EXHIBIT 4

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INSTRUCTION

SAMPLE INDIVIDUALIZED STUDENT PLAN FOR ENGLISH LANGUAGE LEARNERS

General Information			
Student's Name		Grade Level	School Year
ID Number	Date of Entry in Wisconsin School	Native Language	
School District	School	Primary Teacher	

TEST DATA:

DATE							
Entry English Proficiency							
ACCESS Composite Score							
ACCESS Reading							
ACCESS Writing							
ACCESS Speaking							
ACCESS Listening							
PALS							
STAR Reading							
STAR Math							
FORWARD Social Studies							
FORWARD Math							
FORWARD ELA							
FORWARD Science							
ACT Aspire							

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Scoring Explanation for ACCESS Testing		
1	Entering	Student is not able to mimic language skills.
2	Beginning	Student is able to produce language skills with considerable teacher assistance.
3	Developing	Student is able to produce language skills with some teacher support.
4	Expanding	Student is able to apply language skills independently, but not with 100% accuracy.
5	Bridging	Student is able to apply language skills independently and accurately nearly always.
6	Reaching	Student has attained proficiency comparable to native English-speaking peers.

Types of Services to be Offered by the ESL/Bilingual Program
Direct Instructional support in: _____Spanish reading   _____Math   _____English reading   ____Writing   _____Listening _____Speaking _____Science _____Social Studies _____other (specify)_____
Provide materials from the ESL lending library, which need to be returned by date specified: _____Spanish reading materials _____ Math flashcards _____Math games _____English reading materials _____ Reading games _____other (specify_____)
_____Offer small group/individual testing as needed for classroom, district, and state assessments.
_____Monitor student's academic progress _____Inform parents of progress if students are showing lack of progress
_____Suggest appropriate accommodations, modifications, and learning strategies for assessments and classroom activities.
_____ Interpret for parent/teacher conferences _____Interpret for other meetings at school _____Translate informational documents
_____Assist parents with enrollment forms, permission slips, etc.

Bilingual/ESL Program Type

Support Delivery Model

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Assessment Accommodations
State Testing: District Testing: Classroom Testing: ACCESS Testing:

Language Development Goals		
Goal	Met	Not Met
Math:		
Reading: Will increase ACCESS reading score by .5 from		
Writing: Will increase ACCESS writing score by .5 from		
Speaking: Will increase ACCESS speaking score by .5 from		
Listening: Will increase ACCESS speaking score by .5 from		

Recommended Classroom Modifications and Accommodations:

Physical Arrangement of Room:

☐ Seating student near the teacher or positive role model
☐ Avoiding distracting stimuli
☐ Increasing distance between desks

Lesson Presentation:

☐ Pairing students to check work
☐ Writing key points on the board
☐ Providing peer tutoring
☐ Providing visual aids, written outline, or note taker
☐ Including variety-activities & teaching with multi-sensory modes
☐ Repeating directions to student, student repeats back
☐ Allowing student to tape record lessons
☐ Using computer-assisted instruction
☐ Accompany oral directions w/written directions
☐ Provide a model to help students
☐ Break longer lessons into shorter ones

Assignments/Worksheets:

☐ Giving extra time to complete tasks/exams
☐ Simplifying complex directions

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☐ Handing worksheets out one at a time
☐ Reducing the reading level
☐ Requiring fewer correct responses to achieve grade
☐ Providing a structured routine in written form
☐ Providing study skills training/learning strategies
☐ Giving frequent short quizzes and avoiding long tests
☐ Allowing typed assignments or dictated assignments
☐ Using self-monitoring devices
☐ Reducing homework
☐ Not grading handwriting
☐ Not requiring lengthy, outside reading assignments
☐ Arrange homework communication (school to home)
☐ Recognize/give credit for student's oral participation

Test Taking:

☐ Allowing open book exams
☐ Giving exam orally
☐ Giving take home tests
☐ Fewer essay responses
☐ Allowing students to give test answers on tape recorder
☐ Remove time constraints

Organization:

☐ Provide assistance with organizational skills
☐ Assign a volunteer homework buddy
☐ Allow student to have an extra set of books at home
☐ Send daily/weekly progress reports home
☐ Develop a reward system
☐ Provide an assignment notebook

Behavior:

☐ Use timers to facilitate task completion
☐ Structure transitional and unstructured times
☐ Use self-monitoring strategies
☐ Give extra privileges and rewards
☐ Keep classroom rules clear and simple
☐ Make "prudent use" of negative consequences
☐ Allow for short breaks between assignments
☐ Nonverbal cues for student to stay on task
☐ Mark student's correct answers – not mistakes
☐ Implement a classroom behavior management system
☐ Allow student time out of seat to run errands, etc.
☐ Ignore mildly inappropriate behaviors
☐ Use of behavioral contracts
☐ Increase immediacy of rewards
☐ Implement time-out procedures

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End of Year Reflections on Classroom Progress
Date:

Parent Communication and/or Language Needs
Date:

Team Members	
Teacher	Principal
ESL/Bilingual Teacher	School Counselor
Parent(s)	Interpreter/Title 1/Special Education Teacher

Permission for Service			
☐ Accept ESL Support	Parent/Guardian Signature:		Date:
☐ Decline ESL Support	ESL Teacher Signature:		Date:

Adopted: 04/27/2020
Revised: