

School District of

English Language Learners Program Description and Guidelines

WINTER 12.2009

DRAFT 2.0

Future Drafts May Include –

- | | |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. Delivery Models Based on Current District FTE Allocations | 7. Preventing Inappropriate Placement of Language Minority Students in Special Education |
| 2. Developing a Mission Statement | 8. Special Education Referral Considerations Checklist |
| 3. District Sample Policies | 9. Parent Communication – Translation Page |
| 4. Gifted and Talented and the ELL Population | 10. ELL FAQ |
| 5. Identifying Gifted ELLs | |
| 6. Checklists for Underrepresented Populations | |

Note – Share Your Resources – Everyone Benefits.

Table of Contents

Acknowledgement.....	4
School District Non-Discrimination Clause.....	5
Legal Requirements.....	5
♦ Title VI of the Civil Rights Act of 1964	
Three Principals for Serving ELL Students.....	6
♦ Selecting an Educational Approach	
♦ Implementing the Educational Program	
♦ Program Evaluation	
Goals.....	7
English Language Learners Support Services.....	8
♦ Content Area Tutoring	
♦ Content-based ESL Programs	
♦ Developmental Bilingual Programs	
♦ English as a Second Language Program	
♦ Sheltered English Instruction Programs	
♦ Transitional Bilingual Programs	
♦ Two-Way Immersion Programs	
Identification, Initial Screener and Placement.....	12
♦ Enrollment Process	
♦ Entry Criteria in Wisconsin	
♦ Monitoring Pupil Progress	
♦ Exit Criteria in Wisconsin	
♦ English Language Proficiency Levels	
♦ Placement Into the Appropriate Learning Experiences	
Goals, Objectives, Activities, and Evaluation.....	9
♦ Goals	
♦ Program Objectives, Activities and Evaluation	
♦ Other Program Components	
Parents and Parental Involvement.....	23

Table of Contents

Staffing.....	26
Length of School Day to be allotted for ELL Program.....	15
Special Instructional Materials to be used in the ELL Program.....	16
Local Means of Evaluating the ELL Program.....	17
Appendix.....	25
Identification & Assessment Process	
♦ Flowchart (1.0) (Developed by MOMS Title II Consortium.doc)	
♦ Home Language Survey (2.0) (ELL_HomeLang_Survey.doc)	
♦ Home Language Survey in Spanish (16.0 Beloit-Turner School District)	
♦ Participating in Achievement Tests (3.0) (whotakeswhatbygrade.doc)	
♦ WIDA Performance Definitions (4.0) (RC_Performance Definitons(2).pdf)	
♦ Translations for Parental Information (5.0) ACCESS_Interpretive_Guide09.pdf)	
♦ Individual Record Plan (IRP) (6.0) (IRP_Example.doc)	
♦ Reclassification as Fully English Proficient (7.0) (Exit bul-0702.pdf)	
♦ Sample District Form for Exiting (7.1) (Monroe Exit Form.pdf)	
♦ Individual Learning Plan (8.0) (CESA 2 ILP.doc)	
Implementation of Plans for Preschool, Regular School Year and Summer School Programs	
♦ Type of Program (9.0) (Types of ELL Services)	
♦ Sample ELL Board Approved Policy (10.0) (Oregon+School—ELL Policy(2).pdf)	
Implementation of Plans for Preschool, Regular School Year and Summer School Programs	
♦ Sample 1: Parental Rights – English (11.0)	
♦ Sample 2: Parental Rights –Spanish (12.0)	
♦ Sample 3: Parental as Partners – English (13.0) (Parents+as+partners+in+reading--English.pdf)	
♦ Sample 4: Parental as Partners – Spanish (14.0) (Parents=as=partners+reading—Spanish.pdf)	
♦ Bilingual License (15.0)	

Acknowledgement

- List members participating in developing the English Language Learners plan.
(Administrators, ELL Teachers, ELL Parents, Paraprofessionals)

Individual

Role in School District

(Insert Your School District Name) Equal Educational Opportunities

All students shall have an equal opportunity to participate in and benefit from all academic and extracurricular activities and services. It shall continue to be the policy of the ***(Insert your district or policy)*** that no person may be denied admission to any school in the district or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap.

If any person believes that the ***(Insert your district or policy)*** or any part of the school organization has inadequately applied its equal educational opportunities policy, he/she may bring forward a complaint to the ***(Insert your school district address of where complaints will be handled.)***

Legal Requirements

- ♦ Include additional information about Title VI of the Civil Rights Act of 1964 and how it impacts your school district, board, administration and teachers.

The Office of Civil Rights within the United States Department of Education has responsibility for enforcing the Title VI of the Civil Rights Act of 1964 which, prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance.



Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Under the USDOE's Title VI regulations, practices of discrimination which are prohibited, when based on race, color or national origin, include:

- Providing services, financial aid, or other benefits that are provided in a different manner;
- Restricting an individual's enjoyment of an advantage or privilege enjoyed by others;
- Denying an individual the right to participate in federally assisted programs;
- Defeating or substantially impairing the objectives of federally assisted programs.

These Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus Title VI protects those students who are limited in their English language skills such that they are unable to participate in, or benefit from regular or special education school instructional programs.

In the Supreme Court decision *Lau v Nichols*, 1974 it is stated:

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum – for students who do not understand English are effectively foreclosed from any meaningful education."

"Where inability to speak and understand English language excludes national origin minority groups from effective participation in the educational programs offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Principals for Serving ELL Students (U.S. Department of Education - Office of Civil Rights)

- ♦ Include these three elements in your district plan as defined by the Office of Civil Rights.
- ♦ All elements are required.

Principal 1: Selecting an Educational Approach

Each school district may select a specific educational approach to meet the needs of its particular ELL population. A district may use any educational approach that is recognized as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy. In order to be compliant the district must ask if the approach provides for English language development and whether the plan provides for meaningful participation of ELL students in the districts educational program. The Office of Civil Rights encourages districts to write their own specific program goals.



Principal 2: Implementing the Educational Program

Once the district has selected the educational approach it need to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

Feedback from districts that have implemented successful programs indicates the need to describe and document the educational approach in a written plan so that the staff, administrators, and parents understand how the program works.

Principal 3: Program Evaluation

Under federal law, adopting an ELL program with sound educational design is not sufficient if the program as implemented proves ineffective. As a result, a central element of satisfying Title VI requirements regarding services for ELL students is an ongoing program evaluation.

Basic Goals for the (Insert your school district name here)

English Language Learners will:

- ◆ Insert a list of your school district goals for ELLs that reflect your districts individual circumstances.
- ◆ Goals should address both English Language development and subject matter inclusion.
- ◆ Goals should relate back to what experts in the field have identified as successful results under the approach the district has selected.

- Be held to the same high expectations of learning established for all students.
- Develop full productive and receptive proficiencies in English in the domains of listening, speaking, reading, writing, consistent with those for all students.
- Reach challenging content and performance standards in all contents areas, including reading and language arts, mathematics, social studies, fine arts, health and physical education consistent with what is provided for all students.
- Receive instruction that builds on their previous education and cognitive abilities and reflects their language proficiency levels.
- Are evaluated with appropriate and valid assessment that are aligned with state and local standards and take into account the language acquisition state and cultural backgrounds of students.
- The academic success of English Language Learners is a responsibility shared by all educators, the family, and the community.



Taken from the Guiding Principles to Ensure the Academic Success for Limited English Proficient Students: The George Washington University Center for Equity and Excellence in Education.

English Language Learners Support Services

(Based on Wisconsin's DPI's ELL Support Services)

- ♦ Describe the [Type of Program](#): (If you have more than one, identify 1 being largest, 2 second largest, etc.)
- ♦ Describe the support delivery model: (inclusionary support, pull-out, self-contained)
- ♦ Describe the instructional approach for each language and the English Language Proficiency level; LEP with little or no schooling, newly arrived in the U.S.
- ♦ Describe how the native language of pupils is used in various subject areas, and the time allotments for both native/home language and English instruction in the program by ELP level and grade grouping. (For grade groupings, use either K-3, 4-8, 9-12 or elementary, middle school, high school.)
- ♦ Attach the district's policy for serving LEP pupils. Describe the extent to which stakeholders are involved in developing this policy and providing input, including bilingual teachers, ESL teachers, bilingual teacher aides, and parents.

Content Area Tutoring is one-on-one or small group tutoring/assistance to ELLs in the content areas, including English language arts, mathematics, science, and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers, and may be provided by an aide, under the direction of a teacher.

Goals of Content Area Tutoring

- ♦ Comprehension and mastery of academic content areas

Content-based ESL programs are frequently used in Wisconsin's LEAs serving large numbers of ELLs when bilingual program models are not possible. English is the language of instruction, and is taught through vocabulary related to the content areas of mathematics, English language arts, science, and social studies.

Goals of Content-based ESL Programs

- ♦ Proficiency in English
- ♦ Academic achievement in the content areas.

Developmental Bilingual Programs serve language minority students-students who come to school in North America who are proficient in a language other than English.

Goals of Developmental Bilingual Programs

- ♦ Maintenance and full development of the students' primary language.
- ♦ Full proficiency in all aspects of English.
- ♦ Grade-appropriate levels of achievement in all domains of academic study.
- ♦ Integration into all-English language classrooms.
- ♦ Positive identity with the culture of the primary language group and with United States culture.

English Language Learners Support Services

(Based on Wisconsin's DPI's ELL Support Services)

Dual language and **two-way immersion** programs are bilingual programs that serve English speakers and English language learners (ELLs) in the same classroom, with a 50-50 mix of students from each language population. Both English and the first or native language of the ELL students is used in content and language arts instruction. In Wisconsin, the native language of the ELLs is used for approximately 80-90% of content and language arts instruction in early grades with a gradual reduction to 50% of instruction in the native language of the ELLs in content and language arts. The goal of such programs is bilingualism in both groups of students.

Goals of Dual language and two-way immersion

- ♦ Students will develop high level of proficiency in their first language.
- ♦ All students will develop high levels of proficiency in a second language.
- ♦ Academic performance for both groups of students will be at or above grade level.

English as a Second Language Programs serve language minority students usually in a homogenous setting. Students may be served outside of the regular classroom where they are taught for a portion of the day. Content based pull out ESL programs focus on instructional content area as the vehicle for teaching English. Since pull-out programs are only for a portion of the day and often focuses on social uses of English describe how the mainstream teacher will support students the remainder of the day.

Goals of English as a Second Language Programs

- ♦ Standards that include social and academic English
- ♦ Program is based on curriculum that is developmentally appropriate for 2nd language acquisition.
- ♦ Structured on students previous education and background knowledge.
- ♦ Based on high expectations in all content areas

Heritage language programs use the non-English language background (heritage language) of the students. All students share same non-English/heritage language. Students may or may not be proficient in the language. That is, the students may be fluent and the program is a developmental or maintenance program (e.g., Spanish for Spanish speakers), or the language is being renewed/reclaimed in the community (e.g., Native American languages that are not used by all in a community). The target language is the primary language of content instruction and/or language arts instruction. The goal of the program is bilingualism.

Goals of Heritage Language Programs

- ♦ Promotes self-esteem
- ♦ Enhances personal and cultural identity
- ♦ Increases the ability to adjust to new environments and modes of thinking, and acting expands cultural, economic, educational and professional opportunities
- ♦ Prepares for living and working in cross-cultural environments
- ♦ Provides the opportunity for students to study other languages, regardless of their ethnocultural background

English Language Learners Support Services

(Based on Wisconsin's DPI's ELL Support Services)

Sheltered English Instruction Programs often serve ELLs from more than one language background. Instruction is in English adapted to the students' English proficiency levels and provides modified curriculum-based content. Teachers enhance context by providing visual props, hands-on learning experiences, drawings, pictures, graphic organizers, and small-group learning opportunities. Sheltered English instruction programs offer instruction to ELLs at lower English proficiency levels, often newcomers to the United States.

Goals of Sheltered Instruction

- ♦ Second language development is promoted through core subjects and content area teaching
- ♦ Modifications are made depending on language demands of the lessons
- ♦ Academic instruction is understandable to students with different proficiency levels
- ♦ Students develop knowledge in subject areas through the second language

Structured English immersion or Specifically Designed Academic Instruction Delivered in English (SDAIE) programs serve ELLs in the mainstream classroom. Students receive individual support, often from ESL teachers or bilingual instructional aides in the classroom setting. As districts move away from pull-out programs, or do not have the numbers of students to justify additional ESL teachers, this model is being implemented.

Goals of Structured English Immersion or Specifically Designed Academic Instruction Delivered in English

- ♦ Support to mainstream classroom teachers.

Transitional Bilingual Programs (sometimes called "early-exit") serve language minority students in traditional homogenous classroom settings. Instruction is in English. Support in the native language may be provided.

Goals of Transitional Bilingual Programs

- ♦ Promote students mastery of academic material while they learn a second language
- ♦ Facilitate language minority students to transition to instruction in English only mainstream classrooms
- ♦ Aim for full proficiency in oral and written English
- ♦ Transitional programs aim to provide support for a minimum of 3–5 years before mainstreaming
- ♦ Do not aim to maintain proficiency in the primary language

English Language Learners Support Services

(Based on Wisconsin's DPI's ELL Support Services)

Two-Way Immersion Programs serve both language minority and majority students heterogeneously in the same classroom. Instruction is in both minority and English depending on program design and language allocations.



Goals of Two-Way immersion programs

- ♦ Attainment of challenging, age-appropriate academic skills and knowledge
- ♦ Advanced levels of functional proficiency in English along with an additional language - or target language
- ♦ Understanding and appreciation of cross-cultural differences

ELL Student Enrollment Process

1. **Home Language Survey:** Is a component of the application/enrollment process. A sample Home Language Survey is available from the Wisconsin Department of Public Instruction. Students who indicate that another language is spoken by the student or others in the home should also participate in the language-screening test to determine their language level proficiency. <http://www.dpi.wi.gov/ell/resources-ta.html>



2. **English Language Proficiency Assessment:** Any student who is identified as language minority (having a non-English language spoken in the home) during the school enrollment process should be given an English language proficiency assessment within the first few weeks of school.
3. **ACCESS for ELL** is a secure, state-mandated exam administered on an annual basis. The test window for the exam is December – February. Students who are not native English language speakers, must take the exam if they are not at an English Language

Proficiency Level of 6 must take this exam. For more information please visit.

<http://www.wida.us>

4. **If Students Enroll Outside of the Test Window** they may be administered a local assessment to determine their language proficiency level. The recommended instrument tool is the WIDA-ACCESS Placement Test or W-APT™ or the Kindergarten W-APT™. The screener can be downloaded from <http://www.wida.us/w-apt> Each school district is assigned a password and a login to access these files.



5. Both **ACCESS for ELL** and the **W-APT™** address speaking, listening, reading and writing skills in English. The results of the English proficiency assessment should be compared to the proficiency definitions as stated in the administrative rule. (PI 13.08) See complete definitions of proficiency levels.
6. **Parent Notification Occurs Within 30 days** from the start of the school year or within two weeks of new enrollment, schools must notify parents of their student who may be identified as ELL and admitted into an English language development

ELL ENTRY Criteria in Wisconsin

Identification of Students as English Language Learners

The identification and placement of limited-English proficient (LEP) students in programs for English language learners (ELLs) is based on the following required steps:

Step 1. Home Language Survey

The Home Language Survey (HLS) is a district-developed tool that should include the following minimum information:

- ♦ Place of birth
- ♦ First language acquired
- ♦ Language other than English spoken in the home
- ♦ Number of years of education outside the U.S.
- ♦ Number of years of education in the U.S.

If there are indications that the student has been sufficiently exposed to a language other than English, then the student must be assessed for English language proficiency (ELP) level.

Step 2. Preliminary Evaluation

Students who have recently arrived in the US or in a particular school district who are potential ELLs must be evaluated to identify if ELL services are needed, and to assist in program placement if the preliminary ELP Level is 1-5. The W-APT, or "screener" is Wisconsin's recommended initial placement assessment. For more information on the W-APT, visit the WIDA website:

<http://wida.us/assessment/w-apt/index.aspx>.

WIDA ACCESS Placement Test (W-APT™)

The W-APT™ is a screening assessment tool that may be used as an initial measure of student's English language proficiency to determine if a newly enrolled student is in need of English language instructional services and, if so, at what level.

The W-APT™ has three main purposes:

1. To evaluate students, at the time of enrollment, identified by the Home Language Survey who may be candidates for ESL and/or bilingual services;
2. To estimate the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services; and
3. To accurately assign students identified as ELLs to one of the three overlapping tiers for the more extensive ACCESS for ELLs® assessment given in December – February each year.

The English language proficiency screener is used as a preliminary evaluation for students that you suspect may be ELL. The W-APT™ is the DPI's recommended method of evaluation because it is aligned with the ELP standards and ACCESS for ELLs® assessment.

However, it is a local decision which screener is used for placement of ELL students.

ELL ENTRY Criteria in Wisconsin

Identification of Students as English Language Learners

Step 3. Assessment of English Language Proficiency

Per Titles I, Part A and III, Part A of the ESEA-No Child Left Behind Act of 2001, all ELP assessments must include four language domains:

- ♦ Listening/understanding
- ♦ Speaking
- ♦ Reading
- ♦ Writing

The ELP assessments must also be tied to Wisconsin's ELP Standards. Students who attain an ELP Level 1-5 are identified as ELL and must be assessed annually. Since 2005-06, all public school districts in Wisconsin must utilize the state-approved assessment of ELP, ACCESS for ELLs.™



Monitoring Pupil Progress

- ♦ List procedures used to determine pupil improvement in English language ability and readiness to perform ordinary classroom work in English.
- ♦ Describe how qualified personnel of the same linguistic background (if available) as the pupil are made available in the assessment process.
- ♦ Describe the procedures for monitoring/supporting pupil progress after program exit.

Multiple measures are used to monitor student progress. The measures this district utilizes for monitoring student progress are ACCESS for ELLs™, WKCE results, teacher observations, report card grades, grade-level assessments, etc. Our copy of the district's [exit form](#) that documents student exiting from services and records monitoring for two years is attached.



Weekly communication takes place between the ELL Coordinator and the classroom teachers regarding the ELL student's progress. When necessary other staff is brought into the conversation regarding the ELL student's progress. Regular student progress reports are provided for parents.

On an annual basis student progress is analyzed and decisions are made about individual student needs. These needs are addressed through the IRP.

ELL student progress is also analyzed at our annual district data analysis retreats and also at the CESA #2 ELL data analysis meeting.

Monitoring Pupil Progress

Our district maintains its monitoring records as part of the [Individual Learning Plan](#)

The support delivery model is instruction through inclusionary support with individualized services received through Title I, paraprofessional support, and At-Risk programs. All levels 1-5 of ELLs are served with this model.

The district's offers a summer school program to further assist ELL language acquisition and academic development. While this program is also a Sheltered English Immersion, it is taught by a bilingual (not licensed bilingual, Spanish-speaking) educator.

A copy of the district's [board-approved policy](#) addressing the instruction of English Language Learners is attached.



ELL Reclassification Criteria Wisconsin Students as Fully English Proficient (EXITING)



Students classified as ELLs will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.



These ELL students will:

1. Understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed
2. Read and comprehend English as evidenced by successful classroom performance and average district score on standardized achievement tests
3. Write English as evidenced by successful classroom performance and average district scores on standardized achievement tests
4. Meet or exceed district guidelines in their academic subjects

In general, when the student scores a Level 6.0 composite score on the ACCESS for ELLs® the student is exited from the English language proficiency (ELP) program. However, the district may also consider reclassification of an ELL student as fully English proficient by applying the following criteria and evidence:

Evidence of English Proficiency

1. The student is in the fourth grade at a minimum
2. The student has attained an ELP Level 5
3. Two or more additional pieces of evidence of ELP must be evaluated and kept on file in the district
4. Parents and teachers agree that the student has reached full English proficiency. Parents must be a part of the exit decision; other pertinent team members may include the bilingual and/or ESL teacher, the classroom teacher(s), and other relevant staff
5. Districts must have a policy in place for reclassification of ELL students and re-entry into the ELP program if evidence indicates that reclassification was premature



ELL Entry & Exit Criteria for Wisconsin

ELL EXITING CRITERIA for RECLASSIFICATION of English Language Learners Students as Fully English Proficient

The following are examples of evidence that may be used to document that the student has become fully English proficient.

1. District/school writing samples meet or exceed grade level expectations.
2. Student scores a 5.5 or above on the Reading section of the ACCESS for ELLs®
3. Student scores are in the proficient or advanced categories on the Wisconsin
4. Knowledge & Concepts Examinations (WKCE) without ELL accommodations in all assessed content areas.
5. Student is achieving academically at their age appropriate grade level without the use of adapted or modified English materials.
6. Other relevant evidence (e.g., excellent grades, class work, and performance on local assessments).



NOTE: Evidence collected for all criteria listed above should be kept on file in the district. The district is required to monitor the exiting student for two additional years. Districts must keep documentation (grade level, ELP composite score, plus two or more pieces of evidence) on file throughout the two-year monitoring period for an exited (formerly LEP) student.

Impact on Policy and Funding

Once reclassified as fully English proficient, the student will no longer:

1. Be administered the ACCESS for ELLs®.
2. Receive testing accommodations for ELLs on WKCE

Copies of this and other ESEA Information Updates can be found at dpi.wi.gov/esea/bulletins.html



English Language Proficiency Levels

There are seven language levels defined in WI administrative code. Limited English proficiency is defined in ELP Levels 1-5; Level 6 is assigned to students who are fully English proficient and no longer require ELL services (exiting or —Formerly ELL); Level 7 refers to students who were never classified as ELL (ELP 1-5). Further description of these levels is available: <http://dpi.wi.gov/ell/pdf/elp-levels.pdf>

The WIDA performance definitions for the levels of ELP *Performance Definitions for the Levels of English Language Proficiency* and the Wisconsin ELP level definitions at <http://dpi.wi.gov/ell/pdf/elp-levels.pdf> should serve as a guide. The ESEA bulletin 7.01, *Identification of Students as English Language Learners* (Entry) http://dpi.wi.gov/esea/pdf/bul_0701.pdf may also be of interest.

The definitions of the five limited-English language proficiency levels, as well as Level 6, one of two fully English language proficiency levels, are from PI 13.08(3)(1)-(6), Wisconsin Administrative Rule. Level 7, the other fully English language proficiency level, is used for purposes of state reporting/state testing.

Level 1: Beginning/Preproduction [WIDA level = Entering]:

A pupil shall be classified level 1 if the pupil

- ♦ Does not understand or speak English with the exception of a few isolated words or expressions.

Level 2: Beginning/Production [WIDA level = Beginning]:

A pupil shall be classified level 2 if all of the following criteria are met:

- ♦ The pupil understands and speaks conversational and academic English with hesitancy and difficulty
- ♦ The pupil understands parts of lessons and simple directions
- ♦ The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3: Intermediate [WIDA level = Developing]:

A pupil shall be classified level 3 if all of the following criteria are met:

- ♦ The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty
- ♦ The pupil is post-emergent, developing reading comprehension and writing skills in English
- ♦ The pupil's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4: Advanced Intermediate [WIDA level = Expanding]:

A pupil shall be classified level 4 if all of the following criteria are met:

- ♦ The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy
- ♦ The pupil continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance

English Language Proficiency Levels

Level 5—Advanced [WIDA level = Bridging]:

A pupil shall be classified level 5 if all of the following criteria are met:

- ♦ The pupil understands and speaks conversational and academic English well
- ♦ The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations
- ♦ The pupil requires occasional support



Level 6—Formerly Limited-English Proficient/Now Fully-English Proficient:

A pupil shall be classified level 6 if all of the following criteria are met:

- ♦ The pupil was formerly limited-English proficient and is now fully English proficient.
- ♦ The pupil reads, writes, speaks and comprehends English within academic classroom settings.

Level 7—Fully-English Proficient/Never Limited-English Proficient:

- ♦ The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state or federal law.

Goals, Objectives, Activities, and Evaluation

1. Goals

- ♦ List both the short-term and long-term academic and language goals for LEP pupils in your program
- ♦ Goals should be measurable and objective to be evaluated over time
- ♦ List the Title III program improvement goals your district will be working toward.

Short-term Goals:

ELLs will be expected to increase their ELP by the target percentages set for AMAO 1 & 2 as determined by the State of Wisconsin Department of Public Instruction.

ELLs will increase their reading level by at least ½ year as measured by local assessments.



ELLs will meet the individual academic goals as defined by the Individual Learning Plan.

Long-term Goals:

ELLs attending the district will meet Annual Yearly Progress (AYP) as defined by No Child Left Behind.

Our district plans to target one of four elementary schools as an ELL magnet school to bring all ELL students together into one school.

Changes have educational and cost benefits, including but not limited to: Increased teaching time for bilingual teacher (previously lost due to travel)

- ♦ Increased support time from bilingual tutor (previously travel between schools)
- ♦ Increased instruction for bilingual students (previously lost to bussing)
- ♦ Pre-teaching done more effectively in bilingual classroom; timely face-to-face communication/collaboration between bilingual teacher/classroom teachers;
- ♦ Ease of communication for bilingual parents/families as the bilingual teacher/tutor in building at all times
- ♦ Stronger home-school relationships because parents get to know the school well
- ♦ Stronger knowledge/understanding of ELL students by support staff due to contact with students/parents
- ♦ Easier access to L1 materials by all teachers; greater flexibility in student scheduling; positive effect on ELLs' self-esteem/comfort level when speaking
- ♦ Eases administration of state testing (scheduling, environment, knowledge of procedures/protocols)
- ♦ Fewer written translations
- ♦ Eliminates the need for multiple sets of textbooks/support materials
- ♦ Annual ACCESS/state testing at central location, cutting down on sub costs
- ♦ Increased job-embedded staff development opportunities on site (meet during professional development time; eliminate bussing ELL students to/from bilingual classes during school day)

Program Objectives, Activities, and Evaluation

List in outline or chart format the program objectives, the activities designed to achieve those objectives and the planned evaluation for each activity.

Objective	Activities	Evaluation

Plans to target one of four elementary schools as an ELL magnet school to bring all ELL students together into one school. Changes have educational and cost benefits, including but not limited to:

- Increased teaching time for bilingual teacher (previously lost due to travel);
- Increased support time from bilingual tutor (previously travel between schools);
- Increased instruction for bilingual students (previously lost to bussing);
- Pre-teaching done more effectively in bilingual classroom;
- Timely face-to-face communication/collaboration between bilingual teacher/classroom teachers;
- Ease of communication for bilingual parents/families as the bilingual teacher/tutor in building at all times;
- Stronger home-school relationships because parents get to know the school well;
- Stronger knowledge/understanding of ELL students by support staff due to contact with students/parents;
- Easier access to L1 materials by all teachers; greater flexibility in student scheduling;
- Positive effect on ELLs' self-esteem/comfort level when speaking;
- Eases administration of state testing (scheduling, environment, knowledge of procedures/protocols);
- Fewer written translations;
- Eliminates the need for multiple sets of textbooks/support materials;
- Annual ACCESS/state testing at central location, cutting down on sub costs;
- Increased job-embedded staff development opportunities on site (meet during in-service time);
- Eliminate bussing ELL students to/from bilingual classes during school day.

Strong emphasis in the program is given to literacy, vocabulary, writing and core content area skills. Bilingual literacy/writing skills are encouraged as well as cultural awareness.

Multiple measures of ELL student through the use of: the administered ELP assessment; teacher observations by Bilingual/ESL staff and regular classroom teachers; alternative assessments; and, student qualitative portfolio work.

Improve bilingual student reading skills in Spanish/English. Build collection of Spanish fiction and non-fiction.

Goals, Objectives, Activities, and Evaluation

Daily Spanish literacy instruction.

Special Education staff and ESL staff work closely together to establish learning patterns in both Hmong and English. All assessment materials are monitored for the cultural impact on reliability. Documentation is done per set guidelines over a period time. When this baseline is established the students are then assessed and placed appropriately. All students referred for special needs are assessed in their first and second language. Language dominance is also established to assure appropriate placement.

The district has regular communication and meetings with two area districts that also offer bilingual programs.

Extended opportunities for gifted students include courses at UW-Stout, summer school, advanced placement courses, and opportunities to participate in enrichment activities such as Math Counts.

We have multicultural clubs at the Middle and High Schools, many school/community events, and the Neighbor-to-Neighbor Association, which is a group of educators, law enforcement officials, instructors from UW-Stout, Department of Human Services personnel, and members of the Hmong Association. We meet monthly to discuss any issues that may be of concern and sponsor community events.

Our district has embraced the components of authentic pedagogy, student-constructed knowledge, and substantive conversation as overarching goals for all students. In ELL settings we focus on the same objectives.

A widening process of identification for gifted students has resulted in a growing number of language-minority students being served in our gifted and talented program.

2. *Other Program Components*

- ◆ Describe any extended learning opportunities provided for LEP pupils identified as gifted and talented.
- ◆ Describe ethnic displays, cultural sensitivity, and representations of cultural diversity in each school that LEP pupils attend.
- ◆ Describe how the school district provides adequate, appropriate bilingual/ESL instructional materials for the languages in the district.
- ◆ Describe the specific guidelines for identifying LEP pupils with special educational needs.
- ◆ Describe methods for contracting with other districts or CESA, if applicable.
- ◆ Describe support services available to LEP pupils, including counseling, language development, and tutor or mentor programs. Describe how bilingual counseling (if any) is

provided to LEP students, especially those at ELP levels 1-3, by language, grade grouping. (For grade groupings, use either K-3, 4-8, 9-12 or elementary, middle school, high school.)

- ♦ Describe coordination with other special programs in the district such as Migrant Education, Title I programs, Title III programs, reading/literacy based programs, special education, gifted and talented programs, children at risk programs, etc.

Students are identified for gifted and talented and special education same as all other students or in a comparable manner.

An effort is made to include ELL students in extra-curricular activities in order to promote social relationships.

The guidance counselor makes an effort to place ELL students in rigorous academic coursework.

Parents and Parental Involvement

- ♦ Describe parent notification and written approval of placement procedures.
- ♦ Translation (oral) and Interpretation (written): Include a description of translation and interpretation services provided, including how and by whom.
- ♦ Attach a copy of your parent permission form.
- ♦ Describe how parents are notified of their legal right to appeal the district's decision NOT to place their child in a bilingual bicultural program under stat. 115.96(5)(b), Wis. Stats.
- ♦ Describe the program's Parent Involvement Strategies, including a Parent Advisory Committee (if any) and school-home communication procedures.
- ♦ Describe how parents are notified, in their home language if necessary, of the academic progress of their children, and of any other school information deemed important for English-speaking parents to know.
- ♦ Describe any systematic and ongoing training the program provides for parents and list the specific topics being addressed.

Parents receive a brochure of Parent Rights. (Sample 1 [English/Spanish](#), Sample 2) ([Sample 3 English/](#) [Sample 4 Spanish](#) - in need of editing for fluency)

Parent notification takes place on an annual basis, in the fall of each school year. The notice is sent home in the language of the family (whenever feasible) and is signed by the child's parents. A copy of the signed approval of placement is kept in the child's cumulative folder.

Ask parents to volunteer for special events or as classroom volunteers

Involve parents in disciplinary procedures and educational opportunities as they arise

Ask parents to help with district translations

Provide food and include all children within the family

Parents and Parental Involvement

Schedule meetings with all teachers involved with a family so they don't have to take off work more than once

All documents sent home are provided in the language of the home whenever possible

Phone calls are made to clarify any questions parents may have or encourage attendance at events

Regular progress reports are provided to parents in the language of the home, whenever possible.

Phone calls are made to ensure parents have an understanding of the documents that were sent home and to answer any questions parents may have regarding student progress.

On an annual basis, parents are invited and encouraged to attend the meeting for writing the IRP.

Parents receive report cards for their children on a quarterly basis.

Parents are encouraged to attend parent/teacher conferences, which are held twice a school year.

Parent classes offered through the parent project.

The middle school/high school bilingual teacher and the bilingual community liaison 14 sessions at two hours each for a total of 28 hours of classes.

Student organization, Culture Club, incorporates out-reach with the community. Involvement of bilingual students, parents and families throughout the district and community has enriched our schools and community. Members of the Culture Club offered classes and childcare to elementary bilingual students as their parents participated in the parent project classes.

There is an active Latino parent group K-12. In addition, adult ESL classes are offered three nights a week during the school year.

The district encourages parent involvement. We work closely with the area Hmong Mutual Association and Latinos Unidos to provide programming workshops, information sessions, and communication. Activities include: literacy and math nights, Parent Advisory Council, monthly coffees, ESL classes in connection with NTC. FAST and SEAFast, Kindergarten workshops, back to school nights, parent information nights.

All forms are also prepared in Spanish and are discussed with parents.

Quarterly newsletters are sent to parents letting them know of important upcoming events, policies and rules, and contact information of all staff.

Parents and Parental Involvement

ELL Parent Focus Groups were established to encourage participation in the district's Strategic Planning Process.

Parents who refuse services are contacted and a conference is held with documentation as to why non-participation is requested.

Collaboration with the area County Literacy Council has provided family literacy opportunities for parents/families district. A Family Literacy night is held for a minimum of 6-weeks during the school year.

Parents are highly involved in our schools. They are active as volunteers and/or participate in the variety of ELL nights throughout the school year (e.g. ethnic potluck dinner, activity nights, ELL performance/presentation nights, movie nights, etc.). Any parent requiring translation of reports showing academic progress will receive the reports in their home language. Parents are also afforded opportunities to take trainings in computers, getting around in American culture, and more.

At the preschool level, ELL parents are invited to participate in ELL parenting workshops designed to help them be involved in their child's language, culture and literacy development. These workshops are available to preschool parents in the spring.

ESL classes for adults by local community college.

What parents can do to help their children in school such as reading at home, making sure their children do their homework, what's in the backpack, signing papers, etc.

Parent rights/responsibilities in the educational process (understand handbook, what is truancy, how many credits are needed to graduate, school policies, calling when your child is sick, etc.)

Discuss ACCESS for ELLs™ results and what the different English proficiency levels mean, how students can exit from the program.

On an annual basis, a survey is conducted with parents of ELL students to determine what went well, what they thought could be improved and what they would like to see included/excluded from the program.

Staffing

- ♦ Provide the Pupil/Teacher ratio and the Pupil/Staff ratio for your program(s), by language, ELP level, and grade grouping. (For grade groupings, use either K-3, 4-8, 9-12 or elementary, middle school, high school.)
- ♦ Describe continuing efforts to recruit bilingual staff.
- ♦ Describe methods the local district uses to assure that all staff are appropriately certified.
- ♦ Describe systematic, ongoing staff development provided to bilingual/ESL staff, bilingual teacher aides, regular classroom teachers, support staff, and all other school personnel in contact with LEP pupils.
- ♦ Describe how bilingual counselors are made available for pupils in high school programs.
- ♦ If not already on file, include here (as applicable) A Request for An Exemption” [of the requirement to provide bilingual teachers for all programs under s. 115.97(5)(a-b). Provide evidence of a good faith, continuing effort to recruit bilingual teachers for the language population being served. (Reminder: Programs for Spanish speaking LEP pupils must provide teachers with bilingual licenses.) A copy of this form may be found at: <http://www.dpi.wi.gov/forms/pdf/pod1849-a.pdf>.

Elementary ESL program: Beginning level students receive more services than those close to exiting. Staffing is based on the number of students at each proficiency level. Elementary ESL teachers generally work with around 40 ELL students.

Secondary: ESL classes for level 1 are staffed 10:1; ESL classes for level 2 are staffed 12:1; ESL classes for levels 3 and 4 and those content classes taught in Spanish are staffed 16:1. At the high school level, ESL LA 9 and 10 (classes for levels 4 and 5) are staffed 20:1.

We have a district teacher recruiter who recruits bilingual teachers in over 5 states. The Associate Director of ELL Programs has traveled to recruitment fairs in Florida to recruit as well. We also do national advertising, recruitment fairs, regional newspaper ads, university contacts, and Internet postings.

The Associate Director of ELL Programs, along with district-wide paraprofessionals, does staff developments for bilingual paraprofessionals.

Three high schools serve ELLs. One high school has a high population of Hmong students, and that high school has a .5 Hmong bilingual counselor. The other two high schools have a large number of Spanish-speaking students. These high schools have full-time Spanish bilingual counselors. The district-wide Southeast Asian counselor can serve the Hmong students at these two high schools.

Grow your own: Recruiting efforts to hire bilingual staff have been very successful. Several of our bilingual interpreters are getting teaching degrees and we are allowing them flexible hours to complete their coursework and student teaching.

Staffing

Teachers are completing further studies through the CESA 6-RITE alternative licensure program and UW-Oshkosh program, Project Adelante to obtain Bilingual certification.

We continue to encourage development of our bilingual program. Our elementary tutor is currently enrolling through Project Estrella at UW-Oshkosh for completion of studies to become a bilingual teacher.

A future goal of the school district is to encourage some regular education teachers to obtain ELL certification. Additionally, a connection with the University of Wisconsin-Whitewater has provided many professional development opportunities in the area of ELL for district staff.

In continuing efforts to recruit bilingual staff the district provides monetary incentives and reimbursement for ESL and Bilingual Certification. We also recruit through the WECAN application process.

The district requires ESL certification within three years of hiring of all mainstream teachers grades Pre-K through 5. All ESL Resource Teachers and Newcomer Teachers must have Bilingual or ESL Certification upon hiring.

Systematic ongoing staff development provided to bilingual ESL staff includes a total of three full days of staff development through the year in areas of culture, curriculum, assessment, literacy and program evaluation. Staff also has opportunity for stipends for curriculum development up to one week during the summer.

Staff development for bilingual paraeducators includes requirement to participate in the Paraeducator Learning Network, rendering them "highly qualified" paraeducators. Bilingual Paraeducators are required to put in 8 hours of additional training in areas of language acquisition, culture, and literacy development. Bilingual Paraeducators are also provided with opportunities for additional choice training for which they are provided a stipend.

Regular classroom teachers, support staff, and all other school staff personnel have opportunities for training about language acquisition, culture and community and curricular adaptations for ELL learners. All new teachers are required to participate in three hours of ELL student orientation, which includes the language acquisition process and cultural implications for their educational achievement.

Staffing includes teachers, Title I staff, paraprofessionals, tutors, translators, home-school liaisons and interpreters. All staff holds the appropriate license for their placement.

Our district does not meet the state trigger numbers for employment of bilingual staff. ESL teachers meet with classroom teacher throughout the school year to assist with instructional methods for ELL students. Staff development fully supports teacher training through workshops, sessions, or seminars to further their knowledge of ESL, or culturally related information to anyone interested.

Staffing

Ongoing and sustained training is essential for bilingual staff.

Our staff regularly takes part in the professional development opportunities provided through the CESA #11 Title III Consortium

Length of School Day to be Allotted for the Title III Program

- ♦ Provide a description of student hours/periods in the program each day by language, ELP level, and grade grouping. (For grade groupings, use either K-3, 4-8, 9-12 or elementary, middle school, high school.)

The district follows state recommendations for time commitments.

Elementary students are served in the mainstream classroom or in pullout groupings by ESL staff – ELP levels: 1 & 2 = 2 -3 hours/day; 3 & 4 = 2 hours/day + teacher consultation; 5 = monitored/as needed with teacher consultation

Middle school ELLs are served in mainstream classes with the support of ESL staff and in one resource class per day – ELP levels: 1 & 2 = 6 periods/day; 3 & 4 = 5-6 periods/day; 5 = 1 period/as needed

The high school offers the following ESL classes: Science, US history, General Math, Spanish and Spanish for Spanish speakers. Students are supported during resource periods, and in

Content area classes by ESL staff – ELP levels: 1 & 2 = 5 periods minimum; 3 & 4 = 4 periods minimum; 5 = 1 period/resource

Special English Language Learner Instructional Materials

- ♦ Provide a general description and rationale for reimbursable instructional materials and supplies requested under this plan of services.
- ♦ Provide a description of the method the district uses to assure that all purchases are, in fact, approvable expenditures.

Libraries within the district purchase books in Spanish on a yearly basis to increase appropriate materials for students to use in their native language.

Native language instructional materials are purchased for the purpose of supplementing the students' instruction in the various content areas while they are learning and enriching the bilingual-bicultural curriculum. These are also purchased for maintaining language heritage in a Developmental K12 Bilingual Education Program. Materials representing the students' heritage and reflecting their culture are integrated to enhance students' self esteem and increase their cultural pride.

Local Means of Evaluation the Title III Program

- ◆ Describe methods for monitoring pupil progress, which are in place, as well as procedures for assuring that all staff is aware of them. Pupils must be assessed for academic progress. (For more information on assessment for LEP pupils, see: <http://www.dpi.wi.gov/oea/ells.html>).
- ◆ Describe methods for monitoring pupils as they move from one proficiency level to the next and how communication between staff about progress is done regularly.
- ◆ Include a list of the pupil records kept.
- ◆ Describe the comparisons made between LEP and non-LEP pupils regarding pupil progress, achievement and other indicators of success.
- ◆ Describe provisions for conducting follow-up studies on LEP pupils who graduate from the district as a means of obtaining program effectiveness information.
- ◆ Describe the procedures the district has established for annually measuring the outcomes and effectiveness of the bilingual/ESL program.
- ◆ Describe the process for ongoing program improvement and renewal.
- ◆ Summarize the most recent program evaluation results, including summaries of assessments of academic progress.

On an annual basis the ESL program will conduct an annual program review (using the CESA - Annual Review Agenda) that will include sharing of the *ACCESS for ELLs™* results and the measurement of AMAOs (as calculated by DPI). This annual review will take place each spring

and will include ESL staff, building administration and staff, and parents of ELL students. Program design and planning will be discussed for the following school year.

The Latino parent group also gives feedback regarding the program and needs of their children.

Annually, a comprehensive ELL Program Summary Report is developed by the ELL Coordinator and presented in writing to the administration and the Board of Education. This report includes data on number of students exiting the program, percentage of students exiting the program, district and/or state testing data of the ELLs, and level-to-level advancement of ELLs with regard to language proficiency ratings. Also, via this report, the ELL Coordinator makes program recommendations to the administration and Board of Education to facilitate ongoing communication regarding the learning needs of the ELLs. This report also serves to communicate ongoing program improvement and renewal ideas to the administration and board members. Also, as mentioned above, teachers and the ELL coordinator meet at the end of every school year to examine the proficiency levels of the students. In this meeting, we review our services and how we can improve on them the following year.

Local Means of Evaluation the Title III Program

Ongoing program improvement and renewal occurs by means of parent/staff input at meetings held throughout the year which seek ways to better serve students and receives suggestions for program improvement. These have resulted in changes in program procedures, staffing, professional development, new curriculum, and technology improvements. Staff is also encouraged to attend conferences and other staff development opportunities.



Appendix

A. Identification & Assessment Process

- ♦ Flowchart (1.0) (Developed by MOMS Title II Consortium.doc)
- ♦ Home Language Survey (2.0) (ELL_HomeLang_Survey.doc)
- ♦ Home Language Survey in Spanish
- ♦ Participating in Achievement Tests (3.0) (whotakeswhatbygrade.doc)
- ♦ WIDA Performance Definitions (4.0) (RC_Performance Definitions(2).pdf)
- ♦ Translations for Parental Information (5.0) ACCESS_Interpretive_Guide09.pdf)
- ♦ Individual Record Plan (IRP) (6.0) (IRP_Example.doc)
- ♦ Reclassification as Fully English Proficient (7.0) (Exit bul-0702.pdf)
- ♦ Sample District Form for Exiting (7.1) (Monroe Exit Form.pdf)
- ♦ Individual Learning Plan (8.0) (CESA 2 ILP.doc)



B. Implementation of Plans for Preschool, Regular School Year and Summer School Programs

- ♦ Type of Program (9.0) (Types of ELL Services)
- ♦ Sample ELL Board Approved Policy (10.0) (Oregon+School—ELL Policy(2).pdf)

C. Implementation of Plans for Preschool, Regular School Year and Summer School Programs

- ♦ Sample 1: Parental Rights – English (11.0)
- ♦ Sample 2: Parental Rights –Spanish (12.0)
- ♦ Sample 3: Parental as Partners – English (13.0) (Parents+as+partners+in+reading--English.pdf)
- ♦ Sample 4: Parental as Partners – Spanish (14.0) (Parents=as=partners+reading—Spanish.pdf)
- ♦ Bilingual License (15.0)