

Geary Public Schools

Plan for Providing Instruction and Academic Support for English Language Learners

1. Goals and Objectives

A. District objectives for providing educational services to ELL (English Language Learner) students including Program objectives for the alternative language programs selected by Geary to meet the needs of ELL students:

All English language learners will participate in a quality instructional program that supports academic and social development. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency.

The purpose of the District Plan for English language learners is to:

1. ensure the delivery of quality instructional programs for all English language learners throughout the district;
2. identify the program options and instructional programs which guarantee quality programs that meet the academic and linguistic needs of English learners; and
3. provide English language learners with the educational opportunities which will enable them to succeed.
4. deliver instructional and supportive services to ELL students that embody the goal and intent of Title VI of the Civil Rights Act of 1964 and further U.S. Supreme Court action that directs school districts to take steps to help ELL students overcome language barriers and ensure that they can meaningfully participate in the district's educational programs.

The District English Language Learner Program purpose is to ensure that students:

1. develop proficiency in the basic communications skills of listening, speaking, reading and writing commensurate with the student's level of ability and achievement.
2. improve grammar skills and increase vocabulary in English.
3. obtain basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP).
4. realize their educational potential.
5. develop English communication skills to a level comparable to that of native speakers of English of the same age and ability.
6. are successful in core academic programs designed for native speakers of English.
7. are encouraged to maintain their first language and are aware of the positive impact of bilingualism in enhancing educational opportunities.
8. share a positive identity and pride in their cultural heritage.
9. are encouraged when able to utilize their first language as a support factor in instruction.
10. and their parents/guardians are encouraged to participate in activities which enable families and/or community to be a part of the services.
11. receive incentives that will encourage them to remain in school, to strive for educational success and to prepare for their future.

B. Performance Goals for ELL students

The district and school based ELL program goal for language proficiency is to meet the

Oklahoma Accountability Targets for Title III, Part A. The specific numerical expectations for each goal increase annually.

The three Annual Measurable Achievement Objectives are:

- 1) The number or percentage of students making sufficient progress in learning English.
- 2) The number or percentage of students attaining English proficiency.
- 3) Adequate yearly progress for ELL student subgroups for all schools and district. This goal includes competency on Oklahoma Core Curriculum Tests of math and reading.

Additional ELL student achievement goals are:

- 1) ELL students will progress at the rate of 0.5 or more on the ACCESS test each year until they reach fluent English proficient (FEP) status. Each school will set an annual goal stating the percent of students that will increase their ACCESS score by 0.5 or more. The goal will be designed with incremental increases each year with the purpose of reaching 100% of students making progress of 0.5 or more.
- 2) ELL students will earn grades of 'C' or higher in all core classes at the same rate as all students.
- 3) ELL students that are monitored as fluent English proficient (FEP1 and FEP2) will pass all applicable state tests at the same rate as all students.

C. Documentation of ELL Student Status

The ELL (LEP, FEP) status is documented in the district student information system and maintained under the direction of the District ELL Curriculum Specialist. The data documented includes student's home language, date of home language survey, date of enrollment in a US school, date of ACCESS or W-APT testing and score, ELL status, ELL program type and program delivery model. This information is updated each year using the ACCESS results and when any event occurs that changes a student's LEP status.

D. Timelines and Procedures for Assessment of ELL Students

According to the State of Oklahoma Placement Policy, students who are new to the district are identified as candidates for the ELL program using the state of Oklahoma issued Home Language Survey (available in multiple languages). The District ELL Curriculum Specialist is responsible for the distribution, collection and maintenance of the home language surveys at the district level. Parents complete the survey at the district enrollment center at the time of enrollment. The lead ELL instructional specialist at each school is responsible for the distribution, collection and maintenance of the home language surveys at the school level, as the surveys are also used to determine the number of students who qualify as bilingual under federal guidelines. Following the Oklahoma State Placement Policy, the results of the home language survey provide each school with a list of potential students in need of ELL services. All potential students are assessed using a placement test (W-APT), identified and placed within the first 30 days of school.

Students that enroll after the first 30 days of school are assessed, identified and placed within ten school days. Parents are informed within same windows of time mentioned above with a placement letter. The lead ELL instructional specialist at each school is responsible for ensuring the placement testing and parent notification occurs for all potential ELL students. Records of home language surveys and placement tests are kept by the lead ELL instructional specialist for each school. At the district level, records of home language survey and placement test results are kept in the student information system.

In addition, all LEP students are assessed annually in the spring using the WIDA ACCESS test. Both the W-APT and ACCESS tests measure language acquisition and development in the speaking, listening, reading and writing domains. They are reliable and valid assessments developed by the WIDA consortium.

The results from the ACCESS test are received in the late summer and made available to schools immediately for use in placing students in appropriate classes and for providing teachers with specific information regarding the students' performance in each of the four language domains. The results are distributed to principals, instructional specialists and classroom teachers. Parents also receive a copy of the report for their child.

E. Objective Criteria for Determining Student ELL Status:

ELL status is determined by the score on the W-APT or ACCESS tests. The W-APT is the placement test administered to all potential ELL students upon enrollment. It is an abridged version of ACCESS, assessing the four language domains (speaking, listening, reading and writing) including academic vocabulary from the core content areas. The ACCESS test is a more comprehensive assessment of the four domains that is administered to all LEP students each spring. The administration of the tests is secure with all test administrators being certified teachers who are trained and certified to administer the ACCESS test according to the design of the instrument. Each school has an instructional staff member assigned to lead and track the assessment process so that all students are assessed in an orderly and timely way. The scoring standards are the same for the placement test W-APT and the ACCESS test. Students who receive composite scores of 5.0 or higher along with a literacy sub score of 4.5 or higher are considered fluent.

2. Placement of ELL Students

Placement of LEP students into language supportive instructional settings occurs immediately after the placement test is scored. Teachers, administrators and parents of the students are informed of the LEP status and placement test scores. All LEP students receive instructional support based on the score of the placement test as well as the on-going assessment and observation conducted by classroom teachers and instructional specialists. This support continues for the student from year to year until the student demonstrates fluency on the ACCESS test, upon which the student's progress is monitored for the first two years of proficiency. The placement decision is recorded in the student file as well as the student information system and parents are given notice of the placement.

3. Structured English Immersion – The regular classroom teacher provides instructional strategies and differentiation to meet the language and literacy needs of the student. Instructional specialists provide linguistic and academic support to LEP students in the general education classroom by using an inclusion model. Some students may leave the mainstream classroom or receive language instruction during an intervention period for up to an hour per day. Such pullout sessions provide intensive language acquisition instruction and are delivered in a setting with a low student/teacher ratio by an instructional specialist or classroom teacher.

At the elementary level, students are placed in the regular classroom with the support provided as described above. Each school has a lead ELL instructional specialist that monitors the placement and progress of the ELL students in the building. That person, in conjunction with the classroom teachers, administrators, and other instructional specialists, coordinates the instructional process so that the appropriate literacy and language support is provided to the students. A balanced literacy approach that differentiates instruction for all students is applied in the case of ELL students as well. Support is provided through small group instruction,

one-on-one conferring, peer tutoring and individual computer-aided instruction. Additionally, ELL students are provided with appropriate testing accommodations to ensure equal opportunities for success. Furthermore, vocabulary support in math, science and social studies is provided to ELL students in the form of visual representation as needed. The goal of the immersion process is to assimilate the student into the instructional environment such that the student progresses in both language acquisition and mastery of core curriculum. All students are considered for intervention in core curriculum. ELL students are considered for intervention in language development and core curriculum.

At the secondary level, students are placed in the instructional setting according to their demonstrated language proficiency level. Consideration for placement is the score on the W-APT or ACCESS test along with classroom assessments of progress in the four language domains.

Students scoring approximately 1.0 to 2.3 will receive intense tutoring as needed while in the regular classroom. Core content and vocabulary are used as a part of the language development instruction.

Students scoring approximately 2.4-3.4 are placed in a sheltered tutoring setting. The class contains other LEP students of that language proficiency range so that the instruction can be adapted to the learning needs of the students in order to accelerate their language development and provide understandable delivery of core content. Though the instructional delivery is adapted to meet the needs of ELL students, the curriculum of the sheltered core class is the same as regular classes (for native English speakers).

Mainstream Classes

Mainstream Classes: Students scoring from 3.5 to 4.9 are placed in mainstream core classes designed to provide language learning support in the four domains with the inclusion of core content and vocabulary. Students remain in this class until they have demonstrated fluency on the ACCESS test. There are a few exceptions made for students that are receiving additional literacy support by another course due to special circumstances like an IEP.

Monitoring FEP1 and FEP2:

Students who have demonstrated fluency on the ACCESS test are monitored as they attend mainstream classes. In cases where students are not succeeding, they may be placed in other classes to provide additional support.

Parent Communication and Outreach:

Communication from both elementary and secondary schools is provided in the student's home language whenever possible to ensure that families have appropriate notice regarding school activities such as parent teacher conferences, extracurricular activities and other special events. Additionally, progress reports, report cards and other vital school information are communicated in the child's home language when available.

Parent outreach efforts include the utilization of technology to deliver timely, accessible information to parents in order to keep them informed and involved in the education of their child. The district ELL committee includes parents of ELL students. Translation services are provided to parents of ELL students in order for families to fully understand the goals of the overall educational program and to help facilitate parent-teacher interaction.

4. Staffing

A. Description of Staffing Resources

In order to effectively implement the ELL plan as designed, the following staff provide leadership and service to teachers and students: District ELL Instructional Specialist , Instructional Coaches, Teachers at the middle and high school levels, Core Teachers for instruction at the elementary, middle and high school levels , and Paraprofessionals to assist teachers with instruction and monitoring of students.

The District ELL Curriculum Specialist and all teachers are highly qualified in their primary area of instruction. All teachers and paraprofessionals receive professional development that will support the delivery of instructional services they provide to students. Classroom teachers and instructional specialists are provided with professional development on literacy strategies, differentiation strategies, scaffolding strategies and other instructional methods that are proven to be effective with ELL students.

B. District Determination of Quantity and Qualifications of Teachers and Staff

At the elementary level, the regular classroom teacher provides the primary instruction. Additional instructional support is provided to ELL students by an instructional specialist, classroom teacher or paraprofessional through direct small group instruction or individual instruction. All elementary teachers are trained to use instructional strategies that are effective for teaching ELL students.

At the secondary level, the necessary quantity of teachers is determined by the number of ELL students. Due to the learning needs of students, ELL classes are staffed at a lower student to teacher ratio than regular classes. Current staffing allocations meet the above mentioned standards. The primary providers of secondary ELL services meet state certification requirements for highly qualified teachers. All secondary teachers receive training in literacy strategies that support quality instruction for ELL students.

Should a situation develop such that a teacher is not highly qualified to teach ELL students in the regular classroom, or does not possess the additional certification or training to be a primary provider of specialized ELL services, the district and school will either replace the teacher in that position or see that the teacher has met the requirements through additional education or professional development. Such temporary situations must be rectified in less than a year.

Paraprofessionals:

Paraprofessionals are hired to provide additional support in the instructional setting as well as to serve to communicate with students and parents as needed. The placement of paraprofessionals at schools will depend on the number of ELL students attending the school, the number of instructional staff available to serve the students and the particular needs of each school.

All classroom paraprofessionals at both the elementary and secondary levels receive professional development in ELL best practices. This training occurs at least annually and is conducted by instructional coaches, where applicable, or by the District ELL Instructional Specialist. Teachers are trained in how to best employ the use of a paraprofessional in the instructional setting. Bilingual paraprofessionals are sought, but not required, to fill these positions, especially in schools with high ELL populations.

C. District Determination of Availability of Current Staff and Additional Staff Needs

Currently all elementary schools have instructional specialists on staff. The instructional specialist assists with implementing the ELL plan through monitoring the identification and placement of ELL students, consulting teachers on the delivery of services to ELL students and tracking the progress of the students throughout the year.

It is the district goal to go beyond state requirements by having all ESL certified or trained teachers in order to provide the highest quality of instruction available. The training offered for this group of teachers will be sustained each year.

D. District Implementation of Plan to Meet Staffing Needs

The district and schools will seek to make the staffing changes necessary to strengthen the ELL programs. The district goal of all teachers of primary services to secondary ELL teachers being ESL certified or trained beyond the state requirements will be pursued yearly.

In order to at least sustain the district standards for teacher qualifications, on-going training of all teachers hired by the district in appropriate strategies for ELL instruction occurs as a part of new teacher induction at the beginning of the school year. In addition, instructional specialists at the elementary level and core teachers at the secondary level receive annual professional development and/or coaching based on effective ELL instructional strategies consisting of one or more days in duration.

5. Materials

ELL students currently have access to the same curriculum materials that are provided for all students (ELL and non-ELL). The access to the same materials is provided in the regular classrooms where students are immersed in the elementary schools and mainstreamed in the secondary schools. In the classes at the secondary level, the same curriculum materials are provided and adapted as appropriate for the language proficiency level according to best ELL instructional practice. For ELL students at the lower language proficiency levels that have supplementary classes, additional materials are provided to support the supplemental language development and core content instruction to accelerate language acquisition. Teachers are trained to use the materials appropriately.

A. District Survey of Staff

Each year the District ELL Curriculum Specialist surveys all instructional staff and administration that serve ELL students to determine availability and need for materials, facilities, computers and equipment.

B. District Response to Survey

The District ELL Curriculum Specialist compiles and analyzes the results of the survey to make a recommendation for a response to the survey needs. The analysis includes consulting research as to which expressed needs are given priority. Some of the specific materials requested may not be research based and, therefore, the need expressed through the request may have to be met using other resources. The recommended response includes specific quantities and costs. Guided by the identified needs, purchases are made using funds from Title III.

6. Reclassification and Exit (transition from ELL services)

A. Determination of English Language Proficiency

As a participant in the WIDA consortium, the State of Oklahoma Department of Education has agreed to use the WIDA standards and assessments for evaluating language proficiency. The WIDA standards and assessments have been validated through research and are commensurate with nationally recognized language development standards. The fluency standard set by the State of Oklahoma is a composite score on the ACCESS test of 5.0 with a literacy sub score of 4.5, which are similar expectations to other states in the WIDA consortium. Students who demonstrate fluency on the ACCESS test are expected to have the language ability to succeed in the regular classroom environment at the appropriate age/grade level. The WIDA standards can be referenced at the WIDA website at <http://www.wida.us/>

B. District Determination of Proficiency

English language proficiency is measured by the ACCESS test. The ACCESS test assesses students in four domains: reading, writing, speaking and listening. Students must receive a minimum composite score of 5.0 with a literacy (reading and writing combined) score of 4.5 to be considered fluent in English. All LEP students at Geary are administered the ACCESS test in the spring according to Oklahoma state guidelines. All test administrators are certified teachers and are certified to administer the ACCESS test through WIDA training. The ACCESS test is treated as a secure test and administered as it is designed by following all instructions. No other method is used to determine fluency in Oklahoma. Classroom assessments and teacher recommendations are used when determining appropriate instructional settings and processes, but are not considered when officially determining English fluency.

C. Monitoring of Reclassified (former ELL) Students

All ELL students who are determined to be fluent by the ACCESS test are considered to be Fluent English Proficient and are monitored for two years under the designations of FEP1 and FEP2. The identification as such is indicated in student files as well as the district student information system. Students are monitored in the elementary setting at least once per quarter by the ELL lead instructional specialist. The progress in coursework is documented for each student. At the secondary level, academic monitoring occurs every four-and-one-half weeks through an ELL grade report that is distributed to school administrators, primary ELL instructional providers and paraprofessionals who assist with monitoring. The grade report indicates all student grades as well as listing the classes that are being provided for additional support in the students' schedule. In addition, weekly lists are produced that identify all students and courses in which students are earning grades of 'D' and 'F'. The lists are circulated and reviewed by administrators and counselors in order to provide intervention for all students. ELL students are included among all students.

D. District Remediation of Reclassified Students

When the monitoring process reveals that a student is not succeeding academically, action is taken immediately to provide intervention and/or remediation. Learning goals established during weekly embedded collaboration and common formative assessments are used to determine specific academic deficiencies. The student situation and needs are discussed to make a plan for intervention and the special monitoring of that intervention. Intervention steps at the elementary level include, but are not limited to: addressing of needs during intervention period, before or after school tutoring, counselor support, parent contact, additional intensive small group or one-on-one instruction, conferring or mentoring program.

The steps of action at the secondary level include, but are not limited to: counselor support, parent contact, placement in an additional reading lab class, placement in an additional math lab class, addressing of intervention needs during an intervention period, before or after school tutoring, homework help during lunch, or mentoring program.

7. Program Evaluation and Modification

Each year, the District ELL Curriculum Specialist coordinates the collection and analysis of data used to evaluate the effectiveness of the ELL programs at each school. The District ELL Instructional Specialist produces a report that summarizes the data and provides information helpful for analysis. A district ELL committee, consisting of the District ELL Curriculum Specialist, elementary principal, secondary principal, elementary and secondary teachers of ELL students, and any others that are invited by the District Superintendent meets prior to September 30th to review the data and evaluate the effectiveness of the district ELL programs.

Geary Public Schools is committed to continuous improvement. Therefore, programs and services that do not satisfy the district goals and objectives for providing educational services for ELL students will not continue, despite the soundness of design and implementation. Should it be determined through the evaluation process that any goal is not being met effectively, the District ELL Instructional Specialist will work with appropriate schools to determine steps that will be taken to modify and improve the ELL program at those schools. The steps will be designed with a timeline for implementation during the current school year. The expectation of the modifications will be that significant evidence of improvement will be demonstrated in data accumulated for the current year.

A. Evaluation

The evaluation process includes:

- I. The total number of ELL students at each school;
- II. An assessment of ELL program placement and services for ELL students; and
- III. A description of staff training needs and the District's response to the identified needs.

B. Program Evaluation

I. Student Summary Data:

1. Student Roster for each school to include home and primary languages, W-APT and ACCESS scores, ELL status, ELL Program, Delivery Model, pre-referral/special education referral info, special ed. placement w/disability category, gifted designation and semester grades
2. Graphic summary of ELL population at each school including percent of total population, variety of home languages, number at each grade level, number and type of staff providing direct ELL services and support

II. Procedures for collecting pertinent data by school and District-wide Data collected by the District ELL Curriculum Specialist:

1. Data to produce the student roster and core course grades for ELL and regular students is collected throughout the year from the District Testing and Data Specialist.
2. Data roster to include longitudinal ACCESS scores is obtained from the District Testing and Data Specialist each year in August when the ACCESS results are released. That data is housed in the student information system, can be pulled by sub-report and provides for a method of determining language acquisition growth for each student.

3. State test data comparing the results of FEP1 and FEP2 students to all students for each school is collected in August from the District Testing and Data Specialist.
4. Data on drop out and retention of ELL and formerly ELL students
5. Data on ELL student and all student participation in extra curricular activities that will allow for a comparison of participation rates
6. A review of the quality and quantity of instructional resources that verifies that each school has the appropriate materials to provide ELL instructional services will be completed. The review will include the results of the district material needs survey as well as a list of materials purchased to support ELL instruction.
7. Teacher, student and parent surveys that provide feedback regarding the implementation of the district ELL plan and the perceived quality of services being delivered
8. A collection of any concerns, grievances or complaints that have occurred throughout the year.

III. Factors Used to Determine Effectiveness of ELL Program

Factors to include in the self-evaluation are:

1. whether the assessment and placement of students in the ELL program at each school is timely, accurate and appropriately done.
2. whether current ELL students are satisfying the three established goals and objectives for student participation and achievement (language proficiency, grades and state test results).
3. comparison of ELL and former ELL students' academic progress and dropout, graduation and grade retention rates with non-ELL peers.
4. whether ELL students are statistically over-represented in special education referrals and/or under-represented in the elementary gifted and talented education program (This analysis includes considering the ELL students with their general representation in the District and comparing them with former ELL and non-/never ELL students.)
5. comparison of ELL student participation in extra-curricular activities to the general student population
6. whether the implementation of staffing and professional development occurred as planned.
7. the staff, students and parent feedback on the quality of services provided.

8. Training

In order to ensure that all instructional faculty and staff are trained on district policies and procedures that ensure ELL students have equal access to the district's educational programs, training will occur in the fall of each year. All instructional faculty and staff will receive training on district policies and procedures, including a review of this district ELL plan. The training includes interactive components that lead the staff to assimilate and apply the various components of the plan. The training will be conducted under the direction of the District ELL Instructional Specialist, administrators and/or teacher leaders who were familiar with the district policies and procedures and had a part in executing the ELL plan on a regular basis.

For subsequent years, all instructional staff will be trained on ELL policies and procedures as a part of the district induction process that occurs before school starts each year. In addition, teachers and paraprofessionals who are hired to work with ELL students after the school year has started will receive training on district policies and procedures for serving the needs of ELL students as a part of their orientation training. The hiring principals will contact the District ELL Instructional Specialist to arrange for this training when the hiring decision is made.