

KADOKA AREA SCHOOL DISTRICT
Language Acquisition Plan for Students 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	Country 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 KADOKA AREA 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	Information not available
Math				
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																		
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:	
With regular school attendance and parental support , it is anticipated that the student will exit from services for English Language Learners to monitoring status in years.			
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 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 ELL Coordinator	Parent
ELL Teacher	Student
Teacher	Interpreter
Teacher	Date