**OLDHAM COUNTY SCHOOLS**

**Program Services Plan for English Learners**

Year: Amended:

**General Data**

Student Name       Grade:       Gender M F Date of Birth

Current Address

Parent/Guardian

Phone Numbers: Home       Cell       Work

Language the student learned to speak first

Language spoken most often by the parent(s) to the student

Language spoken most often at home by the student

Language most frequently spoken at home

Country of Birth       Date of Entry to US

**Academic History Prior to Entering Oldham County Schools**

Age Started School (Including Preschool)       Years in Preschool  Years in K-5

Retained in grades       Last Grade Completed

Received Special Services  Yes  No Please specify:

Please check any of the following:  Limited schooling  Interrupted Education  No formal schooling

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School Attended | City/State/Country | School Year | Grade | Age | Language of Instruction |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Oldham County School Data**

Enrollment Date (include preschool)       Withdrawal Date       Reentry Date       Grades Retained

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Preschool 1 |  | First |  | Fifth |  | Ninth |  |
| Preschool 2 |  | Second |  | Sixth |  | Tenth |  |
| Preschool 3 |  | Third |  | Seventh |  | Eleventh |  |
| Kindergarten |  | Fourth |  | Eighth |  | Twelfth |  |

**Language Proficiency Test Information**

**W**IDA **A**CCESS for English Language Learners **P**lacement **T**est (**W-APT**)

Date of Placement Assessment

Listening       Speaking       Reading       Writing

Please see attached sheet for an explanation of Kindergarten and First Grade W-APT scores.

**ACCESS** for English Language Learners – This test is used to measure annual progress of EL students.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date |  |  |  |  |  |  |  |
| Listening |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |
| Literacy |  |  |  |  |  |  |  |
| Composite with Tier |  |  |  |  |  |  |  |

**W-APT and ACCESS Proficiency Levels (*See also the WIDA Can-Do Descriptors)***

1.0 – 1.9 **Entering** – Knows and uses minimal social language and academic language with visual and graphic support

2.0 – 2.9 **Beginning** – Knows and uses some social English and general academic language with visual and graphic support

3.0 – 3.9 **Developing** – Knows and uses social English and some specific language with visual and graphic support

4.0 – 4.9 **Expanding** – Knows and uses social English and some technical academic language

5.0 – 5.9 **Bridging** – Knows and uses social English and academic language working with grade level material

6.0 **Reaching** – Knows and uses social and academic language at the highest level measured by this test

**Students will exit the EL program when they reach a Composite Proficiency Level of 5.0 and a Literacy Proficiency Level of 4.0 or better on a Tier B or C, Grades 1-12 ACCESS test.**

**English Learner (EL) Service**

Identified Date:       Expected Exit Date: 8/1/      LEP Service Start Date:

**EL Program Type**

CAT: Content area tutoring—Programs that provide one-on-one or small group tutoring/assistance to ELs during school hours in the content areas, including English language arts, mathematics, science and social studies. Tutoring is generally provided by teachers other than bilingual or EL teachers and may be provided by an aide under the direction of a teacher. Specify:

CBE: Content-based EL—Programs in which English is taught through the content areas of mathematics, English language arts, science and social studies

POE: Pull-Out EL/Resource—Programs remove ELs from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the general education classroom teacher

SEI: Sheltered English Instruction1- Programs often serve ELs from more than one language background. Instruction is in English and adapted to the student’s English proficiency levels and provides modified curriculum-based content

SEN: Structured English Immersion—Programs in which EL teachers or bilingual instructional aides provide linguistic and academic support to ELs in the general education classrooms

PR: Parent/Guardian refusal for EL services2 (If PR is checked, SEI must also be checked)

1For EL program students who have not achieved exit criteria, it may, rarely, be appropriate to create a schedule without direct EL support. For a Sheltered English Instruction student, indicate the criteria used in making that determination and provide a brief description (test results, numeric GPA, etc.) in the spaces below, as appropriate.

|  |  |  |
| --- | --- | --- |
|  | ACCESS |  |
|  | GPA/Academic Progress |  |
|  | District Assessment |  |
|  | Teacher Recommendations |  |
|  | State Assessment |  |
|  | Other |  |

2 Parents may decline to enroll their child into the EL program. Parents may also remove a child from the EL program at any time upon request to a school administrator or EL Director.

First date of enrollment into a US English speaking school (K or above)

Student will ***participate*** ***only*** in the NCLB required math and science assessments (if student is enrolled in a grade in which these tests are administered):  Yes  No

Or, student will participate in the complete state assessment and student scores will be included in state required Assessment and Accountability Program: Yes  No If no, anticipated accountability date:

IEP:  Yes  No 504 Plan:  Yes  No

**English Instructional Plan Annual Objective**

The annual objective is that the EL student will advance to the next proficiency level as measured by the ACCESS assessment and *Can-Do Indicators****.***

**Instructional and Testing Accommodations for English Learners (EL)**

**Instructional Accommodations**

The PSP committee has agreed that the following instructional accommodations are appropriate for this student to access and demonstrate understanding of content, based on his/her English language proficiency and performance in the classroom.

Read Text in English

Scribe Responses

Bilingual or English Dictionary (print or electronic)

Prompting/Cueing

Provide Visuals/Organizers

Use Spellcheck

Provide Content Objectives

Engage in Academic Conversations

Meta-cognitive Strategies

Oral Native Language Support

Read Text in Primary Language

Extended Time

Small Group/Single Test form Admin.

Adapted Materials/Technology

Link Instruction to Prior Learning

Building Background Knowledge

Scaffold Responses

Bilingual or English Glossary

Simplified Language

Assistive Technology

Adapt Pace of Instruction

Use Computer/Software

Model Language/Task Completion

Provide Language Objectives

Interaction Opportunities

**Accommodations for State-Required Assessments**

The PSP committee has agreed that the following testing accommodations are appropriate for this student based on his/her language proficiency and performance in the regular classroom. However, in order for these accommodations to be used during state testing, **they must be part of the on-going normal delivery of classroom instruction** and noted as an instructional accommodation above.

Reader (text-to-speech or human)

Bilingual Dictionary

Oral Native Language Support

Extended Time (Double time)

Use of Scribe

Simplified Language

**Members of the PSP Committee Date of PSP Meeting**

|  |  |  |  |
| --- | --- | --- | --- |
|  | School EL  Coordinator |  | Parent |
|  | District EL  Coordinator |  | Parent |
|  | EL Teacher |  | Student |
|  | Teacher |  | Interpreter |
|  | Teacher |  | Principal |