

APPENDIX B

Custer SCHOOL DISTRICT

Language Acquisition Plan for Student that are English Language Learners
 Required under Federal Law (Title III, Sec 3302, No Child Left Behind Act of 2001)

GENERAL DATA

Student Name	Last	First	Middle
Current Address			
Gender	M	F	Date of Birth
Language first spoken		Language spoken in home	Additional Languages spoken
Date of 1 st year in country		Immigrant Status (less than three years)	
Parent/Guardian name			
Phone	Home	Work	Cell
Other Contact Person		Relationship	Phone
Home/School communication to parent/guardian requested in:		English	Native Language
		Oral	Written

ACADEMIC HISTORY PRIOR TO ENTERING SCHOOL DISTRICT

Age Started School	Years in Preschool/K	Years in 1-5	Retained in grades
Last Grade Completed	Interrupted Education	Limited Schooling	No formal Schooling
Has the student been referred for Special Education?		Does the child have an IEP?	
School Attended	City/State/Country	School Year	Grade
			Age
			Language of Instruction
ACADEMIC ACHIEVEMENT LEVEL HISTORY			
Subject	Below level	On or Above level	Method used to determine Level
Math			Information not available
Reading			
Writing			

W-APT INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
Speaking	2009																	
Listening																		
Reading																		
Writing																		
Composite SCORE																		

ESL SERVICE

Date Identified ELL				Date Entered ESL Program				
Student will receive Direct ESL Pull-out Services for				Minutes			Days a week	
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)				Year			Semester	
Student will be placed on monitoring Status	Comments:							
Parents Declined Services	Comments:							
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for English Language Learners to <u>monitoring status</u> in _____ years.</p>								
Comments:								
Date exited from ELL Status								
Expected date of Graduation (Grades 9-12 only)								
Student Name	Last				First			Middle

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

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

Accommodations:	
Repeat directions	Environmental modifications
Visual organizers	Word to Word Glossary
Reader (except on reading passages)	Individual or small group test administration
Flexible schedule	OTHER: (must be approved by DOE before being used on DSTEP)

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 overhead and provide students with copies of teacher transparencies/notes/lectures
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 ESL 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
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 strengths and needs:	

*Strategies that can be used on State Assessments

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas