

GRADE: _____

MONROE LOCAL SCHOOLS

LIMITED ENGLISH PROFICIENCY (LEP) PLAN

Purpose: To collaboratively determine and document individualized instructional supports and modifications for LEP students and to help ensure consistency in the application of those supports and modifications.

Student: _____ **1st Language:** _____

Date: _____ **Years in U.S. Schools:** ___ <1 ___ <2 ___ <3 ___ 3 or more

LANGUAGE SKILL	PROFICIENCY LEVEL AS OF _____				
Listening	__ pre-functional	__ beginning	_ intermediate	___ advanced	_ proficient
Speaking	__ pre-functional	__ beginning	_ intermediate	___ advanced	_ proficient
Reading	_ pre-functional	__ beginning	_ intermediate	___ advanced	_ proficient
Writing	__ pre-functional	__ beginning	_ intermediate	___ advanced	_ proficient
Comprehension*	__ pre-functional	__ beginning	_ intermediate	___ advanced	_ proficient
Composite**	__ pre-functional	__ beginning	_ intermediate	___ advanced	_ proficient

*The Comprehension level is derived from Listening and Reading.

**The Composite level is derived from Listening, Speaking, Reading, and Writing.

EXPLANATION OF PROFICIENCY LEVELS

The **pre-functional** LEP student is beginning to: understand isolated words and short utterances, especially when repeated; demonstrate concepts of reading and read simple printed material with context cues; use gestures and simple words; and develop communicative writing skills.

The **beginning** LEP student can: understand simple statements, directions, questions and the general message of basic reading passages; use appropriate strategies to initiate and respond to simple conversation; and compose short informative passages on familiar topics, with non-conventional features (e.g. inventive spelling, grammar inaccuracies).

The **intermediate** LEP student can: understand standard speech in school and social settings; communicate orally with some hesitation; understand descriptive material and some complex narratives within familiar contexts; and write simple texts and short reports.

The **advanced** LEP student can: identify the main ideas and relevant details of discussions/presentations on a wide range of topics; actively engage in most familiar and unfamiliar communicative situations; understand the content of most academic texts with support; and write multi-paragraph essays, journal entries, letters, and creative texts with some errors.

The **proficient** LEP student can: understand and identify the main ideas and relevant details of extended discussions/presentations on a wide range of topics; produce fluent, accurate oral and written language; and use the same reading strategies as native-English speakers to derive meaning from a wide range of texts.

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ENGLISH LANGUAGE PROFICIENCY GOALS

(Derived from Ohio English Language Proficiency Standards for Limited English Proficient Students in Grades K-12, April 2006)

LANGUAGE DOMAIN Proficiency Level	ENGLISH LANGUAGE PROFICIENCY GOALS
Listening	LEP students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways. 1.1 Comprehend spoken instructions 1.2 Identify main ideas and supporting details of spoken English 1.3 Determine speaker attitude and point of view 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken 1.5 Make inferences and predictions when listening to speakers
Speaking	LEP students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways. 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress 2.2 Speak using appropriate grammar and vocabulary 2.3 Speak for varied purposes, both informal and formal with focus, relevance and cohesion
Reading	LEP students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways. 3.1 Demonstrate reading strategies 3.2 Identify the meaning of written vocabulary 3.3 Read with comprehension 3.4 Read for varied purposes
Writing	LEP students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways. 4.1 Write using appropriate conventions and grammar 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media 4.3 Write using the writing process 4.4 Write using a range of vocabulary, sentence structures and verb tenses

In order to meet the listed goals, English as a Second Language (ESL) Services will be provided.

ESL Services focus on promoting English communication skills and on English for academic purposes as well as social/cultural support. Your child will receive:

- _____ Consultation, monitoring, and academic assistance as needed
- _____ Structured immersion with ESL teacher
- _____ Pull-out small-group or individual tutoring
- _____ Sheltered instruction
- _____ Dual-language instruction

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This program is designed to help an English Language Learner attain English language proficiency as quickly as possible so that he or she can participate effectively in classrooms in which English is the language of instruction.

To assist the LEP student in his or her core curriculum classes, the following will be provided:

	INSTRUCTIONAL SUPPORTS		INSTRUCTIONAL SUPPORTS
	Increased visual or contextual cues (pictures, objects, graphic organizers, process charts, Total Physical Response)		Organized buddy/peer teaching
	Highlighted texts and/or materials		Organized alternative projects
	Additional and/or repeated instructions or directions		Modeled language (e.g. "think aloud")
	Check and recheck for understanding / Have student explain directions or task		Native language support (through teacher, volunteer, peer, bilingual texts)
	Increased opportunities to respond and practice language (e.g. cooperative learning, one-on-one interactions, project-based learning)		Incorporated culture into the classroom (e.g. decorations, story-telling, discussion, culture studies)
	Interactive Journal (written dialogue between student and teacher to facilitate language acquisition and understanding of content)		Developed classroom routines with clear, consistent signals (e.g. entry, assignment completion, exit)

	MODIFICATIONS		MODIFICATIONS
	Shortened assignments		Extended time for tests If appropriate
	Limited/alternative spelling and vocabulary lists		Modified or alternative (e.g., matching) tests
	Provided written notes or allowing student to copy notes		Allow open-book tests
	Allow student to write in native language		Test read aloud or student able to ask for verbal clarification
	Allow the use of a bilingual or English dictionary or electronic translation pen or program		Grade on a pass-fail basis
	Extended time for assignments If appropriate		Other:

Date of Plan: _____

TEAM MEMBERS:

Signature (parent)

Print Name

Title

Signature

Print Name

Title

Signature

Print Name

Title

GRADE: _____

Signature

Print Name

Title

Signature

Print Name

Title

- I accept ESL services for my child _____
(signature) (date)
- I decline ESL services for my child _____
(signature) (date)
- I understand my child has met exit criteria _____
(signature) (date)