

# Lincoln County School District #2

## District ELL Plan

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“If we give students the gift of bilingualism, of multilingualism -- if we give students the gift of *those* skills and *those* opportunities -- they have a better sense of themselves, their community, and their future, and a better appreciation for our diversity as a country...we aspire to a day when every child has the opportunity to be bilingual or multilingual and we have much work to do to pursue that goal.” (US Department of Education)

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## **Introduction**

The purpose of this document is to first explain the legal requirements and the educational rationale behind ELL education. Second, outline goals for the ELL program in Lincoln County School District #2. Third, this document will summarize procedures for the identification of an ELL student required in the state of Wyoming. Fourth, relate the services that ELL students will receive in Lincoln County School District #2. Fifth, detail the program evaluation process in Lincoln County School District #2.

## **Legal Requirements**

All students at Lincoln County School District #2 have meaningful access to the district's education as required by Title VI. The following summaries provide the legal foundation for the ELL program at Lincoln County School District #2.

### ***Title VI, Civil Right Act***

“Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities receiving federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title VI. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs” (Laws and Guidance).

### ***Bilingual Education Act***

“The Bilingual Education Act provided funds in the form of competitive grants directly to school districts. These grants were to be used by the districts for: (1) resources for educational programs, (2) training for teachers and teacher aides, (3) development and dissemination of materials, and (4) parent involvement projects.

The Act did not explicitly require bilingual instruction or the use of the students' native language for educational purposes, but encouraged innovative programs designed to teach the students English. The Act also placed priority on low income families; non-English-speaking students from families with moderate income levels were not included.” (Stewner-Manzanares, 2)

### ***Equal Education Opportunity Act***

“The EEOA came into effect when school boards in the United States were involved in court-required busing of students to desegregate schools and soon after the Supreme Court decided Keyes v. School District No. 1, Denver, Colorado (1973), and Lau v. Nichols (1974).” (usedulaw.com) After several rulings, School Districts are required to come up with a program for services for students with limited English Proficiency.

### ***Castenada vs Pickard***

“In this case, which was filed against the Raymondville, Texas Independent School District (RISD), Mexican-American children and their parents claimed that the district was discriminating against them, because of their ethnicity. They argued that classrooms were segregated using a grouping system based on racially and ethnically discriminatory criteria. School districts were required to establish bilingual education according to the Lau vs. Nichols ruling, yet, there was no way to evaluate the adequacy of the school’s approach. Consequently, sometimes it could result in inadequate separation.

This case was tried and on August 17, 1978 the judge ruled in favor of the defendant, stating that the district had not violated any of the plaintiff’s constitutional or statutory rights. The ruling was appealed and in 1981, the Fifth Circuit Court of Appeals ruled in favor of the plaintiffs. In addition, the Castañeda vs. Pickard case established three criteria for a program that serves LEP students. These measures determine whether a school district is serving the LEP students and if the program addresses the needs of these students.

The principles are as follows:

It must be based on “a sound educational theory.”

It must be “implemented effectively,” with adequate resources and personnel.

After a trial period, it must be evaluated as effective in overcoming language handicaps.”  
(web.stanford.edu)

### ***Plyler v. Doe***

“In June 1982, the Supreme Court issued *Plyler v. Doe*, a landmark decision holding that states cannot constitutionally deny students a free public education on account of their immigration status. By a 5-4 vote, the Court found that any resources which might be saved from excluding undocumented children from public schools were far outweighed by the harms imposed on society at large from denying them an education” (americanimmigrationcouncil.org).

## **Educational Rationale**

Lincoln County School District’s ELL program is a program that is consistent with best educational practices.

### ***General Considerations***

**ELLs need not give up their first language to learn a second language.**

“The development and maintenance of skills and proficiency in the first language enhance acquisition of a second language. Compared to students who are not proficient in their first

language, those who are first- language proficient will acquire English more quickly, and will learn to read faster and more easily. Parents can provide, and should be encouraged to provide opportunities for students to speak and read in their native language” (qtd. Cedarburg School District ELL Program Plan).

**Lack of English proficiency does not in itself qualify a student for Special Education services.**

“A student who lacks English language skills is different from an individual with a language disorder. A student from another culture may have different behavior expectations, learning styles and prior education. A student may not be able to pronounce speech sounds in English if these sounds are not present in their first language (L1). This is not a learning, speech, or hearing disorder. Students may acquire a language at different rates. In order to correctly determine if a student has a learning disorder a student should be assessed in his or her native language” (qtd. Cedarburg School District ELL Program Plan).

**It may take a long time for a student to learn English well enough to participate fully in an all-English- language mainstream classroom.**

“Researchers have concluded that it may take from three to ten years to master sophisticated English in the four skill areas (listening, speaking, reading, writing) required for full participation and learning in an academic setting (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). The amount of time will vary with each student’s background, age, experience, and first-language literacy, as well as with the amount of support provided by school and parents. It is important to note that the oral language needed for basic survival, while acquired relatively quickly (1 to 3 years), by itself is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language—or even slang—may lead mainstream teachers to believe that an English language learner is reasonably proficient in English. Yet, the student actually may not know enough English to fully participate academically in an English-medium mainstream classroom. The acquisition of these Basic Interpersonal Communicative Skills (BICS) (Cummins, 1979, 1981) is an important first step in learning English. BICS alone, however, are not sufficient to enable English language learners to take advantage of the educational opportunities offered in the all-English mainstream classroom. Cognitive Academic Language Proficiency (CALP) (Cummins, 1979, 1981) can be reached and the student is able to actively and fully achieve academic success” (qtd. Cedarburg School District ELL Program Plan).

**District Goals**

**Goal 1:** ELL students will gain competency in speaking, reading, writing, and listening according to WIDA English Proficiency Standards.

**Approach:** Students will be assessed through WIDA assessments WIDA Screener/MODEL. At the end of every year students will take the ACCESS for ELL's and demonstrate progress and a score increase from year to year.

**Goal 2:** The ELL program will promote students mastery of academic material while they learn a second language.

**Approach:** ELL Coordinator will closely collaborate with classroom teachers disseminate curriculum to aids and provide instruction of rigorous academic language individually tailored to students. Students will then show progress on in-class assessments.

**Goal 3:** Provide English instructional support before mainstreaming.

**Approach:** ESL Coordinator will instruct and assess students to determine proficiency levels. Students will also demonstrate competency on the WIDA assessments. Once students have demonstrated proficiency they will be placed on a four year monitor status.

**Goal 4:** Invite families to participate in the education process.

**Approach:** Families of the ELL students will be contacted either in person or through alternative forms of communication and invited to attend school events that involve their child. ELL coordinator will work closely with families to ensure communication barriers are overcome and families feel they can participate in the educational district.

## **Program Procedures**

### ***Identification***

1. When a student enrolls in the school district, a Home Language Survey (HLS) is completed. This survey is distributed by the school secretary. The Home Language Survey must be completed at the time of registration online. Translations of the Home Language Survey (HLS) will be provided on an as-needed basis. Secretaries are expected to notify ELL coordinators of any new families that register with the school throughout the year.
2. Any surveys with languages other than English indicated anywhere on the form are immediately forwarded to the district ELL Coordinator. Home Language Surveys will then be reviewed and the family will be contacted to confirm that another language is in fact spoken in the home. (ELL Coordinator will run a report regularly to ensure prompt identification of students). Next, the ELL teacher will informally screen the student by meeting and speaking with the student. The ELL teacher will also contact the parents to determine potential ELL status and enrollment in the school's ELL program. When the screening and identification process is complete, the HLS will be logged online through Infinite Campus.

3. At that point, a decision to administer the WIDA/MODEL screener for Kindergarten age students by the district ELL staff will be made. The identification and assessment of new ELL students as described will occur within 30 days if the child enters the district at the beginning of the school year, or within 14 days if the child enters after September 30th.
4. The results of the screener are analyzed by the ELL staff to record the proficiency level and determine if the student qualifies for ELL service. Following administration of the screener the ELL coordinator will then collaborate with the classroom teacher and parents to confirm results are accurate. The ELL coordinator will also check other assessments administered by the school district to confirm accuracy in assessment results.
5. If a student is identified as ELL, the student will enter the ELL Program. Lincoln County School District serves ELL students through push in, pull-out and content-based instructional approaches. Students at the primary school are served through push-in instruction. Students who have scored below a level 3 on the WIDA assessments at the elementary schools are pulled out of their regular classrooms for a portion of the day to receive instruction in English language development either individually or in small groups. Students at the middle and high schools are served through a content-based assigned ESL class. The instruction is Content-based, in which English is learned via thematic units that allow for the assimilation of language learning and academic content. Technology-driven instruction in ELL classes enhances and accelerates the students' learning. Utilization of the "Reading Horizons" software by ELL students allows the students to facilitate their own learning in a self-paced way and begin the process of progress monitoring. Depending on student motivation, attendance and progress, the student will be evaluated. If the student does not improve, other services may be added to the student's ELP.

New students to the district who have been previously enrolled in a Wyoming school should have ELL and ACCESS data available that will be used in the identification process, and no WIDA/MODEL screener will be needed in most cases. ELL staff 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
- Individualized English Language Learner Plan
- Monitoring Form (non-active ELL)

## **Enrollment**

When students enter the district, parents complete a home language survey online. The ELL coordinator or designated ELL teacher will then talk to the family to determine if screening is needed. Parents will receive the home language survey in a language of their choice. If the home language survey indicates potential ELL needs, the screening process will commence. The identification and assessment of new ELL students as described will occur within 30 days if the child enters the district at the beginning of the school year, or within 14 days if the child enters after September 30th. The Lincoln County School District utilizes assessment tools from WIDA (World-class Instructional Design and Assessment) Consortium. The WIDA Screener assessment will be given to students in 1 through grade 12. The WIDA MODEL Speaking and Listening Tests will be given as a screener to students in Kindergarten.

A student's score on one of these screeners will determine his/her need for ELL services. The results of this screener will indicate an English proficiency level of 1 through 6. A score of Level 1 through Level 5 indicates to the ELL Coordinator that the student is in need of further English language development and ELL services. The ELL Coordinator will contact the parents of the ELL student to obtain written permission for placement into the district's ELL Program. The teacher will attempt to contact the parent(s) at least three times; each attempt will be documented. If no parent contact can be made, the student is automatically placed in the ELL Program.

The services that will best aid the particular ELL student will be determined by the ELL Coordinator. The ELL teacher will indicate the student's English language proficiency levels on the Individual Language Plan (ILP); the ELL teacher will then distribute this ILP to the necessary stakeholders. In addition, the screener will be placed in the student's Cumulative folder.

There will be cases where the Home Language Survey indicates a need for screening by the WIDA Screener, yet the child scores at a level higher than Level 5.5. If any students' scores higher than a 5 on the screeners he or she meets Wyoming's minimum requirements for English Proficiency and will not be required to enter the ELL program.

New students to the district who have been previously enrolled in a Wyoming school will, in most cases, not need to be screened as screener results should already be available. If LCSD2 does not receive the results within 30 days, the student will be screened.

### ***Assessment Tools:***



WIDA MODEL : Measure of Developing English Language (Kindergarten Only)  
ACCESS for ELLs: Measures language proficiency in content areas  
Past Academic Record  
Teacher observations (result of consulting with the teacher)

## **Staffing and Resources**

A certified ESL teacher will provide content based/consultative ESL, pull-out ESL, and push-in ESL to content and special area teachers.

### ***Teacher English Fluency***

All teachers working with ELL students will demonstrate English competency through one of the following:

**Those born in the United States or other English speaking countries who state that their first language is English:**

- Birth certificate
- High School diploma from a school where the language of instruction is English; or
- A college degree from a college or university where the language of instruction is English; or
- Teacher certification in the United States
- The birth certificate plus one of the others is all that is required.

**Those whose first language is NOT English:**

- A proficient level score on the Test of English as a Foreign Language (TOEFL) exam or similar English Language Fluency exam.
- A college degree from an English speaking university, or similar documentation showing successful education in an English speaking college or university.

\*All employees are required to show proof of competency through these methods, this must be done individually at the beginning of employment.

### ***Paraprofessionals***

All paraprofessionals working with ELL students will demonstrate English competency through one of the following:

- Graduation with a Bachelor's degree or higher from an American University
- Demonstration of competency through examination (i.e. parapro examination)

## ***EL Instructional Program Description***

### **ENTERING/Level 1: Eligibility criteria: WIDA score of a 1.0 – 1.9**

#### Elementary (Grades K-5):

- Push-in support services in a content area by an EL paraprofessionals (60 -90min per day)
- Test support Push in support services in content area
- Individual Resources available for independent practice
- Progress Monitoring with AIMSWEB
- Pull-out for English Instruction using *Reading Horizons Discovery/Picture Dictionary for the Content Areas Kids*.

#### Middle School (Grades 6-8):

- English push-in/pull-out services by an EL certified teacher. (50 min Day)
- Academic support
- Test Support
- Individual Resources available for independent practice
- Reading Horizons/Picture Dictionary for the Content Areas Curriculum with progress monitoring

#### High School (Grades 9-12):

- English Language Learner class instruction by an EL certified instructor (50 min day)
- Test Support
- Content area assistance (high school level)
- I-Lit ELL

### **EMERGING/Level 2: Eligibility criteria: WIDA score of a 2.0 – 2.9**

#### Elementary (Grades K-5):

- Push-in support services in a content area by an EL paraprofessional (60 -90min per day)
- Test support
- Push in support services in content area
- Duolingo available for independent practice
- Progress Monitoring with AIMSWEB

#### Middle School (Grades 6-8):

- English Learner instruction daily by an EL certified instructor (at least 30 minutes per day)
- Test Support
- Reading Horizons/Picture Dictionary for Content Areas Curriculum with progress monitoring

#### High School (Grades 9-12):

- English Language Learner class instruction by an EL certified instructor (50 min day)
- Test Support
- Content area assistance (high school level)
- I-Lit ELL

**Level 3: Eligibility criteria: WIDA score of a 3.0 – 3.9**

Elementary (Grades K-5):

- Push-in support services in a content area by an EL paraprofessional (60 -90min per week)
- Test support
- Push in support services in content area
- Progress Monitoring with AIMSWEB

Middle School (Grades 6-8):

- English Learner instruction daily by an EL certified instructor (at least 30 minutes per day)
- Test Support
- ELL Class Reading Horizons Phonics Instruction

High School (Grades 9-12):

- English Language Learner class instruction by an EL certified instructor (50 min day)
- Test Support
- Content area assistance (high school level)
- I-Lit ELL

**EXPANDING/Level 4: Eligibility criteria: WIDA score of a 4.0 – 4.5**

Elementary (Grades K-5):

- English Learner instruction by an EL paraprofessional, (60-90 minutes per week), as needed.
- Paraprofessional support content areas, as needed

Middle School (Grades 6-8):

- English Learner instruction daily by an EL certified instructor, if needed

High School (Grades 9-12):

- English Language Learner class instruction by an EL certified instructor (50 min day)
- Test Support
- Content area assistance (high school level)
- I-Lit ELL

**BRIDGING/Level 5: Eligibility criteria: WIDA score of a 4.5 – 5.9**

- Students who score at the Bridging level on the WIDA and demonstrate proficiency on the criteria listed above are exited from the EL program and considered Monitor

### ***Materials and Resources***

Examples of materials include, but are not limited to (materials will be used based on student's needs:

- Traditional textbooks
- Modified texts (Reading A-Z)
- Native language texts (Kindle Books/Hard Copies in Native Languages)
- Web based instructional materials
- ESL content materials by subject area
- Audio books
- Bilingual supplemental books (novels, fiction)
- Computer software
- Scheduled teacher tutoring time
- Parent / Family communication aide

### **Accommodations and Designated Supports**

Accommodations for ELs are provided in collaboration with classroom teachers. LCSD2 ESL staff collaborate with regular classroom teachers for ELs enrolled in ESL services. Building level PLCs (Professional Learning Communities) communicate regarding 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 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.

## **Exit Criteria**

All active EL students must complete the ACCESS assessment even if parents refuse services and if the student just moved to the district. If they get a WIDA score of 4.6 or higher as a composite score and a 4.3 or higher on the literacy score, they will be exited. However, if a team of teachers and ELL teacher feel that score is inaccurate, that student can be reassessed. For example, the student is failing classes and struggling with the language, a team can meet to reassess.

## **Monitor Status**

When an Active EL student tests English proficient on the ACCESS for ELLs he/she is moved to Monitor Status Year 1 at the beginning of the following academic year. In the following academic year the student is moved to Monitor Status Year 2 and will be monitored up through year 4.. In each of these years students still receive interventions and scaffolding on an as needed basis. Coordinator will have classroom teachers fill out a report biannually regarding student's progress. The results from this report will be used to determine if reclassification is necessary. Grade checks will be made to ensure students are meeting content standards.

## **Program Evaluation**

LCSD2 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, LCSD2 academic content is evaluated through performance, progress on report cards, attendance, and graduation. LCSD2 utilizes data to determine the percentage of students attaining English proficiency to make adjustments to its IELP's, instructional methods, etc. if it is determined that the program as implemented is not successful.

## **Communication/Parent Engagement**

- Lincoln County School District #2 believes it is imperative to provide the resources necessary to involve parents in the school system. The following steps will be taken to aid parents' engagement in the school system. Provide parents with information about enrollment, rights, and schools in the US.
- ELL Coordinator or ELL staff will contact parents upon enrollment.
- Parents will be notified of their right to request information about the qualifications of their child's teacher to include state license status with approved subject areas, emergency/provisional status, and field of discipline. Parents will also be notified of their right to request information about paraprofessionals providing services to their child.

- ELL staff will discuss the ELL plan with parents and provide suggestions on how to help their child succeed in school.
- Translate the necessary documents for parents as needed so they participate meaningfully in the school district.
- Provide opportunities for parents to meet with the ELL staff and express opinions. Aid parents in their involvement in the community.

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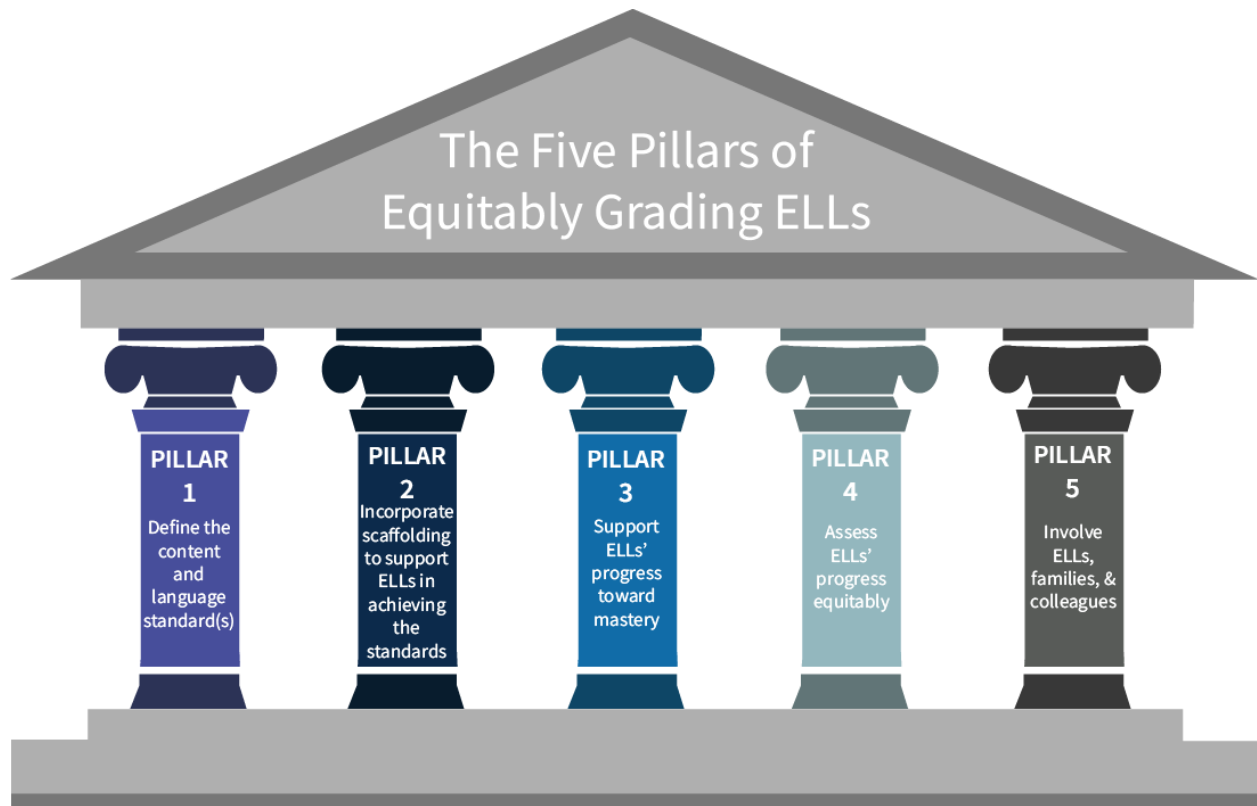
**Writing Modifications/Accommodations according to WIDA Level  
Strategies/Guiding Principles**

Student: \_\_\_\_\_ ELL Score: \_\_\_\_\_

1. *Teachers demonstrate how writing and reading are connected.*
2. *Teachers demonstrate how writing and reading are tools for thinking and learning.*
3. *Teachers explicitly demonstrate how brainstorming, drafting, revising, and editing are recursive processes.*
4. *Teachers model exemplary writing practices for their students and demonstrate how writers write about topics that are meaningful to them.*
5. *Teachers teach grammar in the context of actual writing.*
6. *Teachers provide varied and increasingly challenging writing experiences for students at all grade levels.*
7. *Teachers develop a list of core words for their students to use in their writing.*
8. *Teachers regularly integrate spelling into writing and reading instruction.*

Level		Expectations/Modifications
Level 1	Word	<b>Copy Sentences/Sentence Stems-</b> Teachers lead discussions and models how writing should look. Teacher also teaches grammar and text structure. <b>Sentence stems</b> can be used on pre taught vocabulary.
Level 2	Sentence	<b>Cloze paragraphs with or without word banks.</b> Students at this level can fill in cloze paragraphs depending on the needs of the students; this writing may need to be scaffolded by word banks. Simple sentence responses should be used.
Level 3	Paragraph	<b>Write on their own with prompts.</b> Students at this level are gaining independence and can generate more ideas on their own. They will need scaffolds to help generate ideas (i.e. graphic organizers). Transitions word may need to be provided.
Level 4	Multi-paragraph Essay	<b>Enrichment.</b> Students at this level receive enrichment support. They should be able to generate ideas on their own and transition between paragraphs and be very close to independence. Most writing tasks should be largely completed on their own.



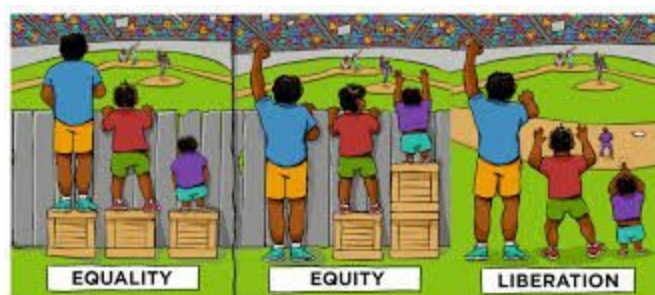
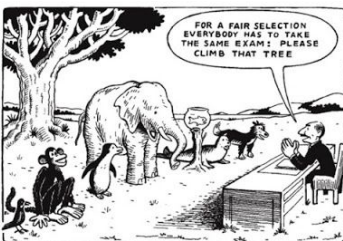


The Five Pillars of Equitably Grading ELLs by Diane Staehr Fenner, Jill Kester, Sydney Snyder

- 1-Define Standards, Determine Success Criteria to meet these standards, Provide models for ELL students.
- 2-Material Scaffolding, Instructional Scaffolding, Strategic Grouping
- 3-Work with the content teacher to determine supports that are equitable.
- 4-Assure that ELL's can demonstrate knowledge of content.
- 5-Assure that ELL's parents understand grading procedures.

### Grading Divisions

3 Pronged Approach-student's **product** (mastery of content), **process** (effort, motivation, and participation), and **progress** (improvement over time). 33.33% Each



Student: \_\_\_\_\_

Reading Score: \_\_\_\_\_

## Reading ELL-5 Components of Reading

### 1. Phonemic Awareness:

- a. **Challenges:** Students may not be able to hear the sounds
  - i. **Strategies:** Model the sounds, help beginning readers hear sounds with short words.

### 2. Phonics:

- a. **Challenges:** It is difficult for students to distinguish the components of phonics. Older students may have limited literacy skills in native language.
  - i. **Strategies:** Teach phonics in context, have students write for sound, help students make connections between 1st language and English.

### 3. Vocabulary Instruction:

- a. **Challenges:** Limited comprehension, limited vocabulary foundation, limited academic vocabulary.
  - i. **Strategies:** Pre-teach vocabulary, focus on cognates, give students opportunities to practice words in context.

### 4. Fluency:

- a. **Challenges:** Native speakers who are not strong decoders can often comprehend text that is read to them better than text that they read themselves. That's because when someone else is doing the reading, they can focus on meaning without having to struggle to get the words off the page. With ELLs, however, comprehension problems tend to be associated with limited vocabulary and limited background knowledge. Thus, listening to text read by someone else may not enhance comprehension.
  - i. **Strategies:** Balance fluency and comprehension, allow students the opportunity to read out aloud, allow students to follow along with audiobooks.

### 5. Comprehension

- a. **Challenges:** Limited ability to read for meaning.
  - i. **Strategies:** Build background knowledge, check comprehension frequently, use questions during and after reading.

**Reading Guide Per Level (Adapted from WIDA CAN DO Proficiency Levels)**

Level		Expectations/Modifications
Level 1	Visual Representation	<p><b>Native/Modified texts/Alternate Reading/Phonics Pullout:</b>            Expect: Match, sort, categorize visuals to words/phrases, identify opinions from visuals, read everyday signs, symbols, listen to audiobooks and follow text</p>
Level 2	Sentence-Level	<p><b>Modified texts/Alternate reading</b>            Expect: Locate main ideas of a series of sentences, compare content-related text with pictures, listen to audiobooks and follow text, answer questions with “who,” “what,” “where,” and “when” statements. Use a bilingual dictionary to help infer the meanings of words.</p>
Level 3	Paragraph	<p><b>Text Type Pre-teaching/Language Function</b>            Expect: Apply multiple meanings of words/phrases to social and academic contexts. Identify topic sentences or main ideas and details in paragraphs. Recall events and persuasive language. Answer questions about explicit information in texts. Differentiate between fact and opinion in text. Order paragraphs or sequence information within paragraphs, summarize and ask questions about unclear sports in reading.</p>
Level 4	Multi-paragraph/ Novels	<p><b>Enrichment/Explicit Vocabulary Instruction</b>            Expect: Compare/contrast authors’ points of view, author's purpose, characters, information, or events. Interpret visually- or graphically-supported information. Infer meaning from text. Match cause to effect. Evaluate usefulness of data or information supported visually or graphically.</p>

## LCSD#2 EL Tracker for the year of \_\_\_\_\_

The MODEL will be administered to students in kindergarten and 1st semester of 1st grade.  
The WIDA Online Screener will be administered to students in the 2nd semester of 1st grade through grade 12.

<b>School/ Grade</b>	<b>Student Last Name</b>	<b>Student First Name</b>	<b>Date Enrolled</b>	<b>Date screened</b>	<b>Overall Composite Proficiency Level or Oral Language Proficiency Level if kindergarten 1st semester</b>	<b>Date entered into ELL services</b>

## English Learner Parent Notification

Date: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Primary Language: \_\_\_\_\_

Dear Parent(s):

Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to Federal law, our school district is required to assess the English language proficiency of your child. This letter is intended to notify you of these assessments, program placement, and our recommendations that are available to your child according to ESSA, Section 1112, (e)(3)(A).

Your child enrolled in our school on \_\_\_\_\_ and has been identified as requiring services for English language. Your child's English skill was assessed with the:  MODEL;  WIDA Screener; or  ACCESS for ELLs and received a composite score or scores of \_\_\_\_\_. Scores lower than a 4.5 on the WIDA Model and a 4.6 overall with a literacy requirement of 4.3 qualify a child to continue or be placed in a language instruction educational program.

We offer the supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is 95%. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

### **The following ELL services are offered by the district:**

Lincoln County School District #2 uses a hybrid of push-in/pull out method of instruction to meet the needs of their multilingual learners. All methods of instruction help to aid the students in communicating in English: Social, Language of Science, Language of Mathematics, Language of Social Studies, and the Language of Language Arts. Each student in the program has a specific individualized plan to meet his or her language needs. The district strives to keep students in the classroom and ELL staff works closely with teachers to improve language skills while students are learning content. The expected time students are in the program on average is 6 years.

Once your child reaches a proficiency score of 4.6 on the ACCESS for ELLs assessment and a Literacy Performance Level of 4.3 or higher, he/she will exit as an active English Learner and be monitored for four years. If your child needs support during this time, we will provide him/her with the necessary assistance. *The expected time your student will be in the program is \_\_\_\_\_ years.*

You have the right to refuse English learner services for your child; however your child will still be identified as an active English learner and be required to participate in the ACCESS for ELLs assessment each year until proficiency is achieved.

If you would like to decline participation for your child, or discuss different options and supports offered, please contact the person listed below. Thank you.

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

## Notificación a los padres de aprendices de inglés

Fecha: \_\_\_\_\_ Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_  
Nombre del estudiante: \_\_\_\_\_ Idioma principal: \_\_\_\_\_

Queridos padres):

Al inscribirse, se anotó un idioma diferente al inglés en la Encuesta sobre el idioma del hogar de su hijo. De conformidad con la ley federal, nuestro distrito escolar debe evaluar el dominio del idioma inglés de su hijo. Esta carta tiene la intención de notificarle sobre estas evaluaciones, la ubicación del programa y nuestras recomendaciones que están disponibles para su hijo de acuerdo con ESSA, Sección 1112, (e) (3) (A).

Su hijo se inscribió en nuestra escuela el \_\_\_\_\_ y se ha identificado que requiere servicios para el idioma inglés. La habilidad en inglés de su hijo se evaluó con:  MODELO;  Evaluador de WIDA; o  ACCESO para estudiantes ELL y recibió una puntuación compuesta o puntuaciones de \_\_\_\_\_. Los puntajes inferiores a 4.5 en el Modelo WIDA y 4.6 en general con un requisito de alfabetización de 4.3 califican a un niño para continuar o ser colocado en un programa educativo de instrucción de idiomas.

Ofrecemos los apoyos a continuación para ayudar a mejorar las habilidades de escucha, habla, lectura y escritura de su hijo en inglés, así como para apoyar sus necesidades académicas. Para los estudiantes de secundaria que reciben estos apoyos adicionales, la tasa de graduación es del 95%. Tenga en cuenta que si su hijo tiene una discapacidad, los servicios de su programa de idiomas se desarrollan junto con el personal de educación especial y apoyan el Programa de Educación Individualizada (IEP) de su hijo.

El distrito ofrece los siguientes servicios ELL:

El Distrito Escolar # 2 del Condado de Lincoln utiliza un método de instrucción híbrido de empujar hacia adentro / hacia afuera para satisfacer las necesidades de sus estudiantes multilingües. Todos los métodos de instrucción ayudan a los estudiantes a comunicarse en inglés: Social, Lenguaje de las ciencias, Lenguaje de las matemáticas, Lenguaje de los estudios sociales y Lenguaje de lengua y literatura. Cada estudiante del programa tiene un plan individualizado específico para satisfacer sus necesidades lingüísticas. El distrito se esfuerza por mantener a los estudiantes en la clase y el personal de ELL trabaja en colaboración con los maestros para mejorar las habilidades lingüísticas mientras los estudiantes aprenden el contenido. El tiempo esperado de los estudiantes en el programa es de 6 años.

Una vez que su hijo alcance un puntaje de competencia de 4.6 en la evaluación ACCESS for ELLs y un nivel de desempeño en alfabetización de 4.3 o superior, saldrá como un aprendiz de inglés activo y será monitoreado durante cuatro años. Si su hijo necesita apoyo durante este tiempo, le proporcionaremos la asistencia necesaria. El tiempo esperado que su estudiante estará en el programa es \_\_\_\_\_ años.

Tiene derecho a rechazar los servicios de aprendizaje de inglés para su hijo; sin embargo, su hijo seguirá siendo identificado como un aprendiz de inglés activo y se le pedirá que participe en la evaluación ACCESS for ELLs cada año hasta que logre la competencia.

Si desea rechazar la participación de su hijo o discutir las diferentes opciones y apoyos que se ofrecen, comuníquese con la persona que se indica a continuación. Gracias.

Nombre en letra de imprenta: \_\_\_\_\_ Título: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_ Correo electrónico: \_\_\_\_\_



## Lincoln County School District #2

Date:

Dear Parents/Guardians:

Congratulations! Your child scored proficient on the spring \_\_\_\_\_ ACCESS for ELLs English Language Proficiency Assessment, along with the Literacy Proficiency requirement and has met the criteria to exit our district's English learner program.

ACCESS for ELLs is an annual assessment test given to all English learners (ELs) to determine a student's level of English language fluency. Based on the results of this test, your child has achieved the needed level of English proficiency to advance in mainstream classroom academics without additional English language support services.

Because your child has exited the EL program, he or she will no longer participate in our EL services; however, your child will be monitored for four years to ensure he or she is meeting challenging state academic standards. The first two years of monitoring are formal and will be evaluated based on your child's progress on report cards, various assessments such as WY-TOPP, MAPS, DIBELS, etc.

Monitoring forms will be completed for the first two years to evaluate your child's progress. In years three and four, although these are for accountability and reporting purposes, a degree of oversight is required to ensure continued progress in meeting academic standards. Monitoring in years three and four will be completed by review of WY-TOPP results, report cards, teacher observation and documentation, MAPS, and DIBELS. At any time your child is observed to be struggling, an evaluation will be conducted by a Building Intervention Team (BIT) or teacher observation to determine if your child is still in need of English learner services. At such time, your child will be screened again for services.

We commend your child for the progress he/she made in achieving English language proficiency and thank you for supporting your child's learning. Together, we will continue to help your child succeed in school.

If you have any questions regarding the exit of your child from EL services, please feel free to contact me at the information listed below.

Sincerely,

*Tennyson Draney*  
Secondary ESL Teacher

(307) 887-3554  
Telephone Number

*Breanne Albee*  
Elementary ESL Teacher

(307) 885-7619  
Telephone Number

## **Distrito Escolar # 2 del Condado de Lincoln**

Fecha:

Estimados padres / tutores:

¡Felicidades! Su hijo obtuvo una calificación competente en la evaluación de la competencia del idioma inglés ACCESS for ELLs de primavera \_\_\_\_\_, junto con el requisito de competencia en lectoescritura y ha cumplido con los criterios para salir del programa de estudiantes de inglés de nuestro distrito.

ACCESS for ELLs es una prueba de evaluación anual que se da a todos los estudiantes de inglés (EL) para determinar el nivel de fluidez del idioma inglés de un estudiante. Según los resultados de esta prueba, su hijo ha alcanzado el nivel necesario de dominio del inglés para avanzar en las materias académicas normales del aula sin servicios adicionales de apoyo en el idioma inglés.

Debido a que su hijo ha salido del programa EL, ya no participará en nuestros servicios EL; sin embargo, su hijo será monitoreado durante cuatro años para asegurar que esté cumpliendo con los exigentes estándares académicos estatales. Los primeros dos años de seguimiento son formales y se evaluarán en función del progreso de su hijo en las boletas de calificaciones, varias evaluaciones como WY-TOPP, MAPS, DIBELS, etc.

Los formularios de seguimiento se completarán durante los primeros dos años para evaluar el progreso de su hijo. En los años tres y cuatro, aunque estos son para fines de rendición de cuentas y presentación de informes, se requiere cierto grado de supervisión para garantizar el progreso continuo en el cumplimiento de los estándares académicos. El seguimiento en los años tres y cuatro se completará mediante la revisión de los resultados de WY-TOPP, las boletas de calificaciones, la observación y documentación de los maestros, MAPS y DIBELS. En cualquier momento que se observe que su hijo tiene dificultades, un Equipo de Intervención del Edificio (BIT) o la observación del maestro llevará a cabo una evaluación para determinar si su hijo todavía necesita los servicios para estudiantes de inglés. En ese momento, su hijo será examinado nuevamente para obtener servicios.

Felicitemos a su hijo por el progreso que logró en el logro del dominio del idioma inglés y le agradecemos por apoyar el aprendizaje de su hijo. Juntos, continuaremos ayudando a que su hijo tenga éxito en la escuela.

Si tiene alguna pregunta sobre la salida de su hijo de los servicios de EL, no dude en comunicarse conmigo a la información que se indica a continuación.

Sinceramente,

*Tennyson Draney* (307) 887-3554

Número de teléfono del maestro de ESL secundario

*Breanne Albee* (307) 885-7619

Número de teléfono del maestro de ESL de primaria