

English Learner Program Plan

Section II Checklist

AT A MINIMUM THE LOCAL EL DISTRICT PLAN MUST:

SECTION A: THEORY AND GOALS

ESL (*English as a Second Language*) services shall be provided to students for whom English is a second language and who have been identified as being an English learner (*English learner*), regardless of immigrant status. The purpose of the program is to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)

Program Goals:

- To assist all English Learners in acquiring fluency in the English language skills of listening, speaking, reading, comprehending and writing without replacing or negating the student's primary home Language
- To help English Learners to master academic content instruction at each grade level
- To provide English Learners with equal access to all school programs
- To provide quality professional development to teachers, administrators, and other school or community-based personnel
- To provide parental engagement opportunities for parents of English learners

Program Objectives:

- To increase the English proficiency in listening, speaking, reading and writing of English Learners by providing quality language instruction educational programs
- To create a learning environment that will provide for cognitive and affective needs
- To increase the academic achievement of English Learners in the core academic subjects
- To improve the instruction of English Learners by providing quality professional development to teachers, administrators and other school personnel in instructional and assessment strategies that address the cultural and language needs of ELs
- To improve the coordination between elementary/secondary language instruction education programs and other relevant programs and services
- To engage parents to be involved in their ELs education

The EL program in Elmore County offers a combination of self-contained services, inclusion services and pull-out services for ELs. In addition, support services are provided to all classroom teachers and other school staff.

SECTION B: IDENTIFICATION AND PLACEMENT PROCEDURES

- 1) Include the LEA's procedures for **implementing the EL Advisory Committee.**

EL Advisory Committee members are selected by the District ESL Liaison. Committee members represent central office personnel, school administrators, school ESL coordinators, staff members, and parents.

2) Include the LEA's **methods for identifying, placing and assessing** the students to be included in the English language instruction educational program. The following components must be explained in the plan:

- Home Language Survey
- WIDA Online Screener
- WIDA Measure of Developing English Language (MODEL) for Kindergarten
- ACCESS for ELLs 2.0

The Elmore County School System strives to provide students with immediate access to public education regardless of their immigrant, EL, migrant, homeless and/or foster care status. These students will be enrolled with no barriers. School personnel will provide assistance in obtaining the necessary enrollment documents.

Identification: During the enrollment process, the parent/guardian or student completes the Home Language Survey (HLS). When a language other than English is indicated on the HLS, the school staff member collecting the enrollment information faxes it to the District ESL Liaison and gives a copy of the HLS to the School ESL Coordinator. Students who enroll on the first day of school must be screened utilizing the appropriate WIDA screener within 30 calendar days; students who enroll on or after the second day of school must be screened utilizing the appropriate WIDA screener within 10 school days.

When it is indicated that English is the student's second language by the Home Language Survey, the student is administered the WIDA Screener for Kindergarten – Grade 1 Semester 1 and the WIDA Online Screener in Grades 1 Semester 2 – Grade 12 by staff certified through WIDA to administer these instruments. An assessment will also be made of the student's academic achievement in the regular program based upon records received from the prior school(s). For students scoring below 5.0 on the composite of the WIDA Online Screener or below 4.5 on the WIDA Screener for Kindergarten, the student must be identified as an English Learner (EL). Students scoring 5.0 or above on WIDA Online Screener or 4.5 or above on the WIDA Screener for Kindergarten may be identified as EL, but further assessment is needed to determine whether or not placement in the ESL program is appropriate. Teacher judgment, other assessments and school history/previous schooling will also be used to determine placement.

Placement: Students are placed in the ESL program based upon their performance on an English language proficiency test of listening, speaking, reading and writing, as well as their academic achievement and other formal and informal measures. The school's EL Committee convenes to write each student's Individualized English Language Plan (I-ELP). The EL committee determines appropriate accommodations, the amount of language acquisition time that a student will receive, and state assessment participation and accommodations. The EL committee is comprised of school leadership staff, ESL teachers, and classroom teachers. Parents may also participate in the EL Committee meeting for their students.

Assessment: English learners are assessed annually with the ACCESS for ELLs 2.0 to determine growth in the proficiency of the English language.

- 3) Include the LEA's **method and procedures for exiting students from the English language instruction educational program (LIEP) and for monitoring their progress** for a period of at least four years, and at a minimum, follow SDE exiting requirements for ELs. The State established exit criteria a composite score of 4.8 on the ACCESS for ELLs® English language proficiency test.

ELs remain in the ESL program until achieving 4.8 or higher on the overall proficiency score on the ACCESS for ELLs 2.0. This assessment is scheduled for spring administration. Students scoring 4.8 or higher on the composite score exit the program. Parents are provided an exit letter notifying them of their child's success in the ESL Program. Each student who exits the ESL program is monitored for four years. The regular classroom teachers send a monitoring form each grading period to the School ESL Coordinator who is responsible for monitoring these students. If these reports indicate that the student is experiencing difficulty in the regular classroom programs, the EL Committee reconvenes to determine recommendations to meet the needs of the student. If a student is struggling and it is determined that the barrier to learning could be language acquisition, the student may be administered the WIDA Online Screener to determine whether or not the student needs to re-enter the ESL Program. Placement criteria is the same as Initial Identification.

SECTION C: PROGRAMS AND INSTRUCTION

- 1) Describe the programs and activities that will be **developed, implemented, and administered to ensure** that ELs acquire academic language as part of the core LIEP program.
- 1) Process the district uses to conduct a comprehensive needs assessment
 - 2) Rationale for selecting the particular ESL program/s and how they are evidence-based

The core Language Instruction Education Program for Elmore County is English as a Second Language. This program is based on an ESL approach which focuses on instruction in English as the primary method of helping ELs acquire language and to meet academic standards. Additional supplemental services include push-in services, pull-out services, and ESL electives at the secondary level. These models for instruction were selected for use in the school district based on several factors including, an EL population that is diverse in age and grade levels and the formal education background and English language proficiency of students.

ESL instruction begins at the student's individual level of English language knowledge. Many different strategies are used to teach English skills in the four language domains of listening, speaking, reading, and writing. Specific classroom level practices recognize ELs unique needs as second language learners and support learning and comprehension. These include the use of EL programs that integrate language and specialized content instruction. Some examples of specialized instruction for ELs include the following: use of visuals and realia, repetition, rephrasing, and reiterating of instructions and content, slower speech, hands-on activities, student-centered learning activities, connecting to previous learning, chunking and webbing, primary language support if available, use of scaffolding techniques, use of a variety of grouping configurations, and modeling.

- 2) Describe how language instruction educational programs (LIEP) will **ensure** that ELs develop English proficiency.
- Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs
 - Support the LEA provides each school with respect to continuous improvement practices
 - LEA integration of the WIDA ELD standards with the curriculum
 - Teacher integration of the WIDA ELD standards in lesson plans

All ELs are monitored by the School ESL Coordinator throughout the school year. Assessment information from the ACCESS for ELLs 2.0 is compiled each year to determine if a student achieved Adequate Progress in Language Acquisition (APLA). For those students not meeting APLA goals, revisions to the I-ELP are implemented to ensure additional support for these students, if necessary. Professional development is also offered to teachers working with ELs in the classroom each year to address implementation of strategies and accommodations in the classroom. WIDA ELD standards are integrated into the curriculum.

- 3) Describe the **grading and retention** policy and procedures; ELs cannot fail or be retained if language is the barrier.

Grades 1-8

Students in grades 1-8 who score 1.9 or below on WIDA Online Screener or ACCESS for ELLs 2.0 may receive grades through an Alternate Grading Method of Satisfactory, Improving, or Unsatisfactory. Students scoring 2.0 or above on WIDA Online Screener or ACCESS for ELLs will receive grades based on the normal numerical grading method. EL student work will be accommodated according to each student's I-ELP.

Grades 9-12

Students in grades 9-12 will receive grades based on the normal numerical grading method. EL student work will be accommodated according to each student's I-ELP. Lack of ability to read and write in English is not the basis for a failing grade. A student cannot be given a failing grade if lack of English proficiency is the barrier.

- 4) Include the **specific staffing and other resources** to be provided to limited-English proficient students under the LEA's English language instruction educational program. As with other instructional personnel, ESL staff must be qualified with academic preparation in English as a Second Language, as stipulated in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

All teachers working with ELs have been determined highly qualified. All receive professional development training throughout the school year. Administrators and teachers are invited to participate in ESL professional development workshops during the school year.

4) Include the **specific components of the LEA's program** of English language acquisition and academic services for ELs.

Students in grades K-8 are provided pull-out services and inclusion for ELs. Teachers are provided supplemental materials in the classroom for use by the students including computer software, bilingual books and resources including translation dictionaries. Teachers use the WIDA Can-Do Descriptors to individualize instruction for students.

Students in grades 9-12 are provided the opportunity to participate in an ESL elective. Teachers in the general education program are provided supplemental materials for use by the students including computer software, bilingual textbooks and other resources including translation dictionaries. Teachers use the WIDA Can-Do Descriptors to individualize instruction for students.

5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

- How schools are trained to use STI or INOW to code ELs and enter reliable and accurate data

Training is held each year for school office registrars in enrollment procedures for ELs. PowerSchool data for ELs is coded by the District ESL Liaison. Local schools do not perform any coding of EL data in PowerSchool.

6) Include the LEA's method for **evaluating the effectiveness of its program** for limited-English proficient students (including those enrolled in non-public schools)

- LEA engagement in the continuous improvement cycle

Data is collected each year on the progress of individual EL students and schools using data from ACCESS for ELLs 2.0. Surveys are sent to school administrators, classroom teachers, ESL Resource Teachers, and parents to determine strengths and weaknesses of the ESL program. This information is collected and compiled to help evaluate the effectiveness of the program.

7) Include LEA's **method of identification and referral of ELLs to Special Education**. Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

A special education referral for ELs can only proceed once language has been eliminated as the barrier. EL students in need of additional academic or behavioral support are initially referred to the EL Committee at their school. EL students are required to receive accommodations within the general education classroom and special assistance from EL staff members. When an EL is experiencing academic or behavior problems, the RtI process can be implemented at the local school level. Various interventions at Tier 1, 2 and 3 will be implemented. A special education referral may be initiated based on the results from the PST meetings and success of interventions. The School ESL Coordinator is a member of the Problem-Solving Team. Information regarding a special education referral is communicated to the parent in a language they can understand. Translators are available for these meetings with parents.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student for gifted and talented services. All second-grade students are observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas

of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned to establish criteria. The total number of points earned determines if the student qualifies for gifted services.

The Naglieri Nonverbal Ability Test (NNAT3) Third Edition is administered during the month of February. The purpose of the NNAT3 is to measure general ability using abstract designs which are accessible to a wide variety of students, including those with limited educational experiences; those who come from diverse cultural, socioeconomic, or linguistic backgrounds; and those who have language disabilities, autism spectrum disorder, or are deaf or hard of hearing. Because the NNAT 3 items consist of geometric shapes that are universal and have no verbal content, and the directions are pictorial with minimal verbal instructions, NNAT3 has great utility as part of the process of identifying students for gifted/talented educational programs, especially for members of groups that have been underrepresented. The NNAT3, therefore, has two primary uses. The first is to help in the identification of gifted and talented students, especially those from underrepresented groups. The second use is to provide a measure of general ability for students of all ability levels for whom a language-free assessment is required. *NNAT3 Directions for Administration, p. 2*

The verbal instructions for the NNAT3 are available in Spanish.

SECTION D: ASSESSMENT & ACCOUNTABILITY

1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of ELs and for participating in the state-administered testing program.

- Coordination with the LEA Student Assessment Director
- Communication of assessment and accountability requirements to schools

The District ESL Liaison and System Testing Coordinator work together to review testing information. All testing and accountability requirements are provided to school administrators. ACCESS for ELLs 2.0 testing data is sent to all school administrators, counselors, teachers, and School ESL Coordinators each year. Accountability reports are sent to school administrators, central office personnel and School ESL Coordinators. Information from these reports is used to measure the progress of ELs in the school and the district.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency in academic achievement.

- Monitoring and evaluating school engagement with continuous improvement plan

School adequate progress data is reviewed and analyzed each year to provide school administrators, CIP members and School ESL Coordinators with the data needed to develop their individual school plans. Adequate progress information is reviewed each year to determine school and individual student progress and to develop objectives to meet goals each year.

SECTION E: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

1) Describe how the LEA will promote **parental notification** and parental and **community participation** in programs for limited-English proficient students.

- Eight requirements for parent notification regarding program placement

- Separate notification to parents regarding failure of the LEA or school to meet Annual Measurable Achievement Objectives (AMAOs) within the specified time limit

The district has a Spanish Translator/Interpreter on staff. This enhances parent involvement/engagement of our Spanish speaking population. Language Line is used to communicate with parents of languages other than Spanish. These translators are available as needed for parent meetings at schools and for district parent meetings. Documents for parents are printed in their native language, whenever possible. The district utilizes TRANSACT for pre-translated documents. Documents are translated into the appropriate language whenever possible.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding EL identification and placement

At the time of enrollment, parents are notified of all programs and services available for their child. This is done in a language that parents can understand, if at all possible. If parents are not present or if communication could not be established at the time of enrollment, they are notified in writing (using their home language) explaining the types of programs and services available. The following information is provided to parents of ELs receiving EL services not later than ten days after enrollment of ELs.

1. The reasons for identification in an English language instruction educational program.
2. The student’s level of English proficiency and how it was assessed.
3. The method of instruction to be used in the ESL program.
4. How the ESL program will meet the educational strengths and needs of the student.
5. How the program will help the student learn English and meet academic achievement standards.
6. Specific exit requirements for the program.
7. Parent rights related to removing their child from the Title III Supplemental English language instruction educational program.
8. If the child has a disability, how the EL program will meet the child’s IEP objectives.

SECTION F. TITLE III SUPPLEMENTAL SERVICES

This section should be completed if the LEA receives Title III supplemental funds.

1) Describe how the LEA uses Title III funds to supplement the core ESL program.

Elmore County uses Title III funds to supplement the core ESL program in the district (see Section C). Funds are also used to provide materials and equipment to intervention teachers beyond what is provided to them from the general education program. In addition, funds are used to help with materials for classroom teachers to facilitate learning for ELs.

Title III funds are also used to provide professional development materials and supplies for classroom teachers who attend workshops to support the ELs in their classrooms.

Title III funds are also used to provide parental involvement and engagement activities.

Title III – Immigrant funds are used to provide professional development activities for teachers of Newcomers – English learners new to the United States

2) Describe the method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-

public schools that are located within the geographic boundaries of the LEA.

- How ELs are identified
- How needs of ELs are identified
- How, when, where, and what services will be provided
- How the services will be assessed
- The amount of funds/services available

The Federal Programs Department for Elmore County Schools invites all non-public schools to participate in district programs each year. A letter of invitation is sent to all non-public schools.

SECTION G: APPENDIX

(Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents)

- ESL Flow Chart
- Home Language Survey *(English and Spanish)*
- Parent Conference Letter *(English and Spanish)*
- Parent Unable to Attend Letter *(English and Spanish)*
- Determination of Eligibility – Initial Placement Letter *(English and Spanish)*
- Determination of Eligibility – Continuing Placement Letter *(English and Spanish)*
- NOMPLOTE Letter *(English and Spanish)*
- Title III Supplemental Services Waiver Letter *(English and Spanish)*
- Exit Letter *(English and Spanish)*
- Individualized English Language Plan (English and Spanish)
- Monitoring Documentation Forms