

JCPS PROGRAM SERVICES PLAN for STUDENTS with LIMITED ENGLISH PROFICIENCY

Required under Title III, Sec. 3302, NCLB and 703 KAR 5:070

Name (Last) _____ (First) _____ School _____ Student ID # _____

Current Year PSP _____
School Year

Amended PSP _____
Date

LEP Services

Mark student's current service type(s)

Parent/Guardian declined ESL¹

CAT: Content Area Tutoring

One-on-one or small group tutoring/assistance to ELLs 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 ESL teachers and may be provided by an aide under the direction of a teacher.

CBE: Content-based ESL

Programs in which English is taught through the content areas of mathematics, English language arts, science, and social studies

POE: Pull-out ESL/Resource

Programs remove ELLs 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 Instruction²

Programs often serve ELLs 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. Choose this service type for all students whose parents declined ESL.

SEN: Structured English Immersion (push-in)

Programs in which ESL teachers or bilingual instructional aides provide linguistic and academic support to ELLs in the general education classrooms.

TWI: Two-way Immersion (Hawthorne Elementary only)

Programs are bilingual programs that serve English proficient speakers and ELLs in the same classroom. Both English and the primary language of the ELL students are used in content and language arts instruction.

¹Parent/Guardian declined ESL: Participation in an ESL program is voluntary. Parents/Guardians have the right to waive ESL services at any time. The LEP student receives Sheltered English Instruction in the mainstream classroom.

²For ESL program students who have not achieved a Composite proficiency level of 5.0 or higher and Literacy proficiency level of 4.0 or higher on Tier B or C of ACCESS for ELLs but who have demonstrated academic success and language proficiency in other ways, it may be appropriate to provide Sheltered English Instruction (SEI) in the mainstream classroom. Indicate the criteria used in making that determination and provide a brief description (test results, GPA, etc.) in the spaces below.

ACCESS _____

GPA/Academic Progress _____

District Assessment _____

Teacher Recommendations _____

KPREP _____

Other _____

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To support the student's progress in attaining English language proficiency and meeting academic content standards, the instructional and assessment accommodations listed below and marked as continuing or new, will be provided on a routine basis. Accommodations marked as ending are no longer necessary based on the student's progressing level of English language proficiency. (Refer to page 3 of this PSP)

Instructional Accommodations	Continuing	Ending	New
Read Text in English			
Scribe Response			
Bilingual/English Dictionary			
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 Form Test			
Adapted Materials/Technology			
Link Instruction to Prior Learning			
Build 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			
Assessment Accommodations	Continuing	Ending	New
Bilingual/English Dictionary			
Oral Native Language Support			
Extended Time			
Use of Scribe			
Simplified Language			
Reader			

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 _____ years.

Program Services Plan Committee Members

Principal's Name _____	Signature (required) _____	Date _____
Name _____ Title _____	Signature _____	Date _____
Name _____ Title _____	Signature _____	Date _____
Name _____ Title _____	Signature _____	Date _____
Name _____ Title _____	Signature _____	Date _____

Example Teacher Report



ACCESS for ELLs® English Language Proficiency Test

Teacher Report – 2013

2014

District:			Student:		
School:			State ID:		District ID:
Grade: ⁷	Tier:	Grade Level Cluster:	Birth Date:		

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions						Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	600	
Listening								
Speaking								
Reading								
Writing								
Oral Language ^A								
Literacy ^B								
Comprehension ^C								
Overall Score ^D (Composite)								

A - Oral Language = 50% Listening + 50% Speaking
 B - Literacy = 50% Reading + 50% Writing
 C - Comprehension = 70% Reading + 30% Listening
 D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
 NA - Not Attempted – Student Booklet is marked with a Non-Scoring Code of Absent, Invalideate, Declined or Deferred Special Education/504
 Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English Language Development Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

English Language Development Standards	# of Items Correct	Total # of Items
Social & Instructional Language		
Language of Language Arts		
Language of Mathematics		
Language of Science		
Language of Social Studies		

SPEAKING TASKS

English Language Development Standards Score based on # of tasks student met or exceeded	Raw Score	Total # of Items
Social & Instructional		
Language Arts/Social Studies		
Mathematics/Science		

NA - Not Attempted – Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

WRITING TASKS

English Language Development Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional						
Language Arts						
Mathematics & Science						
Language Arts & Social Studies						

Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Emerging – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

April 13, 2013