 _ SCHOOL DISTRICT
School Year

Language Acquisition Plan for Students that are English Learners Required under Federal Law (Title III, Sec 3302,)

GENERAL DATA

Student Name		Last						First				М	iddle		
Current Address									· ·				l.		
Gender	М		F	Date of	Birth					Coun	try of Bir	th			
Language first spo				Langua spoken home							Additiona Language	l es spoker	1		
Date of 1 st year in	count	ry				Immig years)	rant Statu	s (less th	an three				·		
Parent/Guardian name															
Phone Home					Work						Cell				
Other Contact Per	son	Rela	tionship						Phone						
Home/School communication to parent/guardian requested in:			Eng	glish		Native Langua	age			Oral		Written			

ACADEMIC HISTORY PRIOR TO ENTERING

SCHOOL DISTRICT

Age Started School		Years in Preschool/K			Year	s in 1-5		Retair	ned in grades	
Last Grade Completed	Last Grade Completed Interrupted Education				Limited Schooling				No formal Schooling	
Has the student been ref	erred for Spe	ecial Education	n?	Does the child have an IEP?						
School Attended	City/State	e/Country	School Year			Grade	Age		Language of Instruction	n
			ACADEMIC ACH	IEVEM	ENT L	EVEL HISTORY				
Subject	Е	Below level	On or Abo	ove lev	el	Method used to	o determine	Level	Information not ava	ailable
Math										
Reading										
Writing										

Alt. ACCESS criteria: https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf

WIDA Screener INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS 2.0 INFORMATION

Test	Date	Score	Level															
Speaking																		
Listening																		
Reading																		
Writing																		
Composite SCORE																		

ENGLISH LANGUAGE DEVELOPMENT (ELD) SERVICE

Da	ite Identified EL					Date Entered ELD Pro	ogram				
Student will receive Direct ELD Pull-out Services for Minutes									Days a	a week	
Student will be placed in an ELD English Class for on Credit (Grades 7-12 only) Year Semester											
	Student will be place	ed on monitorin	g Status	Comm	nents:						
	Parents Declined Se	ervices	Comments:								
	With regular school attendance and parental support it is anticipated that the student will exit from services for English learners to monitoring status in years.									<u>s</u> in	
Co	Comments:										
Da	Date exited from EL Status										
Ex	Expected date of Graduation (Grades 9-12 only)										
St	udent Name	Last				First		Middle			

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

*These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and MUST be documented on the student's LAP.

Designated Supports:			
	ACCESS 2.0	ELA State Assessment	Science
Repeat Directions			
Simplified Directions			
Translated Directions			
Text to Speech			
Read aloud			
Flexible schedule			
Test environment			
Word-to-Word Glossary			
Translated Glossary			
Translation Stacked			
Bilingual Dictionary			
Masking			
Color Contrast			
Magnification			
Noise Buffer			
Scribe			
Other: (must t	e approved by DOE before	being used on State Assessmer	nt)

^{*}Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable. **Students needing accommodations refer to IEP or 504 plan

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

Paraphrasing or repeating directions in English*	Print instead of using cursive					
Personal cueing	Use high interest/low vocabulary text material					
Reader (oral administration)	Use projector and provide students with copies of notes					
Technology (on-line testing)	Make instruction visual – graphic organizers, pictures, maps, graphs to aid understanding					
Extended time	Highlight/color code tasks, directions, letters home					
Bilingual dictionary	Pair EL student with an English speaking "Study Buddy"					
Individual test administration	Seat student in close proximity to teacher, alongside Study Buddy					
OTHER*:	Allow peer tutors to assist student with work					
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully					
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully					
Break tasks/directions into subtasks	Use manipulatives					
Increase wait time	Use books on tape/CDs					
Additional time to complete assignments and tests	Record material for student listening					
ESS (Extended School Services)	Record student speaking into a tape recorder					
Face student when speaking – speak slowly	Label items in the room					
Other programming accommodations to address individual stre	engths and needs:					

ENGLISH INSTRUCTIONAL PLAN

Annual of	objective(s)
•	To communicate in social settings
•	To achieve in content areas
•	In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

Principal	Parent
School/District EL Coordinator	Parent
EL Teacher	Student
Teacher	Interpreter
Teacher	Date