



ENGLISH LANGUAGE LEARNERS PLAN

I. Program Goals & Philosophy

The district recognizes the importance of utilizing sound, research-based educational strategies to assist in acquiring English language proficiency.

The instructional approach selected by Ascension Parish School District is Sheltered English Instruction at all levels. Teachers use physical activities, visual aids, learning strategies, and other methods and resources to teach academic language concept development in English Language Arts, mathematics, science, social studies, and other subjects. The instructional approach Structured English Immersion is also available in our district, whereas English skills are taught in a progressively complex way so that English Learners (ELs) can succeed in the general education classroom. Instruction is entirely in English, although teachers and/or paraprofessionals have some communication skills in the primary language of the EL.

The district is committed to the goal of continuous review and improvement for EL programs to give our students meaningful access to our educational program.

The district goals for students who are English Learners (ELs) are to utilize Louisiana Student Standards Connectors for English Language Learners (ELs), developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are in college-and-career ready standards and that are necessary for ELs to become proficient in English and be successful in schools.

II. Program Purpose

- To ensure that all children who are EL attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards.
- To promote parental and community participation in language instruction educational programs for the parents and communities of non-English speaking children.

III. Student Identification

District-Wide – Each school registrar will notify the district English Language staff of a child whose family writes down any language other than English on the Home Language Survey. The EL staff will then follow up to determine whether the student is already identified as an EL coming from another district within the state and analyze their state English Language Proficiency Test (ELPT) scores to determine if the student has exited the program. If not exited, the student will continue receiving EL services. An English-proficiency screener will be administered to non-English students enrolling in school for the first time or from out-of-state within 30 days of the beginning of school. Once the school year is in progress, the non-English students must be screened within two weeks of enrollment.

Transferring ELs are identified through school records from the previous school to determine if EL eligibility has been established and services provided. If not, we proceed to administering them a screener to determine language proficiency levels.

III. Assessment

A. Parents of students identified for EL services will be notified with a written permission letter. If a parent refuses services, the EL teacher/paraprofessional has a conversation with the parent to determine why services were refused. Students whose parents refuse services are still supported in the classroom.

B. Students identified for the first time will be given an English-proficiency screener as determined by the LDOE or the LAS Links (2-12) and preLAS Links (K-1) to assess the level of English proficiency.

C. EL staff who administer the English-proficiency screener has completed training and demonstrated competency on the giving the tests.

D. Students who score a level of 3 or below in English proficiency qualify for the EL program.

E. Information from the assessment will be shared with students, administrators, teachers, and parents; and will become the basis of the student's learning plan.

F. All EL students will be given a state English language proficiency test (ELPT) by March 20th of each year to measure progress.

G. Test data on all students is stored in individual cumulative files at each school, and at the Title I/Title III office in room 1 at LeBlanc Special Services.

IIIb. Assessment & Instruction

District EL staff, counselors and teachers will be responsible for working with students and families to interpret ELPT assessment information. Assessment data will be used to determine individualized learning goals and instructional support, as well as appropriate classroom, testing, and grading accommodations, if any.

IV. Educational Approaches for LEP Students

A. The district assures that EL teachers and paraprofessionals provide instructional assistance in the classrooms. This instructional assistance includes helping ELs understand tasks, restating directions in the native language if necessary, as well as interpreting for students. The district EL staff consists of six certified EL teachers who are assigned to schools with a high enrollment of EL students, as well as nine paraprofessionals who are assigned to primary grades, and who are under the supervision of the EL Lead teacher. EL staff provide supplemental instruction supporting core classes and assist with modifying

classwork to meet the students' English proficiency levels. All EL students in the district have access to the same technology, and resources as non-EL students.

B. An individualized EL educational plan will be developed for identified students which will include:

- a description of the EL services;
- accommodations provided for each EL students in the classroom and for testing;
- strategies/materials for teachers for student's participation in the regular classroom;

C. EL Services and activities are provided specifically for ELs, including immigrant students, to increase language proficiency and enhance instructional opportunities.

- 6 EL teachers, 8 EL paraprofessionals and 1 EL Lead teacher to support and assist paraprofessionals hired full time to provide daily instructional assistance in the classrooms to assure the utilization of the LA Student Standards/English Language Proficiency (ELP).
- Classwork is modified to meet students' proficiency levels.
- Students have access to the same technology, and instructional materials as non-EL students.
- Materials and technology supplies (Translators, dictionaries, Pictionary's, iPads with Rosetta Stone, Rosetta Stone networked throughout the district in each school's computer lab
- Additionally, EL students all have access to the same technology, and instructional materials as non-EL students throughout the district.

V. Staffing & Professional Development

The program will provide instruction by authorized staff trained in instructional strategies for English Learners, or by qualified tutors/paraprofessionals supervised by such authorized and qualified staff.

- When appropriate, provide small group and/or 1:1 guidance by district employee. This may include Title III/EL program personnel along with additional resources available throughout the district.
- When available and appropriate, provide tutoring and mentoring opportunities through secondary students who freely volunteer, are not missing critical instruction time, are adequately fluent in English (especially in targeted content area), and always under the supervision by qualified EL personnel.
- Regular education licensed staff will work with EL students in the regular classroom and provide time for specialized instruction by the EL personnel. The licensed teacher will also assist by providing appropriate materials for EL teachers/paraprofessionals working with their students.
- Provide PD for the EL staff through LaTESOL/LDOE
- EL staff PLCs and PLCs at each school throughout the district
- The district will make provisions for continued PD for EL staff to maintain skills and meet qualification requirements through access to Title III training opportunities through State and Regional training opportunities.

VI. Exiting Students

A. All EL students are tested using the English Language Proficiency Test by March 20th each year. Scores are recorded in individual EL records in student cumulative files. Results are compared with previous scores and a determination of reclassification or exiting is made at that time. When a student is determined through the assessment to meeting English proficiency, the student's parents will be notified in writing of this progress and of the ending of EL services.

B. Annual evaluation results are communicated to principals and teachers by completing an EL Notification Slip, which summarizes test results and signals any changes of status (i.e. exiting/monitoring). These notification slips will also be placed in the student cumulative files.

C. In addition to testing, EL staff will check grades and attendance records for students who are currently in monitoring status using PowerSchool reporting program. Students experiencing any academic problems will be assessed for re-admittance and/or referred to the school building level committee for consideration for other building support services.

VII. Equal Access to Other District Programs

A. The district will follow established procedures for identification and referral to Special Education and Talented and Gifted programs. Students can be referred to these programs by any staff member or parent request. Additionally, building counselors and/Student Services coordinator will review state standardized scores and student progress to screen students for referral to either Special Education or TAG.

B. Testing for Special Education will only be recommended after careful review of student records to try and rule out lack of instruction and EL factors. When referred for Special Education testing, the district will select tests that are most appropriate for the EL student. Results of Special Education testing, along with test planning and IEP planning are completed with certified interpreters.

C. Parents are notified of extracurricular opportunities available in the district through regular parent newsletters from each school.

VIII. Parent & Community Involvement

A. Parent outreach will occur through individual contact by EL staff and through organized community meetings. Major school events are translated into Spanish and sent home with students as part of the weekly newsletters at the primary and secondary levels.

B. Parents will have the opportunity to be involved in the annual review of Title I programs through responding to request for feedback/suggestions or by attending the annual interest group meeting charged with program review and goal development. EL report cards, indicating level of English proficiency, are sent home in the student's native language.

C. District Report Cards, and other pertinent information will be sent home in the student's native language.

D. Information regarding child's placement, progress and services will be provided in the parent's native language whenever possible.

E. Weekly class to teach English at East Ascension High school by bilingual teachers at no cost to parents.

F. Annual parenting class, taught in Spanish to discuss district policies/procedures and how to fill out forms at East Ascension High School for the entire district.

G. All Schools within the district has translated information and forms in Spanish.

IX. Program Evaluation, Review & Improvement

A. Oversight of the Ascension Parish School District EL Program will be administered by the Director of SPED/Federal Programs, and the Title I/Title III Coordinator.

B. Oversight will include evaluation of program effectiveness, student progress, staffing, staff development needs, materials and EL program goals.

C. Oversight will also include determining program budget, maintaining financial and instructional records and participate in EL data collection as per state and federal guidelines.

D. District EL staff will meet at least 2 times per year for the purpose of comprehensive program review, student progress monitoring (program effectiveness) and to identify needs/set new goals for the District EL program.