|  |  |
| --- | --- |
| **Student Name:** |  |
| **Student ID:** | Last | First | Middle |
|  | School | Grade | School Year |
| **Current Address** |  |  |
|  | Gender | Male ☐Female ☐ | Ethnicity | Hispanic/Latino ☐ |
| Date of Birth |  | Race | White ☐Black ☐Other ☐ | Asian/Pacific Islander ☐American Indian/Alaska Native ☐ |
| Country of Birth |
| Country of Origin |  |
| Language First Spoken | Additional Languages Spoken  |
| Language(s) Most Spoken in Home |
| Status | Immigrant ☐Migrant ☐Refugee ☐ | Less than three years in US School? |  |
| Yes ☐ | No ☐ |
| Date First Enrolled in US School |
| Academic History |  | Interrupted Education ☐Limited Schooling ☐ | No Formal Schooling ☐ |
| Last Grade Completed |
| Father/GuardianName: |  |
|  | Last | First | Middle |
| Home/Cell | Work | e-mail |
| Mother/GuardianName: |  |  |  |
|  | Last | First | Middle |
| Home/Cell | Work |  | e-mail |
| Other/Relationship: |  |  |  |
| Name: |
|  | Last | First | Middle |
| Home/Cell | Work | e-mail |
| Home/school communication requested… | in English ☐in native language ☐ | Oral ☐Written ☐ |  |

**Language Proficiency Test Levels**

**Contact Information**

|  |  |  |
| --- | --- | --- |
|  | **Proficiency Level** | **Level Range** |
| *Limited English Proficient* | Level 1 Entering | 1.0-1.9 |
| Level 2 Emerging | 2.0-2.9 |
| Level 3 Developing | 3.0-3.9 |
| Level 4 Expanding | 4.0-4.9 |
| *Fully English Proficient* | Level 5 Bridging | 5.0-5.9 |
| Level 6 Reaching | 6.0 |

**Student Screener Results**

|  |  |  |
| --- | --- | --- |
| WIDA Online Screener ☐ | WIDA Kindergarten Screener ☐ | Old Kindergarten W-APT ☐ |
| Listening |  | Speaking | Writing | Reading |  |
|  | Oral Language | Literacy |  |
|  |  | **Overall** |  |  |

**Student ACCESS Test Scores Record**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Year: | Year: | Year: | Year: | Year: | Year: |
| Level | Score | Level | Score | Level | Score | Level | Score | Level | Score | Level | Score |
| Listening |  |  |  |  |  |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |  |  |  |
| **Overall** |  |  |  |  |  |  |  |  |  |  |  |  |

**Student Participation in State-Required Assessment & Accountability System**

|  |
| --- |
| Will the student have been enrolled more than 240 days before state-required assessment begins? |
| Yes ☐ | No ☐ |
| Student will participate in: |  |
| ACCESS for ELLs ☐  | KSA\* ☐ | ACT ☐ | Other: | ☐ |
| Alternate ACCESS for ELLs ☐ | └ Participation only ☐ | Fully accountable ☐ |
| Will the student be provided accommodations? | Yes ☐ | No ☐ |
| *see next page for assessment accommodations* |

\* includes Alternate KSA assessment

**EL Program Type & Enrollment**

|  |  |
| --- | --- |
|  |  |
| Date Identified LEP | Date Entered EL Program |
| Program Details: |
| *RFEP Exit Criteria:* ≥ 4.5 overall level on ACCESS for ELLs ☐ |  |
| Services waived by parents ☐Sheltered English Instruction ☐Content area tutoring ☐Pull-out ESL ☐ | Content-based ESL ☐Structured English Immersion (Push-In) ☐FEP/RFEP Monitoring ☐Special Education services ☐ |  |
| *Monitoring Exit Criteria:* 4 years of RFEP monitoring without recommendation to reclassify ☐ |  |
| With regular school attendance and parent support, it is anticipated that the student will exit from services for Limited English Proficiency to RFEP monitoring status in \_\_\_\_\_\_ years. |
|  |  |
| Date exited from LEP status | Expected date of graduation (grades 9-12) |

**Accommodations**

|  |  |
| --- | --- |
| Instructional Accommodations | Assessment Accommodations |
| ☐ **Implement best practices for teaching EL students in all classes** |
| ☐ Read text in English | ☐ Reader in English |
| ☐ Scribe responses | ☐ Scribe responses |
| ☐ Bilingual dictionary | ☐ Bilingual/English dictionary |
| ☐ English dictionary | ☐ Oral native language support |
| ☐ Provide visuals/organizers | ☐ Extended time |
| ☐ Provide content and language objectives | └ ☐ Time-and-a-half | ☐ Double time |
| ☐ Engage in academic conversations | ☐ Simplified language |
| ☐ Teach and model meta-cognitive strategies | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ☐ Provide oral native language support |
| ☐ Extended time |
| └ ☐ Time-and-a-half | ☐ Double time | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ☐ Small group/single text form administration |
| ☐ Provide adapted materials/technology |
| ☐ Building background knowledge/link to prior learning | ☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_☐ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ☐ Scaffold responses |
| ☐ Simplified language |
| ☐ Model language/task completion |
| ☐ Provide opportunities for interaction |
| ☐ Other programming accommodations to address individual strengths and needs: |
| Expected Rate of Transition: With regular school attendance and parental support, it is anticipated that the student will transition to full participation in classrooms that are not tailored for students with limited English proficiency in \_\_\_\_\_\_ years. |

**Parent Notification**

Signatures and dates of persons involved in the development of the Program Services Plan:

|  |  |  |
| --- | --- | --- |
|  | **Principal/Chair** |  |
| Name | Role/Relationship | Date |
|  | **EL Staff** |  |
| Name | Role/Relationship | Date |
|  | **EL Staff** |  |
| Name | Role/Relationship | Date |
|  |  |  |
| Name | Role/Relationship | Date |
|  |  |  |
| Name | Role/Relationship | Date |
|  |  |  |
| Name | Role/Relationship | Date |
|  |  |  |
| Name | Role/Relationship | Date |
|  |  |  |
| Name | Role/Relationship | Date |
|  |  |  |
| Name | Role/Relationship | Date |
|  |  |  |
| Name | Role/Relationship | Date |
|  |  |  |
| Name | Role/Relationship | Date |