

English Language Learner Three Year Plan 2021-2024

Rational:

This plan describes Dennis Township School District program for English Language Learners (ELLs). The following plan is an opportunity for educators to review the academic needs of their ELLs and the type of language assistance program and academic environment that would best address those needs.

ELLs are held to the same rigorous, standards-based curricula and high-stake assessments as their English-proficient peers as they are acquiring the English language and becoming acculturated to American schools. In developing the program plan, school districts are encouraged to keep in mind the challenges students face with cultural changes and acquiring a new language, and design programs that provide the language, foundational and grade-level skills that students need to make a successful transition to classes with their English-proficient peers.

The 2021-2022 school year is the beginning of a new three-year cycle ending in the spring of 2024.

Mission Statement

The Dennis Township School District is committed to an exemplary educational program that inspires and prepares life-long learners who contribute to society as caring, productive, and responsible individuals.

Our Vision

At Dennis Township Schools, students make the connection to life-long learning. Academically, students are both nurtured and challenged as they explore an array of disciplines through a variety of opportunities. We design curriculum to foster the development of skills that will enable students to function effectively in a rapidly changing global and technological society. Teachers base instruction on the firm belief that every student can learn.

Physically, students are protected within a safe school environment where respect for the individual and an appreciation of diversity are of utmost importance. In addition, students are supported and encouraged to develop health practices that will enable them to live a full, active, and energetic life.

Socially, students are valued and respected for both their unique qualities and their youthful perspective. The students, their parents, the school staff, and the local community realize that education is a responsibility shared by all.

Emotionally, students are encouraged to take pride in their accomplishments whether they are academic, artistic, athletic, personal, or career-related. The development of self-esteem, personal responsibility, and self-respect is integrated into every aspect of the school experience.

Goals

The Dennis Township School District in an effort to best serve its ELL students, outlines the following goals for the English Language Learner Program. In addition, the section details the collaborative approach that all District professionals will take to achieve and measure these goals. District professionals include members of the ELL Department, District teachers, and District administration.

Goal 1: ELL students will develop and maintain listening, speaking, reading and writing competency in English as outlined in the WIDA (World-class Instructional Design and Assessment) standards and measured by the ACCESS for ELLs assessment.

Approach: Data from the ACCESS for ELLs assessment will be used to determine students' exact competency in each of the four areas. Working in collaboration, regular education teachers will design units and lessons to meet the needs of ELL students using the framework of district benchmarks and WIDA standards. Additional resource support for pre-teaching and post-teaching students will help to achieve this goal.

Goal 2: ELL students will demonstrate proficiency according to state and district benchmarks as measured by state standardized assessments and curriculum-based measures such as formative and summative assessments. Approach: Regular education teachers, in cooperation with ELL staff, will monitor student proficiency on grade level expectations and give feedback to students and families. Assessments are modified and accommodated to best meet student needs and reflect what students have learned.

Goal 3: ELL students will develop and apply academic language as measured by curriculum-based assessments. Approach: Academic language development within vocabulary-rich environments will be provided to students within the general education classroom. For students who need more individualized instruction, language development and vocabulary instruction will also occur during the supplemental support services they receive.

Goal 4: ELL students and families will be members of and participate in the school community. Approach: The district will provide opportunities for school, family, and community partnerships to support families so they can be more actively involved in their child's educational experiences. The added benefit is an increased staff capacity to work effectively with families and the community. Co-curricular activities, such as clubs and athletics will be accessible to all ELL students.

Goal 5: School District staff will work cooperatively with ELL staff through both collaboration and resources to maintain best practice in order to build capacity for educating English Language Learners. Approach: Through job-embedded and additional professional development opportunities, school personnel will receive training and coaching in cultural competency strategies and approaches aligned with best practice for English Language Learners.

Program Procedures

Identification:

1. When a student enrolls in the school district, a home language survey is completed. This survey is distributed by the school secretary. The home language survey must be completed at the time of registration. Translations of the Home Language Survey are available in the following languages: Arabic, Chinese (Mandarin), Hebrew, Hindi, Hmong, French, Korean, Russian, Spanish, Tagalog, and Vietnamese.
2. Any surveys with languages other than English indicated anywhere on the form are immediately forwarded to the district ELL staff. In cases such as this, the Curriculum Director will first check the student's cumulative folder for other records regarding the student's English language proficiency. The cumulative folder may hold a program of services, Individual Language Plan, and/or scores from the ACCESS FOR ELLs assessment from the student's previous school. Next, the Curriculum Director will informally screen the student by meeting and speaking with the student. The Curriculum Director will also contact the parents to determine potential ELL status and ensure services for the child with the ELL program. When the screening and identification process is complete, a copy of the Home Language Survey will be returned to the school secretary. The secretary will place the HLS in the student's ELL folder within the cumulative folder.
3. At that point, a decision to administer the MODEL screener by the district ELL staff will be made. The identification and assessment of new ELL students as described will occur within 30 days if the child enters the district at the beginning of the school year, or within 14 days if the child enters after September 30th.
4. The results of the screener are analyzed by the ELL staff to record the proficiency level and determine if the student qualifies for ELL service. New students to the district who have been previously enrolled in a school will have ELL and ACCESS data available that will be used in the identification process, and no MODEL screener will be needed in most cases. ELL staff will review cumulative folders and acknowledge past ELL services and academic experience.

Each identified English language learner will have the following documents in an ELL record file stored both in the district office and in the student's cumulative folder:

Home Language Survey
Parent Permission to Serve Letter
Screener Result
Exit Form
Monitoring Form

English Language Proficiency Assessment

When students enter the district, parents complete a home language survey. If the home language survey indicates potential ELL needs, the screening process will commence. The identification and assessment of new ELL students as described will occur within 30 days if the child enters the district at the beginning of the school year, or within 14 days if the child enters after September 30th. The Dennis Township School district utilizes assessment tools from WIDA (World-class Instructional Design and

Assessment) Consortium, namely the MODEL (Measure of Developing English Language). The MODEL assessment will be given to students in Kindergarten through Grade 8. A student's score on one of these screeners will determine his/her need for inclusion in the school's ELL program and his/her need for district services. The results of this screener will indicate an English proficiency level of 1 through 6. A score of Level 1 through Level 5 indicates to the ELL teacher that the student is in need of further English language development and ELL services. The Curriculum Director will contact the parents of the ELL student to obtain written permission for placement into the district's ELL Program. The Curriculum Director will attempt to contact the parent(s) at least three times; each attempt will be documented. If no parent contact can be made, the student is automatically placed in the ELL Program. Parents who were not successfully contacted will be invited to attend a conference in November (Parent Teacher Conferences) where the school will explain the ELL Program and the services the child will be receiving. The services that will best suit the particular ELL student will be determined by the results from the MODEL screener. The Curriculum Director will indicate the student's English language proficiency levels on the Individual Language Plan (ILP); the ELL teacher will then distribute this ILP to the necessary stakeholders, like the regular education teachers, guidance counselor, parents, and the school principal. In addition, the screener will be placed in the student's cumulative folder. There will be cases where the Home Language Survey indicates a need for screening by the MODEL, yet the child scores at a level higher than Level 5.5. When this occurs, the student most likely does not need ELL services from the district and is not Limited English Proficient (LEP). The screener results and corresponding decision will be reported, stapled to the HLS, and placed in the student's cumulative folder. In the case that a parent refuses ELL services for the student, the signed form will be kept in the student's cumulative folder. ELL assessments are administered by certified test administrators (ELL coordinator, Acceleration Teachers, or Basic Skills Instructors), who can receive training online. All ELL records are kept with the student's cumulative records. Assessment Tools: WIDA MODEL : Measure of Developing English Language ACCESS for ELLs: Measures language proficiency in content areas Past Academic Record, MAP scores, Teacher observations (result of consulting with the teacher)

English Language Learner Program

Model as shown in Table 1, the Dennis Township School District is dedicated to providing a high-quality educational experience to English Language Learners. The table is composed by grade level and details the services, approaches, and curriculum that will be used to teach ELL students.

Table 1. The Program of ELL Services for Dennis Township School District

Grade Level	English Language Development	Content Learning and Student Based Measurements
K-8	Content-based language instruction in which English is taught through vocabulary related to the content areas; aimed at proficiency in English and academic achievement Literacy-based instruction in which Acceleration teacher teaches language goals based on the WIDA standards; Co-taught content-based instruction in which Acceleration teacher teaches language goals based on the WIDA standards, in collaboration with the regular education teacher Collaboration with the regular education teacher to modify curriculum to enrich language development.	-New Jersey State Standards and benchmarks -Research-based comprehensive Literacy and Mathematics programs