

**SENATOBIA MUNICIPAL SCHOOL DISTRICT**  
**Language Service Plan for Student with Limited English Proficiency**  
 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			Country of Birth			
Language first spoken			Language spoken in home			Additional Languages spoken					
Date of entry into U.S.A.				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**

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		
<b>ACADEMIC ACHIEVEMENT LEVEL HISTORY</b>							
Subject	Below level	On or Above level	Method used to determine Level	Information not available			
Math							
Reading							
Writing							

**SENATOBIA MUNICIPAL SCHOOL DISTRICT DATA**

Enrollment Date		Withdrawal Date		Reentry Date		Grades Retained	
Preschool 1	Kindergarten	Third		Sixth	Ninth	Twelfth	
Preschool 2	First	Fourth		Seventh	Tenth		
Preschool 3	Second	Fifth		Eighth	Eleventh		

**LANGUAGE PROFICIENCY TEST INFORMATION**

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
<b>ACCESS Speaking</b>															
<b>ACCESS Listening</b>															
<b>ACCESS Reading</b>															
<b>ACCESS Writing</b>															
<b>Composite SCORE</b>															

**ESL SERVICE**

Date Identified LEP				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 6-12 only)				Year	Semester		
Student will be placed on monitoring Status		Comments:					
Parents Declined Services		Comments:					
<p><u>With regular school attendance and parental support</u> It is anticipated that the student will exit from services for Limited English Proficiency to <u>monitoring status</u> in _____ years.</p>							
Comments:							
Date exited from LEP Status							
Expected date of Graduation (Grades 9-12 only)							

Language Service Plan (Date): \_\_\_\_\_

**PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM**

Date of entry to an English Speaking School	
Student will participate in:	
W-APT	
Annual English Language Proficiency Assessment (WIDA ACCESS)	
State-Required Assessment and Accountability Program	
Accommodations will be Provided *	
Accommodations will no longer be provided when the student's English Language Proficiency (ELP) levels have reached a composite score of 5.0 or above on the WIDA ACCESS Tier B or Tier C and proficient on the MCT2 Language Arts or passing on the SATP English II multiple choice.	

\*These Accommodations/ Modifications are appropriate if consistent with the on-going normal delivery of classroom instruction.

Accommodations:	
Use of memory aids, fact charts, resource sheets, and/or abacus	
Provide cues (e.g., arrows and stop signs) on answer document in pencil	Administer the test over several days
Highlight key words or phrases in directions (e.g., complete sentences, show your work)	Native language word-to-word dictionaries (no definitions)
Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Individual test administration
Dictation of answers to test administrator/proctor (scribe) in English only)	OTHER:

- See English Language Learner Testing Accommodations Manual for further guidance.

**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; Type all notes, tests, and handouts
*Personal cueing*	Use high interest/low vocabulary text material
*Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Use overhead and provide students with copies of teacher transparencies/notes/lectures
*Dictation of answers to test administrator/proctor (scribe) in English only	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
*Reader (oral administration)	Highlight/color code tasks, directions, letters home
*Native language word-to-word dictionaries /Electronic word-to-word dictionaries (no definitions)	Pair ELs with an English speaking "Study Buddy" for assistance
OTHER*:	Seat student in close proximity to teacher, alongside Study Buddy
Present questions in same phrasing as used in learning/review	Check for comprehension often
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)	Vocabulary matching- fill-in-the-blank exercises with word list
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"> <li>• To communicate in social settings</li> </ul>
<ul style="list-style-type: none"> <li>• To achieve in content areas</li> </ul>
<ul style="list-style-type: none"> <li>• In socially and culturally appropriate ways</li> </ul>

Persons involved in the development of the Language Service Plan:

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

Language Service Plan (Date): \_\_\_\_\_