

MOUNTAIN VIEW SCHOOL DISTRICT



ENGLISH FOR SPEAKERS OF OTHER LANGUAGE (ESOL) PLAN

TO IDENTIFY, ASSESS, PLACE AND EDUCATE ENGLISH LANGUAGE LEARNERS (ELL)
STUDENTS: 2023-2024 SY

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ENGLISH LANGUAGE LEARNERS

The Board of Education is committed to providing appropriate and equitable programs and services in compliance with federal and state mandates which are designed to ensure that students who are English Language Learners (ELL) achieve the curriculum content standards and benchmarks established by the State of Arkansas and the Mountain View School District. The District's program will be designed to address the affective, linguistic, and cognitive needs of the English Language Learners (ELL) students.

Research-based English for Speaker of Other Language (ESOL) programs will be provided at the elementary, middle, and high school levels for all identified students, regardless of the students' grade levels and home language, except where parents have denied placement in the program. The District will meet its obligations to provide language development in ESOL methodologies, tutoring, summer school opportunities, parental involvement, and monitoring of students' academic progress.

The District will provide appropriate ESOL curriculum standards and benchmarks, professional development, technical assistance, parent involvement, staffing, materials, access to special education and other special opportunity programs, qualified staff, and other resources to ensure compliance and effectiveness. The District will annually conduct an evaluation of the ELL programs and services, report the findings to the Board of Education, and make appropriate program modifications based on the evaluation.

Program Goals

The Mountain View School District will provide research-based programs for its students who are identified as English Language Learners (ELL). The first goal of the ELL program is to enable identified students to master English language skills (reading, writing, speaking, and listening) and content area concepts and skills so that the students are able to participate effectively in the regular program as quickly as possible. The second goal of the ESOL program is to provide identified students with the cultural literacy necessary for them to feel comfortable in participating in the school and community.

Program Objectives

ESOL program objectives are as follows:

1. To implement and maintain consistent procedures for student identification processes.
2. To assess all students who have a primary home language other than English.
3. To establish and administer consistently appropriate criteria for entry and placement into an ESOL program.
4. To diagnose student needs and provide appropriate ESOL standards/benchmarks, instruction, and assessments to meet identified students' individual needs for English-Language instruction, for understandable instruction in other content areas, and for positive self-concept and identification with personal/family cultural heritages.
5. To hire, train, and continually develop highly motivated, sensitive, and caring teachers and other staff to provide effective ESOL instruction, interact one-to-one with the identified students and their families, and serve as liaisons between school and community.
6. To provide appropriately aligned instructional materials.
7. To establish and administer consistently appropriate criteria for exit from an ESOL program.

8. To provide for parental/family involvement in the school setting to support improved student learning.
9. To provide equitable access to other district programs and services, including special education and gifted/talented education.
10. To monitor the progress of all identified students during program participation, after program exit and to reclassify students as needed.
11. To evaluate the ESOL program and make program modifications as needed.
12. To maintain accurate and useful student records.

Identification of English Language Learners

The Home Language Survey will be administered only one time to each student. Administration will be to all Kindergarten students enrolled, transfer students and foreign exchange students who have not been previously surveyed. The survey will be signed by the parent/guardian for students in Kindergarten through grade 8 and may be signed by the student in grades 9-12 if the parent is not available. If the Home Language Survey indicates a primary language other than English is used in the home, the student will be tested in accordance with federal, state, and local regulations.

A copy of any Home Language Survey which indicates that a language other than English is spoken in the home will be forwarded each year to the ESOL Coordinator so that the student can be tested to determine English-Language Proficiency. The English Language Proficiency Assessment for the 21st Century (ELPA-21) Screener Test will be administered within one month after the beginning of the school year or within 2 weeks after enrolling in the District if the student enrolls after the beginning of the school year.

The ESOL Coordinator and each school's principal will collaborate in administering follow-up procedures to ensure that every student has on file a Home Language Survey and that every student, who has a primary home language other than English has been referred for testing.

Assessment of All English Language Learners (ELL)

The District will ensure that all identified students are assessed in all four language areas: speaking, reading, writing, and listening.

Students enrolled at the beginning of the school year must be tested and placed no later than 30 days. Students enrolled after that date will be tested within 14 business days of their initial enrollment in the District. Students will be identified, assessed, and classified for the ESOL programs according to the criteria and procedures established in state and local rules.

Procedures for Entry and Placement into an ESOL Program

- Confirm possible ELL status, using the Home Language Survey.
- Contact the ESOL Coordinator to arrange for administration of the ELPA-21 Screener.
- Review test results and determine recommended placement.
- Set up a conference with the student and his/her parents/guardians.
- Obtain parent/guardian signature on recommendation form at conclusion of conferences.

Language Proficiency Assessment Committees (LPAC)

The District will establish one or more Language Proficiency Assessment Committees (LPAC) according to need. Each school with identified English Language Learners (ELL) students will establish an LPAC. Membership on each LPAC will include the following:

- At least one teacher of the ELL, including one special education teacher if appropriate
- A counselor
- A campus administrator

All members

The LPAC will review all pertinent information on all ELL students and make the determinations required regarding placement in and exit from the District's ESOL programs. Documentation of the testing results and the LPAC decision must be placed in the student's cumulative record.

No change in an ELL student's placement can be made without approval of the LPAC. A student may be removed from the ESOL program upon receipt of a written request from the parent/guardian. That written request must be placed in the student's cumulative record.

ELL students will be assessed at least once annually to determine progress in attaining English-Language Proficiency and to provide information to the LPAC regarding the need for continued ESOL services.

ESOL Curriculum and Instruction

The following are major service delivery programs and strategies designed for the education of ELL students. These are means of instruction and should not be interpreted as the main focus of instruction. Depending upon the recommendation of a student's LPAC, one or more of these program strategies may be utilized to assist a particular ELL student.

English As A Second Language

This is a program of instruction in which English is used as the language of instruction by a trained English as a Second Language (ESL) teacher in order to develop the ELL student's English language proficiency to such a level that the student can participate and learn in an academic setting conducted entirely in English. While the primary goal of ESL is not the use of the student's native language, both the student's language and the student's cultural background must be taken into consideration when planning instructional activities.

Multicultural Education

Multicultural Education is a process which provides learning environments that properly meet the academic and social needs of students. These needs may vary widely due to race, sex, disability, ethnicity or socioeconomic background. In addition to enhancing their basic academic skills, the process should help students develop a better understanding of their own backgrounds and those of other groups that compose their society. Through this process, students should learn to respect and appreciate diversity and overcome prejudicial attitudes.

Sheltered Instruction

Sheltered Instruction is an approach that utilizes the simplification of the English language to teach ESL and subject area content simultaneously. Although the actual content is the same as that taught to non-ELL students, key concepts and vocabulary are targeted to fit the ELL student's English language proficiency level.

Natural Approach (With or without an instructional assistant)

The Natural Approach is a method of language instruction that emphasizes the fact that students learn their second language in a manner similar to the way in which they acquired their first language. The natural approach develops communicative competence in English by engaging students in natural, meaningful interaction.

Regular Classroom Instruction with the Support of Teacher Assistance Teams

A Teacher Assistance Team (TAT) is a campus-based problem solving team. It consists of at least three experienced teachers that meet regularly to provide a support system for classroom teachers. TATs have proven to be successful in assisting teachers with planning strategies for gifted, ELL, bilingual, or low achieving students. TATs provide immediate intervention for students experiencing academic difficulty, reduce inappropriate referrals to special education, and facilitate professional growth in needed areas.

Staffing and Staff Development

The District and each school with enrolled ELL students must ensure appropriately qualified and trained staff to implement its ELL programs. All teachers who are responsible for teaching ELL students in the regular program, the special education program, or any other academic program must receive training and skills necessary to be effective in delivering English-Language and content instruction.

Curriculum/Instruction Materials

The District will provide instructional materials to properly carry out its ELL programs for the instruction of ELL students. Such materials will be appropriate to the curriculum and comparable in quality, availability, and grade level to materials provided for the instruction of non-ELL students.

ELL instructional materials will be selected based on teacher input and will be appropriately aligned with the District's curriculum standards/benchmarks.

Program Exit

The determination of English-Language Proficiency is based on objective criteria, using language proficiency test scores and other pieces of evidence to determine whether students will be able to participate meaningfully in the regular classroom. Students exiting the ELL program must be able to read, write,

speak, and listen/comprehend English well enough to be successful in regular education.

Exit Procedures for ELL Students

The LPAC team at each school will be responsible for reviewing ELL students and determining whether these students are eligible to exit the ELL program. ELL students will exit the ESOL program when the following standards are met:

Family Engagement

Within ten school days after classification, the LPAC will give written notice to parents advising that a student has been classified as an English Language Learner (ELL) and request approval to place the student in the required ESL program.

The entry or placement of a student in the ESOL program must be approved in writing by the student's parent. Approval will be considered valid for the student's continued participation in the program until the student meets the established exit criteria, graduates from high school, or the parent requires a change of program placement.

If a parent/guardian denies the participation of his/her child in the ESOL program, then he/she will sign a statement to that effect to be maintained in the student's permanent record.

Parents of ELL students have the same rights to access and participate in the education of their children as those who are English-speaking.

Access to District Programs and Services

The District will ensure that ELL students in need of special education or related aids/services, receive both special education and ELL services concurrently.

The District will ensure that ELL students have equal access to the Gifted and Talented programs and AP courses at the secondary level throughout the District.

The District will provide to the parents of the LEP students information about any eligibility, requirements, or general information regarding the G/T program/AP courses.

Monitoring Academic Success of Exited Students

Exited ELL students' academic achievement will be monitored by the LPAC for a period of 4 years to determine if further services are required for the exited student's success.

ESL Program Evaluation and Modifications

The District will conduct an annual longitudinal performance evaluation of its ELL program and will make modifications to the program as required by the results of its evaluation. The study will include, but not be limited to, a review of the following:

- Curriculum (including Special Education/ELL, GT, AP, and other advanced courses)
- Materials and resources
- Trained staff
- Student progress

Records Maintenance and Accountability

Monitoring of the District's ELL program includes the following:

- All principals are accountable for compliance with laws, policies, and regulations relating to the administration of programs and services for ELL students.
- The District will ensure that it will maintain reasonably accurate and complete records regarding the implementation of the ELL students.
- The District will maintain documentation in students' cumulative folders regarding the identification, assessment, placement, exiting, and academic progress of ELL students.