

ESOL Plan

2022 - 2023

POLK SCHOOL DISTRICT

Section 1: Educational Theory and Approach

Rationale:

Polk School District utilizes the English to Speakers of Other Languages (ESOL) Language Instruction Program, which is a state-funded language instruction educational program for eligible English learners (ELs) in grades K-12 in Georgia public schools. The purpose of the ESOL language program is to provide English language development instruction and language support services to identified K-12 English Learners (ELs) in Georgia's public school systems for the purpose of increasing their English language proficiency and academic achievement.

This ESOL program plan is designed to provide consistent, non-discriminatory procedures throughout each school within Polk School District as recommended by the U.S. Office for Civil Rights and the U.S. Department of Education. The Civil Rights Act of 1964 requires local school districts to provide an alternative program of service when there are students who are limited English proficient and are unable to participate effectively in the district's regular instructional program.

ESOL Program Description:

The ESOL program is offered to all K-12 students with a home language other than English who qualify based on a state-approved language screener. This program aids in the success of a limited English proficient student in an English-speaking classroom. Immersion in an English-speaking environment with guidance from the ESOL teacher and accommodations provided by all other school personnel will promote student success.

Goals:

The goals of the Polk School District ESOL program are for English language learners to improve their English language proficiency and academic language proficiency in content areas as well as to increase student achievement and success in all four English language domains (speaking, listening, reading, and writing) in all environments and settings, including those outside of the school setting.

To monitor our English Language Learners' (ELLs) progress toward achieving those goals, Polk School District annually collects the following data, the vast majority of which is normally collected for all students in order to determine student achievement:

- Achievement of ELL students in English language proficiency (ACCESS for ELLs annual test results) including:

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- Progress toward exiting the program (achieving a composite score of 4.3 or higher on the annual ACCESS test).
- Improvement as indicated by ACCESS test results.
- Academic achievement (report cards, teacher feedback).
- Achievement on state-mandated testing, including Georgia Milestones End-of-Grade and End-of-Course assessments.
- Graduation rate after exit from the ESOL program.
- Drop out and retention rates of ELL students.
- Density of ELL population in each school.
- Amount and location of each ELL students' academic experience.
- Number of ELL students eligible for Free/Reduced lunch.
- Number of ESOL segments each student receives.
- Daily attendance of ELL students.
- Length of time in US schools for ELL students.
- Length of time in district schools for ELL students.
- Any other data elements required by SDRC and / or DOE.

Section 2: Identification of Potential ELL Students

Initial Identification

All students who register in Polk School Districts are required to complete a three-question *Home Language Survey* (required by the state of Georgia) to determine if the influence of a language other than English exists. This survey identifies any languages other than English that are first learned or acquired by the student; used by the student in the home; or used by the student outside of school.

1. Parents complete *Home Language Survey* (forms A and B) at the beginning of the year (or upon enrollment in the school)
2. Teachers / registrars collect *Home Language Surveys* during the first two weeks of school.
3. Front office staff reviews *Home Language Surveys* to determine which students may be in need of ESOL services.
4. Front office staff, with help of the registrar, guidance counselor, administrators, and / or ESOL teacher as needed, cross check the *Home Language Surveys* against the school's established database of students who already receive ESOL services.
5. If a student has a language other than English noted on his Home Language Survey, staff will contact the ESOL teacher or other designated school staff member trained in the administration of the WIDA ACCESS Placement Test (Kindergarten Screener) or the WIDA Screener to begin testing procedures.

Section 3: Assessment of the Need for ELL Services

Assessment of ESOL Status:

Once a student is identified, Polk School District follows the following procedures in assessing a student's eligibility for ESOL services:

1. If the student has a language other than English noted on his *Home Language Survey* and is not already receiving language assistance services, the designated school staff member (typically a certified ESOL teacher) trained in the administration of the WIDA ACCESS Placement Test (Kindergarten Screener) or the WIDA Screener will test the student within **seven days** of enrollment.
 - a. The ESOL Teacher (or other designated staff member) must complete the annual training for administering the Kindergarten Screener or WIDA Screener prior to screening the student.
 - b. The ESOL Teacher (or other designated staff member) will collect the necessary testing materials for the Kindergarten Screener; if the student is in first grade or older, the ESOL teacher (or other designated staff member) will schedule the student to complete the WIDA Screener.
2. The ESOL teacher reviews the results of the Kindergarten Screener or WIDA Screener within **ten days** of enrollment and determines if services are needed.
 - a. Students who score **5.0 or below** qualify for ESOL services.
 - b. The Kindergarten Screener or WIDA Screener provides results in all four domains of the English Language: Listening, Speaking, Reading, and Writing.
3. The ESOL teacher corresponds with parents/guardians to inform them of their child's eligibility for ESOL services. **If necessary, the ESOL teacher may include the school translator to communicate with the parents/guardians. This correspondence includes
 - a. Sending home the Initial ESOL Referral Form for parents to review, sign, and return to the school, and
 - b. Sending home the Title III Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) Language Program and Title I Parent Notification of Student Eligibility for Supplemental Language Instruction Services. These forms provide further information for the parents as to how their child will be served.
4. The teacher collects the signed Initial ESOL Referral and the Title III Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) Language Program and Title I Parent Notification of Student Eligibility for Supplemental Language Instruction Services forms.

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5. The teacher places a copy of the signed Initial ESOL Referral form and places it in the student's permanent cumulative records in the front office.
6. The teacher creates an ESOL folder (referred to as the blue folder) for the student that consists of the following documents:
 - a. Home Language Survey (forms A and B)
 - b. Kindergarten Screener or WIDA Screener
 - c. Initial ESOL Referral (signed)
 - d. Title III Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) Language Program and Title I Parent Notification of Student Eligibility for Supplemental Language Instruction Services (both signed by parents/guardians and updated annually).
 - e. Test Participation Committee (TPC) form (signed by parents/guardians and updated annually).
 - f. Cumulative Profile (updated annually)
 - g. Skills Checklist (updated annually)
 - h. ACCESS Scores (updated annually)
 - i. Services No Longer Necessary form
 - j. Reclassification form
 - k. Post Exit Monitoring
 - l. Parental Waiver (if services are declined)
7. The identification and assessment of a student for EL services must be completed within 30 days of enrollment regardless of when the student enrolls during the school year.
8. The ESOL teacher meets with the ELL Testing Participation Committee (TPC) annually to determine what accommodations the student may/may not need during testing.
 - a. The ELL Testing Participation Committee shall be comprised of a minimum of three members: The ESOL teacher who is currently serving the student with English language assistance; a school level administrator; a representative mainstream teacher(s) currently serving the student; and whenever possible and/or appropriate, the student's parent(s) or guardian(s). Additional staff who could be invited include the student (if older than 18), a school counselor, a school psychologist, and a lead teacher.
 - b. During this meeting, the committee reviews the student's most recent WIDA Screener or WIDA ACCESS for ELLs 2.0 scores in addition to any other data collected, such as standardized testing scores from the previous school year or grades.
 - c. The TPC determines the appropriate accommodations for the student.
 - d. Each member of the committee signs the document, the ESOL teacher shares the document with the student's teachers and administrators, and a copy is placed in the student's blue ESOL folder and the student's permanent record. A copy must also be sent to the district Testing Coordinator. This document must have all the appropriate signatures.

Section 4: Program of Services for ELL Students

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ESOL Services:

The state funding guidelines will fund one segment of ESOL instruction for students in grade Kindergarten through third, two segments for students in grades four through eight, and up to five segments for students in grades nine through twelve. ESOL services for students in Pre-Kindergarten are not funded through this program.

Recommendations:

Each student will receive five segments of instruction per week or the yearly equivalent. Segment lengths will follow the same guidelines as all state-funded subject areas: one-sixth of the instructional day.

- Grades K - 3 receive 45 minute segments
- Grades 4 - 5 receive 50 minutes segments
- Grades 6 -12 receive 55 minute segments

All students enrolled in an ESOL segment will be enrolled in the appropriate ESOL course number for their initial segment of instruction. These course numbers are found in Georgia Board of Education Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses.

The high school offers sheltered courses in order to allow students to generate more units of credit in content areas. These courses use content area material as the medium to teach the four English language skills plus American cultural concepts. Instructors are responsible for the Georgia Standards of Excellence as well as the WIDA Standards. The instructor shall meet all requirements to teach both ESOL and the content area for the class. The sheltered or content area ESOL class has only ESOL eligible students and utilizes the ESOL maximum class size. The ESOL student is enrolled in the content course, but it is reported as an ESOL segment for funding purposes. If successfully passed, the student receives a unit of credit for the content area course.

As a student becomes more proficient in English, every attempt should be made to increase exposure to native English language speakers, and their number of ESOL class periods should be reduced accordingly.

ESOL Delivery Models:

Polk School District utilizes the following state-approved ESOL Delivery Models.

Delivery Model	Teacher Certification Requirements	Grade Levels Used	Description of the Model
Pull-Out	Course teacher with content appropriate certification, ESOL	K-3 4-5	EL students are taken out of a general education class for the purpose of receiving small group

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	certification or endorsement		language instruction from the ESOL teacher. ESOL teacher will provide instruction in listening, speaking, reading and writing through a variety of formats, including direct instruction, small group practice, stations, and / or computer-assisted programs (i.e., Fast ForWord, Lexia Core 5, Lexia Power Up, or Lexia English). The ESOL teacher focuses instruction on the WIDA standards for language.
Push-In	Course teacher with appropriate certification; ESOL teacher with ESOL certification or ESOL endorsement	K-3 4-5 6-8 9-12	EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this class. The ESOL teacher focuses instruction on the Georgia Standards of Excellence associated with the class subject area.
Scheduled Class Period (Scheduled Language Acquisition)	ESOL Teacher with ESOL certification / endorsement	6-8 9-12	In a class composed only of ELs, EL students receive instruction in foundation social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. ESOL teacher will provide instruction in listening, speaking, reading and writing through a variety of formats, including direct instruction, small group practice, stations, and / or computer-assisted programs (i.e., Fast ForWord, Lexia Core 5, Lexia Power Up, or Lexia English). The ESOL teacher uses the WIDA standards for reading,

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			writing, speaking, and listening in English as the basis for his/her instruction for the course.
Sheltered Content	Course Teacher who is also ESOL certified/endorsed.	9-12	EL students at the high school level receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement / certification. ESOL teacher will use a mix of direct instruction, small group practice, and stations as necessary to supply additional, focused instruction on attaining listening, speaking, reading, and writing English skills. The ESOL teacher uses the Georgia Standards of Excellence associated with the content area for the basis of instruction. The ESOL teacher will also use the WIDA standards whenever possible.
Sheltered Content at a Newcomer Program	Course Teacher who is also ESOL certified/endorsed	9-12; students must be within their first 12 months in an U.S. school and score below 1.9 on the WIDA Screener.	EL students at the high school level receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification. The ESOL teacher will use a mix of direct instruction, guided practice, small group instruction, and computer-assisted technology (i.e., Fast ForWord, Lexia English). The teacher will use the WIDA standards and the appropriate Georgia Standards of Excellence standards as the basis of his/her instruction.

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Evaluation for Placement in Content Area Classes and for Other Special ESOL Programs:

Teachers trained in ESOL strategies should teach all content area classes. Each year, the ESOL teacher will give an Annual Overview of the ESOL program during pre-planning or by the end of the first quarter. This overview includes providing possible strategies found to be successful in working with ESOL students. Emphasis must be placed on academic enrichment and remediation.

Some students who enroll are Limited Formal Schooling or Interrupted Education students. These terms characterize students who have recently arrived in the United States who have little or no formal schooling and are at least three grade levels behind peers their own age. They have exhibited pre- or semi-literacy and will perform slightly below grade level.

Placement of these students will be based on completed formal years of schooling and age appropriateness. Age appropriateness for elementary school is defined as not more than one year below the same-aged native English-speaking peers. Age appropriateness for middle and high school students is defined as not more than two years below the same-aged native English-speaking peers. Regardless of successful completion of formal school, a child who is sixteen years or older will be placed at the high school level. High school students will not be placed in a grade lower than what is determined by transcript evaluation.

High School Course Recommendations:

Depending on the English proficiency level of high school students as determined by ESOL eligibility testing, the students are NEP, ELL, ELL intermediate, or ELL advanced.

- NEP: A non-English proficient student who cannot read, write, or communicate in any way in English
- ELL Beginner: A limited English proficient student who scores between the first and second levels of the Kindergarten Screener, WIDA Screener, or WIDA ACCESS.
- ELL Intermediate: A limited English proficient student who scores between the second and third levels of the Kindergarten Screener, WIDA Screener, or WIDA ACCESS.
- ELL Advanced: A limited English proficient student who scores between the third and fourth levels of the Kindergarten Screener, WIDA Screener, or WIDA ACCESS.

It is highly recommended that a writing sample is included as part of the assessment process and ESOL level determination whenever possible.

NEP and ELL Beginner students may be placed in two to three segments of ESOL, plus physical education, art, chorus, and an appropriate math and science class. ***NEP or ELL Beginner students who are in their first year in an U.S. school and score 1.9 or below on the WIDA Screener are potentially eligible for the Newcomer program.

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Intermediate ELL students go to one to two segments of ESOL, appropriate electives, mathematics, science, and possibly a social studies course.

Advanced ELL students take one segment of ESOL or sheltered language arts and any content area courses offered.

Section 5: Staffing and Resources

Staffing:

Class Size: Polk School District adheres to the Georgia guidance found in state rule 160-5-1-.08 as depicted in the chart below.

Grade(s) Subject(s)	Funding Class Size	Maximum System Average Class Size	Maximum System Average Class Size
		Certified Teacher With No Paraprofessional	Certified Teacher With Paraprofessional
K - 3	7	11	13
4 - 8	7	14	15
9 - 12	7	18	20

Teacher Qualifications: To be qualified to teach ESOL students, teachers shall meet the following qualifications:

- GaPSC endorsement on the teacher's base certificate.
- GaPSC K-12 certification for ESOL, regardless of base teaching certificate.
- Provisional 1 year.
- District defined professional qualifications.

In the event that an increase in ESOL student enrollment necessitates additional ESOL teaching staff, Polk School District...

- Immediately advertise for an additional ESOL teacher if enrollment warrants another teacher. The position(s) will be advertised on the Polk School District website. (www.polk.k12.ga.us) and on Teach Georgia (www.teachgeorgia.org).
- Consider shifting teaching staff between schools, if plausible.
- Enroll current staff in ESOL endorsement courses through NWGA Resa so that current staff can attain ESOL endorsement.
 - Endorsement consists of three courses and requires observation.
 - Endorsement can be completed through in-person or online means.

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- The district may consider implementing additional training for working with ESOL students at schools as needed.
- Endorsement must be completed within 1 year of enrollment in the courses.
- Teachers in the endorsement courses will work closely with the certified ESOL teacher(s) in their school to ensure appropriate instruction.

Responsibilities of the District ESOL and Test Coordinators

All efforts regarding testing issues involving ELL students will be coordinated and supervised by both the district Testing Coordinator and the district ESOL Coordinator.

Responsibilities of the District ESOL Coordinator:

- Ensures that all assessments, and in certain cases, conferences, relating to a student's ESOL eligibility are documented prior to assigning ELL status.
- Acquires and maintains current information on the statewide testing program including the section, Consideration for Testing English Language Learners, in the Georgia Student Assessment Handbook.
- Acquires and maintains current information of state rules and the deferment / accommodation process for ELL students.
- Provides technical assistance to teachers in test administration.
- Ensures that appropriate documentation is maintained for all ELL students.
- Ensures that ELL students have appropriate test-taking experience or have been taught test-taking skills prior to taking the test.
- Informs the district Test Coordinator of the number of students who must receive each accommodation allowed by state regulation.
- Schedules alternative activities during testing for deferred ELL students.
- Ensures that the following activities are completed by ELL / ESOL personnel in preparation for Georgia Milestones End of Grade or End of Course tests.
- Discusses the Georgia Milestones End of Grade or End of Course tests with the ESOL teachers and stresses the importance of informing students and parent(s) or guardian(s) of the requirements.
- Informs ELL teachers the importance of informing the students and their parent(s) or guardian(s) of pertinent test information and the role of the ELL/TPC in identifying test accommodations, if any, which the student may require in order to participate.
- Discusses with the ELL teachers the importance of informing the student and parent(s) or guardian(s) the consequences of the student not passing the Georgia Milestones End of Grade or End of Course tests. Such a discussion should include the state rule and relevant local policy, if any. Discussions will be documented and maintained.
- Informs the district Test Coordinator of the names of ELL students receiving deferments. This list should specify which tests or subtests are subject to deferment.

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Responsibilities of the District Test Coordinator:

In addition to the duties outlined in the Georgia Student Assessment Handbook for all students, the district Test Coordinator will work with the ELL student's ESOL teacher to communicate to parent(s) or guardian(s) of students with ELL / TPC plans and pertinent information regarding the examinations necessary for high school graduation.

Resources:

Polk School District teachers have a variety of resources available with which to use while teaching ESOL students, including but not limited to the following:

- Fast ForWord and Reading Assistant Plus (K - 12)
- Lexia Core 5 (K - 5)
- Lexia Power Up (6 - 12)
- Lexia English (K - 12)

All resources are reviewed annually to renew subscriptions as well as to determine the need to continue the program.

Section Six: Transition from ELL Services and Monitoring Performance

All ESOL students are evaluated each spring using the WIDA ACCESS for ELLs 2.0. The ACCESS for ELLs 2.0 is administered by the ESOL teacher who has undergone specific training in test administration of the ACCESS for ELLs 2.0. The score from this assessment is based upon proficiency level.

For students who score **between Proficiency Levels 4.3 and 4.9** (Tier B & C) & (CPL \geq 5.0) on the Literacy Sub-Score on ACCESS for ELLs 2.0, the teacher may refer the student for a language assessment conference. During this conference, the ESOL teacher and the committee (consisting of the student's regular education teachers, the ESOL teacher, an administrator, the parents/guardians, and an interpreter or any others as needed) must review the student's language proficiency as indicated by the ACCESS for ELLs 2.0 test results, classroom performance and achievement, teacher recommendations, criterion-referenced tests, and writing samples. If it is determined that the student's learning is inhibited primarily by a lack of English language skills, then the student must remain in the ESOL program. If, when mainstreamed, the student is likely to be successful with only minimal English language support, then the student is coded ELL-M (ELL-monitored), exited from ESOL/ Language Assistance services, and Monitored and Reviewed progress in the mainstream for two years. Parents / Guardians

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are informed of this change in services when the ESOL teacher sends home the Services No Longer Necessary and Reclassification Forms.

Students who score **at or above Proficiency Level 5.0** (Tier B & C) & (CPL \geq 5.0) on the Literacy Sub-Score on the ACCESS for ELLs 2.0 are coded as ELL-M, exited from ESOL/Language Assistance services, and Monitored and Reviewed for academic progress in the mainstream for 2 years. Parents / Guardians are informed of this change in services when the ESOL teacher sends home the Services No Longer Necessary and Reclassification Forms.

Monitoring Success of Former ESOL Students:

Exited ESOL students are monitored for two calendar years after exiting the ESOL program. The designated staff member(s) at their respective schools will monitor students. The following areas will be observed using the Post-Exit ESOL Monitoring form at the end of each semester: the student's grades, standardized test scores, attendance record, and teacher evaluations. This information will be kept in the student's cumulative folder using the ESOL Cumulative Profile Form.

If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student will be referred to the Response to Intervention (RTI) team. It will be determined at the RTI meetings if ESOL testing is needed for return placement into ESOL while accommodations/interventions are tried in the classroom. As stated in the ESOL Resource Guide, "return to designated ESOL services is only available upon meeting eligibility criteria." If the student does not qualify for ESOL services, or it is determined the problems are not due to limited English proficiency, alternative placements/screening will be considered, along with a possible referral to the Student Support Team (SST).

Section Seven: ELL Students and Other District Programs

Special Programs:

Students served in ESOL will also be served through any other appropriate special program offered within the school system. ELL students have equal opportunity to participate in all special programs for which they qualify, this includes CTAE. With regard to any student who is in need of special education or gifted and talented services, schools must follow the referral procedures as outlined in the specific program criteria. Once a referral is made, the required testing is completed, and if the student qualifies, an appropriate placement is made and services begin. Accommodations will be followed as they are addressed by a student's IEP or TPC plan from the school district. The schools' designated personnel for testing in any special program will determine an ELL students' eligibility for services.

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Students who qualify for ESOL services will be eligible to participate in all Academic Programs provided by Polk School District.

Parental Involvement and Notification:

When a student enrolls in the school district, and it has been determined that this student has ELL status, an explanation of the ESOL program and available services will be explained to the student and parent(s) or guardian(s) in an appropriate language, either orally or in writing.

Provision of translated materials and interpreters for all communications with parents will be coordinated at the district level.

Polk School District uses interpreters to create the appropriately translated information that needs to be distributed to the parents and guardians in their native language. All district directors and school level administrators have received training in how to request interpreter services, and all schools have access to a district-employed interpreter (Spanish and 1 interpreter who speaks French). These individuals are able to have access to and print all necessary / required district and state documents in multiple languages.

Section Eight: Program Evaluation, Review, and Improvement

Like their native English-speaking peers, English language learners vary in abilities, motivation, and readiness to learn. Research states that it takes two to three years to gain common communicative proficiency in a foreign language, but it takes five to seven years to gain full academic proficiency. The native language proficiency levels and the age and time of arrival at school are also significant factors. Moreover, access to effective teaching and educational services influence the length of time it takes to learn English and to learn subject matter in English. In short, time frames for learning language and subject matter cannot be predetermined.

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Non-Discrimination Statement

The School District does not discriminate on the basis of race, color, national origin, religion, age, disability, or sex in its employment practices. It is the policy of the Board of Education to comply fully with the requirement of Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA) and all accompanying regulations.