

Learning for
a Lifetime



BEAVER DAM
UNIFIED SCHOOL DISTRICT

English Language Learners Education Plan

Mission Statement

**To embrace learners of English
from all cultures while providing
instruction for academic & linguistic
competence in English, while supporting
Native languages**

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***Attachments I, II, III Available in district binders at ESC
and upon request***

Updated: February 2011

Introduction

Sources, Laws and Court Rulings

Referenced sources

The following websites are referenced as resources in the development of an English Language Learners education plan. These sites are:

- ⇒ U.S Department of Education: www.ed.gov/index.jhtml
- ⇒ Wisconsin Department of Bilingual Education: www.dpi.state.wi.us
- ⇒ The Language Assessment Scales:
- ⇒ National Clearinghouse for Bilingual Education: www.ncela.gwu.edu

Federal Laws and Court Rulings

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

A class action suit brought by parents of non-English proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district needed to take affirmative steps in order to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S 563 (1974)]

The Equal Education Opportunities Act of 1974 prohibits states from denying equal educational opportunity to an individual on the basis of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 W.S.C. {1203(f)}]

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA), recognizes the unique educational disadvantage faced by non-English speaking students. Enacted in 1968, the Bilingual Education Act established a federal policy that assisted education agencies in serving students with limited-English proficiency by authorizing funding to support those efforts. In addition to providing funds to support services to limited-English proficient students, Title VII also supports professional development and research activities. Reauthorized in 1994 as part of the Improving America's Schools Act, Title VII was restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency. The Improving America's Schools Act also modified eligibility requirements for services under that program on the same basis as other students.

Goals

Developing ELL Programs

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

[Lau v. Nichols](#) (1974)

Introduction

The Beaver Dam Unified School District seeks to embrace learners of English from all cultures. Our district serves approximately 270 students in the English Language Learning Program (ELL). Currently, we have a range of 6 different languages represented district wide. Spanish is the primary language for the majority of our ELL population. The ELL Program provides linguistic services to students at seven elementary schools, one middle school, one high school, and one charter school. ELL services include direct assistance/instruction for students, translation for parents, and guidance for teachers.

Students in the Beaver Dam Unified School District are identified as English Language Learners (ELLs) when a language other than English has influenced their language development. Students are placed into age-appropriate classes at the elementary, middle, and high school levels. All content area teachers, K-12, are to provide modified instruction based on students' prior academic experiences, English language proficiency, and grade level or content area objectives. ELL teachers provide targeted speaking, listening, reading, & writing instruction. Translation services for the child and family are available to assist with form completion, parent/student/teacher conferences, and communication between home and school.

At the elementary level, ELLs receive instruction and academic support in various settings, primarily inclusion within the regular education classroom or limited pullout sessions if needed. ELLs in regular education classes receive modified instruction and materials, per Individual Record Plans. ELL teachers and tutors collaborate with classroom teachers to plan and design instructional activities that will help students improve their English skills to achieve grade level standards.

At the middle and high school, ELL teachers provide English ELL classes for levels 1-4. ELLs in regular education classes receive modified instruction and materials, per Individual Record Plans. ELL teachers and tutors collaborate with classroom teachers to assist with necessary accommodations. ELLs may also receive one or more resource periods, which are bilingual support study halls for grades 6-12. In resource students receive bilingual support in all subject areas. They are able to work on homework, quizzes, and tests. The ELL Coordinator and ELL teacher/tutor design an appropriate Plan of Services or IRP (Individual Record Plan) for students based on their individual English language proficiency level and academic needs. All ELL students are scheduled for accredited classes needed for graduation.

Educational Goals

The Beaver Dam Unified School District ELL Program is designed to support Limited English Proficient (LEP) students in their language acquisition and academic achievement. The program follows the World-Class Instructional Design and Assessment (WIDA) guidelines. WIDA provides English Language Proficiency Standards grouped by grade levels and language domains. The ELL Department encourages the use of this framework for classroom instruction and assessment (www.wida.us). Professional development and training is needed to fully implement the use of WIDA framework for ELLs.

Goals for English Language Learners include the following:

1. Participate with peers academically in all areas of curriculum
2. Develop and maintain Listening, Speaking, Reading, and Writing skills in English
3. Communicate effectively in social and academic settings
4. Meet grade level expectations
5. Apply and use comprehension strategies in content areas
6. Obtain and use information effectively in academic settings
7. Maintain cultural identity
8. Build prior knowledge and critical thinking skills
9. Develop awareness and understanding of American culture
10. Achieve high levels of fluency and literacy in English while supporting native languages

School District ELL Educational Approach

The Beaver Dam School District is a low incident district. In order to accommodate all students, Content Based ESL and Sheltered English Instruction program models are used. To use this effectively teachers look at lessons and see what linguistic functions/structures students will need to participate in content and language. Regular Education and ELL staff collaborates to provide modified materials and supports for students to acquire English and academic content. BDUSD support delivery models include inclusionary support provided in the general education classroom. The district also uses a limited amount of pull-out services as needed for individualized or small group support. The following page outlines our district's approach.

Beaver Dam Unified School District

Grade	Approach	Description
K – 5	<ul style="list-style-type: none"> • Content based ESL and Sheltered English Instruction • Classroom instruction with ELL teacher support • ELL Teacher collaborates with Literacy team to provide Reading/Writing module interventions • ELL Teacher provides language instruction • Regular Ed instruction with ELL teacher/tutor support • ELL pull-out for target skills instruction 	<ul style="list-style-type: none"> • Classroom teacher focuses on best instructional practices for all children in a language rich environment, teachers provide ELL modifications • ELL teacher collaborates w/reg ed on best methods, learning strategies, & modifications • ELL teacher instructs 6-8 week interventions based on students' needs • Tutors in the classroom supporting the learner in teacher created learning activities • Pull-out in small groups dependent upon language proficiency, activities focus on vocabulary development, grammar, spelling, reading, listening, comprehension, and fluency skills
Early Childhood	<ul style="list-style-type: none"> • Child find – Headstart • IEP driven • Speech and language program 	<ul style="list-style-type: none"> • Students receive services based on referrals as per IEP
PK - 4	<ul style="list-style-type: none"> • Classroom based English language instruction • ELL Dept guidance, but no direct services 	<ul style="list-style-type: none"> • Language rich environment
6 – 8	<ul style="list-style-type: none"> • Benchmark instruction with differentiated instruction by classroom teacher • Benchmark instruction with ELL teacher/tutor support • Standards- based Basic & Intermediate ELL English Courses • ELL Resource Support 	<ul style="list-style-type: none"> • Classroom teacher focuses on best instructional practices for all children in a language rich environment, teachers provide ELL modifications • ELL teacher collaborates w/reg ed on best methods, learning strategies, & modifications • ELP level 1-4 English classes with ELL T • English in content areas in language rich environment • Students receive bilingual support in content area w/ELL staff • Resource support w/ELL staff to enhance content area instruction
9 – 12	<ul style="list-style-type: none"> • Benchmark instruction with differentiated instruction by classroom teacher • Benchmark instruction with ELL teacher/tutor support • Standards -based Basic & Intermediate ELL English Courses • ELL Resource Support 	<ul style="list-style-type: none"> • Classroom teacher focuses on best instructional practices for all children in a language rich environment, teachers provide ELL modifications • ELL teacher collaborates w/reg ed on best methods, learning strategies, & modifications • English in content areas in language rich environment • ELP level 1-4 English classes w/ELL T • Resource & bilingual support w/ELL staff to enhance content area instruction
Charter School	<ul style="list-style-type: none"> • Standards-based English language instruction provided by classroom teacher, with ELL Coordinator guidance 	<ul style="list-style-type: none"> • Provide instruction entirely in English in self-contained classroom. Self-contained classroom has a diverse student population. Primary selection for this program is a student's lack of academic success in the traditional setting.

Section One

Identification of Potential ELL Students

Beaver Dam Unified School District

1. New student enters district:
 - a. Parents will fill out the required *Home Language Survey*
 - i. The secretary will route a copy of the form to the ELL coordinator, Original form filed into Behavioral Records (*Form 1*)
 - ii. The ELL Coordinator will communicate with building level ELL Staff to determine need for services
2. Students who meet one of the following are identified for possible further evaluation:
 - Communicate in a language other than English
 - Whose families use a primary language other than English
 - Use a language other than English in daily non-school surroundings

Note: Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as LEP. A preliminary evaluation is conducted to determine possible placement in a language instruction program. ELL consultation with parents as needed to ensure proper identification.
3. Test for English Proficiency: All identified, eligible students will be evaluated on their current language proficiency level using the W- APT or WIDA MODEL *as an initial screener*.
4. Once administered, the results will indicate a level of 1, 2, 3, 4, or 5 English proficiency, the ELL Coordinator will initiate parental consent for placement into the ELL program. (*Form 2 &3*)
5. Depending on the identified ELL student's language proficiency level, recommended programming/placement will vary depending on their current level. Keeping in mind the various differences in students, academic progress will also be taken into considerations. ELL staff will review cumulative folders and acknowledge past ELL/Bilingual services, academic experience, and include parent consultation.
6. Once a student is placed into an ELL program, an ELL Individual Record Plan (IRP), will be initiated for students and will be updated yearly. (*Form 4*)

Timeframes for each step in the identification process:

- ⇒ The *Home Language Survey* is filled out when a new or returning student enrolls into the school district. (*form 1*)
- ⇒ Within two days, the secretaries will forward the *Home Language Survey* to the ELL coordinator at ESC.
- ⇒ After receiving the *Home Language Survey*, a member of ELL staff will meet with the student and the principal or the guidance counselor in order to determine a school schedule. Schedule shall reflect apparent needs prior to determining LEP level.
- ⇒ Within 5 days ELL Coordinator and ELL teacher/tutor will arrange a *Language Proficiency Testing*, a standardized state-required proficiency test, along with informal academic assessments on acculturation and academic proficiency, using the W-APT or WIDA MODEL and other academic records.
- ⇒ After the English proficiency testing results are received, the ELL Coordinator will send out a parent permission form in order to receive ELL services (within 10 days of enrollment). The original test scores will be archived in the student ELL file. Coordinator or ELL teacher will discuss language proficiency results with parents, teachers, and appropriate staff.

- ⇒ If parents accept ELL services for student, a Plan of Services and/or IRP process will begin. This process should be completed within 30 days of enrollment.
- ⇒ If parents do not accept ELL services for student, student will receive regular education classes with no ELL support. District will continue to administer the yearly ACCESS test until student attains the exit score & criteria.

Identification of Potential ELL Students

Each identified ELL student will have the following documents in an ELL Record and Behavioral Records File.

(See Attachment 2)

- ⇒ Home Language Survey (Form 1)
- ⇒ Parent Permission/Refusal (Form 2)
- ⇒ Plan of Service (Form 3)
- ⇒ Individual Record Plan IRP (Form 4)
- ⇒ ACCESS Report (Form 5)
- ⇒ Exit form (Form 6)
- ⇒ Monitor Form (Form 7)

All of the original documents will be maintained in the student's ELL folder, maintained by Coordinator. School secretaries should maintain copies and place into student's behavioral records folder.

ELL Program Entrance Process

1. All new students receive home language surveys at registration. Registration is at their home school. During the summer registration materials are provided at the Educational Service Center (Spanish language materials are available). School secretaries send all surveys that note a language other than English to ELL Coordinator.
2. Upon receipt of surveys, Coordinator checks for any and/or all indicators of another language (other than English) the child has been exposed to
3. The following criteria meet requirements for additional testing to determine if ELL service is needed:
 - 1) Students who communicate in a language other than English.
 - 2) Students whose families use a language other than English.
 - 3) Students who use a language other than English in daily non-school surroundings
 - 4) When a language other than English has influenced their language development
4. If there are indications that the student has been sufficiently exposed to a language other than English, then student must be assessed for English language proficiency level. We need to be aware that early language influences may still affect a child later in life. During the primary grades it may not be as noticeable; however more advanced grades tend to show language difficulties relating back to the child's early language experiences.
5. If student meets criteria for ELL testing, Coordinator arranges W-APT or WIDA MODEL screening session>>this must be done within the first week of entering school district. ELL Coordinator, teachers, and tutors are qualified to administer screener.
6. The ELL screener determines if there is an academic need for ELL support. Other criteria are also considered, such as past records, grades, academic experiences, etc.
7. If a proficiency level below 5.9 is noted, ELL staff review data, such as test scores, grade reports, and other academic information. ELL staff, teachers and principal are included in this review. If student is found to be performing at grade level and proficient in English, the screener and meeting info is to be filed in cumulative folder. ELL services are not initiated.
8. If screener results and academic needs indicate student is not proficient in English, a plan of service is initiated. ELL staff, teachers, and principal are included in this process. Parental consent forms are sent home or a meeting with parent is arranged. The parents determine if they want their child to participate in ELL program and consent is needed prior to placing student in ELL classes.*
9. If consent is given, student is entered into ELL Program. An ELL plan of service is determined to best meet the needs of the student. If services are denied, student does not receive ELL services. All students who have not reached exit status will take yearly ACCESS test, even if they do not receive ELL services.

10. ELLs will receive an IRP (Individual Record Plan) stating accommodations and goals. Students on parent refusal for services do not receive IRP forms.
11. Regular Ed, ELL, and support staff provide adequate service to meet the needs of ELLs

If schedule must be done prior to completion of screening and/or parental consent, please contact ELL staff for home contact before student begins ELL service

Procedure for Identifying Current Students

If English language proficiency concerns are noted about a current student who is not identified as an English Language Learner, the following process is used to determine whether or not the student is eligible for ELL services.

- Staff member requests meeting with the BCT Team to discuss the student's current academic strengths, weaknesses, test scores, and potential concern about the student's English language proficiency.
- Principal or ELL will contact parents/guardians to discuss language development.
- Team members, including a general education teacher, parents, ELL teacher, and principal conduct an initial meeting and record minutes. Language development and academic progress are discussed.
- If sufficient evidence suggests potential identification, the ELL staff will complete the screener within 7 days of the BCT meeting date.
- A follow-up meeting with the ELL staff member, principal, general education teacher, and parents will be arranged within 14 days of the meeting date. A review of the language screener results will be used to determine enrollment in the ELL Program.

Section Two

Assessment of the Need for ELL Services

This part describes the district's procedures for assessing potential ELL students. Ensures that all potential ELL students will be evaluated for English language proficiency.

The Beaver Dam School District uses the W-APT or WIDA MODEL as the screener for new students in the district. The language screener is administered by ELL coordinator or ELL teachers. It is given as soon as possible, but within 10 days of enrollment. The administration of the screener takes from 20 to 90 minutes, dependent upon students' language skills. All Kindergarten students are assessed using the WIDA MODEL for Kindergarten test kit. January 2011 the district began using the WIDA MODEL Screener for Grades 1-2, 3-5 to evaluate students' language skills. The district plans to implement the WIDA MODEL Screener for grades 6-8, 9-12 when materials become available.

The district uses the state-wide ACCESS (Assessing Comprehension and Communication in English State to State) to measure development of English language proficiency on an annual basis.

During the ACCESS for ELLs™ window, trained proctors administer the test. Beaver Dam School District provides qualified substitute and retired teachers to assist in the administration of ACCESS for ELLs™. The testing window currently occurs from early December to mid February. All tests are sent out of district to be scored by Metritech Services. Results are returned to district in late Spring.

The records of the ACCESS for ELLs™ test are kept in the ELL coordinator's files at the Education Service Center. The coordinator provides copies for each student's Behavioral Records. Also, copies are distributed to all principals, house teachers at the Middle School, high school and elementary teachers with ELL students, middle/high school guidance counselors, and ELL staff. Parent copies are mailed home when they are made available from the Department of Public Instruction.

The Beaver Dam School District recognizes the importance of a student's educational history. Upon receiving a potential ELL student's cumulative file, ELL Coordinator initiates a review of past academic services and records. Prior ELL/Bilingual services and/or assessments are beneficial in understanding a student's current academic status.

Parent permission for screening or administration of the ACCESS test is not required. Federal law requires that all ELL students be assessed yearly in English Proficiency in the areas of Speaking, Listening, Reading, and Writing. All ELL students levels 1-5 are required to be tested. There is no parent or student opt-out and it is a standardized assessment.

Beaver Dam Schools provide an Individual Record Plan (IRP) for ELL students. Exclusions may include those with parent refusal for services. Parental input into the academic plan is beneficial. This plan includes classroom accommodations and language proficiency goals. It is designed to provide

teachers and parents with the necessary means for ELLs to achieve academic success in school.

Section Three

Program of Services for ELL Students

Note:

OCR recognizes that the district's program of services under its ELL plan may have the effect of separating students who are ELL from non-ELL students during at least part of the school day. However, the program design should not separate ELL students beyond the extent necessary to achieve the goals of the district's program of services. Additionally, ELL students should be provided services in comparable facilities to those in which non-ELL students receive services.

OCR Policy

Many districts design their ELL programs to temporarily emphasize English over other subjects. While schools with such programs may discontinue special instruction in English once ELL students become English-proficient, schools retain an obligation to provide assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.

OCR's "Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited-English Proficiency." ([1991 OCR policy memorandum](#))

See also [Castañeda v. Pickard](#), 648 F. 2d 989 (5th Cir., 1981).

Section Three

Program of Services for ELL Students

District's program of services for ELL students

Grade Level	English Language Development	Content Learning/ Standards Based Curriculum
4K	Classroom based language development	Classroom based content learning in Language Arts and Math
K – 5	Classroom based language development enhanced by music, art, physical education, library/computer and guidance. ELL Teacher Support within the regular classroom ELL Teacher Target Skills Instruction ELL Teacher collaboration with Literacy team to provide interventions ELL tutor support in the regular classroom ELL tutor individual/small group support	Content based teacher directed Teacher directed monitoring, clarifying, pre/post teaching as needed with limited inclusion support. Scientifically based literacy framework Everyday Math program / McGraw Hill selected to enhance and support ELL learner. WIDA ELP Standards framework used for instruction and assessment of ELLs. The Davis Method, Reading Support Leveled Literacy Intervention Support Focused monitoring for levels 1 – 5
6 – 8	Core Academic Classes Classroom based language development enhanced by: -6/7 music, PE, exploratory (including art, FACE, foreign language, computer/keyboarding, and health) -8 music, PE, electives (PE +, art, foreign language, video production, design product, FACE, health) Teaching Collaboration between reg ed and ELL teacher ELL English Basic & Intermediate Instruction ELL Resource for academic support Rosetta Stone supplement	Content based teacher directed Teacher directed monitoring, clarifying, pre/post teaching as needed with limited inclusion support. Glencoe Integrated Science FOSS Science Glenco English WIDA ELP Standards framework used for instruction & assessment of ELLs. ELL English Curriculum based on WIDA framework, ELP Standards, Keystone series, Understanding By Design framework. READ 180 Fast Forward Focused monitoring for levels 1 – 5
9 – 12	Core Academic Classes Classroom based language development enhanced by electives (keyboarding, business ed, tech ed, music, art, PE, consumer science) Teaching Collaboration between reg ed and ELL teacher ELL Basic & Intermediate Instruction ELL Resource for academic support Rosetta Stone supplement	Content based teacher directed Teacher directed monitoring, clarifying, pre/post teaching as needed with limited inclusion support. WIDA ELP Standards framework used for instruction & assessment of ELLs. ELL English Curriculum based on WIDA framework, ELP standards, Side by Side series, Understanding by Design framework. READ 180 Focused monitoring for levels 1 – 5 Core Math
Charter	Classroom based language development current goal focuses on paragraph writing and written Language development currently taught and developed in core academic areas; charter school uses an integrated model of instruction	Classroom based content learning Classroom teacher directed with paraprofessional support Consult for ELL services FOSS

At the elementary level, we provide regular education instruction within the classroom and pull-out services. Regular Ed instructional/resource services are provided by one ELL teacher. Regular Ed support services are provided by two bilingual tutors and one ELL tutor. The type and amount of service, for all grades, is agreed upon between classroom teacher,

parents, ELL coordinator/teacher, principal and/or school counselor. ELL support services are provided within the regular education classroom and provide students with assistance in obtaining, processing, and using content area material. Occasional target skills instruction is provided outside of the regular education classrooms to work individually with ELL staff. The amount of time each student or group receives depends on students' individual needs. The lower the English proficiency level, the more time the ELL students receive for ELL support. At level 1 or 2, the ELL student typically receives between 3 to 4 days per week of support, with each session lasting approximately 30 minutes. At level 3 or 4, each student typically receives between 2 to 3 days per week of support, with each session lasting approximately 30 minutes. A level 5 student would meet as needed with the ELL tutor. At the middle and high schools, the lower level ELL students are in an ELL English class everyday for one period. Depending on their English proficiency level, students also receive between one or two periods of ELL Resource, which is a bilingual assisted study hall. Inclusion support in core academic classes is also provided to assist students with language & academic needs.

Future goals include adding more ELL/Bilingual staff, which will provide students and teachers with more support in regular education classrooms.

Describe the provisions made for language appropriate notice to the parents of ELL students regarding school activities that are communicated to other parents.

- School personnel are made available to interpret for parents upon request. Spanish translators are available in the district, other languages will need prior arrangement for services. This service is available for essential communications.
- Parental notices such as conference schedules, free/reduced lunch notices, standardized test information, MS newsletters, registration notices, attendance/truancy/behavior/discipline notices, various health info/forms, various school events, after school programs, & occasional community info or notices are also translated into Spanish.
- MS and HS have Spanish comments available for report cards. A list of students whose families request Spanish translations is sent to all MS/HS teachers. Teachers are encouraged to use this for report card comments and home-to-school contact.
- HS Career Center has Spanish post grad/college info available to students & parents
- Elementary schools have a "Reporting to Parents in English & Spanish" book available at each school. Teachers are encouraged to use this for report card comments and home-to-school contact.
- Elementary schools have a "School Letters in English and Spanish" resource book available. School personnel are encouraged to use this for home-to-school communication.
- Elementary 4K through grade 5 academic report cards are printed in Spanish

Grading Policies

All content area, K-12, teachers are encouraged to use alternate grading policies for ELL students levels 1-5. High standards are essentially important, but reasonable and flexible grading policies must exist in order to provide fair assessments of English Language Learners. The following is a DPI recommended grading policy for ELLs:

Levels 1-2 Pass/Fail grade based on individual effort and progress

Levels 3-4 Regular grades with classroom modifications and academic support,
based on individual effort and progress

Level 5 Mainstream grading norms with adequate academic support

This grading system allows educators to measure a student's individual progress, rather than comparing to peers or grade level expectations.

Section Four Staffing and Resources

Identify the number of categories of instructional staff determined appropriate to implement the district's program of services (e.g., qualified teachers, interpreters, translators, teaching assistants, and other categories). Determine the student-teacher ratio to provide services consistent with program objectives.

Grade Level	English Language Development	Content Learning/ Standards Based Curriculum	Staffing	Student to Teacher Ratio
K - 5	Future plans for development	Future plans for development	<p>3 Tutors at 33 hours per week (1 certified Elementary Education w/Spanish minor, other 2 are bilingual (Spanish) – also servicing as translators for all 7 elementary schools The 3 tutors service all 7 elementary buildings 1 FTE elementary teacher ELL English instruction & support Certification: Ages 6-13 Spanish/ESL/Regular Ed</p>	<p>172 Students to one (1) ELL Teacher 172:1.0 FTE</p>
6 – 8	ELL Basic English ELL Intermediate English WIDA Framework	<p>-WI Academic Content Standards>>Revising to align with Common Core State Standards -Understanding By Design -ELP Standards</p>	<p>1 .20 Teacher ELL Resource, academic support 1 Tutor Bilingual (Spanish) also assisting translations for MS/HS 1 FTE Middle School Teacher Certification: 6-12 Spanish/ESL ELL English/Resource, academic support.</p>	<p>48 Students to one (1) ELL Teacher 48:.1.0 FTE</p>
9 - 12	ELL Basic English ELL Intermediate English WIDA Framework	<p>-WI Academic Content Standards>>Revising to align with Common Core State Standards -Understanding By Design -ELP Standards</p>	<p>1 Tutor Bilingual (Spanish) 25 hours/week providing academic in-class and pull-out resource support, also serving as translator for HS; 1.0 FTE High School Teacher Certification: Ages 10-21 Bilingual/ESL/Biology ELL English/Resource, academic support.</p>	<p>52 Students to one (1) ELL Teacher 52:.1.0 FTE</p>

K - 12	Future plans for development	Future plans for development	1.0 District Coordinator develop, coordinate, guide, implement, and assess elements of ELL program Budget/Evaluate Program Certification: PK-12 ESL/Spanish	272 Students to 1 Coordinator
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Description of materials and resources, such as specialized books and equipment, available for ELL program services.

Grade Level	Material and Resources
K – 5	<p>WIDA MODEL Kit Kinder – 5th grade WIDA Resource Guides ELL Binders at each school include ELP standards and guidelines Everyday Math – Spanish version (homelinks only) Spanish/Bilingual picture/chapter books LIPS program Leveled Literacy Intervention resources Fountas & Pinnell Benchmark Assessment Oral Language Kinder Kit A Access to internet websites (i.e. Starfall) Compilation of graphic organizers in Spanish FOSS Science Spanish resources Leap Frog Learning Program Touch Math Reading Recovery Small group supplemental reading support Activity boxes Various sorting kits (blends, vowels, themes, vocab) Spanish assistance software Assistive technology as needed Scholastic Reading Skills Kit Phonics, Vocab, Grammar, Punctuation Tales Enchanted Learning resource BrainPop Spanish Literacy Links Learning A-Z reading, writing, vocabulary resources Audio books Newcomer Kits</p>
6 – 8	<p>WIDA Resource Guides Keystone Text Series, beginning & intermediate Action Magazine Math resources in Spanish (Connected Math Practice) Science modified & Spanish resources Social Studies 8 project scaffolding & Spanish text materials CALs support materials BrainPop Spanish Kurzweil computer program (reads English/Spanish textbooks and novels) ELL binders with supplemental activities CASH support Assistive technology as needed</p>

	Audio books Bilingual & Spanish supplemental books (fiction/non fiction, novels) "Standard Deviants Teach ESL" video series Rosetta Stone English Level 1 and 2 READ 180 Learning A-Z reading, writing, vocabulary resources
9 – 12	WIDA Resource Guides Side by Side Text Series, levels 1-3 Scope Magazine Weekly Readers True Stories Series Various links to Spanish resources ex: Teacher Express Geometry, Algebra I/2 disks w/Spanish worksheets, study guides, etc Kurzweil computer program (reads English/Spanish textbooks and novels) CASH support ELL binders with supplemental activities READ 180 Learning A-Z reading, writing, vocabulary resources Rosetta Stone English Level 1 and 2 Bilingual books available (novels, fiction) Variety of modified novels Audio books/Play Aways

The ELL Dept. has and will continue to provide professional development to help classroom teachers integrate ELL methods into the teacher's repertoire of teaching and assessment strategies. The ELL Staff will also be providing professional development to help classroom teachers begin to integrate the WIDA guidelines and rubrics into their classroom teaching and assessment strategies.

The ELL Coordinator, with assistance of tutors and teachers, researches and determines the best ELL/Bilingual materials for all schools district wide. Factors include the desire to provide materials that match ELLs comprehension levels, literacy skills, WIDA standards alignment, and content area objectives.

YEAR	K- 5	6-8	9-12	Totals
2010-11	172	48	52	272
2009-10	153	54	46	253
2008-09	145	56	40	241
2007-08	141	41	33	215
2006-07	137	32	31	200
2005	K-3 61	4-8 89	9-12 31	181
2004	52	37	16	105
2003	58	28	9	95
2002	44	24	5	73

Section Five

Transition from ELL Services and Monitoring Performance

Classroom teachers and ELL staff monitor and assess each student's progress throughout the year. ELL students are tested every year with the ACCESS for ELLs to measure English acquisition progress. Currently, we are using formative and summative evaluations to assess students.

Describe the guidelines and criteria for using assessment

There are three reasons for using student assessment information:

1. Classify students
2. Determine individual needs of students
3. Encourage and support student learning

Students are on ELL monitor status when they are able to perform, without direct ELL support, in a regular education classroom that incorporates ELL modifications in instruction and assessment procedures. The ELL Coordinator and teachers monitor student progress by checking grades, distributing observation forms, and consulting with students/teachers.

Exit Process

Students classified as ELL will no longer be considered limited English proficient when they have acquired the language skills to compete with mainstream English speakers in age and grade appropriate settings. This includes all areas of language development without the use of adapted or modified English materials. When a student scores level 6.0 composite on the ACCESS test, the student is exited from the ELL Program.

Reclassification Process

There are cases when the district may also consider reclassification of an ELL student as fully English proficient. To do so the district must use the **following criteria**:

1. Student is in the 4th grade at a minimum.
2. Student has attained an ELP level 5.
3. 2 or more additional pieces of evidence must be evaluated and kept on file in the district. (see evidence list)
4. Parents, classroom & ELL teachers agree that student has reached full English proficiency.
5. District policy in place for reclassification of ELLs and re-entry process if exit was premature.

Examples of Evidence that may be used to reclassify student as fully English proficient:

- Score of 5.5 or above on the Reading section of ACCESS test
- District/school writing samples meet or exceed grade level expectations
- Proficient or advanced scores on the WKCE assessed content areas, without receiving ELL accommodations
- Achieving academically at age appropriate grade level without the use of modified materials
- Other relevant evidence: grades, class performance, district assessments

In order to ensure success for all exited ELL program students, the school district will monitor a student's progress in academic areas twice yearly (at a minimum) for two years after being exited from the program. A FLEP (Formerly Limited English Proficient) form (7) is maintained by ELL Coordinator. At the end of 2 year monitoring period, copies of the form are kept in ELL records and Behavioral Records.

If after exiting from the ELL Program, student experiences academic difficulties, the ELL and regular education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty, then a re-entry discussion will be set up with the student's parents. Parents/guardians are required to sign for permission in order to receive ELL services (form 2).

Grade Level	Who	How Often	Duration
K – 5	ELL Coordinator ELL Teacher	Mid and End of Year – checking grades, attendance, standardized test results Teacher – ongoing at BCT meetings	Two year duration
6 – 8	ELL Coordinator ELL Teacher	Mid and End of Year – checking grades, attendance, standardized test results Teacher – ongoing at team meetings	Two year duration
9 – 12	ELL Coordinator	Same as grades 6-8	Two year duration

Section Six

ELL Students and Other District Programs

This section addresses equal access for ELL students to the full range of district programs, including special education, Title I, gifted and talented programs, non-academic and extra-curricular activities.

(See Attachment 1 for BDUSD Equal Educational Opportunities Policy)

Other Program Components:

ELL students in Beaver Dam have every opportunity to participate in programs that enhance their talents. ELLs are eligible for EEN and Speech/Language evaluations in English. District specialists use numerous evaluation tools. School psychologists and program coordinators are contacted upon referrals from faculty members. ELLs are also eligible for EEN and Speech/Language evaluations in their native language. The district pupil services secretary arranges services of bilingual psychologists who are able to identify exceptional needs using student's native language. Upon results of such evaluations, Individual Education Plans may be implemented or additional evaluations may be needed. ELL students also have equal access to gifted and talented identification and services.

The district has Woodcock-Muñoz Spanish Language Survey to assist in native language assessment and Universal Non-verbal Intelligence Test for measurement of general intelligence. Future plans include researching and adding intellectual/cognitive assessments in Spanish.

Each school promotes cultural awareness, diversity and sensitivity through developed programs such as Character Counts, Foreign Language Awareness Week, Hispanic Heritage Month, Guest Speakers, Summer School, various cultural events, etc. All students are encouraged to participate in interest groups or clubs with their English-speaking peers. Secondary students are encouraged to choose electives that enhance their talents. In addition, ELL students may receive support from other non-ELL district programs such as Title I Program, CASH (Content Area Study Help) Program, Gifted and Talented Program, SAGE, Reading Recovery, Children at Risk, PALs (Partners Are Learning) and several other programs offered throughout the district.

Description of methods or steps taken to ensure that ELL students have an equal opportunity to participate in extracurricular and nonacademic activities.

All ELL students are encouraged to participate in extracurricular and non-academic activities throughout the district. Sports, clubs, and organizations are optional activities that ELLs may choose to become involved in. Special circumstances allow for the waiver of particular fees, upon approval of building administrator.

ELL students are made aware of extra curricular activities in the form of daily building announcements in Spanish. Efforts are made to provide Spanish written translations of info related to extracurricular activities. As needed ELL interpreters make phone calls to parents in order to explain or answer questions in their native language.

The district continues to work on methodologies to recruit ELLs involvement in social and peer interactions. Also continued effort of staff to form relationships with students and encourage them to interact with peers. This includes acquiring knowledge of culture, socio-economic, and lifestyle and acknowledgement of differences.

Description of district's methods to take into account language barriers to notify parents and students of available programs and activities.

The Beaver Dam Unified School District makes ongoing efforts to communicate effectively with parents of ELL students. Upon arrival of new students, we provide the following documents in Spanish: Student Demographic Information Sheet, Home Language Survey, ELL permission form, and ELL Plan of Services. Translators can be arranged to assist parents with registration process. Several building and program specific letters are also printed in Spanish (Kinder registration packets, after school programs, summer school, etc). All parents are invited to Kindergarten orientation, translator is present during scheduled times. They are also present during parent/teacher conferences, IEP meetings, and other events as requested. Middle and High school report cards have comments available in Spanish. The Elementary level has books to guide in the writing of Spanish comments. 4K-5 Academic progress reports are printed in Spanish.

Each school year the ELL Department organizes and presents an ELL Parent Night. The event is designed to inform parents about community resources, school procedures, programs, activities, and other related K-12 activities. As ELL staff increases, more events geared towards ELL families will be incorporated throughout the school year.

Teachers use the interpretation services of our bilingual staff to translate permission slips, share important school information, request parent contact, direct homework assignments, and other relevant information. Health, lunch, Kindergarten registration/screening, truancy/discipline and educational history forms are in Spanish. The district provides a Spanish Weatherline that communicates school cancellations, delays, or holidays when schools are closed. The ELL Department continues an ongoing effort to translate the following as needed:

- high/middle school handbooks, course descriptions, co-curricular guides, additional college information packets
- district newsletter info
- additional health forms
- website info

Community organizations also offer assistance in notifying parents about school-related events. Dodge County Bilingual Resource Directories are provided to all families new to the area.

Parent Involvement:

Beginning January 2007 ELL Dept joined the Dodge County Multi-Cultural Coalition. This connection has allowed us to collaborate with Moraine Park Technical College, UW Extension, Dodge County Human Resources, BD Library and DELL (Dodge English Language Learners). BDUSD ELL Dept. and Moraine Park have developed a long-term program that offers free English classes for adults. Ongoing collaboration with the Multi-Cultural Coalition has allowed us to provide Bilingual Topic Classes for adult ELLs. Parents of ELLs in our district have been active participants in the adult ELL classes offered at Moraine Park Technical College and the community topic classes. The ELL Dept has also collaborated with the district's 21st century program and Moraine Park to offer ELL Pronunciation and Basic Computer skills classes. We continuously plan for future parent classes with new topics.

Section Seven

Program Evaluation, Review and Improvement

The following information is provided to assist districts in identifying methods and approaches for evaluating their programs. Districts are encouraged to review literature on this topic and to develop approaches to evaluating their ELL programs consistent with their respective program designs and individual needs and circumstances.

Because federal law does not prescribe a particular program model or evaluation approach, the approach to, and design of, an effective ELL program evaluation will vary from district to district. The evaluation components set forth below are provided as examples for districts to consider in developing their own approach.

OCR Policy

Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipients cannot comply with this requirement without periodically evaluating their programs.

Generally, districts measure "success" in terms of whether the program is achieving the particular goals the district has established for the program and its students. If the district has established no particular goals, the program is successful if its participants are achieving proficiency in English and are able to participate meaningfully in the district's program.

Source: [1991 OCR policy memorandum](#)

Describe how the evaluation will focus on overall as well as specific program goals.

Throughout the year the ELL department meets regularly to discuss ELL issues and concerns. There is continuous focus on providing students and staff with the best possible service. ELL staff are encouraged to attend training and seminars related to specific program goals. ELL Coordinator regularly attends network meetings, DPI conferences, and relevant seminars. All efforts are made to keep the Beaver Dam Unified School District up-to-date on ELL changes and requirements.

At the end of each school year ELL Coordinator and teachers create individual reports. The reports highlight student's growth, number of students served, ELL specific activities and training throughout the year, and program goals. The report also addresses concerns, benefits, and suggestions for the ELL program. The program will also be evaluated by looking at the results of parent, student, teacher, and other staff surveys that are conducted throughout the year. Other components considered: the progress made by students at each level, number of students graduating, assessment scores and an evaluation by the Director of Teaching & Learning. ELL coordinator and director meet at the end of each year to discuss progress and areas of improvement.

Describe how the evaluation data will be used to determine whether or not the program is working, and to identify any areas of concern that require improvement.

Program Objectives, Activities, and Evaluation

Program Objectives	Activities to Achieve Objectives	Evaluation of Activity
Goal 1:		
Improve Education for LEP Students	-Inclusion Support -Sheltered English Instruction -Content Based ESL -Targeted R/W/L Interventions	-running records -progress measurement (ex: Benchmark assessments)
Improve English Proficiency and Achievement of LEP Students	-Sheltered English Instruction -ELL English courses MS/HS -Propose SFSS to develop native language skills -Propose study/life skills course	-progress monitoring -ELP measurement (ex: WIDA MODEL) -Data Analysis of test scores, ELP progress
Provide after school academic language assistance and language specific activities	-PALs -JE/LI after school programs -After School HW assistance at HS/MS -Rosetta Stone on HS computer lab	-parent/student surveys -ELL enrollment
Purchase language acquisition materials and supplements to be utilized by teachers and students	-Rosetta Stone Spanish Spring 2011 -Additional simplified novels for English courses -Lips oral language development -Oral Language Kinder Kit A program	-staff surveys -progress monitoring
Provide Resources for staff working with LEP students	-WIDA Resource Guides -Communicating with parents in Spanish Guide -Professional Development Books	-staff feedback -possible future book groups

Goal 2:		
Provide training and support to assist staff in providing an environment for language acquisition development	<ul style="list-style-type: none"> -Rosetta Stone Spanish Sessions -WIDA levels and expectations review -Accommodations/Modifications in the classroom -Provide ELL Data for Staffing Meetings, Feb 2011 	<ul style="list-style-type: none"> -staff surveys -ELL team meetings -BCT notes
Extended day learning sessions that focus on ELL, culture, and language acquisition topics	<ul style="list-style-type: none"> -What's Different About Teaching Reading to ELLs sessions -Book Discussion Group with community librarian -District Goals -Common Core Standards 	<ul style="list-style-type: none"> -literacy team feedback, shared interests -integration of ELL into district programs
Professional Development workshops and training to ensure LEP students increase English proficiency and meet academic content standards	<ul style="list-style-type: none"> -What's Different About Teaching Reading to ELLs Training -Lips Training -LLI Training -UBD Training 	<ul style="list-style-type: none"> -awareness of training opportunities -intervention groups and student learning based on training
Provide services that increase the knowledge base and use of strategies to educate LEP students and their families	<ul style="list-style-type: none"> -Elem Reading Nights -Family Nights -BOE updates about ELL increase, needs, and AMAO District Profile Report -Monitoring Report June 2010 -Progress Monitoring (ACCESS, MAPs, WKCE) 	<ul style="list-style-type: none"> -ELL participation -ELL team meetings -ELL awareness of program performance and needs
Goal 3:		
Provide programs to improve English skills of LEP children	<ul style="list-style-type: none"> -after school program opportunities -summer program opportunities -student study groups 	<ul style="list-style-type: none"> -student participation -program analysis
Provide programs to assist parents with the tools to help their children improve academic achievement	<ul style="list-style-type: none"> -Provide resources families do not have at home (calculators, books) -Offer bilingual topic sessions during the school day for parents -Pizza Study Night at HS 	<ul style="list-style-type: none"> - surveys -Martha De León, MSW, Dept of Counseling Psychology UW Madison -Becky Gutzman, UW Ext Nutrition Educator

Collaborate with community organizations to provide literacy, language, and culture classes	<ul style="list-style-type: none"> -Active in the Multi-Cultural Coalition -Moraine Park Collaboration -UW Extension Activities -Guest Speakers 	<ul style="list-style-type: none"> -monthly meetings -community interest
Ensure parents have access to community and school resources that improve parental involvement in education	<ul style="list-style-type: none"> -Provide translations/interpreters for events -Conexiones Latinas 	<ul style="list-style-type: none"> -SSHS events -WKCE Info Night -21st Century Learning Events -ELL events -Community Library events -MP events

For two continuous years (05/06 – 06/07) an ELL study committee evaluated the district’s ELL program goals, objectives, and progress. This committee served to determine the needs of students, principals, teachers, secretaries, food service personnel, and all staff interacting with diverse cultural groups. Regular discussions will continue to be held with the ELL Dept, administration, and staff.

Beaver Dam Unified School District will continue to devise committees, reports, educational sessions, and other methods of evaluating the ELL program. We strive to improve and maintain a successful English Language Learner Program.