**DRAFT**

**English Learner Student Success Plan**

**Data-Gathering Guide to Inform Decision-Making with English Learners**

**Step 2 – Gathering and Interpreting Data:** During the meeting, the team will share and review background information on the student. The factors below may influence an EL’s linguistic and academic development. The team should gather and analyze all possible data relating to these factors to inform evaluation of progress and subsequent decision-making. Use the info below to inform recommendations.

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| **Language Development Factors**   * Instruction is accessible to the student by using explicit oral and written models in the classroom * There are multiple opportunities for the student to interact and collaborate * A variety of talk structures are used in the classroom * There is a match between the student’s instructional language level and classroom demands * There are supports available that make content accessible in the student’s native language * Other (discuss any other factors that may be a concern) | **Health/Wellbeing Factors**   * Student has access to health care * Nutritional needs are being met * Hearing & Vision screens are within normal limits * There are no known history of medical issues, concerns or exposure * Student’s living conditions are adequate * Other (discuss any other factors that may be a concern) |

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| **Current Learning Environment Factors**   * Universally designed instruction is evident on a regular basis: * Variety of speech patterns (intonation, rate, repetition) * Experiential techniques (manipulatives, hands-on activities, movement) * Visual supports (objects, gestures, graphic organizers) * Alternative ways to respond to ensure participation * Flexible group structures (pairs, cooperative groups) * Vocabulary scaffolded to build student’s understanding * Components of literacy explicitly taught in meaningful contexts * Building Background is provided daily for concept understanding * Frequent checks for understanding of lesson objectives * Academic performance in the student’s native language is known * Other (discuss any other factors that may be a concern) | **Social/Emotional Factors**   * Student seems to feel safe at school * Student interacts with other students appropriately * Student meets expectations when reading social cues (facial expressions, voice intonation, body position, etc) * Student is tolerant and accepting of others’ behaviors * Student is able to control his/her own impulses * Student has a positive attitude towards language learning * Student is resilient * Student is able to ask for help when needed * Student shows the ability to self regulate * Other (discuss any other factors not listed above) |

* For additional information please refer to the SEI SmartCard

**DRAFT INTERVENTION RECOMMENDATIONS FOR**

**English Learner Student Success Plan**

**(bring Home Language Survey, student CUM and WIDA performance definitions to meeting)**

**Student Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

**Step 3 – Identifying Data-Based Goals:** Based on the data gathered, the team will identify one or two goals for the student and determine how the student will be supported in meeting these goals.

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| **Student Strengths** | **Student Needs/Areas for Growth** |
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**Recommendations for Intervention based on findings:**

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| **Specific Area(s) of Need Identified**  *Ensure goal is specific, measurable, achievable, relevant, and timely.* | **Intervention Strategies to be Implemented**  *What supports and strategies will be put in place to support the student in this goal?* |
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**Date of Next Follow-Up Meeting**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_