

Albany County School District #1 Laramie, Wyoming

Plan for English Learners

The Office of Civil Rights has three basic principles of federal law regarding providing educational program to ELs (English Learners). “Under federal law, programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary.” In addition to federal law, the Wyoming Department of Education has six requirements for District EL Plans. This plan describes those six requirements and more.

Home Language Survey

Upon enrollment in ACSD1, a parent/guardian should complete a Home Language Survey (HLS) for every child/student on InfoSnap that communicates with PowerSchool.

The HLS questions are as follows:

- a. What language did your child first learn?
- b. What language does your child currently use the most at home?
- c. What is the primary language used by your child’s family?

If a non-English language is indicated by any of the three questions, a certified EL teacher administers the appropriate screener. If all answers are “English,” no further action is necessary.

In the event the HLS is believed to be marked incorrectly, (e.g. the student has another home language) then the EL teacher will 1) record their evidence, 2) attempt to contact parents via email and/or phone to confirm the student’s correct home language, and 3) complete the following:

- If the student’s family confirms that their HLS should be marked English only, the student will not be screened for EL services and will not be included in the active EL count.
- If their family confirms that their HLS should be marked as another language, the EL teacher will record the new language and the student will be screened for EL services. If the student qualifies, parents will be notified and the student will be considered part of the current EL population.
- If the family does not answer or respond, the student will be screened for EL services. If they qualify, parents will be notified and the student will be considered part of the current EL population.

All of this information will be recorded by the EL teacher on the district’s form, Potential Home Language Survey Error on PowerSchool (appendix A), and submitted to the EL office.

English Language Proficiency Assessment (Screener)

If a non-English language is indicated on a student’s HLS, a certified EL teacher must administer the following screening assessments for the following students:

Students / Grade Level Bands	Assessment	Score to be Considered English Language Proficient
1) First semester Kindergarten 2) Second semester Kindergarten with limited or no previous formal schooling 3) First semester 1 st grade with no previous formal schooling	WIDA MODEL Oral (speaking and listening)	≥ 5.0 Oral Composite
First semester 1 st grade students with previous formal education	WIDA MODEL	≥ 5.0 Overall Composite
Second semester 1 st grade through 12 th grade	WIDA Online Screener	≥ 4.5 Overall Composite

GRADE	1		2		3		4		5		6		7		8		9		10		11		12	
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
GRADE-CLUSTER FORM	Grade 1 Test		Grades 2-3 Test				Grades 4-5 Test				Grades 6-8 Test				Grades 9-12 Test									

(Image from the WDE’s Active English Learner (EL) IDENTIFYING, SERVING, AND REPORTING & TITLE III GUIDEBOOK 2018-2019)

Students are considered EL if they:

- Were determined to be **limited** English proficient upon their screening assessment (a composite score of less than 5.0 on the Model or less than 4.5 on the WIDA Online Screener); and/or
- Have not tested proficient on the annual ACCESS for ELs assessment. Proficiency on the ACCESS test is determined by an overall composite score of 4.6 or higher.

Intake assessment procedures must be completed within 30 days of the beginning of the school year, or within 14 days of mid-year enrollment (if the student registered after the first 30 days).

Parent Notification

Parent notification must be completed within 30 days of the beginning of the school year, or within 14 days of mid-year enrollment. EL staff will send parent notification regarding the student’s screening results, the EL program options available, and the option to refuse services.

If parents provide written and signed notification of refused services, the document is retained in the student’s EL file, and their school and teachers are notified. These students will receive appropriate accommodations and additional support available outside of the EL program to aid them in accessing regular

academic content in the classroom and acquire English proficiency. These students will still complete the annual ACCESS for ELLs 2.0 assessment.

English Learner Services

The Albany County School District model builds on current research in language acquisition, literacy development, and second language learning to provide services in students' least restrictive environments by serving them at their home schools. Every school has a certified EL teacher that works with students and staff members to provide optimal services. The district program model responds to the learning from brain research and engages the instructional best practices represented in the literature. The plan aspires to achieve relative to the following three major goals:

- Each child will experience a welcoming learning environment with value for his/her home language, family, and culture in the school setting.
- Each child will be progressing in learning English along the continuum described in World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards.
- Each child will be progressing in other subjects as he/she develops English competence for academic work as measured by classroom, district and state-wide assessments.

To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to the WIDA MODEL, WIDA Online Screener, and ACCESS for ELLs 2.0 assessment results, CUBED/NLM scores, WY-TOPP scores, district common assessments, previous school records, teacher recommendations, as well as input from the district EL teachers. The selected program option(s) will be designated on the student's Individual English Learner Plan (IELP), as will any suggested instructional and assessment modification. EL services include, but are not limited to:

English Language Development Pull-Out

Entering and Beginning ELs, and higher proficiency ELs with specific language needs receive services in one-on-one or small group settings outside the classroom with an EL endorsed teacher. The purpose of the pull-out model is to quickly advance the social and academic language of students by using research-based practices to accommodate their needs of vocabulary and literacy development in the areas of listening, speaking, reading, and writing.

Sheltered English Instruction

Active ELs are taught academic content in English by a content - licensed teacher. However, the English language used for instruction is adapted to the proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development. This is also called Sheltered Instruction Observation Page Protocol (SIOP).

Push-In Instruction/ Co-Teaching

Students receive services within their classrooms. These services help advance students' social and academic language proficiency through on-the-spot language support by using research-based practices to accommodate the English learner's need of vocabulary and literacy development in the areas of listening, speaking, reading, and writing.

Dual Language Immersion (DLI)

Spanish speakers receive academic content instruction in English and Spanish throughout the school year. They should receive 50% of their core instruction in Spanish and 50% in English. Native Spanish speakers receive priority admittance to the DLI program. Ideally there are 50% English speakers and 50% Spanish speakers. Both groups develop academic proficiency in both languages.

Content Based ESL

ELs receive ESL instruction, taught by an ESL licensed teacher, in preparation for grade-level content instruction in English. The emphasis is still on language development, but augmented with academic subject matter vocabulary and beginning concepts.

Specially Designed Academic Instruction

Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide EL students with access to the curriculum.

Newcomer Class

Students who are new to the country will receive additional services to help them acclimate to their school community and culture. These students will be pulled from their regular education classes to learn how to communicate essential phrases like meeting their basic needs, greetings, and classroom/school environment vocabulary. These students will also receive additional in-class support to aid them in communicating with their teachers and classmates.

Secondary EL Class

In the middle and high school settings, students attend an English Language class as a part of their regular schedule. These classes are taught by an ESL licensed teacher with an emphasis on language development in all four language domains, reading, writing, speaking, and listening.

Refused Services

Districts that have students whose parents have refused the EL services offered by the district must still provide the EL student with the services necessary to acquire English fluency and access the academic content of the curriculum. This places the responsibility of EL services on the mainstream classroom teacher who must provide appropriate accommodations and adjust teaching to the student appropriately in order for the student to access the content and acquire English.

Designated Supports and Accommodations

The EL staff develops an Individual English Learner Plan (IELP) for each student. Within this plan are designated supports and accommodations that have been selected for the student based on their needs.

Designated supports are determined by the IELP team which includes the student's EL teacher, the student's classroom teacher, and the school's principal. These supports are identified by working with the student and resources including but not limited to ACCESS for ELLs 2.0 individual domain scores, SIOP strategies, the CAN-DO descriptors provided by WIDA classroom data, and observations made by WY-TOPP, ACCESS, Edify test administrators.

Designated Supports, determined by the Wyoming Department of Education are outlined in the WYOMING TEST OF PROFICIENCY AND PROGRESS, GUIDANCE FOR ACCESSIBILITY AND ACCOMMODATIONS (revised September 13, 2018) are as follows:

Embedded

- Color contrast
- Line reader Masking
- Spanish Translation
- Text-to-speech (TTS)
- TTS tracking
- Zoom

Non-Embedded

- Amplification
- Bilingual dictionary
- Color overlays
- Inverted color
- Noise buffers
- Read aloud
- Read Translated test directions
- Separate setting
- Timer
- Translation

Designated Supports will be housed on Silverback Mileposts with EL students' IELPs. EL teachers will also provide a printed copy of the students' IELP information from Silverback to classroom teachers.

IEP and 504 teams determine accommodations. Any EL who also has an IEP or 504 plan must be provided the accommodations stated on their plan by classroom teachers and on standardized assessments. These accommodations may be housed on Silverback or should be collected from Special Education teachers using the designated form (Appendix B).

EL teachers who administer ACCESS for ELLs 2.0 must ensure that all students receive their selected accommodations and designated supports.

Exit Criteria

Each winter (January & February), all active ELs complete the ACCESS for ELLs 2.0 assessment with their EL teacher. This includes students whose parents refused services on their behalves and students who were recently screened for EL services.

Students who receive a composite score of 4.6 or higher on the ACCESS assessment are considered English Language Proficient. They will no longer be included in the active EL count and will be moved into monitoring status.

If a student scores proficient on the ACCESS but is not academically successful, the IELP team should complete the following procedures:

- Determine needs for next school year (e.g. teacher training, EL instruction).
- Notify parents of status and recommendations.
- Notify school/teachers now and at beginning of next school year.
- Update PowerSchool (they are no longer EL, but can still receive EL supports).
- They will not be tested again, unless it appears that the proficient score was in error, then conduct new intake assessment.

Potential Exit Error

Students may be re-screened if it is apparent through observation and academic progress that the student is struggling academically, and if the district believes it may be because of a lack of English proficiency, then the district may refer the student for evaluation to determine if the student may need to be returned to EL services. This process must be documented and evidence included in the student's cumulative file. This is typically done through a referral process such as a Building Intervention Team (BIT) review. If the BIT or similar evaluation team believes the student may be in need of EL services, they may request that the student be re-screened using an ELP screening assessment to determine if the student is in need of EL services or the district may choose to have the student tested on the ACCESS for ELs. If the ELP screening assessment or ACCESS for ELs results indicate that the student is below English proficient, then the student is identified as an Active EL and the student is therefore reported to the WDE as an Active EL and should be placed in the appropriate EL services. If the ELP screening assessment results indicate that the student is English proficient, the student should not be reported as an Active EL and should not be returned to EL services. The BIT or similar evaluation team should reconvene to determine appropriate interventions for this student.

Monitoring

Students will no longer be considered Active EL but will be monitored for four years if they demonstrate English Language Proficiency on the annual ACCESS assessment with a composite score of 4.6 or higher. They may receive EL services if they are still not academically successful in regular classes.

Teachers of monitored students are asked to complete a monitoring form twice a year. The results indicate follow-up actions:

- If student is successful, continue monitoring.
- If student is not successful, the student's EL teacher will schedule a meeting with teacher(s) to discuss the student's needs. Determine if in-class instructional adjustment or EL instructional

services are appropriate. If EL instruction is recommended, notify parents and schedule services. Monitor effectiveness and adjust instruction as needed.

- If the student is still not successful, they may be re-screened using the WIDA online screener and enter back into active EL status if they do not pass with a 4.5 or higher.

Educational Approach

The goal of ACSD1 English Learner (EL) programs and instruction is to facilitate Limited English Proficiency (LEP) students' acquisition of English while they master academic content. All EL instruction in ACSD1 is based on individual student need for social and academic language development, and academic content mastery. The District EL Coordinator attended a SIOP II (Sheltered Instruction Observation Protocol) coaching and implementation session and provided training to over 30 teachers in-district and provided coaching for multiple classroom teachers in 2016. In 2018, we are offering a training offered to teachers and paras district-wide entitled, Cultivating Practices for English Learner Success, sponsored by the WDE and WIDA.

EL instruction is highly interactive and primarily content-based: the school district's curriculum is used to support language development in the general education classroom. Research shows that language is best taught through specific academic disciplines rather than attempting to identify a more general academic language that cuts across disciplines (Hyland, 2006). English Learners feel more empowered when they are in a classroom with students who have their same needs, study the same units, and go to special events at the same time. EL students show greater ownership when they stay in one classroom, get to know their peers and teacher, and are willing to take chances. EL students become empowered by this sense of belonging, and this in turn provides them with the ability to be more successful academically and socially. **(Cabrera 2007)** While limited English speaking (LES) students may have instruction provided in the general education classroom, or if necessary receive some pull-out instruction, intensive English instruction is provided for non-English speakers (NES). Introductory and beginner ELs and higher proficiency ELs with specific language needs are often provided with additional one-on-one or small group instruction by a highly qualified, certified EL instructor.

The district's EL instructional program aims to help ELs meet the grade level academic standards as identified in the WIDA (World-Class Instructional Design and Assessment) Consortium's English Language Proficiency Standards. Instruction and ongoing assessment are based on English Language Proficiency Standards for K-12 students which were developed on research-based principles of language acquisition. Our district will be using the most current edition as they will align with the Common Core standards.

EL Teacher Role

The EL staff of ACSD #1 is composed of certified EL-Endorsed instructors and an EL para who provide services throughout the district as indicated by student need. They:

1. Work with classroom teachers to develop an instructional plan based on the language and content needs of each EL student.
2. Collaborate with classroom teachers to monitor student progress.
3. Instruct teachers on effective language acquisition strategies for use in content classes.
4. Provide intensive language instruction to students as needed to facilitate language acquisition.
5. Coordinate and administer annual language assessments.

6. Review assessment results and make instructional changes and recommendations to teachers.
7. Coordinate and provide family opportunities in the evenings throughout the school year.

Migrant Education Services

If students are identified as Migrants, they receive the appropriate services to assure school success.

Translations of Documents

When necessary documents can be translated into needed languages spoken at the schools in Albany County School District through various sources including; on-line translation services or community contacts. Translation services will be provided by Special Services.

Other Services

All services and programs that are available to non-EL students are also available to EL identified students.

Program Evaluation

The EL program at Albany County School District will be evaluated in two ways.

- Each child will be progressing in learning English along the continuum described in Wyoming's English Language Proficiency Standards and at a rate equal to or near general education students taking WY-TOPP.
- Each child will be progressing in other subjects as he/she develops English competence for academic work as measured by classroom assessment and (WIDA) English Language Proficiency Standards.

If the program is deemed unsuccessful by either or both of the above mentioned indicators, it will be re-evaluated by the EL team comprised of the Assistant Superintendent of Curriculum & Instruction, the EL coordinator, two principal representatives, and the EL instructors.

Appendix

Potential Home Language Survey Error on PowerSchool

(All English marked)

_____’s (student) Home Language Survey (HLS) on PowerSchool is believed to be marked incorrectly. The evidence that we have to support this includes:

___ Child has spoken another language at school.

___ Parents have spoken another language in front of teachers/staff.

___ Child has said he/she speaks another language at home.

___ Other: _____

In order to verify the student’s home language, we contacted their parents by email/telephone (circle one).
Parents...

___ Answered/ responded and confirmed that their HLS should be marked English ONLY. Student will not be screened for EL services and not included in the active EL count. Person who contacted family: _____ on _____ (date) and the family member with whom they spoke: _____

___ Answered/ responded and confirmed that their HLS should be marked as another language, which is _____. Student will be screened for EL services. If they qualify, parents will be notified and student will be considered a part of the current English Learner (EL) population. Person who contacted family: _____ on _____ (date) and the family member with whom they spoke: _____.

___ Did not answer/ did not respond. Student will be screened for EL services. If they qualify, parents will be notified and the student will be considered a part of the current English Learner (EL) population. Person who tried to contact family: _____ on _____ (date(s)).

Signed,

Principal

EL Teacher

Date

Please note: This original form should be attached to a copy of the student’s HLS and stored in the EL office with the student’s original screener. Copies of all documents should be kept in the students cum file at school.

Accommodations for ELs

Student Name:

Type of Plan (circle one): IEP or 504

Date Range:

In accordance with this student's IEP/504 Plan, he/she needs to be provided the following accommodations on all standardized tests (check all that apply):

Embedded

- American Sign Language
- Braille
- Braille Transcript
- Closed Captioning
- Print-on-demand
- Streamlined Mode
- Text-to-Speech (TTS)
- TTS Tracking
- Zoom

Non-embedded

- Abacus
- Alternate forms of sign language
- Alternate response
- Braille
- Calculator
- Read aloud
- Scribe
- Speech-to-text
- Word Prediction

It is the responsibility of the student's classroom teacher(s) to use the accommodations in the classroom and it is the responsibility of the student's EL teacher to make sure the student receives these accommodations on the ACCESS for ELs 2.0 assessment. Copies of this will be kept in the students' EL files (one with the EL teacher and one at Special Services). The Special Education teacher should notify the EL teacher of any changes to the student's accommodations if they occur during the date range of the IEP. Otherwise, it is the responsibility of the EL teacher to contact SpEd teachers regarding yearly IEP/504 accommodation updates.

Special Education Teacher

Date

EL Teacher

Date