

MIAMI-DADE COUNTY PUBLIC SCHOOLS

INDIVIDUAL LEP STUDENT PLAN

ELEMENTARY

Name:	I.D.:		
Additional Student Information	School	Grade	Year
Date of Birth:			
Place of Birth:			
Student Language:			
Parent/Guardian Language:			
Entry Date to M-DCPS:			
	Placement in ESOL Information		
English Language Proficiency Assessment: _Assessment Date (MM/DD/YY):	Score: ESOL Level:		
Basis of Entry:	Aural/Oral		
Reading/	Writing (Grades 4-5/6)		
☐Metropolitan Achievement Test (MAT-7) ☐Other:	Reading Subtest Language Subtest		óile óile
ESOL Program Initial En ESOL Program Re-entry Date(s) (MM/DD	ntry Date (MM/DD/YY):		-
Progra	um Exit Information		
English Language Proficiency Assessment:			
Assessment Date (MM/DD/YY):	Score: ESOL Level:		
Reading/	Writing (Grades 4-5/6)		
☐ Metropolitan Achievement Test (MAT-7) or ☐ Florida Comprehensive Assessment Test (FCAT-N) AND	Reading SubtestRT) (Grades 4-5/6)	%	oile
☐Metropolitan Achievement Test (MAT-7) ☐Other:	Language Subtest	%	oile
ESOL Program Exit I	Date (MM/DD/YY):		

ESOL LEVEL AND PROGRAM UPDATE INFORMATION

Instrument:

Score:

□ Exit

Level: ____ Continue

Date (MM/DD/YY): _____

Social Studies

Mathematics

Teacher Signature:			School:							
Date (MM/DD/YY):					Score:		Level:			
Teacher Signature:			School:			2 Exit	☐ Continue			
Date (MM/DD/YY):					Score:					
Teacher Signature:			School:			Exit	Exit			
Date (MM/DD/YY):					Score:					
Teacher Signature:			School:			Exit	☐ Continue			
Date (MM/DD/YY):					Score:		Level:			
Teacher Signature:						☐ Exit	☐ Continue			
Date (MM/DD/YY):										
Teacher Signature:						E xit	☐ Continue			
Date (MM/DD/YY):					Score:					
Teacher Signature:						E xit	☐ Continue			
Date (MM/DD/YY):					_ Score: _		Level:			
Teacher Signature:			School:			I Exit	☐ Continue			
Date (MM/DD/YY):					Score:					
Teacher Signature:						☐ Exit	☐ Continue			
				A CONTRACTOR OF THE STATE OF TH				Andrew Control of the		
	PRO	GRAM PA	RTICIPAT	ION						
LANGUAGE ARTS/READING/ESOL	ESOL I, II, Instruction		s two hours da	aily						
HOME LANGUAGE ARTS	Spanish S	or Haitian Cr	eole 150 minu	ıtes weekly n	ninimum					
BASIC SUBJECT AREAS			trategies used and/or CCE/E							
	Grade: Date (MM/	/DD/YY):	Grade: Date (MM/	DD/YY):	Grade: Date (MN	I/DD/YY):	Grade:	DD/YY):		
	CCHL	CCE/ ESOL	CCHL	CCE/ ESOL	CCHL	CCE/ ESOL	CCHL	CCE/ ESOL		
Science		LSOL		LOOL		ESOL		ESOL		

PROMOTION/RETENTION OF THIRD GRADE STUDENTS

Date (MM/DD/YY):			
Meets Sunshine State	e Standards in reading → □ Pr	romoted	
Does not meet Sunsh	ine State Standards in reading:		
	☐ Promoted - good cause ex☐ Retained (<i>Refer to LEP</i>)	kemption #	
Teacher Signature: _		School:	
	POST PI	ROGRAM REVIEW	
	TO BE COMPLETED BY THE	E LANGUAGE ARTS/READING	TEACHER
First Grading Period After	Making appropriate progress/continue in regular program	Refer to LEP Committee	Other (specify)
Exiting			
	Signature:	Grade:Date	(MM/DD/YY):
	Making appropriate	Refer to LEP	
End of First	progress/continue in	Refer to LEP Committee	Other (specify)
Semester After Exiting	regular program		
	Signature:	Orade: Date ((MM/DD/YY):
End of First Year	Making appropriate progress/continue in	Refer to LEP Committee	Other (specify)
After Exiting	regular program		·
	Signature:	Grade:Date ((MM/DD/YY):
End of Second Year after	☐ Making appropriate progress/continue in regular program	Refer to LEP Committee	Other (specify)
Exiting			
	Signature:	Grade: Date (N	MM/DD/YY):

LEP COMMITTEE MEETINGS

Grade: Date:/	Grade: Date://	Grade://				
Members: Administrator ESOL Teacher	Members: Administrator ESOL Teacher	Members: Administrator ESOL Teacher				
BSHL* Teacher	BSHL* Teacher	BSHL* Teacher				
Teacher	Teacher	Teacher				
Counselor	Counselor	Counselor				
Parent	Parent	Parent				
Other	Other	Other				
Complete information below to support decision:	Complete information below to support decision:	Complete information below to support decision:				
Purpose for meeting:	Purpose for meeting:	Purpose for meeting:				
Recommendations:	Recommendations:	Recommendations:				
Rationale for recommendations (minimum of 2):	Rationale for recommendations (minimum of 2):	Rationale for recommendations (minimum of 2):				
☐ Continue ☐ Exit ☐ Retain	☐ Continue ☐ Exit ☐ Retain	☐ Continue ☐ Exit ☐ Retain				
☐ Initiate AIP (Refer to AIP attachment[s])	☐ Initiate AIP (Refer to AIP attachment[s])	☐ Initiate AIP (Refer to AIP attachment[s])				
☐ Copy of AIP sent to parent	☐ Copy of AIP sent to parent	☐ Copy of AIP sent to parent				
☐ Request for CST/SST** Assistance	☐ Request for CST/SST** Assistance	☐ Request for CST/SST** Assistance				
☐ Reclassify as ESOL Level IV	☐ Reclassify as ESOL Level IV	☐ Reclassify as ESOL Level IV				
☐ Other	□ Other	□ Other				

^{*} Basic Skills in the Home Language **Child Study Team/School Support Team

School Ye	School Year 200 STATE ASSESSMENT RESULTS (see attached)												
	Reading		Writing	☐ AIP Initiated	М	athematics	itiated	Science					
Developme	ental Scale Score:	Level:	N	ΕP	Developm	ental Scale Score:	Level:	FCAT SSS	Score:	Level:			
Content Area Scores	Words and Phrases Main Idea, Plot, and Purpose Comparisons and Cause/Effect Reference and Research				Content Area Scores	Number Sense Measurement Geometry/Spatial Sense Algebraic Thinking Data Analysis/Probability		Content Area Scores	Physical and Chemical Earth and Space Life and Environmental Scientific Thinking				
FCAT NRT	Percentile:	Stanine:			FCAT NR	Γ Percentile:	Stanine:	FCAT NRT	Percentile:	Stanine:			
School Yea	School Year 200200 STATE ASSESSMENT RESULTS (see attached) Pooling C AID Initiated												
	Reading		Writing	☐ AIP Initiated	Mathematics ☐ AIP Initiated			Science					
Developmental Scale Score: Level:		Level:	N	E P	Developme	ental Scale Score:	Level:	FCAT SSS	Score:	Level:			
Content Area Scores	Words and Phrases Main Idea, Plot, and Purpose Comparisons and Cause/Effect Reference and Research				Content Area Scores	Number Sense Measurement Geometry/Spatial Sense Algebraic Thinking Data Analysis/Probability		Content Area Scores	Physical and Chemical Earth and Space Life and Environmental Scientific Thinking				
FCAT NRT	Percentile:	Stanine:			FCAT NRT	Γ Percentile:	Stanine:	FCAT NRT Percentile:		Stanine:			
School Yea	ar 200200 STATE ASSESS	MENT RESULT	ΓS (see atta	ched)									
	Reading		, -	☐ AIP Initiated	1	athematics 🛮 🗆 AIP Ini	tiated	1	Science 🛮 AIP Initia	ated			
Developme	ntal Scale Score:	Level:	N	E P	Developme	ental Scale Score:	Level:	FCAT SSS	Score:	Level:			
Content Area Scores	Words and Phrases Main Idea, Plot, and Purpose Comparisons and Cause/Effect Reference and Research				Content Area Scores	Number Sense Measurement Geometry/Spatial Sense Algebraic Thinking Data Analysis/Probability		Content Area Scores	Physical and Chemical Earth and Space Life and Environmental Scientific Thinking				
FCAT NRT	AT NRT Percentile:				FCAT NRT	Percentile:	Stanine [.]	FCAT NRT	Percentile:	Stanine:			

Stude	nt Name:					ID #	Te	acher:						
REA	DING													
					Areas	s Assessed								
		Phonemic	Awareness	Phonics Fluency			iency	Vocabulary			Comprehension			
Date	Date Assessment Instrument(s)	Intervention	n Required	Interventio	n Required	Interventi	Intervention Required			Intervention Required			red	
	men amen a(e)	Yes	No	Yes	No	Yes	No	Yes	١	No	Yes	s	N	10
														•
											#*************************************			
Withi	n Specif	fic Needs	T		Interventions/Strategies						Monitoring Date		Monitoring Status	
1 st												ΙP	SP	М
Nine Week												IP	SP	M
vveek	(S)									*		ΙP	SP	М
Withi	n Specif	fic Needs			Interv	entions/Strate	gies							
2 nd												ΙP	SP	М

-		-
г	Monitoring Status Codes - If a student receives an "IP" insufficient progress or "SP" some progress toward mastery of content area, interventions continue in the next nine weeks. If student	-
	monitoring catalog of the control of	
	receives an "IP" after two nine-week periods interventions must be changed. If a student receives an "M", <u>mastery</u> has been achieved in content area.	

Interventions/Strategies

Interventions/Strategies

Nine

Weeks

Within

3rd

Nine

Weeks

Within

4th

Nine

Weeks

Specific Needs

Specific Needs

Parent/Guardian Signature	Date	Student Signature (Optional for Primary)	Date
		(Optional for Filmary)	

ΙP

ΙP

ΙP

ΙP

IΡ

SP

SP

SP

SP

SP

SP

SP

SP

М

М

М

М

М

М

М

Student Nar	me:			ID #			cher:				
WRITING	 3										
				Areas	s Assessed						
	Narrative				Expository		Persuasive				
Date	Assessment Intervention Required		Assessment	Intervention	n Required	Assessment	Intervention Required				
		Yes	No		Yes	No		Yes	No		
							1				
Within	Specific Ne	eds		Interve	entions/Strategie	es		Monitoring Date	Monitoring Status		

Within			Monitoring Date		Monitoring Status			
1 st				ΙP	SP	М		
Nine				ΙP	SP	М		
Weeks				ΙP	SP	М		
Within	Specific Needs	Interventions/Strategies						
2 nd				ΙP	SP	М		
Nine				ΙP	SP	М		
Weeks				ΙP	SP	М		
Within	Specific Needs	Interventions/Strategies						
3 rd				ΙP	SP	М		
Nine				ΙP	SP	М		
Weeks				ΙP	SP	М		
Within	Specific Needs	Interventions/Strategies						
4 th				ΙP	SP	М		
Nine				ΙP	SP	М		
Weeks				IP	SP	М		

Monitoring Status Codes - If a student receives an "IP" insufficient progress or "SP" some progress toward mastery of content area, interventions continue in the next nine weeks. If student receives an "IP" after two nine-week periods interventions must be changed. If a student receives an "M", mastery has been achieved in content area.

Parent/Guardian Signature	Date	Student Signature (Optional for Primary)	Date
		(Optional for Finnary)	

Studer	t Name:				ID#	#	Те	acher:						
MAT	HEMATICS													
					Areas Asses	ssed (Strands)							
	Assessment		ense, Concepts, Measurement Operations			Geometry/Spatial Sense Algebraic Think			Thinking			ata Analysis and Probability		
Date	Instrument(s)	Interventi	ion Required	Intervention Required		Interventio	n Required	Intervention	n Required	In	Intervention Required			
		Yes	No	Yes	No	Yes	No	Yes	No	,	'es	N		
												:		
		72.55702.87404.8040										- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1		
			<u> </u>					l						
Within Specific Needs					Interventi	ons/Strategie	s		IV	Monitoring Date		Monitoring Status		
1 st											ΙP	SP	М	
Nine Weeks	2										IP	SP	М	
											IP	SP	М	
Withir 2 nd	Specific	Needs			Interventi	ons/Strategie	S				IP			
Nine										1	I IP	SP SP	M M	
Week	6										IP	SP	М	
Withir	Specific	Needs			Interventi	ons/Strategie	5							
3 rd											IP	SP	М	
Nine Weeks						·					IP	SP	М	
Withir		Noodo			Intomonti	ana/Stratagia					IP	SP	M	
4 th	Specific	Neeus			mterventi	ons/Strategies					IP	SP	М	
Nine			1000 db. 141 d		<u>,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,</u>						IP	SP	M	
Weeks	3										IP	SP	М	
Monitori receives	ng Status Codes - an "IP" after two nin	If a student rece e-week periods i	eives an "IP" <u>insuffic</u> interventions must	cient progress be changed.	or " SP " <u>some pr</u> If a student recei	ogress toward m ves an " M ", <u>mas</u>	astery of content tery has been ach	area, interventio ieved in content	ns continu area.	e in the next	nine wee	ks. If st	udent	

Date

Parent/Guardian Signature

Student Signature (Optional for Primary) Date

Stude	nt Name:				ID # Teacher:							
SCIE	NCE											
					Areas	Assessed (Clust	ers)		_			
Date		Physical and Chemical Science		Earth and Space Science		Life and Environmental Science		Scientific Thinking				
	Assessment Instrument(s)	Intervention Required			Intervention Required		Intervention Required		Intervention Required			
		Yes		No	Yes No		Yes No		Yes	No		
								Monitoring	ng Monitoring		ng	
Withi 1 st	n Specific	Specific Needs		Interventions/Strategies					Date	Status		
Nine										IP IP	SP SP	M M
Week										IP IP	SP	M
Withi	n Specific	Specific Needs		Interventions/Strategies							O.	
2 nd	Оресте	- NCCUS	ļ							IP	SP	М
Nine										IP	SP	М
Week	s									ΙP	SP	М
Withi	n Specific	Needs		Interventions/Strategies								
3 rd										IP	SP	М
Nine Week	l l		<u> </u>							IP IP	SP SP	M
Within		Needs			Into	erventions/Strateg	vios			IP	SP	M
4 th	Оресте	110003	-			, vendons/otrateg				IP	SP	M
Nine										IP	SP	M
Week	S									IP	SP	М
Monitor receives	ing Status Codes - an "IP" after two nin	If a student red e-week periods	ceives s interv	an "IP" <u>insufficient r</u> entions must be ch	orogress or " SP " s anged. If a stude	some progress toward ent receives an " M ", <u>n</u>	d mastery of content a nastery has been achi	rea, interventions co eved in content area	ntinue in the next ni	ne wee	ks. If stu	udent

Date

Parent/Guardian Signature

Student Signature (Optional for Primary)

Date