

Washington Colony School District

Master Plan for English Learners

2012 – 2015



Introduction

Washington Colony School District is a one school district located in a rural region southeast of Fresno in the community of Easton. As of September, 2013, the district enrollment totaled 434 students. Washington Colony serves grades K-8 with two teachers at each grade level. The school has one Transitional Kindergarten and a state pre-school located on site. The mobility rate is very low at Washington Colony with the attendance rate averaging 95%. The number of English learners taking the annual CELDT in 2013-14 was 121 representing approximately 30% of the total enrollment. Spanish speaking students represent 94% of the English learner subgroup, while Hmong, Lao, Punjabi, and Portuguese make-up the remaining 6%.

Total Number of English Learners

Grade	2011-12	2012-13	2013-14
K	27	24	29
1	24	23	12
2	19	21	24
3	19	13	22
4	16	22	10
5	16	12	14
6	14	14	8
7	10	13	12
8	9	8	11
Total	154	150	156

This master plan assesses the current state of the district's English Language Development (ELD) program and presents a vision for its future. The overall goal of the ELD program is to develop English language proficiency for each English Learner as effectively and efficiently as possible, while simultaneously developing mastery in the core curriculum as evidenced on SBAC Common Core based assessments. This plan presents a road map for the achievement of this goal.

Standards, Assessment, and Accountability

The goal of the Washington Colony School District is to ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness.

Reclassification Criteria

The goal of the district is for all EL students to become proficient in English in the areas of listening, speaking, reading, and writing as rapidly as possible. The California English Language Development Test (CELDT) is administered annually to measure English proficiency in the above areas. The results are

based on five levels of English acquisition: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The Director of Special Programs and administration meet to review all reclassification recommendations.

Reclassification guidelines recommended by the State Board of Education have been adopted by the district. CELDT is the primary criterion used in reclassification. When the overall level is Early Advanced or Advanced and any subtest reflects the level of Intermediate or higher, the student may be considered for reclassification. Students whose overall proficiency level is in the upper end of the Intermediate level may also be considered if additional measures indicate English proficiency. The above reclassification levels are the same as the initial identification levels specified by California Department of Education.

Additional measures used for consideration in reclassification are as follows:

- The results of a district developed and/or adopted assessment of basic skills in English language arts.
- Teacher evaluation of academic performance supporting CELDT results.
- Parent recommendations and opinions during the reclassification process.

Students in kindergarten through second grade become eligible for reclassification at the end of second grade when the CELDT criterion is met and foundational skills in reading and writing are established as evidenced at a 70 percent level on the district assessment of basic skills in English Language Arts. Reclassification can also be considered if a student scores a 3 using the SBAC writing rubric on a formal writing prompt in addition to a score in a 60 to 70 percent range on the district assessment. Teacher evaluation and parent opinion complete the reclassification process.

If any of these steps are not completed for a student scoring Early Advanced overall, that student must continue to receive English language development services. The following table indicates the number of students who have been reclassified based on the results of CELDT and the ELA assessment (or a Basic score of 325 or higher on the former California Standards Test in years 2011-2013).

Reclassifications to Fluent English Proficient

2011-12	Grade	K	1	2	3	4	5	6	7	8	Total
	Number				1	7	5	2	4	1	20
2012-13	Grade	K	1	2	3	4	5	6	7	8	Total
	Number				2	3	1	0	2	0	8
2013-14	Grade	K	1	2	3	4	5	6	7	8	Total
	Number				4	0	1	4	2	2	13

Students who have been reclassified as Fluent English Proficient (FEP) will be monitored for two years in accordance with existing California Department of Education regulations. Reclassified students' grades and results of the district assessment of basic skills or the California Standards Test—English Language Arts (CST-ELA) will be noted in the district database. Reclassified students will receive academic support that is integrated in core content or intervention opportunities to scaffold language development in content areas of need if the student has poor grades and/or does not show evidence of maintaining a 60 to 70 percent or higher level on district assessments. In addition, services through the After School Program are made available for reclassified students according to academic needs as determined by their teachers. The district maintains reclassification documents in students' cumulative files.

Program Monitoring and Evaluation

The expectation is that students will improve their English proficiency at least one level each year as measured by the CELDT. The following timeline demonstrates when EL students are expected to reach each level of English proficiency until reclassified as fluent English proficient (FEP).

Initial ELD Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Time until English Proficiency is Achieved	5 years	4 years	3 years	2 years	FEP

The district has established goals that encompass the state requirements for annual growth.

- Goal 1: By fall 2016, when test results have been reported for the CELDT, 62% of English Learner students will achieve their annual growth target. By fall 2015, 60.5% will achieve their annual growth target. By fall 2014, 59% will achieve their annual growth target.
- Goal 2: By fall 2016, when test results have been reported for the CELDT, 25.5% of Cohort A and 52.8% of Cohort B English Learner students will attain English proficiency. By fall 2015, 24.2% of Cohort A and 50.9% of Cohort B will attain English proficiency. By fall 2014, 22.8% of Cohort A and 49.0% of Cohort B will attain English proficiency.

During 2011-12; 2012-13; 2013-14, the district did not achieve annual growth goals for English Learners and parents of English learners were notified. Based on evidence in student achievement on CELDT and CST-ELA, the district has made ongoing program modifications to improve ELD instruction. The district continues to use State Board of Education adopted curriculum Hampton Brown, *High Point* for grades 4-8 and Lit Conn's *English Now!* for grades K-3 as instructional resources throughout the transition to Common Core. During the transition to the

California ELA-ELD Common Core Standards, the district is providing training for teachers focusing on language development strategies to develop academic vocabulary, verbal discourse, and writing. Grades K-2 will provide language development in an integrated approach to attain verbal and written language skills while simultaneously developing the foundations for literacy as directed in the Reading/Language Arts Framework. Interventions will be addressed through designated ELD as needed by students. Grades 3-8 will provide core content integration as well. In addition, Kate Kinsella's *Academic Vocabulary Toolkits* will be purchased to provide supplementary support in the development of academic language. Scholastic's *English 3D* has been purchased to provide interventions for long-term English learners.

CELDT proficiency levels are used to inform program placement and to focus on each student's language instructional needs. Beginning in 2015-16, language acquisition will be monitored three times per year with district adopted assessments, publisher unit tests, and writing samples. The data will be analyzed in the areas of vocabulary development, reading basic skills, and writing to determine whether an EL student will benefit from additional instructional support during a designated time for English language development.

District teachers have completed the English Learner Professional Development Training provided by a Fresno County Office of Education English learner specialist in 2011-12. Instructional strategies which included the development of language objectives during core content were implemented in 2012-13. Professional development from the same FCOE specialist in 2013-14 was delivered to assist in the examination of CELDT levels and how they will transition to the levels of the English Language Proficiency Assessment (ELPAC) and the ELA-ELD Common Core Standards. Planned for 2015-16, coaching in the area of language instruction for content learning will be provided by the Fresno County Office of Education ELA-ELD ASIST coach.

Washington Colony maintains AERIES, a database system, which allows ELs to be effectively monitored and evaluated. Specifically, the database lists the annual CELDT results, CST-ELA results for each year, primary language, entry year into the program, and the date of reclassification for individual students. The transition to ELPAC and SBAC will occur when the results of those assessments are available.

Currently, a CELDT site coordinator is responsible for maintaining district data, administering the annual CELDT, disseminating preliminary and final CELDT results to teachers, and overseeing the reclassification process. When ELPAC results become available, the site coordinator will continue with similar responsibilities in organizing test administration, distributing results, and facilitating analysis of results for the purpose of initial placement and reclassification.

The following tables provide the number of EL students at each proficiency level based on CELDT results from 2011-12 through 2013-14.

CELDT 2011-2012 Annual Assessments
Number and Percent of Students at Each Proficiency Level

(Numbers do not include students entering after close of test window)

	K	1	2	3	4	5	6	7	8	Total
Advanced	***	2 8%	1 6%	0 0%	0 0%	1 7%	1 7%	2 22%	2 25%	9
Early Advanced	***	6 25%	3 17%	2 11%	8 50%	4 27%	6 43%	3 33%	4 50%	37
Intermediate	***	10 42%	12 67%	11 58%	6 38%	9 60%	6 43%	3 33%	1 13%	58
Early Intermediate	***	6 25%	1 6%	5 26%	2 13%	1 7%	1 7%	0 0%	1 13%	17
Beginning	***	0 0%	1 6%	1 5%	0 0%	0 0%	0 0%	1 11%	0 0%	4
# Tested	2	24	18	19	16	15	14	9	8	125

CELDT 2012-2013 Annual Assessments
Number and Percent of Students at Each Proficiency Level

(Numbers do not include students entering after close of test window)

	K	1	2	3	4	5	6	7	8	Total
Advanced	0%	1 5%	0 0%	0 0%	0 0%	0 0%	1 8%	0 0%	0 0%	2
Early Advanced	0%	6 27%	5 24%	2 15%	5 25%	6 55%	3 23%	5 42%	3 38%	35
Intermediate	0%	3 14%	9 43%	9 69%	10 50%	4 36%	6 46%	6 50%	3 38%	50
Early Intermediate	0%	11 50%	6 29%	1 8%	3 15%	1 9%	2 15%	1 8%	1 13%	26
Beginning	0%	1 5%	1 5%	1 8%	2 10%	0 0%	1 8%	0 0%	1 13%	7
# Tested	0	22	21	13	20	11	13	12	8	120

CELDT 2013-2014 Annual Assessments
Number and Percent of Students at Each Proficiency Level

(Numbers do not include students entering after close of test window)

	K	1	2	3	4	5	6	7	8	Total
Advanced	0 0%	1 9%	0 0%	0 0%	1 11%	0 0%	0 0%	1 8%	0 0%	3
Early Advanced	2 20%	7 64%	3 13%	3 14%	3 33%	6 43%	2 25%	5 42%	6 55%	37
Intermediate	6 60%	3 27%	8 33%	10 45%	4 44%	6 43%	5 63%	5 42%	5 45%	52
Early Intermediate	1 10%	0 0%	11 46%	8 36%	0 0%	1 7%	0 0%	0 0%	0 0%	21
Beginning	1 10%	0 0%	2 8%	1 5%	1 11%	1 7%	1 13%	1 8%	0 0%	8
# Tested	10	11	24	22	9	14	8	12	11	121

The Washington Colony leadership team, along with administration, will monitor the effectiveness of the English learner programs using the ELSSA and local assessment results to analyze the need for any program modifications to reach the district goals to achieve Annual Measurable Objectives set forth by the state. Teachers will monitor the academic achievement and English language proficiency of EL students using the district adopted benchmark assessments provided in Illuminate, progress monitoring reflecting the Common Core State Standards, publisher embedded unit tests with focus on language development, and/or writing samples.

Teaching and Learning

The goal of the Washington Colony School District is to ensure that all students are provided with standards-based, rigorous, and well designed programs that allow student access to all curricula while acquiring English.

English Language Development Instruction

Washington Colony utilized a Deployment Model to serve the needs of students until 2012-13. Students were grouped according to their language proficiency as determined by CELDT and/or the results of the *High Point* diagnostic (placement) assessment. Instruction was delivered by a teacher within a student's grade level in kindergarten through third grade. ELs in grades four through eight received language support using High Point

With the transition to Common Core ELA-ELD standards, ELD is primarily the responsibility of the classroom teacher. All teachers are qualified to deliver research based language development strategies and techniques to make content comprehensible. Language instruction in content (integration) is delivered to teach the language needed to construct and express meaning of content concepts. The language forms and functions are determined by the demands of the lesson and within each student's English proficiency level. Interventions supporting literacy skills needed to accelerate the achievement of students performing below grade level are addressed in conjunction with reading language arts instruction.

In addition to content integration, Designated ELD for ELs will focus on the development of foundational English needed to move from one proficiency level to the next and fully engage in academic content discourse. Designated ELD is taught in functional contexts following a scope and sequence of oral and written language skills (linked to the ELD standards) balancing the forms of English with the focus on meaning. The range addresses beginning or basic language that builds toward ELA standards to the increasing academic language demands for in-depth work meeting the ELA standards. The instruction incorporates structured interactive activities that require learners to comprehend, manipulate, and/or produce language. It is designed to increase concept vocabulary and the

functions (sentence structure) and forms (grammar) of English based on appropriate grade-level ELD standards and the proficiency level of each student. Students have multiple opportunities to practice language involving the four domains of listening, speaking, reading, and writing in an environment where all students have similar needs.

Long-term English learners receive intervention during a forty minute period daily using Scholastic's *English 3D*. It is designed to address language development and also to close the gaps between language and literacy. Instruction addresses language development through academic discussions using current issues based on reading and analysis of informational text. Students build vocabulary and apply syntax and grammatical skills to academic writing and speech delivery.

Washington Colony is committed to the development of academic proficiency in English, academic achievement at parity with native English speakers, reclassification to Fluent English Proficient, and the development of an appreciation for cultural and linguistic diversity. If evidence from CELDT and/or the district adopted benchmark assessments show that improvement in student achievement is lacking, instruction for English learners will be modified accordingly. Ongoing modifications may include, but are not limited to the following: incorporating current research-based English development instructional strategies during content instruction, providing designated instruction focusing on language development to achieve content standards, specialized language development training for teachers, and the purchase of supplemental or materials.

Opportunity and Equal Education Access

The goal of the Washington Colony School District is to ensure that all students have equitable access to and the opportunity to participate in and benefit from, high quality curricular and extracurricular activities.

Simultaneous Acquisition of Grade-Level Academic Content

The challenge of a small one-school district is to creatively meet the needs of English learners. The size and resources of our school do not permit sheltered academic classes for our English learners. English learners receive content instruction integrated with language development that is needed to express the meaning of concepts in oral and written communication. Instructional strategies designed to address language development are employed.

Additionally, English learners receive designated ELD where they are taught in content related contexts following a scope and sequence to develop a strong English language foundation enabling them to fully engage in academic discourse. The emerging level addresses foundational English regarding everyday topics; the expanding level increases specificity to achieve grade level content standards; and the bridging level concentrates on in-depth language accuracy meeting the demands of content standards.

To further augment instruction and ensure that all Washington Colony EL students succeed in their grade-level content, the district has provided opportunities for academic support within a daily After School Program. Students receive assistance with classroom assignments and homework and are able to participate in extracurricular activities.

English Assessment for New Enrollees

All parents or guardians enrolling students at Washington Colony are required to complete a Home language Survey as part of the registration process. The California English Language Development Test will be administered within thirty calendar days of initial enrollment for each student whose home language survey is other than English.

Initial Notifications

Initial notification will be sent home to inform parents of their child's English proficiency level as measured by the CELDT, a description of the ELD program and their child's placement, and a description of the parental exception waiver.

Structured English Immersion

Washington Colony School provides Structured English Immersion in all classrooms. Instruction is primarily in English and includes both content and language development integration and designated instruction addressing a scope and sequence of language skills. Teachers are appropriately credentialed and sheltered English content instruction with primary language support can be provided as needed.

Parental Exception Waivers

The district provides parents with annual written notification of program choices and placement, including the opportunity to apply for a waiver. English learners are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. Parental exception waivers are acted on within 20 instructional days of submission to the school principal.

If the parents of 20 or more students in one grade level are granted a waiver the district would provide a Transitional Bilingual Education Program (TBE). The TBE program provides a foundation for learning in the student's native language with a transition to English. A sequential program for ELD is taught daily. Grade level language arts, math, and other content subjects are taught daily first using the student's native language, then using SDAIE strategies with native language support followed by mainstream English. As students gain proficiency in English, the amount of instruction in English increases while the amount of instruction in the native language decreases. District-adopted instructional materials written in English and in the native language are used. Instructional goals are for students to become proficient in English while meeting appropriate academic achievement

standards for grade level promotion. If fewer than 20 waivers are granted, the district allows students to transfer to a public school in which such a class is offered.

The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. There is no provision within an IEP that requires a parental exception waiver.

Staffing and Professional Growth

The goal of the Washington Colony School District is to ensure that students are provided with highly qualified and effective teachers, administrators, and other staff members who have access to high-quality professional growth opportunities.

Qualified Staff

Teachers, administrators, and other staff members have been identified as highly qualified in accordance to the criteria of the No Child Left Behind Act. Teachers have been CLAD or SDAIE certified and are able to provide ELD instruction and core academic instruction to EL students.

Professional Growth

The district continues to support on-going high quality and research based professional development in strategies and techniques for working with EL students. Teachers have attended one or more of the following trainings: English Learner Professional Development provided by Fresno County Office of education; Best Results Conference for English Learners; Leading Effective Programs for English Learners; and, for teachers delivering instruction for long-term English learners, English 3D training. Planned for 2015-16, ELA-ELD coaching will be provided to staff by a Fresno County Office of Education specialist. The district supports opportunities to attend trainings assisting in the transition of ELs to Common Core and Common Core Lesson Design and Delivery that provides focus on language development within core content.

Parent and Community Involvement

The goal of the Washington Colony School District is to ensure that parents and members of the community receive notification, in Spanish and English, inviting them to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships. The district provides parents with information regarding how they can be active participants in their child's academic achievement. All information and written notifications concerning English language learners are sent home in English and Spanish.

Annual Notification of Placement

Written notification will be sent home after the fall administration of the CELDT. The notification will inform parents of their child's English proficiency level as measured by the CELDT, a description of the ELD program, and a description of the parental exception waiver. Written notification was also sent home in 2014 to inform parents of the district's failure to meet the required Annual Measurable Achievement Objectives for the previous two years. Parental notification letters are sent home in English and/or Spanish. Additionally, parents will be notified of SBAC results when they become available.

Governance and Administration

The goal of the Washington Colony School District is to ensure that high-quality programs are conducted and effectively managed and operated within the appropriate legal parameters.

English Language Advisory Council

Washington Colony has a functioning English Language Advisory Committee. Election of members takes place after the first general English learner/parent meeting, generally held in September. The ELAC will advise the principal, School Site Council, and staff on the school plan for EL students, the development of the school's needs assessment and the efforts to make parents aware of the importance of regular school attendance. The president of the ELAC will present the superintendent/principal with the ELAC advice related to these topics. Parents of EL students elect the committee members. Trainings for the ELAC will be held during each academic year so that members may fully embrace their role as voices for English learners.

District English Language Advisory Council

The District English Language Advisory Council (DELAC) will advise the governing board on the master plan for English learners, conduct a needs assessment, establish goals and objectives for EL students, and review and comment on reclassification procedures. In conjunction with ELAC, a training for the DELAC will be held each year so that members may fully embrace their role as voices for English learners.

Home Language Survey

A home language survey (HLS) is kept within cumulative folders and within English learner files for each student receiving services. The HLS is available in English and Spanish. The following table provides an overview of the languages presently spoken by Washington Colony's English learners.

Number of English Learners by Grade Level and Language (Spring 2015)

Grade	Spanish	Hmong	Punjabi	Lao	Portuguese	Row Total
K	22	0	1	0	0	23
1	27	1	0	1	0	29
2	15	0	0	0	0	15
3	20	1	1	0	0	22
4	16	0	0	1	0	17
5	6	0	0	0	0	6
6	12	0	0	1	1	14
7	13	0	0	0	0	13
8	7	0	0	1	0	8
Total	138	2	1	4	1	146

Funding and Budget

The goal of the Washington Colony School District is to ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success.

General Fund Resources

Consistent with federal and state regulations, the Washington Colony School District is committed to providing adequate basic general fund resources to provide each English learner with learning opportunities in an adequate program. General fund resources must provide appropriate core curriculum for each EL student. General Fund resources are additionally used to supplement English language development funding as needed.

Title III Language Instruction for Limited English Proficient and Immigrant Students

Washington Colony School District receives federal Title III funds from the No Child Left Behind Act. LEAs must use Title III funds to implement instructional language programs designed to help LEP students achieve standards. Washington Colony uses these funds to provide a translator for meetings or conferences with parents; purchase materials such as the *Academic Vocabulary Toolkits* and *English 3D*; provide training for the implementation of materials, and to provide for teachers to attend professional development trainings supporting core content instructional practices for English learners.

NCLB Title II, Part A Improving Teacher Quality

The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts to: (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified. Funds may be used at Washington Colony to provide professional development training focusing on the integration of English language development in core content; the designated instruction specific to English learners; and other teacher quality activities that ensure language development and academic success for English learners.