

Golden Plains USD 316

District ESL Plan

Approved by the
Board of Education
Golden Plains Unified School District No. 316
Thomas County


Board President

6-22-11
Date


ESL Committee Chair

7-7-11
Date

GOLDEN PLAINS USD 316 DISTRICT ESL PLAN

The mission of the Golden Plains School District is to coordinate and further the efforts of the parents, community, administration, faculty, and staff to provide the best education possible for each student enrolled in our district.

To further this mission, the Golden Plains ESL program sets the following goals:

- *To assist the English Language Learner in achieving academic success.
- *To assist the English Language Learner in the mastery of grade level curriculum.
- *To assist the English Language Learner in reaching English proficiency.
- *To assist the parents of the English Language Learner to become involved in the educational process of their children.
- *To assist the English Language Learner in developing socially and emotionally.

IDENTIFICATION

Each student entering Golden Plains USD 316 will complete a Home Language Survey to determine if a language other than English is spoken in the home. This process will serve as the first step in the identification of potential ESL students. The Home Language Survey will be a part of each student's enrollment. The school secretary will be responsible for the completion of this document. A translator will be available to assist parents and students with this process. All surveys will be filed in the students' permanent record file. The surveys will be given to the ESL Director for review immediately following enrollment.

ASSESSMENT

Each student qualifying through the Home Language Survey must be assessed and previous educational records reviewed, to determine assistance through the ESL program to participate effectively in the educational process. The assessment of students will take place before September 20. If a student enrolls in mid-year, that student will be assessed for English language proficiency within two weeks of enrolling in the district. Golden Plains USD 316 will utilize the KELPA-P and the PreLAS (PreK) to determine the level of language proficiency in the areas of Listening, Speaking, Reading, and Writing. Assessments will be administered by the ESL Director to each eligible student. If a student has been determined to be a Non-English Speaker (NES), that student will not be given the Reading and Writing portions of the assessment. At the discretion of the ESL Director, the Native Language version of the language assessment may be administered to determine the level of proficiency in the native language.

PROGRAM PLACEMENT

The Office of Civil Rights requires that a home language survey be administered to ALL students upon initial enrollment. The home language survey is used to determine if the student is a language minority student. If the answer to any question on the survey is "other than English", the student is considered a language minority student. It is the responsibility of the administrator to make sure that a home language survey be administered to all students K-12, regardless of the language spoken, at the time the student is enrolled in school.

ELIGIBILITY

A student will be eligible for participation in the Golden Plains ESL program if:

- *The student scores as Non-English or Limited English proficient in any of the areas of Speaking, Listening, Reading or Writing.
- *The student has been exited from the ESL program, but is unable to sustain a "C" average or better in his/her classes

- *Evidence collected from State, norm referenced or classroom testing indicates that the student is unable to participate effectively in the appropriate grade level, or is unable to participate effectively in the content area classroom
- *Review of the student's prior educational records indicate that the student is not performing at appropriate grade level and the student is unable to participate effectively in the content area classroom.

PARENTAL NOTIFICATION

If a student has been determined to be eligible for services through the ESL program, that student's parents or guardians will be notified by September 20. Parental notification will describe the reasons for identification, the student's level of English proficiency, and the services provided through the ESL program. Any student entering during the school year will be tested within two weeks of enrollment. The parents/guardians will be informed that they can decline to participate in this program and they can withdraw their student from the program at any time. The ESL Director will be responsible for mailing these notifications and filing a copy.

INDIVIDUAL LEARNING PLAN/LEP OUTCOME PLAN

Each teacher must be aware of the language and educational needs of the ESL students in their classrooms; there must also be yearly goals set for language acquisition and learning that the district must keep in mind, strive to achieve, and measure. These goal plans must align with the Kansas Curricular Standards for English to Speakers of Other Languages (ESOL). Taking this into consideration, each ELL student will have an Individual Learning Plan kept on file.

An Individual Learning Plan will be developed for each student participating in the Golden Plains ESOL program. This plan will outline the goals for the outcome of instruction and plans for meeting said goals. These Individual Learning Plans will be developed using the KELPA and language test scores to determine low or target areas. Through the collaboration of the ESOL Director and the classroom teachers, appropriate language goals will be set.

These goal plans will be completed by September 20. If a student enrolls in the district after that date, the plan will be developed within two weeks of language assessment.

RECORD MAINTENANCE

To accurately maintain records and monitor the progress of those students participating in the ESL program, a file of pertinent documents will be maintained for each student. Records will be stored in a locked file with admittance on a need to know basis. Each file will contain the following:

- *Home Language Survey
- *Language assessment results
- *Other test results and evidence that supports participation in the ESL program
- *The student's Individual Learning Plan
- *ESL contact hours (FTE)
- *Parent notification letter copy
- *Program exit letter copy
- *Documentation of monitoring of performance of exited student

PROGRAM DESCRIPTION

Services for ESL students will be delivered through modifications and accommodations by the classroom teacher, as well as, direct English instruction provided by certified ESL teachers and para-educators under the direction of a certified ESL teacher. English will be used by classroom teachers in providing content area instruction, providing modifications to insure the material presented is understandable to the ELL student. They will also use such strategies as assignment modifications, gestures, visual aids, graphic organizers, explicit reading strategies, and assessment modifications to aid with student comprehension and mastery of content area concepts. The curriculum will be explicitly aligned with the State recommended curriculum in the content areas. This alignment ensures that each student, including ELL students, master necessary concepts. The goal of the ESL program is to provide students with the opportunity to develop communication skills in speaking, listening, reading and writing, thereby enabling them to be successful within the academic mainstream classroom.

The State ESOL Standards will provide a framework for instructing English language learners.

Certified ESL teachers and bilingual para-educators work with the ELL students on a one-to-one or small group basis to provide English language instruction. The para-educators will work under the direct supervision of ESL certified teachers in a pullout or in-class support program. The district will not retain any student solely on the basis of lack of English language skills.

Services offered as part of the Golden Plains ESL program may include, but are not limited to:

- *Accommodations
- *Modification of regular classroom assignments and assessments
- *Pullout individual or small group instruction in English
- *Additional technology activities for communication and instruction
- *Peer tutoring
- *Parent Involvement
- *Summer school services
- *Monitoring of academic progress for LEP students
- *Study halls in the ESL room for individual instruction
- *Core area assignments and testing in the ESL room
- *Before and after school assistance with assignments

EXIT CRITERIA

Students will be exited from the ESL program when test scores indicate that they are English proficient in the areas of Speaking, Reading, Listening, and Writing, as measured by the KELPA assessment, their core grades are at least a "C" average, and when the ESL teacher and core content teachers determine that services are no longer necessary.

When a student has been determined to no longer need the services of the ESL program, the parents or guardians must be notified. Along with the notification, parents will be informed that the exited student's performance will be monitored, and if necessary, the student may be readmitted to the ESL program. Golden Plains will ensure that students may re-enter the program if future performance warrants additional assistance.

The academic performance of those students who have exited the ESL program will be closely monitored by periodic grade checks and conferencing with classroom teachers. If student performance drops below a "C" average in any academic area, or if performance as measured by State assessments or norm referenced testing shows that the student is not performing at an adequate level, that student will be considered for re-entry into the program and parents will be notified.

STAFF RESPONSIBILITIES

To effectively serve the needs of the ELL students, those instructors and para-educators must possess certain competencies and receive appropriate staff development to assist them with the instructional process.

ESL teachers will have the ability to read, write, and speak English and possess knowledge of ESL methodology and teaching techniques. They must have the ability to adjust teaching styles to a variety of ages, levels, and language competencies. ESL teachers must have the ability to appreciate and act as a bridge between cultures and possess skills in working cooperatively with other school personnel and parents.

Mainstream staff will demonstrate knowledge of the cultural backgrounds of the students and their families. They must take second language acquisition into account in planning curriculum and instruction, as well as understand issues of language and cultural bias in testing and assessment. They will seek help from specialists when testing and assessment issues arise. The teacher will plan programs and deliver instruction in accordance with the legal responsibilities in the education of ELL students and appropriately delegate tutoring, interpretation and translation of ESL para-educators in a supportive and effective paraprofessional/teacher relationship.

Para-educators will demonstrate knowledge of the cultural backgrounds of the students and their families. They will be able to take the second language acquisition process into account in working with students and understand issues of language and cultural bias in testing and assessment issues. They will seek guidance from classroom teachers when testing and assessment issues arise for ELL students. They will be able to develop a professional rapport among teachers, parents, and students to facilitate an

effective and supportive paraprofessional/teacher relationship. They will provide tutoring and small group facilitation that is appropriate to the student's developmental progress.

STAFF DEVELOPMENT

To ensure that all Golden Plains USD 316 staff members have adequate training to provide quality instruction to ELL students, yearly staff development which may include the following will be provided:

- *ESL strategies
- *Assessment modifications
- *OCR compliance
- *Setting goals matching ESL curriculum and standards
- *Cultural diversity instruction

Faculty members will be encouraged to obtain the ESL endorsement.

Para-educators will obtain a minimum of 20 hours of staff development to improve their ability to work effectively with the classroom teacher, the ESL director and the students.

STUDENT ACCESS TO PROGRAMS

Golden Plains USD 316 guarantees that ELL students will have the same access to extra-curricular programs such as sports and academic programs, Special Education, and Gifted programs as all other students. Students and parents will be encouraged to participate in these extracurricular programs.

PARENT INVOLVEMENT

A large part of student success depends on the participation of the parents or guardians in the educational process of their children. To facilitate the process, all communication with the parents about the educational processes of the district will be provided in the home language to include school documents and communications of any type. If the district is unable to provide written communication, oral contact with the parent/guardian will be

made. The involvement of ESL parents is strongly encouraged to provide support for English Language Learners. It is our belief, that parental support will impact student academic achievement. Parents/guardians of ELL students will be encouraged to attend parent/teacher conferences and other parental involvement meetings (Migrant, Title 1, Special Education, Gifted, etc.)

PROGRAM EVALUATION

At the end of each year, the district will evaluate its ESL program to determine the success of the program. Student achievement will be examined and evaluated (the results of which will play a part of the Local Consolidated Plan year-end report), as well as, parental involvement and faculty concerns. Utilizing this information, the district will modify the ESL program and staff development as necessary to ensure high quality English language and content instruction, as well as, ensuring compliance with the Office of Civil Rights.

ASSESSMENT

Each students qualifying through the Home Language survey must be assessed and previous educational records reviewed, to determine assistance through the ESL program to participate effectively in the educational process.

