Steger

School District 194

English Language Learners (EL) Program

2019-2020

EL Administrator: Jan Lenci

Dr. David Frusher, Superintendent
Jan Lenci, Teaching and Learning Director
Kim Mahoney, Special Education Director
Eric Diehl, Business Manager

Mission Statement
To ensure all students, staff, and stakeholders learn and grow together as a community

Program Manual

Table of Contents

Goals

Goal 1: To provide specialized instruction to assist students whose *home language is not English in attaining English language proficiency

Goal 2: To instruct students in all grade-appropriate Common Core Standards by making the language associated with each of the **seven core disciplines comprehensible

*Home language means the language spoken in the home by the student and/or the student's parents/guardians

**English Language Arts, Fine Arts, Foreign Languages, Physical Development and Health, Mathematics, Science, Social Emotional Learning, and Social Science

Instructional Program

The Steger School District 194 Board of Education's Statement of Educational Philosophy states, **"We will provide a sound program in the basic subjects and disciplines which will stimulate a desire for broad and fundamental learning, leading to intellectual competency which is the primary function of the school."**

In order for this to occur, instructional content must be made comprehensible for each student. Students, for whom English is their native language, are provided comprehensible content through:

- Differentiated and research-based instruction built on foundations in varied objectives and skills known as Bloom's Taxonomy (Bloom, 1956), Multiple Intelligences (Gardner, 1991) and Learning Styles (Canfield, 1988)

- Up-to-date books and materials in English with sufficient photographs, illustrations, charts, graphs, etc. to support text and verbal support in the native language, as needed

- The opportunity to experiment with thinking in their native language including the domains of listening, speaking, reading and writing

Students for whom English is not their first language are likely to find our current curriculum incomprehensible and to encounter challenges that differ from their English-speaking counterparts.

Students with a Strong Foundation in Language Other than English

- Need to be supported in learning abstract content, which may include using their home language (e.g., Reading, Language Arts, Social Studies)

- Need to use their strong home language foundation to transition to the second language (English) in social and instructional settings

- Need to learn concrete content in the second language (e.g., Math, Science, Physical Education, Fine Arts)

- Need to experiment with thinking in both languages utilizing the domains of listening, speaking, reading and writing

Students Lacking a Strong Foundation in Any Language

- Need to develop a strong language foundation in either their home language <u>or</u> their second language (English)

- Need concrete experiences on which to build background to develop language

- Need a great deal of modeling, repetition, and visual support

- Need to experiment with thinking in, first, the language of instruction then, second, in both languages utilizing the domains of listening, speaking, reading and writing

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Identification of Potential English Language Learners

When a student registers in Steger School District 194, the parent/guardian will complete a Home Language Survey.

- **Is a language other than English spoken in your home?**

- **Does your child speak a language other than English?**

If the response to one or both questions on the HLS is "yes", the **W-APT screener** will be administered. This will be done within 30 days after the student's enrollment in the district. (IL Administrative Code Section 228.15e) The district may use the scores from another district provided the score was achieved no more than 12 months prior to the student's enrollment.

<u>Kindergarten through Eighth Grade:</u> If the student's W-APT on reading and writing composite is less 4.2 and the composite proficiency level is less than 5.0, he/she is eligible for services. If the scores are 4.2 and 5.0 or greater, he/she is not eligible for services. (In certain circumstances, eligibility will be determined using multiple factors, i.e. data, teacher input, test scores, etc.)

For eligible students, the W-APT screening staff member will complete the W-APT Screening Record & PowerSchool Template as well as SIS. (Appendix B).

Copy 1: School secretary for PowerSchool data entry on the ACCESS tab

Copy 2: EL Director for program assignment

Copy 3: Student EL folder to be made by EL Director's secretary

Copy 4: Director's secretary will enter data from W-APT in SIS.

Assessment of English Language Learners

All students identified as EL will take the annual **ACCESS** test each January. Determination of the Tier (A, B, or C) will be made by the EL Department. ACCESS results will determine continuation in the program or transition from the program in the subsequent school year.

All students in **grades 3-8** will take the annual **IAR** Illinois Assessment for Readiness each spring. Students receiving full-time services will take the LM version (Linguistically Modified). Students receiving pull-out ESL services will take the traditional version. PARCC results will provide a summative evaluation of the student's progress in meeting the Common Core Standards.

All Kindergarten students will be administered the KIDS Assessment at least twice a year. Subtests include: English Language Arts, Cognitive Math, Social Emotional Development, Learning Self-Regulation, Language and Literacy, Physical Development, English Language Development, Spanish Language Development (if applicable). AIMS web and DRA will be given to our students to properly place them for reading instruction.

All students in **grades 1-5** will be administered the **Discovery Education Assessment Think Link** assessment at least three times a year. Subtests include oral reading fluency, reading comprehension, and math computation. Think Link results will inform instructional decisions. In addition, the DRA will be given to our students to properly place them for reading instruction.

All students in **grades 6-8** will be administered the **Discovery Education Assessment** (Think Link) at least three times a year. Subtests include Reading / Language Arts (vocabulary development, reading strategies, reading comprehension, literary elements and techniques, variety of literary works, grammar, usage, and structure; writing organization / purpose; acquire, assess and communicate information) and Mathematics (number, measurement, algebra, geometry, data analysis and probability). DEA results will inform instructional decisions.

Program of Services

Bilingual/Sheltered English Instruction

Students eligible for EL services are recommended for the full-time Bilingual/Sheltered English Instruction program. The students are "sheltered" in that all classmates are English language learners and students do not have to compete with students who are native English speakers. When a school reaches 20 students or more with the same native language, the program will offer a 20% instructional practices in the native language and 80% in English instructional practices. Teachers use physical activities, visual aids, the environment, and technology to teach important new words so that concepts in reading, writing, math, science, and social studies can be better understood and mastered.

Kindergarten and First Grade classrooms are housed at the Primary Center; instruction is presented in English/Spanish with clarification in the home language, if needed.

Grades 2-4 cluster classroom housed at the Intermediate Center; instruction is presented in English/Spanish with clarification in the home language, if needed.

Grades 5-8 cluster classroom housed at Columbia Central School; instruction is presented in English/Spanish with clarification in the home language, if needed.

English as a Second Language Pull-Out or Push-In

Students approaching proficiency, as measured by ACCESS, and students whose parents decline full-time services receive EL services in a pull-out or push-in program. Students receive services several times a week for a time period of 30 minutes.

Parent Notification

Notice of Enrollment

No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a transitional bilingual education program in the middle of a school year, Steger School District 194 will notify by mail or by personal contact (e.g., conference) that the student has been enrolled in the Bilingual/Sheltered English Instruction or EL program. The notice will be provided in English and in the home language of the student.

Withdrawal by Parent

Any parent or legal guardian whose child has been enrolled in the Bilingual/Sheltered English Instruction or EL program has the absolute right to withdraw the child from the program immediately by submitting a written notice to the school. Before this occurs, we do request that parents attend a meeting, so the program can be fully explained and the parent has the opportunity to ask questions before a final decision is reached.

Notice of Program Transition

No later than 30 days after the beginning of the school year or 14 days after the transition of any student from the TBE or EL program in the middle of the school year, School District 194 will notify by mail/sent home with the student or by personal contact (e.g., conference) that the student has been transitioned from TBE or EL program. The notice will be provided in English and in the home language of the student.

Record of Services

For students identified as English Language Learners an EL Service Record will be maintained at the Administration Center. Information will be updated annually. One copy of the record will be sent to the ELL Director. One copy will remain in the student's EL File.

Records to be kept in the EL File include:

- EL Service Record

- W-APT Screening Record & PowerSchool Template

- Home Language Survey

- Language Proficiency Assessments

  - W-APT

  - ACCESS

- Achievement Assessments

  - IAR

  - PARCC (2018 prior)

  - IMAGE (2006 and prior)

  - Stanford (2007 and prior)

  - Think Link

  - Discovery Education Assessment (Think Link)

- Reports to Parents

  - Report Card copies

  - Program Progress Reports

- Parent Communication (may include letters declining services and surveys)

Transition from EL Program

Transition from the EL Program will be determined by the prior year's ACCESS scores. Students must earn, at minimum, a 5.0 composite and a 4.2 on reading and writing score on Tier B or C of the ACCESS test in order to be transitioned from the program. This is aligned to state guidelines.

If a student has earned a 5.0 composite and a 4.2 reading and writing score, other factors may be considered for continuation in the program. These include, but are not limited to, formative assessment results (Think Link Discovery Education Assessment), summative assessment results (PARCC), report card grades, and teacher recommendation.

For a period of two years following transition from the EL program, the student's progress in general education will be monitored. Monitoring will include:

- Information about the language proficiency level of the student in each of the four domains provided to the classroom teacher

- Grade checks at the trimester

- Meetings with students, teachers, and parents as needed

Staff

Hiring Requirements

Job Descriptions for teachers and teacher aides are found in Appendix B. Teachers must hold current certificates with EL or Bilingual endorsements or approvals. Teacher aides must hold an Associate's Degree or completed 60 hours of college credit or provide a certificate of passing the Work Keys exam at an accredited College/University, which gives them a paraprofessional license.

2019-2020 Staff

Kindergarten TBE/EL Teacher / Primary Center: Mrs. Monica White

1st TBE/ESL Teacher/ Primary Center: Sara Stluka

Grades 3-4 Cluster TBE Teacher / Intermediate Center: Mrs. Alice Garcia

Grades 5-8 Cluster TBE Teacher / Columbia Central: Elva Escobedo

Grades 2-3 Cluster TBE/ESL Teacher /Intermediate Center: Ms. Mary Callahan

Kindergarten TBE Aide / Primary Center: Olivia Martinez

Grades 2-4 TBE Aide/ Intermediate Center: Marcela Ramirez

Grades 5-8 Cluster TBE Teacher Aide / Columbia Central: Maria Pena

Grade 5-8 Cluster TBE Teacher Aide / Columbia Central: Don Elmore

EL Director: Jan Lenci

EL Program Secretary: Megan Van Houtegen

Intermediate Center School Principal: Mrs. Janet Inglese

Intermediate Center School Associate Principal: Mr. Jeff Nelson

Primary Center School Principal: Mrs. Stephanie Winborn

Columbia Central School Principal: Mr. Bruce Nieminski

Columbia Central School Assistant Principal: Mr. Tom Aguirre

Evaluation of Staff

Non-Tenured EL teachers will be evaluated in the first trimester by the building principal using the district adopted evaluation tool. They will be evaluated in the second trimester by the building principal/assistant principal. If necessary, a third evaluation will be conducted by either the director or principal/assistant principal.

Tenured EL teachers will be evaluated according to the Professional Agreement. The building principal/assistant principal will evaluate tenured staff.

Teacher aides will be evaluated twice during the school year before December 1 and before April 1. The first evaluation will be written jointly by the teacher and

principal. The second evaluation will be written jointly by the teacher and principal. A second evaluation will only be conducted, if necessary, which will be determined by the principal and the director.

Parent and Community Participation

Steger School District 194 will establish a parent advisory committee (PAC) consisting of parents, legal guardians, community leaders, transitional bilingual education and EL teachers, and the EL Director. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in the EL program. (IL Administrative Code 228.30)

The committee shall:

- Meet at least four times per year

- Maintain on file with the school district minutes of these meetings

- Review the district's annual program application to the State Superintendent of Education

- Steger School District 194 must ensure that training is provided annually to members of the parent advisory committee.

Evaluation

State Evaluation

Each year, based on the results of the ACCESS test, the state will issue a report that will indicate whether the district has met AMAO (Annual Measurable Achievement Objectives)

The Three AMAO Criteria:

- **AMAO 1 (Progress)**: *at a minimum, LEAs/sub-grantees must assure annual increases in the number or percentage of children making progress in learning English*;

- **AMAO 2 (Proficiency)**: *at a minimum, LEAs/sub-grantees must assure annual increases in the number or percentage of children attaining English proficiency by the end of each school year; and*

- **AMAO 3 (AYP)**: *LEAs/sub-grantees assure the ELL students are making adequate yearly progress (AYP) on the state's academic content assessments*.

Local Evaluation

Periodically, surveys will be conducted to determine need and to measure satisfaction. Surveys may be conducted with students, parents and guardians, and staff. The results of the surveys will direct the future direction of the Steger School District 194 EL program.

Performance Definitions for the Levels of English Language Proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 – Reaching
- specialized or technical language reflective of the content area at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers

5 - Bridging
- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
- oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

4 - Expanding
- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support

3 - Developing
- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or

expository descriptions with sensory, graphic, or interactive support

2 - Beginning

• general language related to the content areas
• phrases or short sentences
• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

1 - Entering

• pictorial or graphic representation of the language of the content areas
• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support
• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct quest