

**Wilder School District #133
ELL Program Plan**

VISION

The vision is what we intend to create, realize and demonstrate. Provide a rigorous mastery-based personalized environment where 100% of our students graduate, have the skills to be leaders, and creatively design their own future.

MISSION

The mission defines who we are and what we do. We are an educational community of mentors who empower students to positively impact the world as responsible citizens.

GUIDING PRINCIPLES

Guiding principles are what we model and promote through our practices, programs and expectations.

- We expect professionalism, respect, responsibility and honesty.
- We embrace innovation in technology tools, resources and instructional practices.
- We hold accountable the ownership of teaching and learning.
- We incorporate the necessary skills (16 Habits of Mind) and a growth mindset to effectively demonstrate 21st century skills to thrive in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.
- We make decisions based on a student-centered data driven educational practices
- We achieve rigor and relevance through relationships of trust, developed as a result of effective and inclusive mentoring.

Goals for the ELL Program

The Wilder School District, in an effort to best serve its ELL students, outlines the following goals for the English Language Learner Program. In addition, the section details the collaborative approach that all District professionals will take to achieve and measure these goals. District professionals include members of the ELL Coordinator, District teachers, and District administration.

Goal 1: ELL students will develop and maintain listening, speaking, reading and writing competency in English as outlined in the WIDA (World-class Instructional Design and Assessment) standards and measured by the ACCESS for ELLs assessment.

Approach: Data from the ACCESS for ELLs assessment will be used to determine students' exact competency in each of the four areas. Working in collaboration, regular education teachers will use SIOP strategies to meet the needs of ELL students using district benchmarks and WIDA standards.

Goal 2: ELL students will develop and apply academic language as measured by district approved assessments.

Approach: Academic language development within vocabulary-rich environments will be provided to students within the general education classroom using SIOP and GLAD strategies.

Goal 3: ELL students and families will be members of and participate in the school community.

Approach: The district will provide opportunities for school, family, and community partnerships to support families so they can be more actively involved in their child's educational experiences.

Goal 4: School District staff will work cooperatively with district staff through both collaboration and resources to maintain best practice in order to build capacity for educating English Language Learners.

Approach: Through job-embedded and additional professional development opportunities, school personnel will receive training and coaching in cultural competency strategies (SIOP and GLAD) and approaches aligned with best practice for English Language Learners

Topic 1: Meeting the Academic Needs of EL students

- Revising ELL Program
- Implementing SIOP and GLAD PD 2020-22
- IDLA English as a New Language I and II. (Middle/High School)
- Wilder School District uses a Personalized Learning approach with instructional resources such as; Imagine Reading, Imagine Math, Pull out/push in with a certified ELL teacher and/or LDA's, Read Right, RAZ Kids.

Imagine Reading is a **research-based**, supplemental solution that helps students in **grades 3–8** become strong readers, critical thinkers, and confident communicators. Following a blended learning model, Imagine Reading includes teacher-led instruction, online student practice, facilitated classroom discussion, and group projects.

Imagine Language & Literacy is an adaptive learning solution that accelerates reading and language proficiency for students in grades **PreK–6**. Designed to supplement core literacy instruction, Imagine Language & Literacy provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking.

Imagine Language & Literacy delivers explicit, targeted instruction to each student through **personalized learning paths** that continually adapt based on performance. After an initial placement test, ongoing predictive and evaluative checkpoints ensure students are working in their zone of proximal development. Strategic scaffolding and support further personalize the learning experience.

IDLA English as a New Language is a flex course which is designed to be delivered on a flexible schedule that is driven by the student's needs. These self-paced courses allow students to work at their own speed and on their own schedule. Flex courses also allow students to be exempted from specific content if they are able to demonstrate mastery of that content through a unit pre-test. Students testing out of content would still need to complete the full unit post-test and any other assessment activities for the unit. Flex courses are fully online courses that are designed with additional flexibility of scheduling and pacing as compared to cohort courses.

Lucy Calkins Writing K-8 The Reading and Writing Project's approach (**research based**) to instruction recognizes that "one size fits all" does not match the realities of the classrooms and schools in which they work. When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to:

- Help teachers address each child's individual learning.
- Explicitly teach strategies students will use not only the day they are taught, but whenever they need them.
- Support small-group work and conferring, with multiple opportunities for personalized instruction.
- Tap into the power of a learning community as a way to bring all learners along.
- Build choice and assessment-based learning into the very design of the curriculum.
- Help students work with engagement so that teachers are able to coach individuals and lead small groups.
- The routines and structures of the reading and writing workshop are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.
- Included with this program is a booklet that identifies the ways Lucy Calkins supports English Language development with a detailed description of how standards are taught in each session. These booklets also provide ways that instruction can be adapted.

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. With hundreds of eBooks offered at 29 different levels of reading difficulty. Raz has Spanish eBooks and eQuiz translations for ELLs and bilingual programs.

Raz supports English language learners with tools, resources, and **research-based strategies** to achieve success with social and academic English. Learning A-Z's Raz-Plus ELL Edition provides reading, listening, speaking, and writing resources organized in content area topics at varying grade ranges.

The Raz-Plus ELL Edition combines all the resources of Raz-Plus, as well as a collection of **WIDA, TESOL, and CCSS-aligned resources designed specifically for ELLs**. Teachers have access to hundreds of time-saving ELL-specific resources with integrated grammar and vocabulary support.

Coordinating Support Services for English Language Learners with Special Needs

Because of the numbers of English Language Learners (ELLs) in the Wilder School District there are likely needs for students referred and/or in need of special education programs and services.

Coordinating services will:

- Ensure that ELLs are appropriately referred and assessed in a culturally and linguistically appropriate manner
- Comply with IDEA, OCR and ESEA
- Design and implement culturally and linguistically appropriate educational plans
- Evaluate need for program and service modifications to provide for appropriate student/family support

We are helping ELL learners when...

- Individual schools have a specific plan for pre-referral, identification, assessment, educational planning and implementation tailored to the needs of ELLs.
- All documents and test results are kept in the CUM file and communicated to the student, parents and/or family in a culturally and linguistically appropriate manner.
- Individualized education plans include coordination of all support programs and services designed to meet the student's unique needs.
- Appropriate progress indicators include measures of special education goals, English language proficiency and attainment of grade level content expectations.
- ELLs with special needs are serviced in a least restrictive environment.

Understanding Coordination efforts

- Evaluate current special education procedures.
- Identify highly qualified staff.
- Identify bilingual/ESL trained personnel relating to the district's linguistic and cultural diversity.
- Planning and implementing program evaluation and professional development takes time.
- Planning the coordination of staff may require additional time and effort.

Potential for continued improvement

- Additional staff and new procedures refined and implemented.
 - Translation/interpreter services will be provided as needed.
 - Provide ongoing professional development for special education and ESL/bilingual staff.

Process to support services for English Language Learners with special needs

1. The pre-referral process must include those persons and procedures necessary to rule out second language acquisition, cultural differences, lack of or interrupted schooling and ineffective instructional environment as the cause for the specific educational need(s) being faced by the student.
2. If the educational issues facing the student are not resolved with pre-referral interventions, ensure that all necessary communication with the family is culturally sensitive and linguistically comprehensible.
3. The process must be adjusted to insure that:
 - a. The assessment tools are educationally, culturally and linguistically appropriate.
 - b. The student is evaluated in both English (when feasible) and in his/her native language.
 - c. If using a translator, ensure that the person is adequately trained and that the assessment results are valid, reliable and interpreted properly.
 - d. The socio-cultural factors impacting the student's current educational performance are clearly understood.
4. The Individualized Education Program (IEP), if necessary, is designed with goals and support services that reflect the language of instruction. Coordination of services with ESL/bilingual staff must be appropriately planned.
5. Ensure that the student's plan for learning meets his/her needs and is not determined by the current availability of programs and services.
6. EL support staff will be invited to the IEP meetings.

Topic 2: Meeting the Linguistic Needs of EL students

- **Vocabulary and Language Development** - Teachers introduce new concepts by discussing vocabulary words key to that concept.
- **Guided Interaction** - Teachers structure lessons to enable students to work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- **Explicit Instruction** - Teachers use clear instructions or direct teaching of concepts, academic language, and reading comprehension strategies to complete classroom tasks.
- **Real World Examples & Context-Based Learning** - Context-Based learning refers to the use of real-life and fictitious examples in teaching environments to learn through the actual, practical experience with a subject rather than just its mere theoretical parts.

- **Graphic Organizers & Modeling** - Visual aids provide a different form of explanation and give the students information they may not have understood if it was presented to them in written or spoken form.
- **Authentic Assessment** - With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their knowledge of concepts that are not wholly reliant on advanced communication skills.
 - **IDLA English as a New Language I and II.** (Middle/High School)

Topic 3: Program Procedures

Procedure for identifying, documenting and supporting English Learners Students.

- As a new student enrolls at a school in the Wilder School District, the Home Language Survey is studied to determine if the student should be screened, according to Access Matrix from the SDE.
- If HLS indicates that the student might need EL services, ELMS is consulted to determine if a student has a previous EL status. If a student is from out of state, the cumulative file is searched for any information regarding past EL placements.
- If a student qualifies for screening, the cumulative file is reviewed for information on possible IEP/504 status to determine if accommodations are needed
- If it is determined that a student needs screening, it will take place as soon as possible, no more than 30 days from enrollment date.
- The results or the screener are posted in ELMS, and a paper copy is put into the cumulative file. A letter is sent out to the parents no later than 30 days after testing with the test scores and an explanation of what that means for their student and a copy is also placed in the cumulative folder. All communication is in English and Spanish (or other home language).
- Teachers are notified and the school wide system (Power School) is updated to reflect results.
- The student is entered into our ELP (Imagine Learning, Imagine Reading, small group instruction, pull out SIOP instruction, etc) and is assessed annually to determine continued services and to track progress. Parents are notified of test results annually.
- Qualified ELL students are assessed on annual academic achievement assessments (in the appropriate grades) and exempts first year ELL students from the English Language Arts portion of the annual academic achievement assessment. ESSA Section 1111(b) (2)(B) (vii) (III);1111(b)(3)
- When a student enrolled in the ELP scores out by meeting the Idaho Exit Criteria, the Exit Form is completed, parents are notified and we start the 2-4 year monitoring.

New students to the district who have been previously enrolled in an Idaho school will have ELL and ACCESS data available that will be used in the identification process, and no ACCESS screener will be needed in most cases (ELMS). The test coordinator will review cumulative folders and acknowledge past ELL services and academic experience. Each identified English language learner will have the following documents in an ELL record file stored both in the district office and in the student's cumulative folder:

- Home Language Survey
- Parent Permission to Serve Letter
- Screener Result
- ACCESS Report
- Exit Form
- Monitoring Form

English Language Learner Program Model

- Content-based language instruction in which English is taught through vocabulary related to the content areas; aimed at proficiency in English and academic achievement
- Literacy-based instruction in which ELL teacher teaches language goals based on the WIDA standards
- Co-taught content-based instruction in which ELL teacher teaches language goals based on the WIDA standards, in collaboration with the regular education teacher
- Collaboration with the regular education teacher to modify curriculum to enrich language development
- Small group instruction through push-in and/or pull-out ELL programming for students with limited or no command of the English language (students with LEP levels of 1 or 2)
- Students are clustered to increase access to language instruction
- ELL teacher provides instructional materials to promote language development
- Study/resource time for ELL students (in collaboration with mainstream teachers) – includes pre and post teaching concepts, monitoring daily work progress, reviewing for tests, organizational skills, prioritizing assignments or IDLA class in English as a New Language

Exiting and Monitoring

Idaho's English Language Proficiency Assessment Exit Criteria for 2020/2021

In order for a student to be exited from a district LIEP and no longer qualify as an EL student, he/she must meet the following criteria on the annual English Language Proficiency Assessment ACCESS 2.0. **Composite Score of 4.2 or higher, AND at least a score of 3.5 in EACH domain of listening, reading and writing, and 1.0 in speaking.**

All ELL students who formally exit the ELL Program are to be monitored for a minimum of two (2) years. The act of monitoring their progress ensures their continued language development – and their success in general education classes. A monitoring form is completed each subsequent year with data from content area class assessments. The ESL staff will be responsible for distributing monitoring forms and should retain a copy for both personal records and the student's cumulative file. The ESL staff will be notified if there are concerns about any student on monitoring status. The ESL staff will review students of concern and administer the ACCESS screener if needed. If concerns are noted on the monitoring form, an intervention team will meet to review academics, English proficiency and other reasons. Staff responsible for monitoring: ELL personnel, classroom teachers and principal.

Topic 4: Future/Continual plans supporting all stakeholders

- Support staff with cultural and linguistic awareness to help meet the needs of ELs
- Additional Supplies for academic EL learning
- Establish an EL leadership team consisting of the federal programs director, EL coordinator, and district testing coordinator
- EL back to school night with academic activities Q&A session about the EL program (Sept/Oct)
- EL Cultural Night - Give Thanks (Nov/Dec)
- EL science fair night - information for parents (science kit raffle) (March)
- EL end of the year parent night with academic activities (May) (Cinco de Mayo)

Topic 5: Professional Development Plan

Wilder District will provide professional development to K-12 staff over the 2021-23 years. This training will be provided by a certified SIOP trainer. PD sessions will be once a month for 30-45 minutes. The following is the districts Professional Development Plan:

September 2021

- Introduction to the SIOP Model
- Second Language Acquisition and Culture

October 2021

- Introduction to Building background
 - Explicitly link to backgrounds/experiences
 - Link past learning to new concepts
 - Emphasize key vocabulary

November 2021

- Introduction to Comprehensive Input
 - Appropriate speech
 - Clear expectations of Academic tasks
 - Variety of tasks

December 2021

- Introduction to Strategies
 - Use learning strategies
 - Use scaffolding techniques

- Use a variety of question types to promote high order thinking

January 2022

- Introduction to Interactions
 - Create opportunities for interactions
 - Create group configurations
 - Wait time

February 2022

- Introduction to practice/application
 - Hands on materials
 - Apply content and language knowledge
 - Integrate all language skills

March 2022

- Review previous SIOP strategies from 2020-21 PD

April 2022

- BICS, CALP, Student Motivation

May 2022

- Lesson Preparation

September 2022

- Lesson Preparation Cont.

October 2022

- Lesson Delivery

November 2022

- Review and assessment

December 2023

- Content and Language Objectives

January 2023

- Content and Language Objectives, DOK, Blooms Taxonomy

February 2023

- Lesson Plan Template

March 2023

- Three tiers of Vocabulary

April 2023

- Review

May 2023

- Review

Continued PD as needed.