

Sweetwater School District #1

ENGLISH LEARNERS Plan and Program Guide

2022-23



**SWEETWATER COUNTY
SCHOOL DISTRICT #1**

Sweetwater County School District Number One does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The requirement not to discriminate in the education program or activity extends to admission and employment. Designated to handle inquiries about nondiscrimination policies are: Title IX Coordinator – title.IX@sw1.k12.wy.us Section 504/ADA Coordinator - section504@sw1.k12.wy.us Civil Rights Compliance Coordinator – civil.rights@sw1.k12.wy.us Address: 3550 Foothill Boulevard P.O. Box 1089 Rock Springs, Wyoming 82902 Telephone: 307-352-3400

Sweetwater School District #1 Vision Statement:

As an innovative district, united with our community, we empower and inspire all students to academic excellence in pursuit of their interests and passions.

Sweetwater School District #1 Mission Statement:

To provide a quality education for all students.

We will accomplish this by:

Making students our first priority.

Utilizing community partnerships.

Promoting professional excellence.

Being a board committed to excellence in education.

Providing a safe, orderly and efficient environment.

Sweetwater School District #1 Statement of Beliefs:

Students: *We believe schools exist to provide students with the essential building blocks for tomorrow's world citizens.*

Community: *We believe schools work in partnership with the community to provide quality education through active support and involvement.*

Board: *We believe in being committed to excellence in education by maximizing available resources, and understanding our proper role in overseeing the District with openness and integrity.*

Educators & Staff: *We believe in a qualified, well-trained, caring group of professionals who have an intensity of purpose and a mission of service, working within an environment that promotes professional growth.*

Environment: *We believe in schools that provide a safe, orderly, efficient environment for teaching and learning.*

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Philosophy Sweetwater School District #1 is committed to providing equal educational opportunities for all students. Therefore, a comprehensive Title III program for students who are English Learners (EL) has been established and will be maintained to ensure their academic and social success.

Program Guide

The purpose of this guide is to outline Sweetwater School District #1's approach to providing equal educational opportunities for students who are linguistically and culturally diverse. The content includes policies, guidelines, and procedures for use by the Title III Program in support of students identified as English Learners.

EL Educational Program LIEPS

All students have access to the core curriculum classes. English Learners receive additional support for language acquisition through Content-based ESL instruction, sheltered English instructional strategies, and English as a Second Language strategies

1. **Content Based ESL:** ELs receive ESL instruction, taught by an ESL licensed teacher, in preparation for grade-level content instruction in English. The emphasis is still on language development, but augmented with academic subject matter vocabulary and beginning concepts.
2. **Sheltered English Instruction:** ELs 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.
3. **English as a Second Language (ESL)**
 - a. Push-in involves the ESL teacher working inside the students' regular education classroom to provide instruction. The push in method of instruction keeps EL students in the mainstream classroom instead of pulling them out, which helps them feel like a part of their learning community.
 - b. Push-out consists of the ESL teacher pulling students out of their general education classes to work with the teacher either one-on-one or in a small-group setting. It provides more individualized support, flexible group opportunities for enhanced student support, and the ability for the ESL teacher to more closely assess the student's progress.

Program Goal/Standards

Sweetwater School District #1 will meet the needs of English Learners (EL's) by providing appropriate and necessary language instruction to insure students will acquire the language communication skills necessary to meet state and district standards, achieve academically at

grade level, and succeed socially in a general education environment. [Please see the district website for additional information](#)

Home Language Survey (HLS)

The HLS is four questions on a survey contained within the Sweetwater School District #1 (SWSD #1). Student Registration form and is filled out by the parent or guardian when a student is registered. This is completed on-line.

The survey questions include:

- What language(s) is (are) spoken in the home?
- What was the first language spoken by the child?
- What language is most often used in the home?

A Spanish version of the Student Registration form is available at all schools. Assistance will be provided at the district/school as needed for parents who require help completing the HLS due to a language barrier. When necessary, a child study and cumulative file review to determine other prior documentation of English proficiency may occur. District/School personnel review the HLS to ensure the data is correct prior to administration of the screener. Additional parent, teacher communication may be used to clearly identify the students' home language in order to not mis-identify students prior to screening. A copy of the student registration form, with the HLS highlighted, will be given to the school's staff member in charge of the English Learner (EL) screener. SWSD #1 uses the WIDA Kindergarten Screener for new Kindergarteners and the online WIDA screener for new 1st – 12th grade students. A hard copy is kept by the EL Director and placed in the ESL folder in the student's cumulative file which is available at the district office.

Proficiency Screener

SWCSD #1 uses the WIDA Kindergarten Screener and WIDA Screener. The WIDA Kindergarten Screener will be administered in Kindergarten and the WIDA screener will be used 1st -12th grades. The WIDA WIDA Kindergarten Screener score for kindergarten at or above 5 is considered proficient. The WIDA screener for 1st -12th grade at or above 4.5 is considered proficient. SWCSD #1 staff will administer the EL proficiency screener within the first 30 days of the start of the school year and within 14 days if the student enrolls during the school year. Assigned staff member at the district and in each building has been trained and certified to administer the screener. Staff members complete certification annually. Parents of ELs who qualify for EL services may refuse by “declining” services on the Notification of EL Services letter. Refusal of services must be entered in PowerSchool with the refusal date. A hard copy of the screener and notification letter must be placed in the ESL folder in the student's cumulative file at the district office. 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. Support will be provided to

ELs as needed to ensure students have access to a meaningful education when parents have declined services.

Parent Notification

Parent notification is completed through the Student Eligibility Letter to Parents which is sent out by the Director of Grants and Federal Programs . This occurs within 30 days of the start of the school year or 14 days during the school year after identification of an EL student. Parent notification letters are sent out by the Director of Grants and Federal Programs. A copy of the letter will be kept in the students folder at the district office. The notification letter will include the reasons 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, how the program meets the objectives of the child’s IELP (if applicable), and the right of parents to immediately remove their child from the program and other options parents have to opt-out of the program or choose another program or method of instruction if available. Communication is sent home to families in English and/or their home language which is identified in the HLS. Sample of the English and Spanish version of the Student Eligibility Letter to Parents, is in the appendix.

Translation Process

In compliance with federal law, SWSD #1 information is sent home in English must also be translated into the student’s home language. This includes, but is not limited to, school documents, information from classroom teachers, PTO information, and information from community organizations.

This year we will continue to use the district procedure for requesting translations and translator services from the Title III program staff. That procedure is as follows:

1. All translation requests of written documents must be accompanied with a ‘Request for Translation’ form (below). This form can be found on the district website.
 - Go to: Departments, Curriculum Office, and Forms.
2. An administrator at the building site must sign each ‘Request for Translation’ form.
3. When sending requests please allow appropriate time needed. Depending on the current number of requests, translations generally require a 5 – 6 day turnaround time.

Although there are bilingual paraprofessionals at all Title III building sites, their job requirements do not include written translation. The Title III paraprofessionals are to be utilized for assistance with student instruction and oral communication with parents concerning individual student needs.

SWSD #1 does not recommend using electronic translation programs to translate items sent home (i.e. Google translate). These programs are not a reliable source for the translation of documents.

EL Process:

1. Students who qualify for EL services are offered services. Parents complete a permission/refusal form.
2. An Individual English Learning Plan, IELP is completed and an IELP meeting is conducted. At a minimum, the EL teacher and parent(s)/guardian(s) will meet for the ILP once at the beginning of each school year. Teams can meet at any time and as frequently as needed to support each child. The IELP form documents the progress of the English Learner and is sent home at the end of each year to communicate the growth/progress toward goals. SWSD #1 uses an on-line IELP form that will transition with the student every year and reflect the students' EL history on one document. This plan includes Student and School information, Signatures and Amendments, Assessment information, and other testing information), Instructional Program/Supports/Strategies, Accommodations and Designated Supports for Assessments, Student Learning and Social Goals, Parental Notifications, and Individual English Learning Considerations. A sample of this form can be found in the appendix and on-line in [English](#) and [Spanish](#)
3. Parents of students who demonstrate English proficiency on the ACCESS assessment with a composite score of 4.6 and a literacy score of 4.3), receive a Monitoring Letter at the end of the school year to notify them that their student has demonstrated proficiency and will be placed on monitor status.
4. EL Services are based on the individual student's language needs. The IELP team, including the EL teacher, determine the services for the individual student. Accommodations are also determined in the IELP meeting and listed in the ILP document. For students receiving services outside of the EL classroom, the EL teacher should be working directly with the students' teachers to make sure that the student is making growth/progress toward meeting their language goals.

Accommodations and Designated Supports

Accommodations and supports for ELs are provided in collaboration with classroom teachers and identified in the SWSD #1 ESL staff collaborate with regular classroom teachers for ELs enrolled in ESL services. The designated accommodations and Building level PLCs (Professional Learning Communities) communicate regarding the needs for their ELs by utilizing student support services and technological resources to help these students better access the academic content. In addition, ESL teachers and staff at various schools continue to participate in WIDA standards, instruction, and collaboration trainings.

Accommodations are implemented to IELP make essential learning accessible to ELs. All accommodations for ELs must be identified on the students' Individual English Learner Plan (IELP) and entered into TIDE for the WY-TOPP Assessment.

Schools may not exempt EL students from the WY-TOPP content assessments with the exception of waiving students from the reading and writing WY-TOPP content assessments for students who have been enrolled in US schools for less than one year. Additionally, schools would need an exemption approved by the Wyoming Department of Education. Students who are in their first year will take ACCESS for ELLs.

Students may be provided with accommodations for ELs during WY-TOPP as long as they meet eligibility criteria. In addition, students who no longer meet the eligibility criteria as an EL and are identified as proficient or transitional may be administered their standard accommodations for a period of up to two subsequent academic years when appropriate. These accommodations must effectively facilitate access to the test and be used regularly by the student during instruction and assessment.

Measuring Progress and Achieving English Proficiency Criteria

In addition to ACCESS for ELLs and the EL Monitoring Form, SWSD #1 tracks academic progress with the following measures at various grade levels:

- WY-TOPP scores (proficiency in reading, writing, math, and science)
- Report cards (passing grades and attendance by quarter)
- DSPAs (mastery of District Student Performance Assessments by subject)
- Acadiance (Grades k-3)
- WIDA CanDO Descriptors (WIDA standards progress for ELs in an ESL pull-out program)
- BIT (Building Intervention Team) collaboration on individual student progress
- Imagine Learning Benchmark and Progress Monitoring data

SwSD #1 uses an IELP to document data, attendance, accommodations, instructional strategies used, and types of services provided, strengths and weaknesses of the student. Beginning 2021-22 The IELP will also include monitoring information.

Exit Criteria

ACCESS for ELLs is administered each spring to all Active ELs (this includes ELs whose parents refused services). A composite score of 4.6 or higher on the ACCESS for ELLs and a Literacy Performance Level of 4.3 is considered proficient and the student will no longer be an active EL and will move to monitoring status.

Students testing with the Alternate Access test (ALT Access) will exit Active EL status if they receive a composite performance level of P1 or higher (P2). The student will be considered proficient and move to monitor status.

Monitoring

A SWSD #1 student that meets proficient criteria on ACCESS (see exit criteria) is placed on monitor status for four years. During the first-year student progress is monitored each quarter (9 weeks). During the second-year student progress is monitored each semester (18 weeks). During monitor years three and four, the student is monitored through PowerSchool.

SWSD #1 has a monitoring form for Year 1 and Year 2. The EL Monitoring Form is filled out quarterly at each building where ELs are enrolled. It includes current grades, attendance, WY-TOPP results for Math and Reading, and any action taken at the building for performance below grade level. The original and copies are filed in the student cumulative file at the district office with the Director of Grants and Federal Programs. at the end of each school year and/or when an EL transfers schools. This documentation is also kept in a secure google folder on-line. Monitoring for Year 3 and Year 4 are for accountability and reporting purposes, but require a degree of oversight to ensure the student is meeting challenging academic standards. This is measured utilizing report cards, state assessments, and teacher observations. Parents will receive notification of their students monitoring status and need for support in a language and method they understand on a quarterly basis. If a student is struggling, they will be referred to the building AMP team. This team will review all information and determine if the student needs to be rescreened. The request for rescreening will be sent to the Director of Grants and Federal programs. The director will review the information presented and act on the request.

The EL/Title III Director is responsible for notifying all parents that their student has exited Active EL status and will now be monitored for four years.

Program Evaluation

SWSD #1 evaluates the overall EL program by the progress of students with academic content (WY-TOPP and ACT) and their progress with English proficiency (ACCESS for ELLs). In addition, each building uses the WAEA report to review EL proficiency within the building. Another tool used to evaluate the EL program is data from the Imagine Learning program.

Parent, Family, and Community Engagement

It's all about relationships! Family engagement is a shared responsibility between the school, home, and community. It allows opportunities for families to engage in the educational experience. Each school within Sweetwater County School District #1 and the District, provide opportunities through events, for our English Learner families and all families to engage in the educational experience. A translator is provided for Family Engagement events. Communication regarding school information and events is sent home in the families' home

language. Translation for these documents is completed by the District Translation position. Schools are a partnership between home, school, and the community, Family Engagement events engage, cultivate, and grow relationships. English Learners and their families have opportunities beyond the individual school family engagement. The Title III Parent Liaison works directly with the EL Director, EL Teachers, School Principals, and Secretaries to set up additional Family Engagement events for English Learners, in our schools and in our District. The Title III Parent Liaison provides information for these events in English and translations for the events per parents designated language of preference. The district also uses google translate when necessary. Also, when information goes out through parent square parents can choose their preferred translation.

Consultation

SWSD #1 provides three different opportunities for stakeholders to provide input and feedback for Title III and the District EL Plan. The first of these meetings is for all federal grant programs, the second is for private and homeschool agencies, and the third is for parents and community members. In addition to the District EL plan, a community resource packet, and ESL documents are shared with parents at district ESL Parent Night. District ESL staff meet monthly with the EL/Title III Director. Additional staff attend these meetings depending on the agenda and content to be covered. This District EL plan is provided to each administrator and building ESL contact at all schools in the district.

Records Transfer Process

When a student transfers out of the district, SWSD#1 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 SWSD #1 does not receive records regarding the students EL status, the district/school will immediately begin contacting 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.