

# **Fremont County School District #21**

## **English Learner (EL) Plan**

### District Certified Staff

Ashley Archambault, EL and Curriculum Director  
Fort Washakie Elementary

Karen Harms, Secondary Coordinator  
Fort Washakie Junior High

# Table of Contents

Home Language Survey (HLS)	3
English Language Proficiency Screener	3
Parent Notification	4
Language Instruction Educational Programs (LIEPS)	4
Accommodations and Designated Supports	5
Measuring Progress and Achieving English Proficiency Criteria	5
Exit Criteria	5
Monitoring	6
Evaluation	6
Teacher English Fluency Certification	7
Parent, Family, and Community Engagement	7
Records Transfer Process	8
Consultation	8
Appendix	9

## **Fort Washakie School District #21**

### **EL District Plan**

#### **Home Language Survey (HLS)**

Home Language Survey is three questions on a survey contained within the Fremont County School District #21 (FCSD) Student Registration form and is filled out by the parent or guardian when a student is registered.

The survey questions include:

- The language the child first learned.
- The language the child currently uses most frequently in the home.
- The primary language used by the family in the home.
- The attendance in a US school for more than three academic years.
- If the student is an exchange student.

The main office secretaries Elementary/Jr. High and High School distribute the HLS via the registration packet. The HLS is then reviewed by the EL Director. A hard copy of the HLS is stored in the respective offices, in the student's cumulative file. When necessary, a Spanish version of the Student Registration form is available at all schools; a child study and cumulative file review to determine other prior documentation of English proficiency may occur. In the event that a parent needs the HLS in a different language assistance will be provided at the front desk.

#### **English Language Proficiency Screener**

English Language Proficiency Screener is given within the first 30 days of the school year, or within 14 days of the student enrollment if the HLS indicates necessary.

1. FCSD #21 uses the WIDA Screener and the WIDA Screener for Kindergarten. The EL Director administers the screener.
2. The DAC receives training on the WIDA site.
3. The proficiency levels for the WIDA Screener for Kindergarten are on the same scale and have the same meaning as proficiency level scores reported for Kindergarten ACCESS for ELLs. Highest possible proficiency scores, Listening: 6.0, Reading: 5.0, Speaking: 6.0, & Writing: 4.5.

Language proficiency scores for 1st Grade-12th Grade for the WIDA Screener are: Listening = 3, Reading = 2, Writing = 3, and Speaking = 3. The composite score for Oral Language proficiency = 3, Literacy proficiency = 3, and Overall Score = 3. \*Online WIDA proficiency >4.5.

## Parent Notification

Parent Notification - Parent notification is completed through the Identification and Annual Notification Letter, sent out by the EL Director. Districts are required to notify parents of a student's EL status (same timeline the district has to assess the student for English Proficiency) .

1. The EL Director will notify parents of all matters concerning the student's EL status in a language understood by the parents.
2. The EL Director will send a parent notification letter to all parents/guardians, which will include the reasons why the child was identified, the child's level of English proficiency, how such level was assessed and the status of the child's academic achievement. It will also include the methods of instruction used in the EL program and other available programs, how the program will help their child learn English and meet age appropriate standards, specific exit requirements of the program, and how the program meets the objectives of the child's IEP (if applicable).
3. Parents have the right to refuse services, and must be received in writing.
4. A hard copy of the screener and notification letter (including parental refusal of services) will be placed in the student's cumulative file.
5. Parents will be notified that even though they have declined services for their child, he or she will be considered an Active EL and is required to take the ACCESS for ELLs in the spring of each year until a proficient score is obtained.

## Language Instruction Educational Programs (LIEPS)

1. Sheltered English Instruction: ELLs are taught academic content in English by a content licensed teacher. However, the English Language used for instruction is adapted to the proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development.
2. Heritage Language Programming : A program where ELLs are taught literacy in the language a person regards as their native, home, and/or ancestral language. The intent is to provide literacy skills that can then transfer to English language acquisition.
3. The above programs are provided by our district through regular classroom

instruction by content licensed teachers. This language instruction programming is offered to parental refusal students that need to acquire English fluency and access the academic content of the curriculum.

### Accommodations and Designated Supports

Accommodations/Designated Supports - Accommodations for EL students are provided in collaboration with classroom teachers and the special education department/teachers. Appropriate designated supports and accommodations must be done for students' experience in the classroom as well for the assessment. The designated supports and accommodations used on the assessments should be ones the student is already familiar with using or are used during regular instruction. District Test Coordinators, Building Coordinators, and Test Administrators should know which specific designated supports and accommodations must be provided to individual students as well as how the supports and accommodations are administered. A language support team must create and Individual English Learner Plan for each English learner and include accommodations and/or supports needed in the IELP. Building level PLCs (Professional Learning Communities) communicate regarding the needs for their ELs by utilizing building tutors, assistants, and technological resources to help these students better access the academic content. The EL Director and District Sped Director review students with an IEP, EL and 504, three times a year to determine students' current accommodations and meet with all staff and teachers to ensure students are receiving appropriate accommodations.

### Measuring Progress and Achieving English Proficiency Criteria

Measuring Progress of Active ELs - In addition to ACCESS for ELLs and the EL Monitoring Form, FCSD #21 tracks academic progress with the following measures at various grade levels:

- Grades K-5 are regularly progress monitored in MAP Reading Fluency, Common Formative Assessments and Lindamood-Bell Diagnostic Assessments. 3-5 are also monitored using WY-TOPP interims and modules.
- 6-8 are monitored using i-Ready Reading Diagnostic, Common Formative Assessments, WY-TOPP Interims & Modules.
- 11-12 Common Formative Assessments, WY-TOPP Interims & Modules are used.

## Exit Criteria

Exit Criteria - All EL students are administered the ACCESS for ELLs in the spring even if the parent refuses services or if the student just moved to the district and was recently screened for EL services. The Wyoming Department of Education established **exit criteria with a composite score of 4.6 or higher** on the ACCESS for ELLs and Literacy Performance Level of 4.3 or higher.

The transition will be minimal as the student will continue to receive the appropriate MTSS classroom/Title/Sped services and be monitored according to the progress monitoring/district assessment information. The Assessment Coordinator will notify parents by letter if students have met the exit criteria. The exit notification letter will indicate to parents that the student will no longer be an active EL, however, the student will be monitored for four years.

## Monitoring

Monitoring - FCSD #21 has a monitoring form for Year 1 and Year 2. The form is filled out throughout the school year (midterm, semester, and EOY) at each building where the EL student is enrolled. It may include grades, attendance, WY-TOPP results for Math and Reading, and any action taken at the building level for performance below grade level. The original and a hard copy is filed (original filed with EL Coordinator, copy placed in student cumulative file) at the end of each school year and/or when an EL transfers schools.

Monitoring for Year 3 and Year 4 are accountability and reporting purposes, with a degree of oversight to ensure that students meet state challenging academic standards. This is measured by report cards, state assessments, and teacher observations. The EL Director will notify parents of their students' monitoring status and need for support in a language understood by the parent on a quarterly basis. The FCSD #21 monitors exited EL students quarterly. If a student is struggling, a BIT referral will be initiated. The BIT team will review all information and determine if the student needs to be rescreened or referred for other services/supports. The EL Director is responsible for notifying all parents that their student has exited active EL status and will now be monitored for four years.

## Evaluation

Evaluation - FCSD #21 evaluates the overall EL program by the progress of students with academic content (common formative assessments, MAP Reading

Fluency, i-Ready Reading, WY-TOPP and ACT) and their progress with English proficiency (ACCESS). In addition, FCSD #21 evaluates the academic content through mastery of common formative assessments, progress noted on report cards, attendance, and graduation. The district utilizes data to determine if the district will need to make adjustments to the LIEPs and technology supports to ensure the progress students make toward English language proficiency.

### Parent, Family, and Community Engagement

Parent, Family, and Community Engagement - FCSD #21 promotes stakeholder engagement to include parents, family, and other community partners. They are encouraged to participate in various school events that take place throughout the school year. Recurring activities include monthly Culture Night. Our district hosts culture night every third Wednesday for all parents in the district to celebrate their Native Culture. Native American food is provided during Culture Night. The district invites community members including but not limited to parents/guardians, family members, elders, tribal council members, community agency representatives and others within our district boundaries to all school events throughout the year. Community members specifically, tribal elders are invited on a regular basis to perform cedar/prayer ceremonies. Other strategies that FCSD #21 utilizes to promote parent, family, and community engagement include:

- Parent advisory councils
- Family literacy nights
- Encouraging parents to volunteer in their child's classroom
- Encouraging parents to volunteer for after-school activities
- Home visits
- Student performances
- Forming small focus groups with EL parents

The district JOM/Parent Liaison and/or school secretary sends out parent/community notices of school events. Event notices are posted throughout the community and are presented in a language understood by parents, families, and community members.

## Sample Certification of Teacher English Fluency

Fremont #21 verifies teacher English fluency, both written and orally through the following methods:

**Those born in the United States or other English speaking countries who state that their first language is English:**

1. Birth certificate
2. High School diploma from a school where the language of instruction is English; or
3. A college degree from a college or university where the language of instruction is English; or
4. Teacher certification in the United States

The birth certificate plus one of the others is all that is required.

**Those whose first language is NOT English:**

1. A proficient level score on the Test of English as a Foreign Language (TOEFL) exam or similar English Language Fluency exam.
2. A college degree from an English speaking university, or similar documentation showing successful education in an English speaking college or university.

At least one of the above is required, either a proficiency score on an English Language Fluency exam or an indication of successful college or university education in an institution where the language of instruction is English.

### Records Transfer Process

Records Transfer Process - When a student transfers out of the district, FCSD #21 ensures that all EL student information is included in the student's records to ensure that the receiving school is able to immediately begin providing EL services or monitoring support. When a student transfers into the district, if FCSD #21 does not receive records regarding the students EL status, the district will immediately contact the previous school to request any EL student records that may prevent unnecessary screening if the student is an active EL or in monitoring status.

### Consultation

FCSD #21 provides multiple opportunities for stakeholders to provide input and feedback for the District EL plan. Meetings are held throughout the school year involving parent and community members for information regarding all federal programs and in conjunction with community events to address specific Title programming/funding. In addition to the District EL plan, community resources including ESL documents are shared with parents and community members during Open House, Parent/Teacher Conferences, Family Literacy Nights, and other school-community events. Additional staff attend these meetings and/or events depending on the agenda and/or content. The District EL plan is provided to each building administrator and ESL contact within the district.



## Appendix

- Home Language Survey - Appendix A
  - 📄 ELL HLS District #21
- Notification Letter - Appendix B  
<https://drive.google.com/open?id=1Z-mq3LeuzH05h8ZX20QVkZe-IJ0u-ia03l8hQHcSeuc>
- LIEP examples - Appendix C  
[https://drive.google.com/open?id=1NDRkb4StGVBIWhIV\\_0bz\\_xgtSZGFzIbS](https://drive.google.com/open?id=1NDRkb4StGVBIWhIV_0bz_xgtSZGFzIbS)
- Monitoring Forms - Appendix D  
[https://drive.google.com/open?id=1ekWqN0\\_pJfkZAEQAt2W9Tbth2OaM2fjM](https://drive.google.com/open?id=1ekWqN0_pJfkZAEQAt2W9Tbth2OaM2fjM)  
[https://drive.google.com/open?id=1HI4rTX\\_hMN0H8oFLP-FhDnphITdYekO6](https://drive.google.com/open?id=1HI4rTX_hMN0H8oFLP-FhDnphITdYekO6)