



Blackfoot School District

ELL Plan

Purpose: To provide procedures and guidance when reviewing school EL programming.

- **Part 1:** Guiding Questions
- **Part 2:** District Guidelines



Diagnostic Questions for School ELL Programs

Is there a standardized process in place for identification and placement of ELs?

How are the results of a student's placement into a language instruction program communicated to the parents, student and school?

Is there a program in place to help EL students learn English so that they may eventually participate in mainstream content classes without linguistic support?

Is there a system in place to ensure that staff are adequately qualified to assist EL students with becoming proficient in English and experiencing success in academic content classes?

Is there a standardized English Language Proficiency Assessment (ELPA) in place to determine whether EL students are making progress in learning English and exiting the language program in a reasonable timeframe?

Is there a system in place to ensure that parents or guardians of EL students are informed of their child's progress in learning English on the ELPA as well as their performance on the statewide academic content assessments?

Is there a process in place for transitioning EL students out of the language instructional program?

Is there a system in place to monitor the performance of former EL students to ensure their English skills are sufficient for them to perform successfully in regular classes?

Is there a system in place to ensure that EL students have access to, and are participating in, the same programs and services as all other students?

Is there a system in place to support EL students in graduating from high school and accessing post-secondary options?

Is there a system in place to ensure that parents or guardians of EL students are involved in the program planning process?

Is there a system in place to evaluate the effectiveness of the program?



**English Language
Learners**



Blackfoot School District

English Language Learners (ELL) Plan

I. Educational Approach: Program Goals & Philosophy

The district recognizes the importance of utilizing sound, research-based educational strategies to assist ELL students in acquiring English language proficiency. The district is committed to the goal of continuous program review and improvement for our ELL programs to give our students meaningful access to our educational program. The district goals for students with Limited English Proficiency are aligned with Federal Annual Measurable Achievement Objectives (AMAOs) which measure:

- a. Percentage or number increases toward English proficiency;
- b. Percentage or number increases in demonstrated English proficiency; and
- c. Making adequate yearly progress (AYP) for LEP student sub-group.

II. Student Identification

District-Wide – Building secretaries will notify district ELL staff or the Federal Programs Director of potential PHLOTE (Primary Home Language Other Than English) families as they register. ELL staff will review records, administer assessment including a home language survey and identify PHLOTE students within 30 days at the beginning of the school year or within 2 weeks during the school year. Home language and language needs will be given for Native American students in addition to Spanish speakers or any other language.

Transferring Students – Review school records from previous school to determine if ELL eligibility has been established and services provided. Assume inclusion in current ELL program unless records specifically indicate that a student has exited. Proceed to assessment.

Referrals for potential ELL services – Referrals of students who may be eligible for ELL services can be made to the ELL Program personnel or to the Federal Programs director, who will review school registration for indicators such as student's primary language indicated, primary language spoken at home or parental requests for language assistance.

IIIa. Assessment

- A. Parents of students identified for possible ELL services will be notified with a written request for permission for further assessment. This will be passive approval approach, in that assessments will be given unless objected to by parents.
- B. Students identified for the first time will be given Access Language Survey, to assess level of English proficiency.

- C. Staff who administers the Language Survey must have completed training and demonstrated competency on the test.
- D. Students who score at a level of Limited English Proficiency in any of the sub-tests shall qualify for the ELL Program.
- E. Information from the assessment will be shared with students, administrators, teachers, and parents; and will become the basis of the personalized learning plan for the student.
- F. All students will be re-tested annually to measure progress.
- G. Test data on all students is stored in individual cumulative files at each respective school.

IIIb. Placement, Assessment & Instruction

- A. District ELL staff, counselors and teachers will be responsible to work with students and families to interpret assessment information and redefine into functional learning objectives clearly defined in a **personalized learning plan** for the students. **This information will contain information on learning objectives, test taking, classroom accommodations and grading accommodations, if any.**
- B. **The district is responsible for providing its ELL students with a program of services consistent with its chosen educational approach. Placement will be determined by WIDA access.**

IV. Educational Approaches for LEP Students

- A. The district will adopt programs and services consistent with current ESL educational theory.
- B. **A personalized ELL educational plan will be developed for each identified ELL student which will include:**
 - a description of the ELL services;
 - amount, frequency, and location of services;
 - person responsible for services; and
 - strategies / materials for teachers for student's participation in the regular curriculum.
- C. Small group instruction tied to literacy goals and other content area goals.

V. Staffing, Resources, & Professional Development

The program will provide instruction trained in instructional strategies for English Language Learners.

- A. When appropriate, provide small group and/or 1:1 guidance by district employee. This may include Title/ELL program personnel along with additional resources available throughout the district.
- B. Under the direct supervision by qualified personnel, provide appropriate tutors for the students through use of educational assistants and community volunteers.
- C. When available and appropriate, provide tutoring and mentoring opportunities through secondary students who freely volunteer, are not missing critical instruction time, are adequately fluent in English (especially in targeted content area), and always under the supervision by qualified ELL personnel.
- D. Regular education licensed staff will work with ELL students in the regular classroom and provide time for specialized instruction by the ELL personnel. Placement of ELL students with

staff having some degree of second language fluency in the student's primary language is strongly recommended. The licensed teacher will also assist by providing appropriate materials for teachers, mentors and other ELL personnel working with their students.

- E. The district will make provision for continued professional development for ELL staff to maintain skills and meet qualification requirements through access to Title III Consortium training opportunities through State & Regional training opportunities.

VI. Transition, Re-assessment & Exiting

- A. The district is responsible to determine when a student has sufficient language proficiency
- B. All ELL students are re-tested each year. Scores are recorded in individual ELL records in student cumulative and ELL files. Results are compared with previous scores and a determination of reclassification or exiting is made at that time. When a student is determined through the assessment to meeting English proficiency (above Level 3), the student's parents will be notified in writing of this progress and of the ending of ELL services.
- C. Annual re-evaluation results are communicated to Principals and Teachers by an ELL Plan, which summarizes test results and signals any changes of status (i.e. monitoring or exiting)
- D. In addition to testing, ELL staff will check grades and attendance records for students who are currently in monitoring status. **Students experiencing any academic problems will be assessed for re-admittance and/or referred to a building team for consideration for other building support services.**

VII. Equal Access to Other District Programs.

- A. The district will follow established procedures for identification and referral to Special Education and RTI programs. Students can be referred to these programs by any staff member or parent request. Additionally, building counselors and the Student Services coordinator will review test scores and student progress to screen students for referral to RTI.
- B. **Referral to RTI will only be recommended after careful review of student records to try and rule out lack of instruction and ESL factors. When referred the ELP should have been individualized and documented before moving to RTI.**
- C. Parents are notified of extracurricular opportunities available in the district through regular parent newsletters from each school.

VIII. Parent & Community Involvement

- A. Parent outreach will occur through individual contact by ELL staff, through organized community meetings. Major school events can be translated into Spanish and sent home with students as part of the weekly newsletter at the Primary and Elementary levels.
- B. Parents will have the opportunity to be involved in the annual review of Title programs through responding to requests for feedback/suggestions/survey. ELL Plan, indicating level of English proficiency, are sent home.
- C. District Report Cards and information can be sent home in Spanish. Information to parents regarding their child's placement, progress and services will be provided in the parent's native language whenever possible.
- D. Parenting meetings offered as part of district family engagement throughout the year. Each covers topics of interest from parent survey.

IX. Program Evaluation, Monitoring, Review & Improvement

- Oversight of the District ELL Program will be administered by the district Federal Programs Director, or the by the qualified designee of the Superintendent.
- Oversight will include evaluation of program effectiveness, student progress, staffing, staff development needs, materials and ELL program goals.
- Oversight will also include determining program budget, maintaining financial and instructional records and participate in ELL data collection as per state and federal guidelines.
- During subsequent curriculum/materials adoptions, the district will include a review by ELL staff and/or Student Services Coordinator in order to consider the needs of our ELL students in that content area.
- More in-depth review of all ELL program activities, policies and effectiveness will occur as part of the district Continuous Improvement Planning process, where it will be reviewed by building administrators and teachers, and the district leadership team.
- District ELL staff will meet throughout year for the purpose of comprehensive program review, student progress monitoring (program effectiveness) and to identify needs/set new goals for the District ELL program.
- **Is the ELP individualized and being documented for strategies used? (This information will contain information on what works for this student, test taking, classroom accommodations and grading accommodations, if any.)**
- **Referral to RTI will only be recommended after careful review of student records to try and rule out lack of instruction and ESL factors. Before referral the ELP should have been individualized and documented before moving to RTI.**
- **After progress monitoring of the ELP, ELL staff determines if strategies in the plan are working or not. If working continue and document. If the plan is not working. Try different strategies with documentation before moving to other support services.**
- **After WIDA assessment and plan has generated for student-make the plan/strategies individualized for the student needs.**
- **Along with progress monitoring use other measures to evaluate the success of district ELL program. (Examples of measures that can be used are included.)**



