

 Montana Office of Public Instruction Elsie Arntzen, Superintendent	APPENDIX H SAMPLE EDUCATIONAL PLAN FOR ELS SCHOOL YEAR 2024-2025 Last Reviewed: July 2024
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ELP Annual Progress Review Form					
Date of Review:					
Last Name:			First Name:		
SSID:			Birth Date:		
District:			School:		
Grade:		ACCESS for ELLs Tier:		Date ACCESS administered:	
Listening Proficiency:	Speaking Proficiency:	Reading Proficiency	Writing Proficiency	Literacy Prof.	Composite Prof.

Identification Information:					
MT Approved Home Language Survey used? <input type="checkbox"/> Yes <input type="checkbox"/> No					
(Keep in permanent record folder)					
Identified in another district? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Screener Used? YES/NO		<input type="checkbox"/> YES		<input type="checkbox"/> NO	
W-APT/OTHER:		<input type="checkbox"/> W-APT		<input type="checkbox"/> OTHER	
W-APT or another screener score:					
Listening Proficiency:	Speaking Proficiency:	Reading Proficiency	Writing Proficiency	Literacy Proficiency	Composite Prof.
Kindergarten W-APT score					
Listening and Speaking Raw Score		Reading Raw Score		Writing Raw Score	
Oral Proficiency Score:		Reading Skills Description		Writing Skills Description	

Identification Information Cont...:		
Other assessment data used to identify student:	Assessment	Score
Language Development Assessment		
Reading Comprehension		
Writing		
Other:		
EL Identification Date (AIM):	# Years identified as EL	

ELP Assessment Data:							
ACCESS for ELLs							
Current Year:				Meets ELP Assessment Criteria for Exit?			
				<input type="checkbox"/> YES		<input type="checkbox"/> NO	
ACCESS for ELLs Longitudinal Data Review							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Speaking							
Listening							
Reading							
Writing							
Literacy							
Overall							

Academic Achievement (Review of other assessment data, formative, interim, summative)

Reading Comprehension

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Writing

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Language Development

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Classroom assessments and general academic achievement data:

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Progress Review:

What are the student's strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data).

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What program/service adjustments can be made to address areas of weakness?

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What other factors beyond ELP and academics may be impacting progress?(Social/emotional)

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Exit Criteria:

☐

Student has met minimum criteria for ACCESS for ELLs (4.7 overall composite).

☐

Other academic a data has been considered and student is able to fully participate in and meet grade level academic expectations.

☐

Other factors beyond ELP and academic considerations have been considered.
(parent/student input, content teacher input, other social/emotional)

Annual Monitoring for Former EL Year 1

What are the student's strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data).

What program/service adjustments can be made to address areas of weakness?

What other factors beyond ELP and academics may be impacting progress? (Social/emotional)

Finding:

- ☐ Student continues to be able to fully participate in and meet grade level academic expectations on both the statewide assessment and classroom assessments.
- ☐ Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, other social/emotional)

Annual Monitoring for Former EL Year 2

What are the student's strengths and weaknesses? (Review individual domain and composite scores: scale scores, PL, and raw scores, academic progress, classroom, school, district, and MontCAS data).

What program/service adjustments can be made to address areas of weakness?

What other factors beyond ELP and academics may be impacting progress? (Social/emotional)

Finding:

- ☐ Student continues to be able to fully participate in and meet grade level academic expectations on both the statewide assessment and classroom assessments.
- ☐ Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, other social/emotional)