

**OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT
ENGLISH LANGUAGE LEARNER (ELL) PLAN**

**Dr. Michael Vinson, Conservator
Revised 2011**

TABLE OF CONTENTS

Introduction	3
Mission	3
Definition.....	4
Registration Procedures	4
Social Security Numbers	5
Screening and Placement	5
Accommodations.....	6
District English Language Learner Program	6
Programs of Instruction	6-7
Grading.....	7
Testing.....	7
Appendixes.....	9
District Coordinator Framework: K-12	10-11
Tutor Guidelines and Frameworks: K-12	12
WIDA Test Administration Levels.....	13
Evaluation of English Language Learners.....	14
Modifications.....	15
Request for ELL/ESL/LEP Instruction.....	16
Teacher Assistance Team ELL Checklist.....	17
Teacher Assistance Team Form.....	18
Program Evaluation	19
English Language Personal Form.....	20-21
Home Language Survey	22-22
Recommendation Form	24
Notification of Exit/Monitoring.....	26
Waiver of ESL Services.....	27
ESL Teacher Questionnaire.....	28
Mainstream Teacher Questionnaire.....	29
ESL Principal Questionnaire	30-31
Notification of Exemption from Standardized Test K-12.....	32
Transcript Interpretation	33-34
Modification and Verification Forms	35-37
ESL Monitoring Report.....	38-40
ELL Student Accommodation Chart	41
Individualized Education Program Form.....	42-43

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT ENGLISH LANGUAGE LEARNER (ELL) PLAN

Introduction

The Okolona Municipal Separate School District has as an educational philosophy that improving opportunities for all learners so they may experience educational success is a priority for all schools of the district, as well as a district goal. To do so requires that we be responsive to the linguistic and cultural diversity of learners in our schools, therefore the district will apply the following principles of language teaching and learning as a base in working with LEP students:

- Students are treated as individuals with their own needs and interest
- They are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities
- They are exposed to language that is comprehensible and relevant to their own interests and frames of references
- They focus deliberately on various languages form, skills and strategies in order to support the process of language acquisition and the learning of concepts
- They are expose to socio-cultural information and direct experience of the culture embedded within the language
- They become aware of the role and nature of language and of culture
- They are provided with appropriate feedback about their progress, and
- They are provided with opportunities to manage their own learning

The Okolona Municipal Separate School District program design presently consist of a tutorial ELL Approach (Pull Out or In-Class) in which the students are provided tutorial instruction.

The Okolona Municipal Separate School District policy in reference to ELL is policy IDDI. The policy's components include program design, development, and application.

Mission

The mission of the Okolona Municipal Separate School District's English Language Learners (ELL) program is to maximize and accelerate the educational benefit of all students whose primary language is not English. The district promotes a high-quality education that is both nurturing and demanding. We believe that all students can learn but at dissimilar rates and in various ways. The mission is the shared responsibility of the students, parents, teachers, other school staff, the board of education, and the community.

Definition

An English Language Learner (ELL) student shall be defined as a student who:

1. was not born in the United States or whose language is a language other than English and comes from an environment where a language other than English is dominant;
2. is a Native American or Alaskan native or who is a native resident of the outlying areas and comes from the environment where a language other than English has had a significant impact on such individual's level of English language proficiency;
3. is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant;
4. who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Identification of the English Language Learner (ELL)

Registration Procedures

The only requirement for registration of a student is an immunization record and proof of residency in the district. The district may ask parents for additional information that is helpful in meeting the student's educational need, but will not inappropriately withhold the student from school for any amount of time due to the lack of this additional information including birth certificate and social security card.

Every student enrolling in the Okolona Municipal Separate School District will complete a Home Language Survey (see Appendix) to identify the ELL student and need for services. The survey from the current year will be placed in the student's cumulative folder and a copy will be forwarded to the ELL District Coordinator. When all responses indicate the English is the native language used by the student and at home, the student is considered and English only speaker. If the Language Survey indicates that the student's native language is other than English and that language is spoken by the student, the parent, and/or at home, the student is eligible to be considered for services. When ELL services are indicated by the Home Language Survey a student biographical information sheet will be completed by the parent (see Appendix). This form helps to provide prior educational background and related abilities/talents of the student.

Social Security Numbers

Children without social security cards will be enrolled in school. The school will generate a nine-digit number of MSIS for those students who do not have a social security card at registration.

Screening and Placement

A screening will be conducted within the first two weeks after the initial identification to determine the English Language proficiency of the student. The level include entering, beginning, developing, expanding, and bridging. The assessment is administered by the ELL District Coordinator or other designated trained personnel. The District acknowledges that research states that it will take most English Language Learners five to seven years to become proficient in all domains of the language, which includes speaking, reading, listening, writing, and comprehension skills.

Mississippi has entered into a consortium of states entitled WIDA dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

To this end, the WIDA Consortium has developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs®). In addition, WIDA has developed Spanish language arts standards and is planning a system of parallel academic assessments for beginning English language learners (ONPAR™). Research and professional development activities importantly complement the WIDA standards and assessment products.

Originally established through a federal grant, the WIDA Consortium consists of nineteen partner states: Alabama, Delaware, the District of Columbia, Georgia, Illinois, Kentucky, Maine, Mississippi, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, and Wisconsin.

In the 2008-09 school year, WIDA expects to serve about 700,000 English language learners in kindergarten through grade 12.

Once a level of English proficiency has been determined the parent is notified in writing, (see Appendix) and the principal, counselor, or his designee fills out an ELL Instructional Request Form (see Appendix) and submits it to the ELL District Coordinator. The District Coordinator convenes a committee, comprised of but not limited to the student's parent(s), a regular classroom teacher, a counselor, and the principal (administrator) to recommend English acquisition support services based on but not limited to the following information:

- Language assessment results
- Previous educational information
- Language proficiency in the home

- Degree of home support in English

ACCOMODATIONS

If the child is determined to be Limited English Proficient, he/she should be placed in the ELL student program and should also continue in the regular classroom program. Accommodations that correspond with the placement level will be determined; however, the learning and/or instructional objectives will be aligned to the Mississippi Curriculum Framework for English Language Learners, the district and state curriculum, and the TESOL standards. The District ELL Coordinator and/or designated committee member will provide the parent with the information describing their child's education plan. Parents will receive information to observe their child in class and the right to accept or decline services on behalf on the student. Once the parent has been totally informed he/she will have the opportunity to refuse ELL services by signing the waiver of services form (see Appendix). If a parent declines ELL services, the district is may withdraw the student from a formal instructional plan. However, the district is still obligated to provide informal means to ensure that the student's English language acquisition and academic needs are met.

District English Language Learner Program

The Okolona Municipal Separate School District offers **an English Language Learner (ELL) Program at all grade levels throughout the district. Currently, there is a research-based programs implemented in the district. The primary objective is to facilitate the acquisition of the English language and to enhance the student's acquisition of the Basic Interpersonal Skills (BICS) and the Cognitive Academic Language Proficiency Skills (CALP) necessary to become life-long learners.**

Programs of Instruction

Tutorial English Language Learner Approach (Pull-Out)- In addition to classroom instruction students will be pulled out of his/her regular classroom approximately 30 to sixty minutes per day for a concentrated reading/language arts program. These sessions are not limited to reading/language arts and may incorporate other subject areas into the tutorial session. The tutorial sessions may be one-on-one or a small group comprised of students of similar levels of English proficiency and at approximately the same grade level if available. Tutoring sessions will be scheduled during times that are least disruptive to the ELL student's classroom participation. The ELL tutor also assists in study and homework skills. When necessary the tutor may come into the regular classroom to assist students during specific activities.

Structured Immersion with ESL-(modified)-

The district supports a structured immersion program of inclusion composed of two requirements:

1. A focused program for the ELL student to enhance English Language acquisition.
2. Modification in the classroom whereby the ELL students are included in the regular classroom setting with ELL accommodations.

Teacher will implement an instructional plan that will include accommodations based on current data and student assessments. The teacher will adapt and modify the content material to the level of the student understanding correlated with his/her level of English proficiency. Teacher observations will provide insight into student's abilities as well as frustration levels. The goal of this program is to include the ELL student in the regular academic classroom setting enhancing student participation and learning coupled with acceptance and belonging.

GRADING

The Okolona Municipal Separate School District adheres to the following plan for English Language Learners in regards to assigning grades for academic subjects. **Grades assigned are based on their English Language Proficiency.**

Grade K-Utilizes Excellent (E) Satisfactory (S), Needs Improvement (NI), and Unsatisfactory (U).

Grades 1-12- Utilizes A, B, C, D, and assigns as Incomplete (I) for those courses the student is not passing. The Incomplete (I) is replaced with a letter grade when the student can comfortably demonstrate the required knowledge in that subject.

A 70 is the lowest grade that an ELL student may receive on paper or report card.

NO student will receive a failing grade based on English Language deficiency. No student will be retained because of English Language deficiency alone. English Language deficiency includes reading writing, speaking, and comprehension. Student will be graded on individual achievement including academic accommodations based on their level of proficiency. Failing an ELL student requires proof that it is not English related and complete documentation must be provided to the parents and a copy of all documentation placed in the cumulative folder and a copy sent to Dr. Shird for her files.

TESTING

Until further notice from the Mississippi State Department of Education **ALL** students will participate in the state mandated testing. All other testing in the district will follow the testing guidelines provided in the Mississippi Curriculum Content Assessment System Guide, Office of Student Assessment, Office of Academic Education, and Special Education.

Accommodations will be set for each testing by MDE.

MONITORING

The ELL student will be monitored each nine weeks and annually. Bases on the accommodations and modifications implemented by the regular classroom teacher and those utilized by the tutor, the two shall collaborate on the student progress and inform the parent(s) on a regular, on-going basis. The communication may include but not limited to, phone calls, progress reports, and report cards. If there is evidence that the student is experiencing difficulty, the ELL committee will reconvene to reassess the academic plan for the student.

At no time will any individual school personnel ask a parent(s) permission to retain or discuss other placement options a child without committee's knowledge and approval.

Okolona Municipal Separate School District ELL District Coordinator, K-12 Framework

English Language Learner Information

- Home Language Surveys
 - Completed correctly
 - Collected
 - Copies made and filed in school and office
 - Provide accurate ELL/LEP count and files as needed
- English Language Proficiency Testing
 - Generate a list of students who are to be tested (by schools and district wide)
 - Conduct/oversee testing, schedules, scoring and reporting
 - Order testing materials
- ELL Student Services
 - ELL Instructional Request Forms completed and on file
 - Files of waivers for tests
 - Notification letter to parents about services rendered
 - Facilitate parent/school placement meetings.

Classroom Connection

- Monitor ELL student Progress for each classroom
- Place ELL student folder in the classroom with history and current ELP scores, achievement testing, criterion referenced tests (CRT) if applicable, teacher observation checklists
- Provide/maintain folder/log for ELL teacher tutor, and classroom teacher to record comments, observations, and requests for help or other services.
- Observes ELL student in classroom for lack of participation and/or behavior when requested

Family and Home Connection

- Facilitate communication with family through phone calls, letters, ELL tutors, counselors, and home visits.
- Provide assistance to parents to help understand ways to work with their children (grade level standards, building English and language concepts)
- Conduct referrals to community resources, i.e., medical services, and educational services.

Administrator and Teacher Resources

- Recommends research-based curriculum as needed
- Up-to-date knowledge of research, strategies, federal and state requirements
- Linkage to other school services (professional development, grading policy, frameworks, and evaluation processes).

Coordination of ELL tutors

- Maintain ELL time sheets and absences (if applicable)
- Schedule tutor for translation during enrollment process if needed
- Oversee paperwork process and testing of ELP and other tests (including placement)
- Recommends appropriate uses of native language
- Facilitate instructional training for ELL tutors
- Facilitate training and professional development on ELL and the process involved in acquiring the English Language

Okolona Municipal Separate School District K-12 ELL Tutor Guidelines and Frameworks

Maintains and submits to District ELL coordinator a monthly time sheet that is neat and accurate (if applicable).

- Provides District ELL coordinator with current tutoring schedules, with any and all changes of student status and services.
- Demonstrates professionalism, punctuality, sensitivity to all students and adheres to district guidelines and policy.
- Attends professional development and in-service training as required/suggested by the ELL Department.

ELL Testing and other Data and Reports
(Under supervision of ELL Coordinator)

- Administers/Assists in the administration of English Proficiency Tests
- Organizes and maintains individual student files which includes student biographical data, English proficiency test scores, home language survey, and documentation of student work and progress.

Communications

- Written Translations for Home Communication
- Parent conferences, phone calls, and visits in native language as required/requested
- Exhibit the ability to work with administrators and staff
- Adhere to dress, discipline, and other school policies

Mainstream/Regular Education Classrooms

- Coordinate tutoring and classroom instruction with classroom teacher's lesson plan
- Assist ELL students during teacher's instruction when requested.

Individual ELL student tutoring

- Vocabulary
- Reading comprehension and language development
- Math strategies
- Academic content
- Incorporate the acquisition of the English Language at all levels of learning
- Builds concepts through the selected use of the native language
- TESOL standards, district competency are correlated and utilized

WIDA Test Administration Levels

LEVEL	GRADE
Primary	K,1,2
Elementary	3,4,5
Middle	6,7,8
High School	9,10,11,12

Okolona Municipal Separate School District
English as a Second Language Program for English Language Learners

EVALUATION OF ENGLISH LANGUAGE LEARNERS

ELLs should NOT be expected to accomplish the same objectives in the same amount of time or with the same efficacy as students who are proficient in English

ISSUES influencing Grading:

1. Limited English affects ability to communicate content knowledge
2. ELLs work hard but achievement falls short in comparison to others in class because of limited English
3. Teacher worries that recognizing the ELL's effort and progress will be setting two different standards of achievement for LEP and NON-LEP
4. The teacher and the student have different expectations and interpretations of the grade

Teachers can decide on methods of evaluating students

Teachers are encouraged to:

KNOW THE LANGUAGE PROFICIENCY LEVEL FOR THE STUDENT AND WHAT THAT STUDENT CAN BE EXPECTED TO DO.

Use a writing sample if language proficiency tests results are not available.

1. Use performance assessments such as projects, exhibitions, investigations, and portfolios.
2. Focus on meaning and not on language errors.
3. Grade a combination of process and product.
4. Adapt tests to student language ability
5. Grade satisfactory or unsatisfactory until the end of the grading period and then assign grade.
6. Note on report card that this student had an alternative grading process.
7. Identify only key concepts to be learned.
8. Reduce number of questions.
9. Allow extended time, oral tests, take-home tests.
10. Allow use of native language dictionaries.
11. Eliminate word problems and essay questions for novice level students.

MODIFICATIONS

Mainstream teachers are required by law to make classroom modifications to ensure that their instruction and evaluation is comprehensible to ELLs. Every teacher must have knowledge of the language proficiency of the ELLs in his or her class in order to modify classroom instruction and evaluation appropriately.

Teachers of ELLs must:

- Modify the instructional presentation

ELLs require many more visual as well as the opportunity to see information in writing as the teacher is presenting information orally.

- Assign homework assignment appropriate to the language proficiency of the student. Homework assignment should be reduced for students with limited English proficiency.

- Evaluating student progress appropriately.

Ells should **not** be evaluated by the same methods as other students who are proficient in English. They should be evaluated on their performance. Portfolio assessment is an appropriate means of evaluation.

Each mainstream teacher is required to document a verification of his or her modifications each year at the beginning of the school year. (See following page) The ESL teacher is responsible for ensuring that these forms are completed and kept on file in the ESL red folder. The mainstream teacher indicates the modifications he or she will employ on a regular basis in instructing and evaluating the student.

The ELL Coordinator will ensure that mainstream teachers receive training in effective classroom strategies for ELLs.

**Okolona Municipal Separate School District
Request for ELL/ESL/LEP Instruction**

_____ School Date _____

Student _____ Grade _____

Name of Parent or Guardian _____

Address _____

Nationality _____ Native Language _____

Level of Proficiency _____

Estimated instructional hours per week: _____

Projected beginning date: _____

Projected ending date: _____

Signature of Principal

Date

Signature of Counselor

Date

Signature of ELL Supervisor

Date

Okolona Municipal Separate School District

TEACHER ASSISTANCE TEAM ELL CHECKLIST

This checklist is designed to help the intervention team make an informed decision about whether to refer the student to the special education referral committee.

Name: _____ Date of Birth: _____ School: _____
Date: _____

Has the pre referral intervention team done the following? (involve ESL, TST, School counselor or psychologist)

1. Waited a sufficient period of time for adjustment and adaptation to the school setting?
2. Administered the EPT English proficiency test to assess reading, writing, listening, and speaking within the last six months?
3. Established the most proficient language?
4. What is the most proficient language?
5. Identified cultural differences and how they impact school performance?
6. Met with parents, using a translator if necessary, to discuss their suggestions for helping the student and to obtain information regarding background information?
7. Implemented regular classroom interventions developed in consultation with the ESL teacher and documented the results?
8. Provided hearing/vision exams and evaluated the results?
9. Pinpointed the student's academic strengths and weaknesses in both languages if possible? (please attach work sample to illustrate)
10. Systematically observed the student in a variety of interactions with peers and adults in different settings?
11. Systematically compared and contrasted the Student's home and school behaviors, language use, and confidence?
12. Provided ESL instruction and documented the rate of learning?

QUESTIONNAIRE FOR LEP STUDENTS REFERRED TO THE TECHER ASSISTANCE TEAM

Name: _____ Age: _____ Grade: _____

Country of Origin: _____ Information Obtained From: _____

Interviewer: _____ Position: _____ Date: _____

School History

1. Total number of years in the U.S.
2. Has the student been in the U.S. continuously or intermittently?
3. Primary language spoken by student to:
Parents _____ Siblings _____ Peers _____
4. Primary home language:
5. List all languages spoken
6. Can student read and/or write in another language? To what extent?
7. At what age was the student introduced to English?
8. Total years of formal instruction in: U.S. _____ In native country _____
9. Number of schools attended in U.S.: _____
10. Grades retained _____ Grades skipped _____
11. State reasons why.

12. History of enrollment in bilingual classes, ESL program, or special education? If so, describe when and where.

13. How is this student different from others of similar educational and cultural backgrounds academically and socially?

14. Results of EPT (English Language Proficiency Tests) administered in the last six months?
Speaking _____ Reading _____ Writing _____
15. Complete the following checklist:

___ uses one-word answers	___ writes sentences
___ understands words	___ speaks fluently
___ writes one-word answers	___ understands paragraphs
___ speaks in phrases	___ write at grade level
___ understands phrases	___ write in phrases
___ speaks in sentences	___ understand sentences
16. Describe academic strengths and weaknesses in both languages, if possible:

Okolona Municipal Separate School District

PROGRAM EVALUATION

A. IMPLEMENTATION OF ESL PROGRAM FOR ENGLISH LANGUAGE LEARNERS

Characteristics of an Effective Program

Researchers have identified a number of attributes that are characteristic of effective programs for language minority students.

1. Supportive whole-school contexts (Lucas, Henze, & Donato, 1990; Tikunoff et al., 1991).
2. High expectations for language minority students, as evidenced by active learning environments that are academically challenging (Collier, 1992; Lucas, Henze, & Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991).
3. Intensive staff development programs designed to assist ALL teachers (not just ESL or bilingual education teachers) in providing effective instruction to language minority students (Lucas, Henze, & Donato, 1990; Tekunoff et al., 1991).
4. Expert instructional leaders and teachers (Lucas, Henze, & Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991).
5. Emphasis on functional communication between teacher and students and among fellow students (Garcia, 1991).
6. Organization of the instruction of basic skills and academic content around thematic units (Garcia, 1991).
7. Frequent student interaction through the use of collaborative learning techniques (Garcia, 1991).
8. Teachers with a high commitment to the educational success of all their students (Garcia, 1991).
9. Principals supportive of their instructional staff and of teacher autonomy while maintaining an awareness of district policies on curriculum and academic accountability (Garcia, 1991).
10. Involvement of majority and minority parents in formal parent support activities (Garcia, 1991).

**Okolona Municipal Separate School District
ENGLISH LANGUAGE PERSONAL DATA FORM**

DATE _____

Name _____ Former Grade _____
Address _____ Telephone _____
Date of Birth _____ Age _____ Sex _____
Country of Citizenship _____ Social Security # _____
Mother's Name _____ Work Number _____
Occupation/Status _____ Language _____
Father's Name _____ Work Number _____
Occupation/Status _____ Language _____
Student's First Language _____ Student Speaks _____
Language Spoken in Home _____
Do you Interact with Students Who Speak English _____
Length of time in U.S.? _____ Here ? _____
How Long Do You Plan to Stay Here? _____
EDUCATIONAL BACKGROUND _____

Last School Attended _____ Country _____
Address _____
Schools in Other Countries _____

ASSESSMENT DATA

SELPT _____ **P-LAS** _____ **LAS-O** _____
WIDA _____ **OTHER** _____

School Assignment: _____ Grade Placement _____

Probationary Assignment: First Year _____ Second Year _____

Permanent Assignment: _____

Date of Enrollment _____

Immunization - YES NO

**Okolona Municipal Separate School District
ENGLISH LANGUAGE PERSONAL DATA FORM**

Fecha: _____

Nombre: _____ Grado Escolar Anteriormente: _____
Direccion: _____ Telefono: _____
Fecha de Nacimiento: _____ Edad: _____ El Genero _____
Pais de Ciudadania: _____ Numero del Seguro Social: _____
Nombre de la Madre: _____ Telefono del Trabajo: _____
Ocupacion/Posicion: _____ Idioma: _____
Nombre del Padre: _____ Telefono del Trabajo: _____
Ocupacion/Posicion _____ Idioma: _____
Primer Idioma del Estudiante: _____ Idioma del Estudiante: _____
El idioma hablado en la casa: _____
El estudiante socialize con otros estudiantes que hablan Ingles? _____
Cuanto tiempo hace que residen en los Estados Unidos: _____
En este Estado: _____
Plazo de tiempo que planea permanecer en esta area? _____
Educacion Escolar: _____

La Ultima Escuela que el estudiante asistio? _____
El Pais de la Ultima Escuela: _____
Direccion: _____
Escuelas y Educacion en otros Paises: _____

ASSESSMENT DATA

SELPT _____ P-LAS _____ LAS-O _____ OTHER _____

School Assignment _____ Grade Placement _____

Probationary Assignment First year _____ Second year _____

Permanent Assignment: _____ Date of Enrollment _____

Immunization: YES NO

**EL CONDADO DE OKOLONA DISTRITO DE LA
ESCUELA**

ENCUESTA DEL IDIOMA UTILIZADO EN LA CASA

Fecha _____

Escuela _____

Las Escuelas requieren determinar los idiomas que son hablado en el hogar o las casa de cada estudiante. Esta informacion es esencial para la educacion de su hijo/hija, porque nos ayudara en aplicar una significativa instruccion academica para su hijo/hija.

Su cooperacion en lograr este importante requisito es solicitud. Por favor de contestar las siguientes prdguntas y que su hijo/hija devuelva el formulario a su masestro. Este formulario se colocara en el Archivo de su hijo/hija. Por favor de informanos si cualquiera de esta informacion cambia en el transcrso escolar de su hijo/hija en nuestro distrito. Muchas gracias por su ayuda.

Nombre del Estudiante: _____

Grado Escolar: _____ Edad: _____

1. A que eda aprendio su hijo/hija hablar y cual fue el primer idioma que aprendio hablar?

Ingles _____ Espanol _____ Otro Idioma _____

2. Cuel es el idioma que su hijo/hija utiliza normalmente en su casa?

Ingles _____ Espanol _____ Otro Idioma _____

3. Cual es el idioma en que usted normalmente le habla a su hijo/hija en su casa?

Ingles _____ Espanol _____ Otro Idioma _____

4. Cual es el idioma que normalmente hablan LOS ADULTOS en las casa del estudiante?

Ingles _____ Espanol _____ Otro Idioma _____

Firma de los Padres o Guardian

Okolona Municipal Separate School District

English as a Second Language Program for English Language Learners

RECOMMENDATIONS:

Students learning English require daily specialized instruction in English in order for them to participate meaningfully in the school curriculum.

We recommend the following minimum hours of specialized language support:

Minimum Daily Instructional Hours
--

Level	K-1	2-5	6-12
Entering	1	2	3
Beginning			
Developing	1	1-5	2
Expanding			
Bridging	1	1	1

These hours represent minimum hours. Ideally these hours should be expanded, particularly for students with non-literate backgrounds or with histories of intermittent schooling.

Note: While we do not view pull-out as the ideal ESOL model, we do feel minimum standards are necessary when pull-out instruction is the only specialized ESOL instruction students receive.

Okolona Municipal Separate School District
English as a Second Language Program for English Language Learners

NOTIFICATION OF EXITING/MONITORING

Fecha:

Estimada familia de _____

Esta carta es para informarle que su hijo/hija ha tenido exito el programa de ESL (ingles como Segundo idioma). Ore eso, su hijo/hija no asistira a las elases de ESL el proximo ano. El progreso academico de _____ continuara siendo controlado por unano. Si Uds. Tienen preguntas, por favor de llamarme por telefono si tiene preguntas o preocupaciones.

Con respeto,

ELL Coordinator

Date:

Dear Parents of _____:

Your child has made significant progress and will exit the ESL Program as of _____. _____'s academic progress will continue to be monitored for one year. Please call me if you have any questions or concerns.

Respectfully yours,

ELL Coordinator

Okolona Municipal Separate School District
English as a Second Language Program for English Language Learners

NOTIFICATION OF EXIT/MONITORING
(CUMULATIVE FOLDER)

_____, has met the criteria to exit the ESL program as of _____ from _____ School in Okolona Municipal Separate School District. All necessary documentation may be found in the ESL student's red folder. The progress of this student will be monitored for one year subsequent to exit. Classroom teachers will be required to complete a progress report quarterly and return it to the ESL teacher. These reports will be added to the cumulative folder. Teacher may refer questions regarding this student to the ELL Coordinator.

Date: _____

ESL Teacher _____

Cc: ELL Coordinator
Principal
ELL folder

Okolona Municipal Separate School District
English as a Second Language Program for English Language Learners

Waiver of ESL Services

Student Name _____ Date _____

Address _____ Phone _____

Father's Name _____ Mother's Name _____

Guardian: _____ School _____

I understand that my child is eligible for language instruction in the English as a Second Language Program for English Language Learners.

It is my wish at this time to waive ESL services for my child. I realize that my child will not receive special language classes in English language development.

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Renunciamento de servicio de ESL

Nombre del Estudiante: _____ Fecha: _____

Domicilio: _____ Telefono: _____

Nombre del Padre: _____ Nombre de la Madre: _____

Guardian: _____ Escuela: _____

Tengo entendido que mi hijo/a es elegible para el programa de instruccion de lenguaje de Ingles como Segundo Idioma para Aprendices del Idioma Ingles.

Es mi deseo en este tiempo de renunciar servicios de ESL para mi hijo/a. Yo comprendo que mi hi hijo/a no recibira clases especiales en el desarrollo del Idioma Ingles.

Firma del Padre: _____ Fecha: _____

Principal Signatura: _____ Fecha: _____

Cc: ELL Director

Okolona Municipal Separate School District
English as a Second Language Program for English Language Learners

PROGRAM EVALUATION

ESL Teacher Questionnaire

Teacher Name: _____ School _____

Date: _____

Please answer the following questions and return this survey to your principal. All surveys should be returned to the Director of the English as a Second Language Program for English Language Learners.

1. Do you have adequate space for effective teaching?

Comments:

2. Do you have adequate instructional supplies as you need them?

Comments:

3. Do you have adequate materials for teaching ESL?

Comments:

4. Is your school environment supportive of the ESL Program?

Comments:

5. Do you have regular communication with parents of your students? Is this communication in the native language of the parents?

6. Do you have any additional concerns related to your teaching assignment? If so, please describe them.

Okolona Municipal Separate School District

English as a Second Language Program for English Language Learners

PROGRAM EVALUATION

Mainstream Teacher Questionnaire

Teacher Name: _____ School: _____

Date: _____

Please answer the following questions and return this survey to your principal. All surveys should be returned to the Director of the English as a Second Language Program for English Language Learners.

1. Have you had adequate staff development for working with the English Language Learners in your classes?
Comments:

2. Do you modify your instruction for the different English Language Learners in your classes?
Comments:

3. Do you need any additional help in successfully teaching your English Language Learners?
Comments:

4. Is your school environment supportive of the ESL Program?
Comments:

5. Do you have regular communication with parents of your students? Is this communication in the native language of the parents?

6. Do you have any additional concerns related to your teaching assignment? If so, please describe them.

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learners

ESL PROGRAM EVALUATION Principal Questionnaire

1) Please answer following questions and send to the Director of the English as a Second Language Program for English Language Learners.

- a. How many ESL teachers do you presently have at your school?
- b. How many of those teachers are certified?
- c. How many of your English Language learners made progress on the- this year?
(List by grade level)
(Unduplicated count)

Grade	Reading	Writing	Speaking

2) Please describe staff development during the past school year of your mainstream teachers regarding effective teaching of English Language Learners.

Type of staff development:

Number of hours:

Number of participants:

3) How many English Language Learners were in the following programs this past school year in your school?

Number and Grade level	Gifted	Exceptional Ed		

4) How many English Language Learners have been enrolled in your school at any time during this school year?

5) How many National Origin Minority students have been enrolled in your school at any time during this school year?

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learners

- 6) How many English Language Learners were retained at your school this year? Please give number and grade level?

- 7) How many English Language Learners were exempted from state testing during this past school year?

- 8) How many English Language Learners were tested this past school year?

- 9) By what means are your English Language Learners differentiated by their English Language proficiency levels for ESL instruction at your school?

- 10) How many of your English Language Learners participated regularly in extra curricular activities? Please describe.

- 11) What percent of your teacher and school communication is sent to parents in their native language?

- 12) How many parent meetings have you had this school year for the parents of your English Language learners?

- 13) What special assistance have you had from the Director of the ESL Program for English Language Learners? Has this assistance been adequate?

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learners

NOTIFICATION OF EXEMPTION FROM STANDARDIZED TESTS

K-12

Date: _____

Estimada familia de _____

Su hijo/hija no va a tomar los exámenes del estado debido a que no tiene la competencia en el inglés para pasar este examen.

Si usted tiene algunas preguntas, favor de llamar a la directora del programa de inglés como Segundo idioma (ESL) o a la maestra de inglés como segundo idioma de la escuela de su hijo/hija. Muchas gracias.

Date: _____

Dear Parents of _____

Your child will not take the state exam because he or she does not have sufficient proficiency in English to pass this exam. If you have questions, please call the ESL Program Coordinator or ESL teacher at your child's school. Thank you.

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learners

Transcript Interpretation

NAME: _____

DATE: _____

Course Name	ACS Equivalent	Hours per Week	Units of Credit

Student Name: _____
(Last) (First)

Recommended Grade Placement: _____ **Date:** _____

Date: _____

Recommended Courses:

(Signature)

NOTIFICATION OF TEST RESULTS NOTIFICACION DE LOS RESULTADOS DE PRUEBA

Fecha: _____

Estimados familia de _____

Esta carta es para informarle de los resultados del examen en inglés de su hijo o hija. Si su hijo/hija no pudo demostrar la competencia en inglés, entonces él/ella es elegible para las clases especiales en inglés. Si ustedes tienen preguntas, por favor llamen a la directora del programa de ESL o al maestro de inglés (ESL) en la escuela.

Los resultados:

Examen	No competencia en inglés	Competencia limitada	Competencia
Escuchar			
Lectura			
Hablar			
Escritura			
Comprensión			
Total test			

Date: _____

Dear parents of _____

This letter is to inform you of the results of your son or daughter's English language proficiency test. If your son or daughter does not demonstrate competency in English, then he or she is eligible to receive special classes in English with your permission. If you have questions, please call the director of the ESL program or the ESL teacher at your child's school.

TEST	No competency in English	Limited competency	Competent
Listening			
Reading			
Speaking			
Writing			
Comprehension			
Total Test			

ELL Coordinator

Firma de los padres: _____

Signature of parents: _____

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learns

MODIFICATIONS VERIFICATION FORM

Classroom Modifications for Students with Limited English Proficiency

Student: _____ Grade: _____ School: _____

Subject/Course _____ Teacher: _____ Date: _____

Which modifications do you use on a regular basis for this student? (please check all that you implement on a regular basis.)

Testing

- | | |
|--|---|
| <input type="checkbox"/> Reduced number of test questions | <input type="checkbox"/> Dictated tests |
| <input type="checkbox"/> Take-home tests | <input type="checkbox"/> Alternative tests |
| <input type="checkbox"/> Elimination of questions requiring advanced writing ability: word problems, essay questions | <input type="checkbox"/> Portfolio Assessment |
| <input type="checkbox"/> Oral tests | |

Other Modifications

- Assignments appropriate to language proficiency level of the student
- Reduced or extended time on homework assignments
- Use of English _____ dictionary or electronic translator
- classroom buddy

Instructional Presentation

- | | |
|--|---|
| <input type="checkbox"/> Use of <i>scan-it/LCD panel</i> | <input type="checkbox"/> Modified speech |
| <input type="checkbox"/> Use of visuals | <input type="checkbox"/> Role playing |
| <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Graphic organizers |
| <input type="checkbox"/> Simplified written language | <input type="checkbox"/> Thinking maps |
| <input type="checkbox"/> Use of <i>Lesson Summary Form</i> | |

Classroom Assistance

- Student is given copy of teacher notes and/or overhead transparencies
- Use of helper for note-taking
- Student is seated in front

Does this student qualify for exemption from state testing? YES NO

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

Classroom Modification for Students with Limited English Proficiency

Student: _____ Grade: _____ School: _____

Subject/Course _____ Teacher: _____ Date: _____

Which modification do you use on a regular basis for this student?
(please check all that you implement on a regular basis.)

Testing

- Reduced number of test questions
- Take-home tests
- Open book tests in alternative locations
- Oral tests
- Dictated tests
- Elimination of questions requiring advanced writing ability: word problems, essay questions.
- Alternative tests
- Portfolio Assessment

Other Modifications

- Assignments appropriate to language proficiency level of the student
- Reduced or extended time on homework assignments
- Use of English/ _____ dictionary or electronic translator _____ classroom buddy

Instructional Presentation

- Use of scan-it/, LCD panel
- Use of visuals
- Demonstrations
- Simplified written language
- Use of Lesson Summary Form
- Modified speech
- Role playing
- Graphic organizers
- Thinking maps

Classroom Assistance

- Student is given copy of teacher notes and/or overhead transparencies
- Use of helper for note-taking
- Student is seated in front

Does this student qualify for exemption from state testing? _____ YES _____ NO

Teacher signature: _____ Date: _____

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learners

ESL Student Interim Progress Report

Student name: _____ School: _____

Grade: _____ Subject Area: _____

Date: _____ Teacher: _____

Please check all that apply:

- The student's knowledge of English is not an obstacle to learning.
 The student's knowledge of English is an obstacle to learning.
- The student requires alternative assessments in my classroom.
 The student does not require alternative assessments in my classroom.
- The student is not reluctant to participate in class.
 The student is reluctant to participate in class.
- The student completes homework assignments.
 The student does not complete homework assignments.
- The student's classroom behavior is excellent.
 The student's classroom behavior needs improvement.

Progress:

- The student is making exceptional progress in my class.
 The student is making adequate progress in my class.
 The student is making unsatisfactory progress in my class.

Grade to date: _____ (Elem.) Language Arts _____ Math _____
Subject: _____

In order to assist this student in making academic progress, I suggest: (check all that apply)

- tutorial assistance ESL teacher assistance parental assistance
 after school help Mentor

Teacher Signature: _____ Date: _____

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learners

ESL MONITORING REPORT

To be sent to classroom teachers of students who have exited the ESL program. This report should be returned to the ESL teach upon completion.

Student name: _____
Grade: _____ School: _____

1st grade period: _____	Date: _____
_____ Student performance is satisfactory	
_____ Student requires not modifications	
Grades for this period _____	Subject: _____
Comments: _____	
Teacher completing report: _____	Signature: _____

2nd grading period _____	Date: _____
_____ Student performance is satisfactory	
_____ Student requires no modifications	
Grades for this period _____	Subject: _____
Comments: _____	
Teacher completing report: _____	Signature: _____

3rd grading period _____	Date: _____
_____ Student performance is satisfactory	
_____ Student requires no modifications	
Grades for this period _____	Subject: _____
Comments: _____	
Teacher completing report: _____	Signature: _____

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learns

JUSTIFICATION FOR EXIT WHEN CRITERIA HAVE NOT BEEN MET

This form is necessary when an ELL has been in the ESL Program and services are no longer deemed appropriate. A committee composed of the ESL teacher, core classroom teachers, principal and ELL Director must make this decision.

Student Name	Date	School	Grade	ESL Teacher

Reasons for Exit	

Signatures:	Date:	
ESL Teacher		
Classroom Teacher		
Classroom Teacher		
Classroom Teacher		
ELL Director		
Principal		

OKOLONA MUNICIPAL SEPARATE SCHOOL DISTRICT

English as a Second Language Program for English Language Learners

JUSTIFICATION FOR NON-EXIT

Student: _____ Grade Level: _____

School: _____ ESL Teacher: _____

Date: _____

Limited English proficient students are exited from the ESL Program, using multiple criteria. Exit based on the estimation of the student's ability to be successful apart from the ESL program. Exit criteria include score on language tests, standardized tests, classroom performance, grades on report card, as well as consideration of the student's emotional well-being. Written explanation for non-exit is necessary when a student meets exit criteria on the Proficiency Test, but is not exiting for other reasons.

This student will continue to receive ESL services for the following reasons:

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Appendixes