

Park #1 English Language (EL) Program Outline

EL District Coordinator: Nicole Maier-Reitz

Base Location: Student Support Building

Program Procedure Outline:

1. Identification

- Home Language Survey (HLS) - When a student enrolls in a school at PSCD1, all parents are required to fill out a Home Language Survey as part of the enrollment process. The HLS asks questions to determine if the student may be an Active EL based on language use by the child and in the home.
- The HLS is stored in the cumulative files at the school of the student. If the HLS indicates a language other than English, then a copy of the HLS is sent to the EL District Coordinator.
- If the HLS indicates a language other than English has influenced the student's language, the English Language Proficiency (ELP) Screening Assessment is administered (Model) within the first 30 days of the school year, or within 14 days if the student enrolled after the first 30 days within 14 days.

2. Parent Notification:

- Upon completion of the Screening Assessment, parents will be notified by phone and a meeting will be scheduled to discuss the results of the test. If the student qualifies for the EL Program, the EL District Coordinator will explain the EL Program to the parents and the benefits of the program for their child. The parents will also be informed of their right of *Refusal of Services* at this time.
- Upon agreement of placing the student in the EL Program, the EL District Coordinator will:
 - Complete an ILP for the student.
 - Meet with the classroom teacher to help them better understand the limitations of the student and the best ways for the classroom instructor to effectively assist the student so progress is made with the student in every situation.
 - Meet with the other personnel as needed.
 - Meet with the assigned paraprofessional for the building and establish a program of instruction for the student.
 - Meet with the building administrator and explain the trainings and detail the other work and expectations for success.

3. English Learner Services:

- A combination of EL Paraprofessionals and the EL District Coordinator provide the services (accommodations and supports) to the EL students.
- Students will work with computer and reading programs located in the school where the student is receiving their educational programming.
- Students will be provided with a combination of push-in services as well as specially designed academic instruction in English (SDAIE).

4. Accommodations and Designated Supports

- Each student in the program will have an ELL ILP. The ILP will identify the WIDA ACCESS scores in the four domains as well as the overall score. The ILP will also address appropriate accommodations that can be made for the student in class.
- The EL District Coordinator and classroom teacher(s) will meet to discuss the accommodations and how the EL team can best support the student for success.
- The ILP will be amended as the student's needs shift as they acquire English.

5. Measuring Progress of Active ELs:

- Quarterly reports will be completed by the ELL student's classroom teachers, ELL paraprofessional, and ELL District Coordinator. The EL District Coordinator will review the collection of data and adjustments will be made to the services provided by the ELL team as needed.
- PCSD1 is a member of the WIDA consortium and has adopted the WIDA standards and measures student progress in meeting the process.
- Students will take the ACCESS 2.0 English language proficiency test assessment each spring to determine their language proficiency. Based on the assessment results, students remain in the ELL program for services or exit to monitor status with a score of 4.6 or higher. This is the Wyoming Department of Education's definition for determination of student proficiency in English.

6. Exit Criteria

- Districts must follow State required exiting assessments (WIDA Screening tools only). ACCESS 2.0® is completed in the spring and administered even if the parent refuses services or if the student just moved to the district and was recently screened for EL services. The State established exit criteria with a composite score of 4.6 or higher on the ACCESS 2.0® English language proficiency test. A composite score of 4.6 or higher is considered proficient and the student will no longer be an Active EL.

7. Monitoring

- When students have exited the program, the ELL District Coordinator will provide the building administrator, classroom teacher, EL paraprofessional, and parents a modified EL ILP which indicates if the student is on Monitor 1 or Monitor 2 status.
- Exited students in the EL program are monitored per school grading period. WYTOPP, MAP, Dibels and other assessments inform teachers of the exited students' progress.

- Each quarter the team will complete a monitoring form. The team will be in agreement that should the student not be successful in the regular program; the team will meet to discuss possible interventions to help the student be more successful.
- Possible interventions include referral to Title I, participation in At-Risk programming, referral to the EL Academic Lab (at Middle School and High School), after school programs, and/or peer tutoring.
- If the team feels that the student needs to be retested for EL services, the EL District Coordinator will retest the student using the WIDA MODEL.
- Parents will receive progress reports and information on student progress during parent/teacher conferences. Progress reports will be mailed to the parents at each grading period.
- Parent letters are provided as students exit, move into the next level of monitoring, or graduate from EL services.

8. Evaluation

- EL students will be considered to be making sufficient growth if they increase their domain scores (reading, writing, speaking, and listening) and overall performance scores each year on the ACCESS 2.0 exam.
- Report Cards, test scores, and quarterly evaluations will show progress by the EL student towards achieving benchmark indicators.

9. Engagement

- The EL District Coordinator will collaborate with the Title 1 Coordinators of each school in preparing for the Title 1 Family Nights.
- Literature will be provided in the native language of the EL families that provides contact information regarding technology training in the native language for the various schools, sport and after school programs, tutoring assistance for the EL students, etc.
- The EL District Coordinator will provide an EL Family Night during the beginning of the first Quarter to discuss school forms, school clubs and activities, parent/teacher conferences, and other important information. This meeting will be conducted in the first language of the parents, if possible.

10. Consultation

- Staff involved in teaching EL students are encouraged to attend WIDA trainings and workshops offered in Wyoming though out the year.
- The EL District Coordinator will provide a yearly WIDA seminar to discuss and train staff on how to best understand and work with the EL student.
- The EL District Coordinator will work with building administrators on possible PLC trainings.