



Title III Plan for the West De Pere School District

A. Identification and Assessment Process:

1. A student having another language other than English on his or her enrollment form is identified as being a possible candidate for the English Language Learner program.
2. A *Home Language Survey* is then sent home. Students who communicate in a language other than English, students whose families use a primary language other than English in the home, or students who use a language other than English in daily non-school surroundings are identified as being possible English Language Learners and are then further screened to identify ELL status. See attached documentation.
3. Students with limited English language skills who have recently arrived in the United States or are newly enrolled in the school district and fit the qualifications above, are then formally screened to help determine whether or not ELL services are needed. The *WIDA-ACCESS Placement Test*, or *W-APT*, is Wisconsin's initial English language "screener," and it is administered by an English as a Second Language Teacher or an educator trained on the administration of the assessment instrument. The W-APT score is then used to determine a student's initial placement for English language assessment and eventual English language proficiency (ELP) level. The District may also use information such as: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.
4. Students qualifying for English Language Learner services are tested on an annual basis with the *ACCESS for ELLs*. Each child's Composite Score is recorded as their English proficiency level. ELL students will be classified according to their English proficiency level as outlined in state rules and described below:
 - a. **Level 1 – Beginning Preproduction:** Student does not understand or speak English with the exception of a few isolated words or expressions.
 - b. **Level 2 – Beginning Production:** All of the following criteria are met: (a) the student understands and speaks conversational English with hesitancy and difficulty, (b) the student understands parts of lessons and simple directions, and (c) the student is at a pre-emergent or emergent level of reading and writing English, significantly below grade level.
 - c. **Level 3 – Intermediate:** All of the following criteria are met: (a) the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty, (b) the student is post-emergent, developing reading comprehension and writing skills in English, and (c) the student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

- d. **Level 4 – Advanced Intermediate:** All of the following criteria are met: (a) the student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy and (b) the student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
 - e. **Level 5 – Advanced:** All of the following criteria are met: (a) the student understands and speaks conversational and academic English well, (b) the student is near proficient in reading, writing, and content area skills need to meet grade level expectations, and (c) the student requires occasional support.
 - f. **Level 6 – Formerly Limited English Proficient Now Fully English Proficient:** All of the following criteria are met: (a) the student was formerly limited-English proficient and is now fully English proficient and (b) the student reads, writes, speaks, and comprehends English within the academic classroom setting.
5. The results of the *ACCESS for ELLs* are shared with parents and appropriate school personnel in order to better help students academically. The results are also used to determine a student's individualized learning plan, *Student Record Plan*, or *SRP*.
 6. The *SRP* is completed by the ELL Teacher, who then determines the goals for the student, supplemental services, possible educational accommodations and modifications that need to be made for assignments and assessments, and any behavioral/emotional needs that should be addressed. A copy of the *SRP* is shared with all content area instructional staff that works with the child throughout the school day. A copy of the *SRP* can be found in the child's CUM folder. See attached documentation.
 7. Multiple measures are used to monitor student progress. The measures this district utilizes for monitoring student progress are *ACCES for ELLs*, *WKCE* results, *MAPS*, *AIMSWEB*, teacher observations, report card grades, grade-level assessments, etc. Continual communication takes place between the ELL Teacher and the classroom teachers in order to monitor the ELL student's progress. When necessary, other staff is brought into these conversations.
 8. Private schools within the District will be contacted within the first thirty days of the school year in order to determine their need for ELL services.

B. Implementation of Plans for Regular School Year:

1. ELL students will be expected to increase their ELP by the target percentages set for AMAO 1 as determined by the State of Wisconsin Department of Public Instruction. ELL students will increase their reading level by at least ½ year as measured by local assessments.
2. Content area tutoring, content-based ESL, and pull-out ESL are utilized in this district. Content area tutoring is one-on-one or small group tutoring/assistance to ELLS in the content areas provided by teachers other than bilingual or ESL teachers. Content-based ESL uses English as the language of instruction, and is taught through vocabulary related to the content areas. The goals are proficiency in English and academic achievement in the content areas.

Pull-out ESL takes ELL students from regular classrooms to work on English language skills, review homework or tests, or review content before and while the regular classroom teacher covers that same content in the classroom.

3. Classroom teachers are encouraged to design instruction based upon the WIDA Performance Indicators or CAN-DO Descriptors.
4. Summer school, before school, and after school tutoring are available to students whose needs demand.
5. Students are identified for gifted and talented and special education same as all other students or in a comparable manner. An effort is made to include ELL students in extra-curricular activities in order to promote social relationships.

C. Parents and Parental Involvement:

1. Parent notification takes place on an annual basis, in the fall of each school year. The notice is sent home in the language of the family, whenever feasible, and is signed by the child's parents. A copy of the signed approval of services is kept in the child's ELL folder.
2. Parents are asked to volunteer for special events or as classroom volunteers. Parents are involved in disciplinary and educational opportunities as they arise. Meetings are scheduled with all teachers involved with a family in order to better accommodate parent schedules. All vital documents are sent home in the language of the home, whenever feasible. Further communication occurs in order to clarify any questions that may arise.
3. Regular progress reports are provided to parents in the language of the home, whenever feasible. On an annual basis, parents are invited and encouraged to attend a meeting regarding their child's SRP. Parents receive report cards for their children on a quarterly basis. Parents are encouraged to attend parent/teacher conferences which are held once a school year.
4. A Contingency Plan is offered to parents upon enrollment in case of an immigration raid.

D. Staffing and related professional development:

1. Staffing includes teachers, Title 1 staff, paraprofessionals, tutors, and home-school liaisons. All staff holds the appropriate license for their placement. Our district does not meet the state trigger numbers for employment of bilingual staff at this time.
2. ESL teachers meet with classroom teachers throughout the school year to assist with instructional methods for ELL students. Staff development fully supports teacher training through workshops, sessions, or seminars to further their knowledge of ESL, or culturally related information to anyone interested. Our staff regularly takes part in the professional development opportunities provided through the CESA #7 Title III Consortium.

HOME LANGUAGE SURVEY

The Education Code requires that schools determine the languages(s) spoken at home by each student. This information assists schools in providing meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son or daughter return this form to his or her teacher. Thank you for your help.

Date: _____ School: _____

Name of Student: _____

Grade: _____ Age: _____ Date of Birth: _____

Teacher: _____

1. What language did your son/daughter learn when he or she first began to speak?

2. What language does your son/daughter most frequently speak?

3. What language do you use most frequently to speak to your son/daughter?

4. What language is most often spoken by the adults at home?

Signature of Parent or Guardian: _____

Signature of Interpreter (if used): _____

Encuesta Sobre el Idioma Hablando en Casa- Español

El Código de Educación requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información nos ayuda a proveer la apropiada instrucción a todos los estudiantes.

Le pedimos su cooperación para que podemos cumplir con este importante requisito. Por favor, conteste las siguientes preguntas y haga que su hijo(a) devuelva este impreso a su maestro(a). Gracias por su ayuda.

Fecha: _____ Escuela: _____

Nombre de Alumno: _____

Grado: _____ Edad: _____ Día, Mes y Año de Nacimiento: _____

Maestro: _____

1. ¿Cuándo su hijo(a) empezó a hablar, qué idioma aprendió primero?

2. ¿Qué idioma habla su hijo(a) sin más frecuencia cuando conversa en casa?

3. ¿Qué idioma habla usted con más frecuencia cuando habla con su hijo(a)?

4. ¿Qué idioma hablan los adultos con más frecuencia en casa?

Firma del Padre o Tutor: _____

West De Pere School District Student Record Plan for ELL Student (SRP)

GENERAL INFORMATION		
Student's Name <i>First, Last</i>	Grade Level	School Year
ID No.	Date of Entry in Wisconsin School	Student's Native Language
School District <i>West De Pere School District</i>	School	

LANGUAGE PROFICIENCY		
English Language Proficiency Level	Date(s) Administered	Test Administered
English Language Proficiency Level	Date(s) Administered	Test Administered
Language Proficiency Goals <i>Listening, Speaking, Reading, Writing</i>		Standards/Alternate Performance Indicators Addressed
1.		
2.		
3.		
4.		

ACADEMIC ACHIEVEMENT					
Standardized Test Data					Date(s) Administered
Language Arts	Reading	Mathematics	Science	Social Studies	
Academic Goals <i>Listening, Speaking, Reading, Writing</i>			Standards/Alternate Performance Indicators Addressed		
1.					
2.					
3.					
4.					

TYPE AND AMOUNT OF SUPPORT SERVICES
Comments/Recommendations

SIGNATURES	
Student Signature ➤	Date Signed
Teacher Signature ➤	Date Signed
Parent Signature ➤	Date Signed