

**Alternative Education for Disruptive Youth  
English Learner’s English Language Development Plan**

Name of Student: \_\_\_\_\_

Student	Resources (Where to find the information)	ESL Teacher’s Next Steps (What are you going to do?)
<p><b>Background Information</b></p> <ul style="list-style-type: none"> <li>• age, grade level, country of origin,</li> <li>• language(s), educational background, acculturation status, years in ELD, mobility</li> <li>• is s/he a student with limited or interrupted education (SLIFE)? refugee? immigrant? U.S.-born? long-term English learner (L-TEL)? suffered trauma?</li> <li>• <i>WIDA ACCESS for ELLs Individual Student Report</i> for the last three years (listening, speaking, reading, and writing),</li> <li>• family background, funds of knowledge, outside-school student responsibilities (employment and family)</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent student records</li> <li>• ESL teacher’s input</li> <li>• family interview</li> <li>• counselor report, psychologist report</li> <li>• student interview</li> <li>• community-based organizations serving the family (<a href="#">BRYCS</a>, Refugee resettlement organizations, Children and Youth Services, etc.)</li> <li>• <a href="#">US Department English Learner Tool Kit</a></li> </ul>	<ul style="list-style-type: none"> <li>• scheduling of ELD classes</li> <li>• scheduling collaboration time (with content teachers, behavior specialists, counselors and psychologists)</li> <li>• written lesson plans</li> <li>• assessment plan (screening, progress monitoring),</li> <li>• teacher resources (textbooks, teaching materials, devices, etc.)</li> </ul>
<p><b>Current Language Instruction Educational Program</b></p> <p><b>ELD Component</b></p> <ul style="list-style-type: none"> <li>• description of the student’s present levels of English language proficiency and what s/he is able to do at the current levels of English proficiency</li> <li>• what type of ELD program is provided (bilingual, dual language, ELD pullout, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>WIDA ACCESS for ELLs Individual Student Report</i></li> <li>• <a href="#">WIDA Performance Definitions Receptive Domains</a> and <a href="#">WIDA Performance Definitions Productive Domains</a></li> <li>• <a href="#">WIDA Can Do Descriptors, WIDA Can Do Descriptors Key Uses Edition, WIDA Speaking and Writing Interpretive Rubrics</a>, LEA’s ELD Handbook, <a href="#">Acculturation Quick Screen</a></li> </ul>	<ul style="list-style-type: none"> <li>• Develop the ELD lesson plan based on the student’s levels of English language proficiency (listening, speaking, reading and writing). Refer to the <i>WIDA Performance Definitions</i>.</li> <li>• Refer to the <i>WIDA Can Do Descriptors</i> and the <i>WIDA Can Do Descriptors Key Uses Edition</i> to develop tasks and activities based on the student’s English language proficiency levels (ELPs)</li> <li>• Refer to the <a href="#">WIDA Speaking and Writing Interpretive Rubrics</a> to</li> </ul>

		develop assessment tasks aligned to the student's ELP levels.
<p><b>Current Language Instruction Educational Program</b>  <b>Content Component</b></p> <ul style="list-style-type: none"> <li>content teachers trained to address the English language proficiency levels</li> <li>curriculum mapping includes linguistic and content differentiation</li> <li>supports for student's acculturation process</li> </ul>	<ul style="list-style-type: none"> <li>LEA's curriculum maps</li> <li>Literacy Levels in English and native language</li> <li><i>WIDA ACCESS for ELLs Individual Student Report</i></li> <li><a href="#">WIDA Performance Definitions Receptive Domains</a> and <a href="#">WIDA Performance Definitions Productive Domains</a></li> <li><a href="#">WIDA Can Do Descriptors, WIDA Can Do Descriptors Key Uses Edition, WIDA Interpretive Speaking and Writing Rubric</a>, LEA's ELD Handbook, <a href="#">Acculturation Quick Screen</a></li> </ul>	<ul style="list-style-type: none"> <li>Develop the content lesson plan including both content and language objectives, addressing the student's levels of English language proficiency (listening, speaking, reading and writing). Refer to the <a href="#">WIDA Performance Definitions Receptive Domains</a> and <a href="#">Productive Domains</a>.</li> <li>Refer to the <a href="#">WIDA Can Do Descriptors</a> and the <a href="#">WIDA Can Do Descriptors Key Uses Edition</a> to develop tasks and activities based on the student's English language proficiency levels (ELPs)</li> <li>Design evidence-based interventions for English learners aligned to the student's ELP levels and literacy levels</li> <li>Provide culturally-responsive teaching practices addressing the multiple cultures represented in the content classroom</li> <li>Provide student progress reports addressing literacy, math and English language use</li> </ul>
<p><b>Other Services</b>  Special education placement  Students with GIEP</p>	<ul style="list-style-type: none"> <li>Individualized Education Plan (IEP)</li> </ul>	<ul style="list-style-type: none"> <li>Provide ELD instruction as prescribed in the IEP</li> </ul>
<p><b>Communication</b>  Communication provisions in the preferred mode and language of the family</p>	<ul style="list-style-type: none"> <li>TranSACT</li> <li>Community-based organizations that provide services to culturally and linguistically diverse populations</li> <li>Institutions of Higher Education (IHEs)</li> </ul>	<ul style="list-style-type: none"> <li>Contact the district's ESL/ELD Department to facilitate access to <a href="#">Transact</a></li> <li>Secure interpreters/translators</li> <li>Contact IHE's World Language departments for possible interpreter/translator referrals</li> </ul>