
ESL Plan

1. STUDENT IDENTIFICATION

Every student in the Campbell County School System has a Home Language Survey in his/her permanent record. The survey is issued to parents/guardians as part of the enrollment process of the student. A written or oral translation is provided for non-English or limited English-speaking parents.

The survey consists of three questions which identify the first language learned by the student, the language(s) spoken in the student's home, and the language spoken most often by the student outside of the school setting.

Within 48 hours following the student's enrollment, K-8 school secretaries and high school guidance offices provide to the ESL teacher the names of students whose Home Language Surveys indicate a language other than English in response to any of the three questions. The ESL teacher will then conduct a language assessment based on the Tennessee English Language Placement Assessment (TELPA).

Tennessee is by law an "English-only" state. Instruction, unless otherwise needing the native language intervention, and formal assessments are to be administered in English. Alternative language instructional programs, such as ESL, designed to increase the English language proficiency are based on sound educational research, theory, and practices as recommended and/or approved by the State Department of Education.

2. STUDENT LANGUAGE ASSESSMENT

If entering at the beginning of the school year, within 30 days of enrollment and completion of the Home Language Survey, the ESL teacher administers the TELPA (Tennessee English Language Placement Assessment) to identified students and communicates to parents the results and support services available. Parents are given the option to waive services. Students are eligible for services in accordance with the state ESL guidelines. If entering after the school year has begun, the assessment and notification to parents must occur within 14 calendar days of enrollment.

Within a week of receiving notification of a newly enrolled non-English language background (NELB) student, the ESL teacher will contact the classroom teacher (K-8) or guidance counselor (9-12), review student records, meet with the student, and administer the TELPA test.

Students of non-English language background scoring less than proficient on any subtest of the TELPA are classified as ELL and are provided services as needed in the ESL program. Students are exited from ESL services when a proficient score is attained on all subtests: oral, reading, writing, and speaking; and when other criteria is met as may be described in the Transition and Exit section of this report).

All students served in the ESL program are administered the ELDA (English Language Development Assessment) annually to re-establish eligibility or to determine readiness to exit, as well as to measure progress. These scores are kept on file to document eligibility and provide data for submission to the State Department of Education regarding program accountability and (ELDA has nothing to do with AYP>).

All data related to student eligibility is maintained in the student's permanent folder (Why in the ESL department; that could be risky?)

3. PROGRAM PARTICIPATION

The ESL curriculum provides for the development of the four language skill areas of listening, speaking, reading, and writing, with emphasis given to academic language. Campbell County school system recognizes the value of using instructional materials specific to ESL. Students are served in their home school by an endorsed ESL teacher. Any bilingual or other ESL teaching assistant must work directly under the supervision of and in the presence of an endorsed ESL teacher. Services must be delivered during the regular school day; however, students may choose to participate in after-school or summer programs when available.

The Campbell County program is a combination of a pull-out and self-contained classes program. Frequency of delivery is designed to meet the needs of each student and in accordance with State Board policy. Every effort is made to pull students out of their regularly scheduled language arts class. Pulling students from math is not allowed; pulling them from "specials" classes such as art, music, and physical education is strongly discouraged.

K-8 students at beginning - intermediate proficiency levels receive a minimum of an hours of daily instruction. Higher intermediate level and transitional students may receive less frequent instruction/tutorials. High school students receive ESL instruction during a regularly scheduled daily 55-minute class period for which they earn 1 credit annually. Two of these credits may be used in lieu of English. They may take ESL I and ESL II to count for 2 English credits toward graduation requirements. If the student's schedule allows, more English is advised.

High school students who have completed ESL I & II and are required services may take additional ESL courses for elective credit or receive tutorials during study hall or other appropriate times.

The progress of all ESL students, including ELL, transitional, and consultation students, is monitored regularly by the ESL Manager and/or the ESL teacher. Additional support services are offered as needed. Student performance is monitored by a variety of methods; such as, report cards, test scores, informal observation, and discussions with classroom teacher(s), parents, and the students themselves. ELLS are entitled to

modifications in content and grading. Students cannot be failed solely on language proficiency.

4. STUDENT PLACEMENT AND SERVICES

The principal, guidance counselor, ESL teacher, and parents are involved in the initial placement of NELB students. Campbell County has a policy that ensures age-appropriate grade level placement and prohibits retention or consideration for special education based solely on lack of English skills. High school guidance counselors employ a recognized procedure for evaluating international transcripts and awarding corresponding credits.

The Campbell County School System offers a variety of services for ELL students, including:

- ❖ Instruction by an ESL teacher
- ❖ Modification of regular classroom assignments and tests
- ❖ Monitoring of academic progress of both instructed and consultation students
- ❖ Peer tutoring
- ❖ After school and summer programs
- ❖ Other special programs/supplementary services which would be beneficial to the student (such as our primary grade literacy achievement program)
- ❖ Parent involvement

Language proficiency cannot be criteria for exclusion. Other possible services include Title I, Special Education, Gifted and Talented, or Career-Technical Education.

5. RESPONSIBILITIES OF PERSONNEL

ESL Manager:

- A. Recommends, implements, and maintains program policies, procedures, and schedules.
- B. Ascertains that the goals and requirements of the program are met.
- C. Supervises system-wide Home Language Survey
- D. Supervises English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records.
- E. Provides to each school's testing coordinator a list of ELL students taking state-mandated tests with their appropriate codes and accommodations (NELB or ELL as determined by proficiency test scores)
- F. Monitors the progress of instructed, transitional, and consultation students.
- G. Coordinates ESL services with all other departments of the school system.
- H. Assists the Supervisors of Instruction in planning staff development activities specific to ESL.
- I. Meets regularly with program staff and other school administrators.
- J. Processes requests for materials to appropriate administrators.

- K. Submits requests for program data and prepares reports/surveys for OCR and State Dept. of Ed, and keeps data in enrollment system and EIS up to date and frequently checked.
- L. Maintains membership in the professional organization TNTESOL.

Principal:

- A. Promotes multiculturalism in the school environment.
- B. Informs staff of the significance/procedures regarding the Home Language Survey.
- C. Provides adequate space for ESL instruction.
- D. Ensures that ELL students have schedules which allow them to attend ESL classes.

ESL Teacher:

- A. Enforces policies and regulations as established by the Board of Education.
- B. Creates and maintains an instructional climate that is conducive to learning.
- C. Assists with the identification/classification of NELB/ELL students using appropriate assessment instruments.
- D. Plans and implements ESL instruction based on diagnosed needs of each student.
- E. Evaluates student performance in the ESL class and provides mainstream teachers with input regarding progress and suggestions for modifications.
- F. Maintains individual student folders on each student attending ESL class.
- G. Attends staff development programs that teach ESL strategies and methodology and other district initiatives.
- H. Maintains membership in the professional organization TNTESOL.
- I. Arranges and/or conducts in-service training for staff on ESL issues & strategies.
- J. Participates in the decision-making process for special ed. referrals and possible retentions of ELL students, including being present at M-Team meetings. Or requesting that a supervisor attend in his/her place.
- K. Provides information on ELL students to state and federal agencies when requested.
- L. Assists students in understanding American culture and encourages mainstream students to understand other cultures.
- M. Functions as a resource member of the local school staff.

Classroom Teacher:

- A. Promotes multiculturalism in the classroom.
- B. Communicates closely with the ESL teacher regarding the ELL student's progress and class assignments.
- C. Informs the ESL teacher of any consideration for retention or special ed. referral of an ELL student.
- D. Modifies tests and assignments as needed and appropriate in accordance with the suggestions of the ESL teacher.
- E. Takes advantage of staff development opportunities to increase understanding of ELL students' needs and learn effective ESL strategies.

- F. Provides to the ESL teacher requested information for program records; such as, work samples, report card copies, standardized test score, etc.

6. TRANSITION AND EXIT

Transitional ELL Students:

Support services for transitional ELL students can take many forms, depending upon the individual needs of the student. The ESL teacher monitors each student's performance in the classroom by checking the student's report card and test scores and by discussing each student's progress with the classroom teacher. Students are offered other services as appropriate. (Mainstream teachers need to take some of this responsibility also.)

Exit Criteria:

Students exit from ESL services based on proficiency in all areas of language: listening, speaking, reading, and writing as indicated by performance on the ELDA test administered annually. A variety of criteria is used to document the student's proficiency and must be provided to support the decision to exit a student from the program.

- A. Criteria # 1: Fluent and Competent levels on oral, reading and writing sections of the ELDA (English Language Development Assessment).
- B. (District may add other criteria, but the first one must be met. It is the minimum standard for exit.)

ELL students are monitored for 2 years after meeting exit criteria. These are considered transitional years to ensure grade level success. The first monitoring year, the ELL student is classified as T1 (Transitional 1). The second monitoring year, the student is classified as T2 (Transitional 2). These two additional years allow for the student to be counted as ELL for district reporting. If indications arise that the T1 or T2 ELL student is not being successful, then support services are again offered, based on student needs. Services could be limited to a specific content area, or the student could be offered ESL Program services again with approval of his/her parent, if necessary.

7. PROGRAM EVALUATION

All students are eligible to enroll regardless of immigrant status. Information may be requested, but only an immunization record/physical is required for enrollment. If a student does not have a social security number, a pin number is assigned.

The Campbell County School System evaluation includes:

- A. effective procedures for identifying, assessing, providing services for, and maintaining data on NELB/ELL students;
- B. evaluating the ESL program according to the academic success of current and former ELL students by reviewing longitudinal records such as standardized and proficiency test scores and graduation statistics;
- C. submitting required reports to state and federal agencies[
- D. adhering to the State ESL Guidelines; and
- E. directing inquires to the State ESL Consultant.

8. PROGRAM MONITORING

Campbell County annually completes the state LEP survey, which reports the number of ELL students being served. This information, in addition to the ESL State Guidelines, is used to determine the number of staff needed to meet the needs of ESL students and funding for each school year.

Campbell County communicates important school information to LEP parents in a language they can comprehend. A procedure is established whereby the parents or legal guardians may waive alternative language services for their child. This procedure includes informing the parents of the potential educational implications of waiving these services.

Students whose Home Language Surveys show a response of a language other than English to any question, yet who are not considered ELL according to proficiency or standardized test results, must be reported to the State Department of Education as Non-English Language Background (NELB) on the annual data collection survey. Grades, academic progress in English and content areas, retention rates, drop-out rates, participation in other programs, graduation rates, and performance on state assessments are all monitored and/or reported.

Any deficiencies found in providing adequate language support services will be corrected and a timeline for implementation will be provided.