



Converse
County School
District #2

English Learner Plan

Grant Elementary School

Boxelder Rural School

Glenrock Intermediate School

Glenrock Jr/Sr High School

Table of Contents

Home Language Survey (HLS)	2
EL Proficiency Screener	2
Parent Notification	2
Translation/Interpretation Services	3
Language Instruction Educational Programs (LIEPS)	3
Accommodations and Designated Supports	4
Measuring Progress and Achieving English Proficiency Criteria	4
Exit Criteria	5
Monitoring	5
Evaluation	5
Parent, Family, and Community Engagement	5
Consultation	6
Records Transfer Process	6

Home Language Survey (HLS)

The HLS is four questions on a survey contained within the Converse County School District #1 (CCSD2) Student Registration form and is filled out by the parent or guardian when a new student is registered.

The survey questions include:

- What language is spoken by you and your family at home?
- Is your child's first learned or home language anything other than English?
- What language does your child most frequently speak at home?
- What language do you most frequently speak to your child?

A Spanish version of the Student Registration form is available at all schools. When necessary, a child study and/or cumulative file review to determine other prior documentation of English proficiency may occur. District personnel review the HLS to ensure the validity of data prior to screening. A copy of the student registration form, with the HLS highlighted, will be given to the school's staff member in charge of the English Learner (EL) screener. CCSD2 uses the WIDA KW-APT for new kindergarteners and the online WIDA screener for new 1st – 12th grade students. A hard copy is kept by the Director of Student Support Services and placed in the ESL folder in the student's cumulative file.

EL Proficiency Screener

CCSD2 uses the W-APT and WIDA Screener. The proficiency score for the KW-APT should be listed for 1st semester of kindergarten with domains and scoring and 2nd semester of kindergarten and 1st semester of 1st grade including domains and scores. The KW-APT will be administered in Kindergarten and the 1st semester of first grade. A screener score at or above 4.5 is considered proficient on the WIDA Screener. CCSD2 staff will administer the EL proficiency screener within the first 30 days of the start of the school year and within 14 days if the student enrolls during the school year. An assigned staff member for the district has been trained and certified to administer the screener. Staff members complete certification annually. Parents of ELs who qualify for EL services may refuse by "declining" services on the Notification of EL Services letter. Refusal of services must be entered in *PowerSchool* with the refusal date. A hard copy of the screener and notification letter must be placed in the ESL folder in the student's cumulative file. Parents will be notified that even though they have declined services for their child, he or she will be considered an Active EL and is required to take the ACCESS for ELLs in the spring of each year until a proficient score is obtained.

Parent Notification

Parent notification is completed through the Identification and Annual Notification Letter, which is sent out by the Director of Student Support Services. This occurs within 30 days of the start of the school year or 14 days during the school year after identification of an EL

student. Parent notification letters are sent out by the Director of Student Support Services. The notification letter will include the reasons the child was identified, the child's level of English proficiency, how such level was assessed and the status of the child's academic achievement. It will also include the methods of instruction used in the EL program and other available programs, how the program will help their child learn English and meet age appropriate standards, specific exit requirements of the program, how the program meets the objectives of the child's IEP (if applicable), and the right of parents to immediately remove their child from the program and other options parents have to opt-out of the program or choose another program or method of instruction if available.

Translation/Interpretation Services

CCSD2 provides translation/interpretation services for families. District translators are at the elementary and secondary levels to provide translation for parents of district documents. These include the HLS and parent notification of services. Communication is also made with all qualifying ELs, this is completed through the Identification and Annual Notification Letter, which is sent out from the Director of Student Support Services. Communication throughout the year is provided by translators at Parent Teacher Conferences and in the spring regarding assessment data when it is available. The Director of Student Support Services oversees staff and supports in the communicating with ELs and their families.

Language Instruction Educational Programs (LIEPS)

CCSD2 offers an ESL Push-in and Pull-out program with an ESL certified teacher and/or paraprofessional support at all three schools (Grant Elementary, Glenrock Intermediate School, and Glenrock Jr/Sr High School). In addition to ESL staff at the above sites, CCSD2 provides support to district-wide staff on collaboration strategies among ESL and non-ESL staff, and interventions in general education classrooms.

1. **Sheltered instruction** facilitates student access to content concepts and promotes the development of academic English. Minimal amounts of native languages are utilized to support the English-only curriculum. Teachers modify their use of English by adjusting the language demands of instruction.

For example: Teachers modify their speech rate and tone; simplify vocabulary and grammar; repeat key words, phrases, or concepts; use context clues and models extensively; relate instruction to students' background knowledge and experience; and use methods of language instruction such as demonstrations, visuals, graphic organizers, or cooperative work.

2. **English as a Second Language (ESL): Could also be a combination of push-in and pull-out services**
 - a. **Push-in** involves the ESL teacher working inside the students' regular education classroom to provide instruction. The push in method of instruction keeps EL students in the mainstream classroom instead of pulling them out, which helps them feel like a part of their learning community.

- b. **Pull-out** consists of the ESL teacher pulling students out of their general education classes to work with the teacher either one-on-one or in a small-group setting. It provides more individualized support, flexible group opportunities for enhanced student support, and the ability for the ESL teacher to more closely assess the student's progress.

Accommodations and Designated Supports

Accommodations for ELs are provided in collaboration with classroom teachers. CCSD2 ESL staff collaborate with regular classroom teachers for ELs enrolled in ESL services. EL staff communicate the needs for their ELs by utilizing building tutors, assistants, and technological resources to help these students better access the academic content. In addition, ESL teachers and staff that work with ESL students at various schools continue to participate in WIDA standards, instruction, and collaboration trainings.

Accommodations are implemented to make essential learning accessible to ELs. All accommodations for ELs must be identified on the students' Individual English Learner Plan (IELP) and entered into TIDE for the WY-TOPP Assessment.

Schools may not exempt EL students from the WY-TOPP content assessments with the exception of waiving students from the reading and writing WY-TOPP content assessments for students who have been enrolled in US schools for less than one year. Additionally, schools would need an exemption approved by the Wyoming Department of Education. Students who are in their first year will take ACCESS for ELLs.

Students may be provided with accommodations for ELs during WY-TOPP as long as they meet eligibility criteria. In addition, students who no longer meet the eligibility criteria as an EL and are identified as proficient or transitional may be administered their standard accommodations for a period of up to two subsequent academic years when appropriate. These accommodations must effectively facilitate access to the test and be used regularly by the student during instruction and assessment.

Measuring Progress and Achieving English Proficiency Criteria

In addition to ACCESS for ELLs[®] and the EL Monitoring Form, CCSD2 tracks academic progress with the following measures at various grade levels:

- WY-TOPP scores (proficiency in reading, writing, math, and science)
- Report cards (passing grades and attendance by quarter)
- DIBELS or other reading monitoring tools (progress with reading skills & fluency)
- MAP scores (Measures of Academic Progress (reading and math))
- BIT (Building Intervention Team) collaboration on individual student progress

CCSD2 uses an IELP to document data, amendments, KW-APT and Wida Screen and ACCESS scores, WY-TOPP and ACT scores, other testing results, instructional programs, supports, strategies, classroom accommodations, assessment accommodations, learning and social goals, parent notifications, and other considerations.

Exit Criteria

ACCESS for ELLs is administered each spring to all Active ELs (this includes ELs whose parents refused services). A composite score of 4.6 or higher on the ACCESS for ELLs and a Literacy Performance Level of 4.3 is considered proficient and the student will no longer be an active EL.

Monitoring

CCSD2 has a monitoring form for Year 1 and Year 2. The EL Monitoring Form is filled out quarterly at each building where ELs are enrolled. It includes current grades, attendance, WY-TOPP results for Math and Reading, and any action taken at the building for performance below grade level. The original and copies are filed at the end of each school year and/or when an EL transfers schools. Monitoring for Year 3 and Year 4 are for accountability and reporting purposes, but require a degree of oversight to ensure the student is meeting challenging state academic standards. This is measured utilizing report cards, state assessments, DIBELS, MAP, and teacher observations, etc. Parents will receive notification of their students monitoring status and need for support in a language and method they understand on a quarterly basis. CCSD2 monitors exited EL students every quarter. If a student is struggling, a BIT team will review all information and determine if the student needs to be rescreened.

The Director of Student Support Services is responsible for notifying parents that their student has exited Active EL status and will now be monitored for four years.

Monitoring Forms:

Original: CCSD2 Director of Student Support Services

Copy: Student Cumulative File

Evaluation

CCSD2 evaluates the overall EL program by the progress of students with academic content (WY-TOPP and ACT) and their progress with English proficiency (ACCESS for ELLs). In addition to WY-TOPP, CCSD2's academic content is evaluated through mastery of progress on report cards, attendance, and graduation. CCSD2 utilizes data to determine the percentage of students attaining English proficiency to make adjustments to its LIEPs, instructional methods, etc. if it is determined that the program as implemented is not successful.

Parent, Family, and Community Engagement

CCSD2 promotes stakeholder engagement to include parents, family, and other community partners. They are encouraged to participate in several school events that take place throughout the school year. CCSD2 Board of Trustees endorses the concept of parent participation and engagement in the affairs of the school is essential if the district and parent are to maintain mutual confidence and work together to improve the quality of education for students. Some strategies that CCSD2 utilizes to promote parent, family, community engagement include:

- Parent advisory councils
- Family literacy nights (Elementary level)
- Encouraging parents to volunteer in their child's classroom
- Finding out what the EL parents' skills and hobbies are, and looking for ways to draw on their talents
- Finding ways to bring EL and non-EL families together through:
 - Student performances
 - School functions

Parent, family, and community engagement event notification will be sent out by the school secretaries.

Consultation

CCSD2 provides three different opportunities for stakeholders to provide input and feedback for Title III and the District EL Plan. The first of these meetings is for all federal grant programs, the second is for private and homeschool agencies, and the third is for parents and community members during a school board meeting. District ESL staff meet monthly with the Director of Student Support Services. This District EL plan is provided to each administrator and building ESL contact at all schools in the district.

Records Transfer Process

When a student transfers out of the district, CCSD2 ensures that all EL student information is included in the student's records to ensure that the receiving school is able to immediately begin providing EL services or monitoring support. When a student transfers into the district, if CCSD2 does not receive records regarding the student's EL status, the district/school will immediately begin contacting the previous school to request any EL student records that may prevent unnecessary screening if the student is an active EL or in monitoring status.