

Draft

Todd County School District

English Language Learner Program Plan

All English language learners will participate in a quality instructional program that supports the 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:

- Ensure the delivery of quality instructional programs for all English language learners throughout the district;
- Identify the program options and instructional programs which guarantee quality programs that meet the academic and linguistic needs of English learners; and
- Provide English language learners with the educational opportunities which will enable them to succeed.

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

- Develop proficiency in the basic communication skills of listening, speaking, reading and writing commensurate with the student's level of ability and achievement
- Improve grammar skills and increase vocabulary in English
- Obtain basic interpersonal communication skills and cognitive academic language proficiency
- Realize their educational potential
- Are successful in core academic programs designed for native speakers of English
- Share a positive identity and pride in their cultural heritage
- And their parents/guardians are encouraged to participate in activities which enable families and/or community to be a part of the services.

Program Goals and Philosophy

The program for English language learners is designed to help students acquire fluency in English, and to provide students with equal access to the academic core curriculum, and to help student maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, State and Federal mandates, as well as parent request.

The district will accommodate Limited English Proficient students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approach (es) will be used for

Goal 3- to implement research-based strategies to meet the academic needs and learner goals of ELL students at all levels.

PROGRAM COMPONENTS

Initial Identification

Pursuant to 703 KAR 5:070, upon enrollment, all students will be asked four questions which shall be used to determine if a student is referred to the ELL program for language proficiency testing. Students whose first or home language is a language other than English or whose native language is a language other than English will be given the W-APT to determine their English language proficiency level. Students who do not attain a score of proficient on the W-APT (5.0) are placed in the ELL Program as "Limited English Proficient". Parental consent for participation is obtained for each student. This is acquired when the Program Service Plan is signed by the parent or guardian. The ELL teacher along with parents and classroom teachers make the final decision about ELL program placement and ELL services at that time. Enrollment paperwork, W-APT testing, and program placement are completed within 30 days of the initial start of school or within 10 days of a student's enrollment during the school year. Students transferring from other school districts within the U.S. whose home or native language is a language other than English will be tested for language proficiency if no ELL records from the transferring school have been received. The student's program service plan will include the reasons for identification, level of English proficiency, service delivery/instruction model (s), appropriate accommodations and/or modifications for instruction and assessment.

Assessment of LEP students

Annually, during the state designated testing window, the ELL staff will reevaluate LEP students' language proficiency using ACCESS. ELL teachers, the ELL coordinator and guidance counselors can administer the ACCESS test. Training to administer the ACCESS test is provided through WIDA online courses and quizzes that are required for test administration certification. The ELL coordinator will work closely with the ELL teacher and school administration to schedule students as close to the beginning of the testing window as possible to avoid any scheduling conflicts, student illness, and absences.

The results of the ACCESS test will be reviewed with the building administrators and classroom teachers. The data from these test results will be used to create the student's PSP for the new school year. A meeting will be held between school personnel, parents and the ELL teacher to review the revised PSP. The ELL teacher will also meet with the student's teacher at the beginning of each school year to review the PSP with the new teacher.

LEP students are held to the same academic standards as all students enrolled in Kentucky's public school. Classroom teachers will monitor and measure LEP students' academic achievement and utilize accommodations and modifications listed in the student's PSP in the classroom to ensure academic growth.

teacher and ELL Coordinator will attend state and national conferences and/or WIDA professional development sessions. These opportunities will be utilized to pass on training to school and district staff.