



Juneau School District

July 1, 2011 – June 30, 2016

**English Language Learner
Program Plan**

The Juneau School District acknowledges and appreciates the dedicated staff and community members who volunteered their time to serve on the English Language Learners (ELL) District Plan of Service 2011-2016 Review Committee and developed the following program plan of service.

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The Committee also appreciates the resource team of educators, parents and former ELL students for their contributions to this process.

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This plan has been developed over time in a deliberative process that involved a diverse committee. Participants included administrators, specialists, ELL teachers, parents, community members and former ELL students themselves.

Introduction

The Juneau School District, in partnership with our families and community, will provide students with the skills, knowledge, and attitudes to be contributing citizens in a changing world. As stated in the Juneau School District Goals for 2008 - 2013, the goal is to **Increase Student Achievement, Educate Students for Effective Citizenship, Assure system wide structures that support achievement, inclusion, and graduation for all students**

<p>Goal #1 – Increase Student Achievement</p> <p><i>Increase all student achievement to meet or exceed JSD core standards.</i></p>	<ul style="list-style-type: none"> • Significantly Increase Graduation Rate • Significantly Increase Alaska Native Graduation Rate • Increase Test Scores • Increase Test Scores of Alaska Native, Poverty, English Language Learners and Special Education Students Meeting District Core • Increase Number of Schools Meeting Adequate Yearly Progress • Increase the Percentage of Students Enrolled in Advanced Placement Courses
<p>Goal #2 – Educate Students for Effective Citizenship</p> <p><i>To be participating and contributing members of the community.</i></p>	<ul style="list-style-type: none"> • Increase Student Ability to Serve as a Community and Global Contributor • Increase the Percentage of Students who Participate in School, Community or Civic Activities
<p>Goal #3 – Assure system wide structures that support achievement, inclusion, and graduation for all students</p> <p><i>Implement educational practices that positively impact all underperforming groups of students.</i></p>	<ul style="list-style-type: none"> • Improve School Climate and Connectedness • Improve School Climate and Connectedness for Alaska Native Students • Increase Alaska Native Student Attendance • Increase Percentage of Minority District Staff • Increase the Use of Equitable Practices in the Classroom • Increase the Percentage of Diversity Sub-Populations Enrolled in Advanced Placement Courses • Increase the Percentage of Diversity Sub-Populations Taking SAT/ACT

The Juneau School District is committed to the delivery of programs and services to English Language Learners that build upon the strengths of their cultural and linguistic backgrounds. The program supports a variety of activities related to English language acquisition, language enhancement, and academic achievement. These services include a differentiated instructional program and an educational plan that will enable language learners to attain English proficiency and will prepare them to succeed academically.

The District is further committed to ensuring that its teachers and administrators work together to provide the opportunity for all students to achieve the established content and performance standards. The District recognizes that students' primary languages, their heritage, culture and experiences, all contribute to their learning and to the learning of their classmates. English Language Learner students will gain competencies in English, while they are learning the skills and information they need to live and successfully compete in the world of tomorrow.

TABLE OF CONTENTS

I. Legal Rationale.....	6
II. Board Policy.....	6
III. Philosophy.....	7
IV. Program Goal.....	7
V. English Language Learners Program Elements.....	7
SECTION 1: Program’s Educational Goals	8
SECTION 2: Identification and Eligibility Procedures.....	9
SECTION 3: Parent Notification.....	10
SECTION 4: Services, Instructional Model and Activities.....	11
SECTION 5: Assessment of Language Proficiency and Academic Progress... 	13
SECTION 6: Professional Development.....	15
SECTION 7: Resource Allocation for Delivering Services.....	17
SECTION 8: Monitoring Academic Progress of Former ELL students.....	18
SECTION 9: Equal Access to Full Range of District’s Programs.....	19
SECTION 10: Program Evaluation Process.....	20
SECTION 11: Parent and Community Involvement.....	21
• Glossary (To be posted, hard copies available at meeting)	
• Appendices	

I. LEGAL RATIONALE FOR THE ENGLISH LANGUAGE LEARNING PROGRAM

Alaska Regulation 4AAC 34.055, Title VI of the Civil Rights Act of 1964, and the No Child Left Behind Act of 2001 provides the legal basis for programs for English Language Learners students.

Each school district with a school that is attended by at least eight LEP pupils is required to file a Plan of Service based on:

- Alaska Regulation 4AAC 34.055,
- Title VI of the Civil Rights Act of 1964
- No Child Left Behind Act of 2001.
- Title III-A funds requirements.

While developing their programs to serve Limited English Proficient (LEP) students, districts are encouraged to refer to the resources at these sites: Office for Civil Rights Programs for English Language Learners: Resource Materials for Planning and Self-Assessments at <http://www.ed.gov/about/offices/list/ocr/ell/index.html> and the National Clearinghouse for English Language Acquisition at <http://www.ncela.gwu.edu/> (Plan of Service for Limited English Proficient Students, State of Alaska Department of Education & Early Development)

II. JUNEAU SCHOOL DISTRICT BOARD POLICY

The Juneau School District is committed to the delivery of programs and services to English Language Learners that build upon the strengths of their cultural and linguistic backgrounds. It provides an educational program to English Language Learners that not only enables them to attain English proficiency, but also prepares them to succeed academically.

The District is further committed to ensuring that its teachers and administrators work together to provide the opportunity for all students to achieve the established content and performance standards. The District recognizes that students' primary languages, their heritage, culture and experiences, all contribute to their learning and to the learning of their classmates. English Language Learner students gain competencies in English, while they are learning the skills and information they need to live and successfully compete in the world of tomorrow.

The ELL coordinator facilitates the process for the development and adoption of an English Language Learner policy through appropriate channels established to assure that practices reflect the policy.

III. PHILOSOPHY

The Juneau School District respects and values the diversity of its students by providing effective programs that help students acquire the language to achieve the social, academic and cultural competencies necessary to actively participate and advance our global society. This belief is realized through the disciplined, coordinated and systematic implementation of the Juneau School District Strategic Plan for 2010 - 2014. The plan consists of nine strategic initiatives that guide the work of the District and help us build a strong system of instruction and support for all students.

Student Achievement	<ul style="list-style-type: none"> Align grade level core standards in math and literacy with world-class goals in mind. Implement an assessment system that informs instructional practice. Engage all staff in the study and use of effective instruction and intervention strategies for all students. Provide support systems to implement instructional programs with fidelity.
Highly Qualified Staff	<ul style="list-style-type: none"> Create a coordinated professional development system that is responsive to achievement data, aligns with school and District improvement efforts, and maximizes the investment of District resources. Study and practice leadership behaviors that are linked to increases in student success. Strengthen our human resources strategy with improved hiring, orientation, training, feedback, and evaluation processes.
Community Commitment	<ul style="list-style-type: none"> Strengthen community partnership to enhance relevance in career technical programs, service learning, civics education, and across the curriculum.
Culture of Service and Support	<ul style="list-style-type: none"> Develop and implement a service culture and efficient system of support at the District Office.

IV. PROGRAM GOAL

Integrate English Language Learners into the mainstream classroom, empowering independent academic success as measured by universal State and JSD assessments.

Independent integration in mainstream school environments consists of:

- Listening and reading with comprehension in a variety of academic and interpersonal contexts
- Speaking and writing in a variety of academic and interpersonal contexts demonstrating literal, inferential, and applied understanding.

<p>c) Strategies for Academic Success</p>	<p>b.5) School activities foster cultural experiences and encourage students' familiarization with their peers and new environment.</p> <p>c.1) The District implements research-proven ELL instructional models: Sheltered Instruction Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA), Specially Designed Academic Instruction in English (SDAIE), Principles for Quality Teaching for English Language Learners (QTEL) with focus on:</p> <ul style="list-style-type: none"> • Classroom organization and delivery of instruction • Framework for teacher preparation, building background, comprehensible input, strategies, interaction, application, lesson delivery and assessment <p>c.2) Differentiated instruction and interventions support the development of English language to levels of proficiency that allows independent access to existing academic curricula and encourages effective communication. (Aligned with <i>Alaska State Accountability Systems</i> 5.4 pg. 51)</p> <p>c.3) Consistent use of Alaska's K-12 English Language Proficiency Standards, grouped by grade spans K-2, 3-5, 6-8 and 9-12, across content areas:</p> <ul style="list-style-type: none"> • Assess progress in learning English in the context of academic content • Determine when a student has reached specific levels of fluency in English • Link language learning to the English/Language Arts and Math Content Standards to assure language proficiency that meets academic content standards
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SECTION 2: IDENTIFICATION AND ELIGIBILITY

<p>1. Describe the District's procedures for identifying students with Limited English Proficiency (LEP).</p>	
<p><u>Essential Elements:</u> a) Procedures</p>	<p>a.1) JSD Registration Package includes a Parent Questionnaire designed to inform staff about the practice or influence of a language other than English in the student's environment, including the language or languages the student speaks as well as the language spoken by family members in the home.</p> <p>a.2) Parents/guardians complete a "Parent Questionnaire" during registration in the JSD.</p>

SECTION 4: SERVICES, INSTRUCTIONAL MODEL AND ACTIVITIES

4. Describe the District’s program of services, instructional model(s) and activities for LEP students and how the services will ensure English language acquisition and academic content achievement.

<p><u>Essential Elements:</u> a) Procedures</p>	<p>a.1) As a full English language immersion model District, ELL students are included in all classrooms. As such, in addition to teaching subject matter, teachers provide challenging, well supported and effective disciplinary language instruction. A classroom instruction designed with a focus on language learning within a subject matter will employ among others the following practices:</p> <ul style="list-style-type: none">• Foster a classroom culture which develops a community of learners where all students are part of that community• Language instruction involves conceptual and academic development• Students’ experiential background is used as a point of departure and an anchor in the exploration of new ideas• Instructional learning focuses on substantive ideas that are organized cyclically• New ideas and tasks are contextualized• Academic strategies, socio-cultural expectations, and academic norms are taught explicitly• Tasks are relevant, meaningful, engaging and varied• Collaborate to maximize learner’s opportunity to interact while making sense of language and content• Students are given multiple opportunities to extend their understandings and apply their knowledge• Assessment is an integral part of content teaching and expected learning <p>a.2) Increase systemic response to language acquisition needs by allocating consistent intervention time delivering direct expert instruction with effective and differentiated strategies for language acquisition and vocabulary development, structured opportunities for social interactions to promote oral language and fluency through social interactions.</p>
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<p>b) Resources</p>	<p>a.3) Monitor level of academic language development after becoming ‘proficient’, as measured by the state language proficiency assessment, to sustain language development with the necessary rigor to meet academic demand.</p> <p>a.4) Assign a counselor(s) with knowledge of ELL academic instructional needs to ensure appropriate placement in teams/houses, academic courses, electives, and activities, and to advise in post-secondary options.</p> <p>a.5) Enhance academic literacy by establishing learning extensions in content areas identified by grade and proficiency levels focused on:</p> <table border="1" data-bbox="730 508 1946 979"> <tr> <td data-bbox="730 508 1339 678"> <p><u>Math:</u> -The language and vocabulary of math -Structure of academic language -Experientially based concept development -Problem solving and application</p> </td> <td data-bbox="1339 508 1946 678"> <p><u>Science:</u> -The language and vocabulary of science -Structure of academic language -Experientially based concept development -Problem solving and application through inquiry and scientific method</p> </td> </tr> <tr> <td data-bbox="730 678 1339 833"> <p><u>Reading:</u> -The language and vocabulary of specific genres -Structure of academic language -Concept development and comprehension -Problem solving to connect and apply</p> </td> <td data-bbox="1339 678 1946 833"> <p><u>Writing:</u> -The language and vocabulary of specific genres -Structure of academic language -Concept development and comprehension -Problem solving to connect and apply</p> </td> </tr> <tr> <td data-bbox="730 833 1339 979"> <p><u>Social Studies:</u> -The language and vocabulary of social studies -Structure of academic language -Experientially based concept development -Problem solving and application through inquiry</p> </td> <td data-bbox="1339 833 1946 979"></td> </tr> </table>	<p><u>Math:</u> -The language and vocabulary of math -Structure of academic language -Experientially based concept development -Problem solving and application</p>	<p><u>Science:</u> -The language and vocabulary of science -Structure of academic language -Experientially based concept development -Problem solving and application through inquiry and scientific method</p>	<p><u>Reading:</u> -The language and vocabulary of specific genres -Structure of academic language -Concept development and comprehension -Problem solving to connect and apply</p>	<p><u>Writing:</u> -The language and vocabulary of specific genres -Structure of academic language -Concept development and comprehension -Problem solving to connect and apply</p>	<p><u>Social Studies:</u> -The language and vocabulary of social studies -Structure of academic language -Experientially based concept development -Problem solving and application through inquiry</p>	
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<p>a.6) Engaged students in language learning tasks and computer mediated social interaction to reduce anxiety and increase motivation through a robust technology based language development program including Imagine Learning and Fast ForWord and the use of mobile devices.</p> <p>b.1) Alaska English Language Proficiency Standards b.2) Making Content Comprehensible for English Language Learners (SIOP) b.3) Cognitive Academic Language Approach (CALLA) b.3) Quality Teaching for English Language Learners (QTEL) (Appendix 6) (Appendix 7)</p>							

SECTION 5: ASSESSMENTS FOR LANGUAGE PROFICIENCY AND ACADEMIC ACHIEVEMENT

5. Briefly describe your plan to meet the requirement that all LEP students be assessed annually in all domains (listening, speaking, reading and writing) using the approved State of Alaska English Language Proficiency assessment. Describe the District’s procedure for annually assessing the academic content achievement and English language progress of LEP students.

Essential Elements:

a) Procedures

- a.1) As described in the Guidance for Student Identification and Assessment (*Department of Education and Early Development*), potential ELL students are assessed for identification and program placement with the WIDA Placement Test (W-APT). This assessment is used as a screen as it measures the English language proficiency of students who have recently arrived in the U.S. or in the District. It helps to determine whether or not a student needs English language instructional services, and if so, at what level.

- a.2) ELL students are required to be assessed annually for language proficiency in the domains of listening, speaking, reading and writing with the Annual State Assessment for English Language Proficiency WIDA-ACCESS.

- a.3) In addition to the ELL specific initial and State summative assessments, ELL students participate in the large-scale K-12 comprehensive system of District’s interim and formative assessments such as PALS for progress monitoring to inform instruction on phonemic awareness, DRA2 to provide measures of accuracy, fluency, and comprehension, Measures of Academic Progress (MAP) fully adaptive tests in language usage, reading and math that produce a true measure of student growth and achievement and finally, the yearly administered State and Federal summative assessments.

Juneau School District Assessment System	
Measures of Academic Progress (MAP)	The Measures of Academic Progress tests for reading, language usage and math are group administered, computerized assessments that are given to students in Kindergarten through grade ten at the beginning, middle and end of the school year to measure individual student performance

		and progress.
	Phonological Awareness literacy Screen (PALS)	The Phonological Awareness and Literacy Screening (PALS) is a measure of younger students' knowledge of several important literacy fundamentals predictive of future reading success. It is administered to all students in Kindergarten and grade one; PALS is also administered to students in grade two who are new to the district or who have demonstrated a need.
	Developmental Reading Assessment 2 (DRA2)	The Developmental Reading Assessment DRA2 is an individually administered assessment to identify students' reading level. It is administered to students at the end of their Kindergarten year and in the Fall and Spring for all students in grades one--five.
b) Resources	<p>Two optional exceptions are provided for immigrant students' exclusion from State Content Assessments under Alaska Regulation 4 AAC 06.805(j):</p> <ol style="list-style-type: none"> 1) excuse the student from participation in the state assessments in reading or writing; and 2) elect not to include the student's performance in any state assessment in the determination of adequate yearly progress under 4 AAC 06.810. <p>The standing District practice regarding these two options is to:</p> <ol style="list-style-type: none"> 1) include first year immigrants to participate in the reading and writing portions of State Assessments with the intent of providing students, parents, and educators information about strengths and weaknesses as measured by the SBA and, 2) suppress the reading and writing SBA results on first year immigrants so that the scores do not count toward the AYP performance calculations. 	
	<p>a.4) Formative and/or Progress Monitoring: in an effort to provide greater specificity in language development growth towards learning targets, ELL program staff will research and pilot formative assessment processes for language learners. Classroom-based processes will focus on learning goals, identify current skills and abilities, highlight gaps in learning, and provide directions for addressing those gaps with seamless alignment to external standards and summative assessments, dynamic enough to accommodate classroom realities but consistent in data collection, interpretation, and reporting; with relative frequency following recommendation of language development curriculum in use, that assess for listening, speaking, reading and writing, with short administration and that provide a strong professional development component.</p> <p>WIDA Consortium http://www.wida.us/ PALS http://pals.virginia.edu/ DRA2 http://www.pearsonschool.com/ NWEA (MAP) http://www.nwea.org/ JSD Assessment Calendar (Appendix 8)</p>	

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SECTION 6: PROFESSIONAL DEVELOPMENT

6. Describe the professional development provided for teachers and paraprofessionals that serve LEP students. Note that providing professional development to instructors of LEP students is a requirement of Title III-A funds.

Essential Elements:

a) Procedures

The Juneau School District provides a professional development framework that is based on the critical components of the Professional Learning Communities (PLC). It is embedded in the reality of schools and teachers' work, fosters critical reflection, and meaningful collaboration. Additionally, the District supports professional development addressing second language acquisition and academic proficiency for all teachers to increase professional knowledge, skills and attitudes for effective instructional practices as they relate to teaching English language learners.

a.1) In partnership with Stanford University the ELL Program offers the Stanford Online Cross-Cultural Language Academic Development (CLAD) course ELL Certification to teachers and administrators. Through this three-course cycle of classes, participants develop expertise in the latest methods in teaching English language learners (ELL) with focus on:

- Understanding the basic constructs of bilingualism and second language development, the nature of language proficiency, the role of the first language and culture in learning, and the demands that mainstream education places on culturally diverse students
- Reassessing what schooling means in the context of a pluralist society; the relationships between teachers and learners; and attitudes and beliefs about language, culture, and race
- Understanding ELL students as capable individuals for whom limited English proficiency does not signify deficiency and for whom limited academic skills do not represent an incurable situation (*Clair, 1993*), (*Clair, Adger, Short, & Millen, 1998*; *González & Darling-Hammond, 1997*) (*Walqui, 1999*)

	<p>a.2) In partnership with University of Anchorage, Matanuska-Susitna Borough School District, Anchorage School District and Alaska Department of Education and Early Development, access the U.S Department of Education, Office of English Language Acquisition, National Professional Development Program grant, Project Language, Equity, and Academic Performance (LEAP). Project LEAP will provide a professional development program of study for K-6 Elementary teachers with the aim to increase their understanding of the linguistic and academic needs of ELs and assist educators in meeting these needs. The University of Alaska, Anchorage, will develop an elementary English as a Second Language Endorsement for K-6 in-service teachers. More specifically, in-service teachers, who currently serve ELs, will be provided with high-quality professional development graduate level courses in alignment with state regulations for earning an ESL endorsement that will be posted to the teacher license. The program will emphasize the understanding and application of best practices in EL instruction and be built around the TESOL Standards, Alaska Content, Cultural, and Performance Standards, National Council for Accreditation of Teacher Education (NCATE) Standards for PK-12 Teacher Education Programs and the state’s newly adopted English Language Proficiency standards from the WIDA Consortium.</p> <p><i>Objectives:</i> Specific measureable objectives include:</p> <ul style="list-style-type: none"> • 100% of all in-service teacher participants will score a Level 3, as evaluated by a rubric, for all areas within their portfolio submission. • 100% of in-service teachers will complete the 18 credit graduate certificate endorsement program with a ‘B’ average or higher • 100% of in-service teachers will become certified in EL instruction • 100% of teachers involved will serve at least one EL student concurrently in their classroom • 100% of in-service teachers will pass the Praxis II in entitled Fundamental Subjects: Content Knowledge <p>Conditioned by the award of the grant, Project Language, Equity, and Academic Performance (LEAP) will deliver to the first cohort of students, January 2012-April 2012, the first 6 credit hours: Linguistics and Language Teaching Course and Current Topics in Elementary Language Education: Advocacy, Policy and Law</p> <p>a.3) Expand training opportunities for all K-12 staff on the characteristics and needs of ESL/ELL and culturally diverse students in the areas of Math and Science</p> <ul style="list-style-type: none"> • Understanding and implementing differentiated instruction to include ESL/ELL students • Intensify the integration of technology to accelerate language acquisition • Increase K-12 teachers’ knowledge of Alaska’s English Language Proficiency Standards in order to maximize learning
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<p>b) Resources</p>	<ul style="list-style-type: none"> • How to create inclusive classrooms as community of learners • How to develop conceptual and academic language in the context of a second language • Using students' experiential background as a point of departure and an anchor in the exploration of new ideas • Organizing cyclical instruction focused on substantive ideas • Contextualizing new ideas and tasks • Explicit teaching of academic strategies, socio-cultural expectations, and academic norms • Maximizing learners' opportunities to interact while making sense of language and content <p>a.4) Design and implement a plan for training K-12 teachers in Sheltered Instruction Protocol (SIOP) to blend language and content knowledge in a way that builds strong communication and comprehension skills and to facilitate high quality instruction for ELs in content area teaching specifically mathematics.</p> <p>(Appendix 9) (Appendix 10)</p>
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SECTION 7: RESOURCES ALLOCATED TO DELIVERING LANGUAGE DEVELOPMENT SERVICES

<p>7. State the number of teachers and paraprofessionals who provide English language acquisition programs to LEP students, including the qualifications and certifications of any who have ESL endorsements or credentials. If Title III-A funds are received in the District, describe how the District determines that teachers are fluent, having both written and oral communication skills in English and any other language used for instruction.</p>	
<p><u>Essential Elements:</u> a) Procedures</p>	<p>a.1) The Juneau School District employs certified ESL/ELL teachers to deliver ELL services to each school, an ESL/ELL Specialist, and one .5 administrative assistant. As specified in the job description and as requirement of hiring, ELL staff must be and are fluent both in written and oral communication skills in English. Additionally, the current staff speaks a total of 5 languages other than English. This expertise serves as a resource across the District and</p>

<p>b) Resources</p>	<p>within the community.</p> <p>a.2) Teachers who serve ELL students are encouraged to be certified in ESL/ELL. Money is allocated from NCLB Title III funds to support the ELL certification process through Stanford University's CLAD. There are currently 22 teachers certified in ESL/ELL across the District, eight of them in the ELL program.</p> <p>a.3) ELL staff meets monthly for professional development, consistency of practices, ongoing review of instruction and procedures, and for coordination of student transitions between schools and programs.</p> <p>a.4) In addition to participating in school based Professional Learning Communities (PLC), ELL staff collaboration plan includes a monthly ELL/PLC meeting for elementary and secondary including two vertical meetings to report performance data of ELL students in transition from elementary to middle and high schools.</p> <p>b.1) In addition to staffing allocations, the Juneau School District provides a teaching materials and supply budget for the ESL/ELL program.</p>
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SECTION 8: MONITORING FORMER ELL STUDENTS' ACADEMIC PROGRESS

<p>8. An LEP student remains identified as an LEP student until he or she obtains an overall score at the proficient or proficient high level on the Alaska English Language Proficiency Assessment. Describe the District's plan for monitoring the academic progress of former LEP students for two years after they are no longer identified as LEP. Former LEP students in grades 3-10 must be monitored on the state Standards Based Assessments. The District must establish local criteria for monitoring the academic progress of former LEP students in grades not tested for AYP (K, 1, 2, 11 and 12).</p>	
<p><u>Essential Elements:</u> a) Procedures</p>	<p>Former ELL students are monitored in their academic progress utilizing the extensive performance data derived from their participation in the large-scale K-12 comprehensive system of District's interim and formative assessments as well as the State Standards Based Assessments (SBA) and Federal summative assessments.</p>

<p>b) Resources</p>	<p>a.1) English language learner (ELL) students that have become proficient as measured by the English language proficiency assessment have access to the full school curriculum and are regularly monitored in their academic progress including whether high school students are meeting graduation requirements.</p> <p>The following items are the components of the checklist to be used to create a consistent and formal recording system of the monitoring plan and procedures of former ELL students:</p> <ul style="list-style-type: none"> • Identify the person/s responsible for monitoring former ELL students • Indicate the frequency by which the former ELL student will be monitored (e.g., quarterly, each semester) • Specify the information that will be reviewed to measure whether the former ELL student is successful in the District’s overall educational program (e.g., grades, test scores, teacher observations, etc.) • Include the methods or criteria utilized to measure success of former ELL students in the District’s education program (e.g., review the grades, testing results, teacher feedback, or other appropriate information to determine whether or not a former ELL student has meaningful access to the District’s education program) • If a former ELL student is not successful in the District’s regular program, determine whether the lack of success is due to academic deficits, instructional gaps and/or level of English language proficiency • Depending on the reason the individual students’ level of success, the students can be provided with additional services to develop English language skills, or academic tutorial or reassessed and re-qualified for ELL support services to address the specific areas of academic challenge • Parents have been notified and provided with service options <p>(Appendix 11)</p>
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SECTION 9: EQUAL ACCESS TO FULL RANGE OF DISTRICT PROGRAMS

9. Describe the District’s procedures to ensure equal access for LEP students to the full range of District programs, including special education, Title I, gifted and talented programs, and nonacademic and extracurricular activities.

<p>b) Resources</p>	<p>of students. To that end, the Board affirms that program evaluation must be a vital, on-going aspect of the district's operations. Evaluation activities must provide meaningful information to those conducting the process as well as to those who are the recipients of the information. <i>(Policy 2010, Program Evaluation)</i></p> <p>a.2) The Language Acquisition Record (LAR) is an integrated data system that aggregates essential data elements including district and state assessment data collected on ELL students, Individual Learning Plan (ILP), . This system provides the District with the ability to profile individual students, school sites and the District as a whole. Special student populations may also be profiled as individual student, school site or district.</p> <p>a.3) LAR data will be aggregated to evaluate individual, site and District progress in meeting the "Specific Achievement Targets".</p> <p>a.4) With the transition to the WIDA-ACCESS, ELL Assessment, a working budget needs to be developed for the coming year(s) to meet the immediate need to plan for a technical overhaul of the Language Acquisition Record (LAR) data system to reflect the elements and indicators of WIDA-ACCESS, levels of proficiency used to monitor student progress, document assessment accommodations, and hold individual student learning plans.</p> <p>(Appendix # 13)</p>
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SECTION 11: COMMUNICATION, PARENT AND COMMUNITY INVOLVEMENT

<p>10. Describe how the District provides for parent and community involvement. Include the District's means of outreach to parents of LEP students informing them they can be involved in the education of their children.</p>			
<p><u>Essential Elements:</u> a) Procedures b) Resources</p>	<p>Multifaceted (including personal and technology based), consistent and effective communication between ELL stakeholders (parents, guardians and students) and educational community will assure the development of productive relationships.</p>		
<p>Item</p>	<p>Action Steps</p>	<p>Timeline</p>	<p>Responsibility</p>
<p>Home-School Communication</p>	<p>Assure parents ability for accessing PowerSchool</p>		<p>ELL Teachers/ Central</p>
	<p>Create an ESL parents School Messenger list for each building and for the District as a whole.</p>		<p>Central Office Admin. Asst in each building</p>

	Use School Messenger for building and District ESL notifications of meetings, conferences, etc		ELL teachers, staff
	Import students' LP scores into Power School		Central Office
	Facilitate reciprocal school-home communication by offering translation as possible, making phone calls, etc.		ELL Teachers
	For students newly enrolled (L1), create intentional opportunities for communication about student needs, prior schooling experiences or possible additional needs outside of English language support.		Central Office ELL Teachers Building Admin Counselors
	Offer facilities and logistical support to ESL parents who want to create an action team or group (similar to current District EL parent group).		Parents/Community
	Suggest to site councils that they recruit an ESL parent as a Site Council/ PTO representative or attendee.		Central Office ELL teachers, staff
	Develop and maintain a strong and informative webpage that is connected to each site webpage and the District webpage. Include various languages as possible, video clips of instructional models, resources for parents, meeting notifications.		Central/ ELL Teachers
Teacher to Teacher	ELL teachers support classroom teacher's communication with parents and facilitate translation of written communications i.e., class newsletter...		ELL Teachers
	Assure seamless transitions : Consistent vertical communication from elementary to high school		Central/ELL Teachers
	Appropriate course level, LL instruction: Assign ELL students to a single counselor who has expertise in issues related to ELL.		ELL Teachers/ Central
PD	Support PD for the designated ELL counselor (Stanford CLAD).		Central
PLC	Enrich PLC process with questions and issues about CALPS and content specific language. Incorporate ELL perspective into selected PLC agendas.		ELL Teachers
	Develop a protocol, process or PLC structure and organization designed specifically to examine inclusion of ELL needs, principles of language acquisition and socialization in PLC work.		Each site PLC leadership team

