

A.02(a)

\

Weston County School District #1

English Learner (EL) Plan

Susie LaCroix
ESL Coordinator/Teacher
Title Math Teacher
WCSD#1
Newcastle, WY

Alondra Munoz
Parent Engagement/ Translator
Elementary Teacher

Marni Hossfeld
Middle School ESL paraeducator
Middle School Title Math Teacher
Middle School Art Teacher

2018/2019 School Year

Table of Contents

English Language Learners

3

ESL Program Mission

3

Home Language Survey

3

EL Proficiency Screener

4

Parent Notification

4

Translation/Interpretation Services

4

Language Instruction Educational Programs (LIEPS)

5

Accommodations and Designated Supports

7

Measuring Progress and Achieving English Proficiency Criteria

7

Exit Criteria

8

Monitoring

8

Program Evaluation

8

Parent, Family, and Community Engagement

9

Consultation

10

Appendix

10

WCSD#1 English Language Learners

Weston County School District #1 provides a high-quality education to all students. WCSD#1 English as a Second Language program is designed to teach EL students the English Language, including the academic vocabulary needed to access content instruction and to develop their English language proficiency in all four domains (i.e. speaking, listening, reading and writing). ESL instruction is usually in English with little use of the EL students' primary language; based on student need, at the elementary, middle school, and high school levels.

ESL Program Mission

The mission of Weston County School District#1 English as a Second Language program is to provide and ensure that every student has access to a high quality and rigorous education. We will strive to advocate, serve and assist our English Language Learners on their path to college and career readiness. The ESL coordinator, translator, Spanish teacher, teachers/educators, parents and community will work with the students to improve their social, linguistic, academic, and/or vocational skills, so that they may become contributing members of society and the global community.

Home Language Survey (HLS)

The HLS is four questions on a survey contained within the Weston County School District #1 Student Registration form and is filled out by the parent or guardian when a student is registered.

The survey questions include:

- What is the language the student first acquired?
- What is the primary language used in the home, regardless of the language spoken by the student?
- What is the language most often spoken by the student?

A Spanish version of the Student Registration form is available at all schools. Assistance will be provided at the school as needed for parents who require help completing the HLS due to a language barrier. When necessary, a child study and cumulative file review to determine other prior documentation of English proficiency may occur. School personnel review the HLS to ensure the data is correct prior to administration of the screener through parent interview and teacher observation. A copy of the student registration form, with the HLS highlighted, will be given to the school's staff member in charge of the English Learner (EL) screener. WCSD#1 uses the WIDA MODEL for new Kindergarteners and the online WIDA screener for new 1st - 12th grade students. A hard copy is kept by the EL Coordinator and placed in the in the student's cumulative file.

EL Proficiency Screener

WCSD#1 uses the MODEL and WIDA Screener. The proficiency score for the MODEL is 5.0 or higher. The MODEL will be administered in Kindergarten and the 1st semester of first grade. A screener score at or above 4.5 is considered proficient on the WIDA Screener. WCSD #1 ESL coordinator will administer the EL proficiency screener within the first 30 days of the start of the school year and within 14 days if the student enrolls during the school year. Staff members complete certification annually. Parents of ELs who qualify for EL services may refuse by "declining" services on the Notification of EL Services letter. Refusal of services must be entered in PowerSchool with the refusal date. A hard copy of the screener and notification letter must be placed in the ESL folder in the student's cumulative file. Parents will be notified that even though they have declined services for their child, he or she will be considered an Active EL and is required to take the ACCESS for ELLs in the spring of each year until a proficient score is obtained. Support will be provided to ELs as needed to ensure students have access to a meaningful education when parents have declined services.

Parent Notification

Parent notification is completed through the Identification and Annual Notification Letter, which is sent out by the EL Coordinator. This occurs within 30 days of the start of the school year or 14 days during the school year after identification of an EL student. The notification letter will include the reasons the child was identified, the child's level of English proficiency, how such level was assessed and the

status of the child's academic achievement. It will also include the methods of instruction used in the EL program and other available programs, how the program will help their child learn English and meet age appropriate standards, specific exit requirements of the program, how the program meets the objectives of the child's IEP (if applicable), and the right of parents to immediately remove their child from the program and other options parents have to opt-out of the program or choose another program or method of instruction if available.

Translation/Interpretation Services

WCSD#1 provides translation/interpretation services for families. A district translator is housed at the elementary level and is available to provide translation for parents of district documents. These include the HLS and parent notification of services. Communication is also made with all qualifying ELs, this is completed through the Identification and Annual Notification Letter, which is sent out from the EL Director. Communication throughout the year is provided by a translator at Parent Teacher Conferences and in the spring regarding assessment data when it is available. The EL and Title III Coordinator oversees staff and supports in the communicating with ELs and their families.

Language Instruction Educational Programs (LIEPS)

WCSD#1 offers an ESL Push-in and Pull-out program with an ESL certified teacher, Spanish translator and paraeducator to cover WCSD #1 elementary, middle school, and high school. In addition to ESL staff at the above sites, WCSD#1 provides training to district-wide staff on collaboration strategies among ESL and non-ESL staff, and interventions in general education classrooms. WCSD#1 attends WIDA trainings when available.

1. **Sheltered instruction** facilitates student access to content concepts and promotes the development of academic English. Minimal amounts of native languages are utilized to support the English-only curriculum. Teachers modify their use of English by adjusting the language demands of instruction.

For example: Teachers modify their speech rate and tone; simplify vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models

extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work.

Sheltered instruction best describes how ELs are provided services in WCSD #1. Sheltered instruction facilitates student access to content concepts and promotes the development of academic English. Minimal amounts of native language are utilized to support the English-only curriculum. Teachers modify their use of English by adjusting the language demands of instruction. For example, they modify their speech rate and tone; simplify vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work. Title 1 Reading and Math, RTI Intervention through pull-out and Walk to Learn will also serve as assistance to our EL students. With these goals in mind our teachers use a variety of strategies including vocabulary instruction, shared reading, guided reading, interactive reading, phonemic awareness in action, the Lindemood-Bell LIPS Program, SPIRE, Story Champs, Word Wisdom, and On Our Way to English along with a variety of text level reading at each child's independent level while building comprehension processing skills.

2. **English as a Second Language (ESL)**

- a. **Push-in** involves the ESL teacher/paraeducator working inside the students' regular education classroom to provide instruction. The push in method of instruction keeps EL students in the mainstream classroom instead of pulling them out, which helps them feel like a part of their learning community.
- b. **Push-out** consists of the ESL teacher pulling students out of their general education classes to work with the teacher either one-on-one or in a small-group setting. It provides more individualized support, flexible group opportunities for enhanced student support, and the ability for the ESL teacher to more closely assess the student's progress.

WCSD #1 offers a English as a Second Language Pull-out program. This is a program that includes research-based activities and programs, academic and content vocabulary, and activities and games to practice the English language in all four domains (i.e. listening, speaking, reading, and writing)

The WIDA ELP standards serve as our guide for instruction and interventions. Classroom teachers and Special teachers who have these students in their classrooms will be provided with the WIDA English Language Proficiency Standards and Resource Guide and given the opportunity to attend WIDA professional development. We have also included trainings at staff meetings on the ELP standards and SIOP model. An IELP (Individual English Learning Plan) will be set up by the ELL coordinator and collaboration with classroom teachers. This plan will be shown to the classroom teachers and parents. A copy will be kept in the child's ELL file.

Weston County School District #1 uses the The English Language Proficiency Standards through the WIDA consortium as our guide with our English Language Learners:

ELP Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

ELP Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts

ELP Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics

ELP Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science

ELP Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

Accommodations and Designated Supports

Accommodations for ELs are provided in collaboration with classroom teachers. WCSD #1 ESL staff collaborate with regular classroom teachers for ELs enrolled in ESL services. Building level PLCs (Professional Learning Communities) communicate regarding the needs for their ELs by utilizing building paraeducators, assistants, and technological resources to help these students better access the academic content. In addition, ESL teachers and staff at various schools continue to participate in WIDA standards, instruction, and collaboration trainings.

Accommodations are implemented to make essential learning accessible to ELs. All accommodations for ELs must be identified

on the students' Individual English Learner Plan (IELP) and entered into TIDE for the WY-TOPP Assessment.

Schools may not exempt EL students from the WY-TOPP content assessments with the exception of waiving students from the reading and writing WY-TOPP content assessments for students who have been enrolled in US schools for less than one year. Additionally, schools would need an exemption approved by the Wyoming Department of Education. Students who are in their first year will take ACCESS for ELLs.

Students may be provided with accommodations for ELs during WY-TOPP as long as they meet eligibility criteria. In addition, students who no longer meet the eligibility criteria as an EL and are identified as proficient or transitional may be administered their standard accommodations for a period of up to two subsequent academic years when appropriate. These accommodations must effectively facilitate access to the test and be used regularly by the student during instruction and assessment.

See: WYOMING TEST OF PROFICIENCY AND PROGRESS

GUIDANCE FOR ACCESSIBILITY AND ACCOMMODATIONS

Measuring Progress and Achieving English Proficiency Criteria

In addition to ACCESS for ELLs and the EL Monitoring Form, WCSD#1 tracks academic progress with the following measures at various grade levels:

- WY-TOPP scores (proficiency in reading, writing, math, and science)
- Report cards (passing grades and attendance by quarter)
- DSPAs (mastery of District Student Performance Assessments by subject)
- DIBELS (progress with reading skills & fluency)
- WIDA Can DO Descriptors (WIDA standards progress for ELs in an ESL pull-out program)
- PLC Data Meetings collaboration on individual student progress
- ACCESS for ELLs

WCSD#1 uses an IELP to document data, attendance, accommodations, instructional strategies used, and types of services provided, strengths and weaknesses of the student.

Exit Criteria

ACCESS for ELLs is administered each spring to all Active ELs (this includes ELs whose parents refused services). A composite score of 4.6 or higher on the ACCESS for ELLs and a Literacy Performance Level of 4.3 is considered proficient and the student will no longer be an active EL.

Monitoring

WCSD#1 will have a monitoring form for Year 1 and Year 2. The EL monitoring form is filled out quarterly at each building where ELs are enrolled. It includes current grades, attendance, WY-TOPP results for Math and Reading, and any action taken at the building for performance below grade level. The original and copies are filed at the end of each school year and/or when an EL transfers schools. Monitoring for Year 3 and Year 4 are for accountability and reporting purposes, but require a degree of oversight to ensure the student is meeting challenging state academic standards. This is measured utilizing report cards, state assessments, DIBELS, MAP, and teacher observations, etc. WCSD#1 will continue to monitor exited EL students. If a student is struggling, a PLC/Data team will review all information and determine if the student needs to be rescreened.

The EL coordinator is responsible for notifying all parents that their student has exited active EL status and will now be monitored for four years.

Monitoring Forms:

Original: EL Coordinator

Copy: Student Cumulative File

Program Evaluation

WCSD#1 evaluates the overall EL program by the progress of students with academic content (WY-TOPP and ACT) and their progress with English proficiency (ACCESS for ELLs). In addition to WY-TOPP, WCSD#1 academic content is evaluated through mastery of DSPAs, DIBELS, WY-TOPP, progress on report cards, attendance, and graduation. Progress with English proficiency is evaluated annually on the WIDA ACCESS for ELLs. WCSD#1 utilizes data to determine the percentage of students attaining English proficiency to make adjustments to its LIEPS, instructional methods, etc. if it is determined that the program as implemented is not successful.

Parent, Family, and Community Engagement promotes stakeholder engagement to include parents, family, and other community partners. They are encouraged to participate in school events that take place throughout the school year. WCSD#1 Board of Trustees endorses the concept of parent participation and engagement in the affairs of the school is essential if the district and parent are to maintain mutual confidence and work together to improve the quality of education for students. Some strategies that WCSD#1 utilizes to promote parent, family, community engagement include:

- Parent advisory councils
- Family literacy and math nights
- School plays/skits
- Encouraging parents to volunteer in their child's classroom
- Finding out what the EL parents' skills and hobbies are, and looking for ways to draw on their talents
- Finding ways to bring EL and non-EL families together through:
 - Student performances
 - Student culture nights
- Forming small focus groups with EL parents to find out:
 - How they define their role in their child's education
 - What their concerns, priorities, and hopes are for their child
 - What kinds of events at the school would they be interested in attending
 - The obstacles that discourage them from participating and changes that would help
 - Events where being a part of a larger group might make them feel more comfortable
 - Home visits

Parent, family, and community engagement event notification will be sent out in a language understood (translated by EL Coordinator) and sent by the school secretaries.

Consultation

WCSD#1 provides three different opportunities for stakeholders to provide input and feedback for Title III and the District EL Plan. The first of these meetings is for all federal grant programs, the second is for private and homeschool agencies, and the third is for parents and community members. In addition to the District EL plan, a community resource packet, and ESL documents are shared with parents at district ESL Parent Night. District ESL staff meet monthly with the EL

Coordinator. Additional staff attend these meetings depending on the agenda and content to be covered. This District EL plan is provided to each administrator and building ESL contact at all schools in the district.

Records Transfer Process

When a student transfers out of the district, WCSD#1 ensures that all EL student information is included in the student's records to ensure that the receiving school can immediately begin providing EL services or monitoring support. When a student transfers into the district, if WCSD#1 does not receive records regarding the student's EL status, the district/school will immediately begin contacting the previous school to request any EL student records that may prevent unnecessary screening if the student is an active EL or in monitoring status.

Appendix

Parent Notification