

Northern Kentucky Cooperative for Educational Services
Program Services Plan (PSP) for English Learner (EL)
 Required by Federal Law (Title III, Section 3302, No Child Left Behind Act of 2001)

Student Name: _____ SSID #: _____
First Last

District/School:		Grade:
Date of Birth:	Place of Birth:	Home/Native Language:
Date Enrolled in District:	First U.S. School Entry:	First English Speaking School:
Date Identified as LEP:	Date Enrolled LEP:	EL Program Type:
Immigrant:	Refugee:	Migrant:

Level of Academic Achievement

Dates of Interrupted Schooling:	Dates of Limited Formal Schooling:	Repeated Grade:
Based on available records, this student is functioning at the following grade level or receives specialized assistance. Below Grade Level: _____ On Grade Level: _____ Above Grade Level: _____ IEP/504: _____		

Language Proficiency Test Results

This student's English language proficiency was tested and the following are the results. These scores indicate that the child's English is still developing and he/she needs specific continued instruction to develop English language skills to facilitate academic success.

Test	Date	School	Tier	Grade	Speaking	Listening	Reading	Writing	Literacy Level	Comprehension Level	Composite Level	Composite Growth Goal

Student will exit the EL program when ACCESS scores reach or exceed Composite Level 5 and Literacy Level 4.
 Expected Date of Exit from EL Program: _____

Participation in the State-Required Assessment and Accountability System

Student will participate in:	
✓	ACCESS Assessment without accommodations
	ACCESS Assessment with accommodations (if student has an IEP)
	State-required assessments with accommodations
	State-required assessments without accommodations

**Detailed assessment information for this student will be distributed this spring.*

Evaluation data demonstrates the need for the following checked accommodations and/or modifications. The following accommodations, modifications, or both will be part of the student's on-going delivery of instructional services. For implementation guidelines refer to 703 KAR 5:070. "Procedures for the inclusion of special populations in the state-required assessment and accountability programs" dated February 2014

<input type="checkbox"/> Dictionaries (bilingual and English) word to word BED-A <input type="checkbox"/> Oral native language support with extended time ONLS-A <input type="checkbox"/> Extended Time ET-A <input type="checkbox"/> Scribe SB-A	<input type="checkbox"/> Simplify language (paraphrase) .SL-A <input type="checkbox"/> Reader RDR-A <input type="checkbox"/> Small Group SGSF-I
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English Language Learner Program Placement

This student will receive the following services:

- CBE: Content-Based ESL (Programs in which English is taught through the content areas of math, English language arts, science and social studies)
- POE: Pull-Out ESL/Resource (Programs remove ELs from the general education classes to preteach, teach or reteach English language skills and/or academic content covered by the general education classroom teacher.)
- SEI: Sheltered English Instruction (Programs often serve ELs from more than one language background. Instruction is in English and adapted to the students' English proficiency levels and provides modified curriculum-based content.)
- SEN: Structured English Immersion (Push-In) (Programs in which EL teachers or bilingual instructional aides provide linguistic and academic support to ELs in the general education classrooms.)
- Consultative Support Services (EL teacher/tutor/aide/assistant/consultant collaborates with classroom teacher)
- Transitional Services (Support is provided by the classroom teacher as needed. Generally reserved for students who have scored between 4.5 and 5.0 on ACCESS and have demonstrated proficiency in the classroom setting)

English Instructional Goals

Based on language proficiency test scores, and in some cases previous school records, this student needs assistance with the following skills. The skills and objectives listed will be used in conjunction with Kentucky's English Language Proficiency Standards to most effectively meet this student's instructional needs.

- Listening:** English learner will process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking:** English learner will engage in oral communication in a variety of situations for a variety of purposes and audiences.
- Reading:** English learner will process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing:** English learner will engage in written communication in a variety of situations for a variety of purposes and audiences

Academic Achievement Assistance

The following instructional methods and strategies are considered best practice for student with limited English proficiency. The checked accommodations are those intended to be used to meet the needs of this student in mainstream classes and offer access to content area instruction as outlined in Kentucky's English Language Proficiency Standards, Program of Studies, and Core Content for Assessment.

Instructional Accommodations			
	Reader* RDR-I		Provide Adapted Materials/Technology AMT-I
	Scribe Responses* SB-I		Link Instruction to Prior Learning PL-I
	Bilingual or English Dictionary* BED-I		Build Background Knowledge BK-I
	Prompting/Cueing PC-I		Scaffold Responses (oral/written) SK-I
	Provide Visuals/Organizers VO-I		Bilingual or English Glossary (Student-Generated) BEG-I
	Use Spell Check SP-I		Simplified Language (Paraphrasing)* SL-I
	Provide Content Objectives CO-I		Assistive Technology AT-I
	Engage in Academic Conversations AC-I		Adapt Pace of Instruction API-I
	Meta-Cognitive Strategies MC-I		Use Computer/Software CS-I
	Oral Native Language Support* ONLS-I		Provide Language Objectives LO-I
	Read Text in Primary Language RTP-I		Model Language/Task Completion MC-L/MC-I
	Extended Time * ET-I		Provide Interaction Opportunities IO-I
	Small Group/Single Test Form Administration* SGSF-I		Reducing/Modifying Spelling/Vocabulary Lists
	Pairing Students and/or Allowing Peer Tutors		Reducing the Number of Problems/Steps to Assignments
	Reducing and/or Modifying Assignments, Homework and Tests		Other Accommodations Determined Appropriate by Teacher

*Accommodation is appropriate for use on state-wide assessments if used as part of the student's ongoing delivery of instruction.

Instructional Strategies that Promote Language Learning		
Hands-on Activities	Guided Reading	Activity-Lesson-Activity
Collaborative Learning	Small Group Instruction	Check for Comprehension Throughout
Reciprocal Teaching	Activate/Build Prior Knowledge	Projects Instead of Test, Alternative Assessments

Program Services Plan Committee Signatures

EL Program Consultant:	Principal:
Teacher(s):	
Parent: <i>If you would like your child to participate in the program explained in this documentation please sign below.</i>	

Parents have the right to decline participation in the EL program. If you do not want your child to participate in this program please call your child's school to schedule a meeting to sign the appropriate state-required paperwork.

PSP Conference held on:	Details:
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