with more dynamic backgrounds and varied educational histories.

Paraprofessionals and Instructional Aides

Paraprofessionals and instructional aides may not take the place of qualified teachers.¹⁶

Paraprofessionals may only be used to provide EL support as an interim measure while the district hires or trains qualified teachers to provide language support services.

Any school staff assigned to work with EL students to provide language education support must work with appropriately trained and licensed teachers to deliver ESL or Bilingual programming.¹⁷ This includes paraprofessionals, instructional aides, classroom translators, and interpreters.

Highly qualified paraprofessionals who work in classrooms directly with students either in the capacity of multilingual interpreters and translators for the purpose of fostering participation and meaningful access to grade-level core content, or to augment English language acquisition within the classroom:

- meet the basic requirements of knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality;
- have knowledge and skills in second language acquisition and work under the supervision of an ESL licensed and knowledgeable educator; and
- are proficient in English and a language other than English and have a secondary school diploma or its equivalent.

Individualized Learning Plan

While different types of EL programs have differing documentation needs, in general, districts should capture a student's linguistic supports in an EL Plan, Individualized Learning Plan (ILP), or other such document. An EL ILP can be combined with other related plans such as a Student Learning Plan, an Academic and Career Plan, an EL Transition or Monitoring Plan, or as part of an EL's learning portfolio.

An ILP is a written plan for an EL which details strategies, accommodations, and supports to be implemented in the classroom and on assessments. An ILP is a critical tool to help districts support their ELs as they grow in their English proficiency and work to meet Wisconsin's challenging

¹⁶ [See Dear Colleague Letter, January 7, 2015. \(FN 44\)](#)

¹⁷ [See Dear Colleague Letter, January 7, 2015. \(pg. 17\)](#)

academic standards. A student's ILP should be created by the student's classroom teachers in consultation with the school's EL support staff. The content of the ILP should be shared with the student and their family. Teachers and other instructional staff who work with the student should have access to the ILP in order to implement it within their classrooms. ILPs typically contain the following information:

- student demographic, educational, and biographical information;
- student English language and academic needs;
- language instruction program and curriculum being used;
- learning goals for language development and academic content;
- assessment data including ELP levels;
- language background for bilingual programs; and
- recommended instructional strategies, accommodations, and supports.

ELs with disabilities who have IEPs should have either an ILP or an [I-7-ACCESS for ELLs/Alt. ACCESS for ELLs worksheet](#), and in some cases, it may be relevant to reference this supplemental supporting document in the student's IEP.

Access to Gifted and Talented Programs

ELs may not be denied equitable access to all the educational opportunities offered to their English proficient peers. This includes access to Gifted and Talented programs, in which ELs and Former ELs are underrepresented nationwide.

Districts are encouraged to examine their process for selecting students for inclusion into such programs to determine whether or not their process unintentionally requires English proficiency. DPI provides a [Gap Analysis Chart](#) to assist in ensuring that all students have equitable access to Gifted and Talented programs.

Bilingual Education Requirement

[Wisconsin Statute 115.95](#) states the requirements for school districts who have enrolled a concentration of students who are ELs from the same language group. Once one school in a district has enrolled sufficient ELs who speak the same language, the district is required to create a plan for a bilingual-bicultural program and communicate that plan to parents in the school district. The number of students which trigger this requirement differs by grade level:

- 10 students in grades K-3
- 20 students in grades 4-8
- 20 students in grades 9-12

Once all requirements of Wisconsin Statute 115.95 are met for the district's bilingual-bicultural program, the district becomes eligible for reimbursement of a percentage of the cost. See the DPI [Bilingual-Bicultural](#) page for the complete list of criteria for reimbursement and more information about applying for this aid.

Monitoring Program Effectiveness

The ESEA now requires that districts demonstrate that they use effective approaches and methodologies for teaching ELs.¹⁸ Districts must provide effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement. DPI, through the Title III monitoring process, must take steps to identify district strategies that are not effective, and to provide technical assistance as needed.¹⁹

Newcomer Programs

Newcomer programs (short-term programs for a year or less) provide specialized instruction to beginning-level English Learners who have recently arrived in the U.S. These programs can be useful for districts with a large number of students with limited or interrupted formal education who may have low literacy in their native language. Such programs are typically offered at the secondary level but may extend down to third grade to provide a foundation of both basic English skills and content instruction to facilitate students' transfer into the district's English Learner or Bilingual program.

In addition to academic language support, newcomer programs serve to familiarize newcomers with U. S. cultural and educational systems. The amount of time students spend in their newcomer program can vary both in daily schedule and program length. Districts should not retain EL students in any program, including newcomer programs, longer than necessary. Programs should ensure that students have access to integrated school activities with non-ELs in subjects like physical education, art, and music, and refrain from separating students during activity periods outside of classroom instruction (i.e., during lunch, recess, assemblies, and extracurricular activities).

Districts must establish clear criteria for when a student transitions out of a newcomer program and into a language instruction education program.²⁰ These criteria must be clearly communicated to the parents or guardians of newcomers.²¹ Individual student factors should be considered when determining student preparedness for a move into a different EL service model.

Determining Supports and Placement

The educational experience of newcomers may vary significantly, and this impacts the supports they need to be successful in school.²² Age, gender, the language of school, and social and cultural

¹⁸ [20 U.S.C. § 6826 \(b\) \(1\)](#)

¹⁹ [20 U.S.C. § 6823 \(b\) \(8\)](#)

²⁰ [Cintron v. Brentwood U. Free Sch. Dist., 455 F. Supp. 57, 63, 20 U.S. Code § 1703 \(a\)](#)

²¹ [Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them, 20 U.S.C. § 6312 \(e\) \(3\) \(A\) \(vi\), and 20 U.S.C. § 6312 \(e\) \(4\)](#)

²² CCSO: [Understanding and Supporting the Educational Needs of Recently Arrived Immigrant ELs](#)

context vary widely among newcomers. For example, students arriving from refugee camps may have varying amounts of exposure to literacy in their home language, the language of the country where the refugee camp is located, or exposure to languages of host countries. Boys and girls from the same country may be taught differently, may have different educational expectations, or may have been taught in separate settings.

To the extent possible, determine the student's knowledge of content in their language of learning. If a district receives advance notice that a family is coming, it may suggest that the family bring copies of the students' academic records in order to streamline the placement of students into courses and the process of determining supports.

Because the prior schooling environment may vary significantly for a newcomer student, it may take a student a little time to understand the U.S. educational system. As they adapt to their new school environment, districts should reevaluate placement and supports.

For students with disabilities, the newcomer program must meet the objectives of the student's IEP, as well as the student's language instruction needs.

Sample Newcomer Program Plan

Instructional Goals: To develop English language competence and academic skills and prepare students to succeed in U.S. schools.

Areas of Instruction:

Subject	Instruction in English?	Instruction in Native Language?
Reading		
Writing		
Mathematics		
Science		
American History		
Consumer Education		
Health		
Driver's Ed		
Native Country's History		
ESL		N/A

Program Exiting Information:

Student remains in the newcomer program for no more than ____ months.

The expected rate of graduation for high school in this program is ____ .

Age-Appropriate Grade Placement

ELs should be enrolled in classes with their same-aged peers and in age-appropriate settings. EL Status, limited proficiency in English, or interrupted or limited formal education resulting in academic delays do not warrant a student's placement in lower grade levels. Newly arrived or EL status is never a reason to alter a student's appropriate age and grade-level placement. Research suggests that students show greater gains when placed among peers.

Determining Student's Chronological Age (Proof of Age)

For newcomers, especially refugees, unaccompanied youth or students from places with limited access to schooling, identifying a student's chronological age may pose a challenge. School officials may request documentation to show that a student falls within the school district's minimum and maximum age requirements. School districts typically accept a variety of documents for this purpose, such as a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; or previously verified school records.

Although a school district might request documents such as those listed above to verify a student's age, they may not prevent or discourage parents from enrolling their child because he or she lacks such documentation.²³

Cultural factors need to be well understood when determining a student's chronological age. For example, students may come from cultural backgrounds where a student's date of birth is not recognized according to U.S. norms. It may be important to work with the family, consulate, or refugee organization to determine a student's chronological age.

General Education Classroom Support

Meaningful access to and engagement with the core curriculum is an essential component in ensuring that EL students acquire the tools to succeed in general education classrooms within a reasonable length of time. Appropriate language assistance strategies such as scaffolded instruction, amplified language use, L1 support, language-based accommodations, language-related universal design principles, and differentiated instruction serve as vehicles for EL students to participate meaningfully as they acquire English.

²³ [Plyler v. Doe, 457 U.S. 202 \(1982\).](#)

Language assistance services must be educationally sound in theory and effective in practice.²⁴ This also applies to adapting instruction in the general education classroom. Districts should ensure that their specialized instruction does not result in a watered-down curriculum that could leave EL students with academic deficits. It's appropriate for districts to balance the requirement to provide meaningful access with a level of rigor that is just right for a student. They must ensure access to the core curriculum with appropriate language supports, to give students the opportunity to attempt material of increasing complexity, in either content or language, as their skills increase.²⁵

The U.S. Department of Justice's Civil Rights Division and the U.S. Department of Education's Office of Civil Rights have released a number of joint "Dear Colleague" letters. These are large documents which seek to comprehensively outline the legal requirements to serve and support ELs, and are designed as resources for states and districts. The Dear Colleague letter from January 7, 2015,²⁶ is the most comprehensive document currently available. The guidance below draws from the recommendations, requirements, and best practice outlined in that document.

Supports and Accommodations

Instructional supports and accommodations should be determined individually for each EL by the EL teacher or English language support team. It is critical that individuals with experience in second language acquisition strategies be involved in these decisions. Accommodations and language related supports should be used in both instruction and assessment as much as feasible.

This necessitates training for general education teachers in implementing the accommodations and scaffolds determined appropriate for each EL. Allowable supports must be clearly communicated to teachers, and EL staff should engage with teachers to help them understand how to effectively drive language acquisition through their daily instruction.

Grading

ELs must be given the opportunity and the tools to demonstrate what they know and can do. The expectations for ELs are the same as for non-ELs, although ELs may need help in communicating their knowledge. Grading of EL students should therefore reflect daily instructional and testing accommodations, and should not penalize the student for not being English proficient.

In cases where districts use a curriculum that temporarily emphasizes English language development for new ELs, they must still measure the progress of ELs in core subjects to assess whether they are gaining or losing ground.

ELs must receive grades based on accommodations or alternative assignments appropriate to the student's language proficiency level, and receive the same report card that is used for students in

²⁴ [Castañeda v. Pickard 648 F.2d 989, 1010 \(5th Cir. 1981\)](#)

²⁵ [20 U.S.C. 1703 \(f\)](#)

²⁶ [Dear Colleague Letter, January 7, 2015](#)

in general education. Newly arrived students at the lowest ELP level may receive a grade of N/A for a limited period of time (one grading quarter or semester) if the student is unable to demonstrate knowledge in the language of instruction or assessment and if their LIEP is focused on language development.²⁷

ELs cannot be penalized for missing work in the general education classroom if they are pulled from class for ESL services. Teachers can only grade students on the components for which they are present and have the ability to access (i.e., where English proficiency is not a barrier). Class grades should be based on student work and on evidence that the student has met the appropriate benchmark or content standard.

To ensure that ELs are receiving equal access to core curricula and are enabled to demonstrate what they know and can do, districts should examine the academic progress of ELs on a regular basis. As ELs near full English proficiency, districts must provide timely services within the school day to accelerate the academic progress of ELs towards parity with their never-EL peers. As ELs progress towards full English proficiency, it is expected that any academic gaps due to their initial lack of proficiency will be addressed.²⁸

Compensatory and Supplemental Education

ELs who miss academic content instruction for EL programming must have compensatory and supplemental education to remedy any academic deficits accrued while they were out of the classroom. This supplemental education can come at a later time, after the student has acquired enough academic English to more fully participate in the school. However, it can't be delayed so long that students are unable to meaningfully participate in age-appropriate classes due to a lack of prior content knowledge, or if it would delay graduation due to a lack of sufficient credits or required coursework.²⁹

Credit Accrualment & Graduation

Newcomers who arrive partway through high school with limited formal education and limited language proficiency pose a unique challenge for schools. In order to provide an equitable education,³⁰ schools must identify pathways for graduation that are age-appropriate and consider mechanisms for students to receive appropriate credit for work completed in other countries. For students in high school, districts must provide for these students to acquire English and academic content within a four-year time period, as ELs are entitled to equitable educational opportunities, including graduation and post-secondary opportunities.

²⁷ [See Castañeda v. Pickard 648 F.2d at 1011](#)

²⁸ [U.S. Department of Education. English Learner Toolkit. Chapter 4 Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs](#)

²⁹ [Dear Colleague Letter. January 7, 2015. FN 54](#)

³⁰ [20 U.S.C. § 1703](#) and [Dear Colleague Letter. January 7, 2015](#)

Identifying Credit and Student Placement

Consulates or embassies are one means to find out how schools from the student's country of origin operate. International organizations such as [AFS](#) have established programs from countries throughout the world and may be able to offer some insights regarding a student's specific country and its education system, especially for students enrolling in high school.

Some countries, like the U.S., operate schools at a state, provincial or local level, and these schools may vary from place to place in terms of grading systems, course completion and compulsory education requirements. Other countries may provide a national school system, and some countries may even capture student records in a nationwide database. Districts need to understand the landscape of education in the student's country of origin, and explore how to find information about coursework and credits to ensure proper placement of students.

Once an understanding of a student's educational background is complete, districts must plan for how the student will meet graduation requirements. It is important to understand that [Wisconsin provides for multiple pathways to graduation](#), including traditional and alternative paths.

When considering a traditional diploma, a student may meet credit requirements for work demonstrated by:

- evidence on school or academic transcripts for course completion
- academic content assessments in the language of the students to determine student placement in content area classes
- GED in the language spoken by the student to show evidence of knowledge of coursework targeted

If a traditional diploma is not appropriate for a student, alternate pathways include:

- competency-based
- project-based
- [GED Option #2](#)
- conversion of HSED to a regular diploma

ELD Standards

Wisconsin has adopted the WIDA English Development (ELD) Standards as our official state standards for EL instruction. These ELD standards are in correspondence with Wisconsin's college- and career-ready standards. For more information on the philosophy behind the WIDA ELD Standards, please visit WIDA's page on [Standards and Instruction](#).

WIDA Can-Do Philosophy

Teacher familiarity with the [WIDA Can Do](#) philosophy helps foster high expectations of students, which in turn can shape the learning opportunities offered to those students.

Culturally and linguistically responsive teaching helps students connect what they already know to what they're learning by validating and affirming their home culture and language. It is much less intimidating for a student to be able to access what they already know when learning new material than to have that information discarded, requiring that they relearn everything in English.

Deficit-based decisions regarding a student's ability to access instruction generally lead to more negative outcomes for students than asset-based decisions. As an example, consider a student who never participates in class. A teacher might try to encourage participation or otherwise focus on what that student can't do.

This issue can be better framed in terms of what the student can do:

"This student can participate more actively in class when provided a response model and more time to develop a response."

This is an asset-based strategy, and such strategies can provide better support for students. The combination of asset-based supports and culturally and linguistically responsive teaching can significantly improve an EL's ability to meaningfully participate in classroom instruction and other facets of daily school life. This is a cornerstone of meeting the legal requirement to provide equal access to both core and extracurricular content for ELs.³¹

Serving ELs Opted-out of EL Programming

Parents may opt out of EL services for their student at any time³², provided that they are knowingly and voluntarily choosing to do so. This does not exempt districts from their obligation to administer an annual ELP assessment³³ and support a student's growth to full English proficiency. Students found to be ELs via the processes outlined in this handbook remain ELs even if their parents opt out of language services. They retain all protections and districts must meet all requirements for serving them, except for inclusion in a LIEP.

The U.S. Department of Education's Office of Civil Rights provides these guiding principles³⁴:

- Parents have the right to opt their children out of an EL program or a particular EL service. This decision must be voluntary and based on a full understanding of their child's rights, the range of services available to the child, and the benefits of such services to the child.
- Parents of ELs must be informed of these rights and services in a language they understand.
- If a parent decides to opt their child out of an EL program or particular EL service, their child still retains their status as an EL.

³¹ [Dear Colleague Letter, January 7, 2015](#)

³² [20 U.S.C. § 6312 \(e\) \(3\) \(A\) \(viii\)](#)

³³ [20 U.S.C. § 6311 \(b\) \(2\) \(G\) \(i\)](#)

³⁴ [Dear Colleague Letter, January 7, 2015](#)

- A school district must continue to monitor the ELP growth and academic progress of students who opt out of EL programs and services. If a student does not demonstrate appropriate ELP growth or maintain appropriate academic levels, the school district must inform the parents in a language they understand and offer EL services.

Sample Individualized Learning Plan

Student Name: _____ Family Liaison: _____
 Grade: _____ Title III: Yes No
 Primary EL Contact: _____ Title I: Yes No
 Classroom Teacher Liaison: _____ IEP: Yes No
 Counselor: _____ Partner Language: _____ Oral: Written:
 Other Team Members: _____

Required Language Instruction Educational Program Type: (LIEP) * Bilingual Type _____ ESL Type _____ Primary EL Service Delivery: ___ Inclusion ___ Supplemental or Pull-out <i>Language Services</i> ³⁵ Notes:	Supplemental Academic Support: (If applicable) Literacy In-class Paraprofessional Supplemental Academic Services
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ACCESS for ELLs Scores

Student on-track (Growth to target) based on starting ELP and grade-level:

Previous Year Date and Grade-level Cluster	Speaking	Listening	Reading	Writing	Overall Composite
Year _____ Grade-Level					
Year _____ Grade-Level					

³⁵ Instructional model aligns with teacher licensing (i.e., Bilingual classes must be taught by a certified bilingual teacher. If language instruction is delivered via an inclusion model, the class must be taught by a teacher holding an appropriate ESL/Bilingual license or endorsement, or co-taught by a qualified ESL or bilingual teacher. Paraprofessionals providing ESL or bilingual support and translators and interpreters must work under a certified ESL or bilingual teacher to meet the definition of language education program staff.

Language Goals	Current Score Domain	Current Proficiency	Targeted Language Development	On-Track/ Progress	Approach/ Evidence
Goal 1: ELP Domain (e.g., receptive skills/productive skills or Reading, Writing, Speaking or Listening.				Yes No Date _____	
Goal 2: ELP Domain (e.g., receptive skills/productive skills or Reading, Writing, Speaking or Listening.				Yes No Date _____	
Goal 3: ELP Domain (e.g., receptive skills/productive skills or Reading, Writing, Speaking or Listening.				Yes No Date _____	

Identified explicit actions to support student in reaching these goals:

Literacy

L1 Literacy: ____ yes ____ no L1 proficiency assessment if available: _____

L1 Subject (assessment)	Score

District Assessment (MAP, Star, other)	Fall (Semester 1)	Winter (optional)	Spring (Semester 2)
Reading			
Math			
Science			
Other			

Academic Assessment Accommodations:

Assessment (e.g., ACT with Writing, Forward Exam)	Test Accommodations	Relevant Classroom use

Description of Academic Language Support
Description of Language-Literacy Support
How are academic, language, and literacy goals aligned and holistically supported?

Comments or notes: <i>What do we need to know about this student? What are their funds of knowledge? How are they adjusting to school? What are family supports? What are their interests, desires, and motivations?</i>
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Parent opportunities for supporting student learning (*e.g., study space, LI support, storytelling, inquiry-based learning activities*):

The necessary content of this Individual Learning Plan, along with all federal parental right-to-know information has been shared with the student's parents. (At minimum annually, and after any significant changes or alterations.)

email written notice telephone conference Date: _____

email written notice telephone conference Date: _____

Annual ELP letter was sent in a language the parent can understand: Yes/No Date _____

Year-end note *Highlight student progress (include personal accomplishments, achievements and noteworthy actions):*

_____ Date: _____

Educator Reviewer Signature

_____ Date: _____

Parent Signature

(DPI recommends checking for updates to these policies at least annually. See <http://dpi.wi.gov/english-learners> for the most recent version of this document.)

Version	Modifications/Notes	Date
0.9	Initial release pending final edits	4/25/2018
1.0	No changes	8/15/2018
1.1	Copyedits, many small tweaks	7/1/2019
1.2	Updated many citations, copyedits	1/31/2020