



*Union County TEAMS Charter School*

# Local Plan

## Educational Services for English Language Learners

## **EDUCATIONAL APPROACHES FOR EDUCATING ENGLISH LEARNERS**

The UC TEAMS Charter School program assists English Language Learners to continue making academic progress while gaining English proficiency. In order to best accommodate these goals, the District will provide opportunities for English language learners to succeed educationally, socially, and culturally. The program model is designed as so that students participate in mainstream classrooms with in class support and pull out services as identified.

Classroom teachers will be encouraged to use visuals, sheltered vocabulary, non-verbal embellishment (pictures, gesturing, and models) and peer interaction to enable students to comprehend and participate in activities. Modified assignments will be used with the assistance of the ICS teacher and other accommodations as necessary will be provided. These include assistance with reading, explaining or describing assignments, providing additional time for assignment completion and others as listed in program plan. As an additional support, an afterschool program will be provided which supports the classroom instruction. This program, Afterschool ELL Academy (ASELLA) will be offered twice a week for Reading, Writing, and Math support. (The school does not provide a dual language program as the needs to date have not created that level of services.)

### **EDUCATIONAL GOALS**

The overarching goal of the ELL program is to assist English Language Learners in making academic progress while learning the language. The following goals have been developed to meet the linguistic needs of the ELL population in grades K-12

#### **Language Proficiency**

##### **Goal 1:**

To provide English Language Development instruction to all Limited English Proficient students. The instruction will include development of basic interpersonal communication skills and cognitive academic language proficiency based on the forms and functions of the English language, in order that they may attain English proficiency.

##### **Goal 2:**

The overall goal is to help the English Language Learners to become proficient both communicatively and academically in the English language. Therefore, instruction for the ELL students will address English language development. For the 2015-16 school at least 60% of the students should advance a minimum of 10%age points on DRA's and Benchmark Assessments. In addition, 15% of the students should exit the program by becoming proficient in either Math or ELA as assessed by their Benchmark Scores.

The school employs a part time ESL Coordinator who works closely with our in house site coordinator to ensure that all new students are tested appropriately and assignment of services are made to accommodate student needs.

The following is required:

1. *All new students identified by UC Teams as new to district or school screened for:*
  - Languages spoken
  - Entry into school district
  - Resident school Academic history
  - Years in USA
  - WIDA ACCESS for ELLs and/or Placement exam history
  - ACCESS for ELLS scores, eligibility for ESL language services
  - Possible state test accommodations (PARCC)
2. *Students with no record of placement test or history of ACCESS for ELLS state tests are administered the WIDA Placement Exam, as appropriate.*
  - Placement testing materials provided, copies of tests, as well as scoring sheets
  - WIDA (WAPT) exam administered at UC Teams Charter School. 515 West 4<sup>th</sup> St. PLFD, NJ
  - Tests scored, determination of placement made for each individual student.
  - Documentation of testing placed in individual files, to be secured by the building principal.
  - Registration Screening procedures and ESL coordination procedures recommended to effectively provide ELL services for qualifying students
  - WIDA electronic testing materials to be shared with building principal for ESL teacher to have as resource and for placement testing.
3. *Former ELL student documentation provided for those students previously screened or who received services, and /or were administered WIDA placement or ACCESS for ELLS, and testing is not required.*
4. *Scores/Results and placement determination provided for all students whose names were provided by the UC Charter School listed in attached chart.*
5. *ESL Program Recommendations and list of Coordination Procedures, copies of Home language Surveys, initial placement forms, ESL coordinator responsibilities/tasks, electronic copy of WAPT materials, and WIDA vendor information for Kindergarten Placement Testing Kit (Wida K Model).*

## **ESL DESIGNATION IS MADE TO ELL SERVICES OF THE SCHOOL WITH RECOMMENDATIONS**

Recommendations to programming are made to accommodate student needs. Several are listed below:

- The students will need ELL accommodations during state tests such as PARCC. PARCC recommended accommodations are: Bilingual word to word dictionaries, extended time. However, IEP overrides ELL accommodations.
- It is highly recommended that Mainstream teachers and ESL teacher to refer to NJ state ELL scaffolds during English language Arts, and Math instruction.

## **STUDENTS NOT NEEDING ESL SERVICES:**

- *Students are Fluent Speakers of English with another language spoken at home.*
- *Students who were either born in the USA and have not left the USA, or came to USA as a baby and went to school in the USA only. They have been educated in English only for a period of over 4 years and English is their dominant language.*
- *Students have been screened and passed the WAPT exam with less than 4 years in school.*

## **ESL COORDINATOR/TEST ADMINISTRATOR**

- 1. Regularly follows process to identify new entrants in his/her assigned school ( registration secretary/genesis report)**
- 2. Screens new students who speak other languages based on Home Language survey. (Intake form as first initial interview with new students that speak other languages at home prior to testing)**
- 3. Test s using W-APT/completes intake form**
- 4. Determine if student needs services and place in appropriate Bilingual/ESL program**
- 5. Ensures that home language survey and intake form are in cumulative folder, files copies**
- 6. Sends parent letter for placement and exiting**
- 7. Codes appropriately in Rediker including W-APT score and date**
- 8. Has a folder for each student in program with their placement test, home language survey, intake form and yearly ACCESS teacher report**
- 9. Distributes ACCESS reports (teacher/parent)**
- 10. Has a schedule with a minimum of 1 period for site coordination duties**
- 11. Maintains ELL records in Genesis (languages, bilingual coding, test scores)**
- 12. Monitors F1 students in MP 1 and 3.**
- 13. Monitors F2 students in MP2 and 4.**
- 14. Attends monthly school-wide S.W.A.T. meeting**
- 15. Coordinates and assists with ACCESS for ELLs state test**
- 16. Articulates with receiving schools for rising ELLs, F1s( first year exited ELLs)**
- 17. Determines exits, completes forms**
- 18. Ensures all coded students are receiving appropriate ESL/Bilingual support**
- 19. Collaborates with Guidance office and counselors, teachers, and administrators on the status of ELLs**
- 20. Collaborates with building testing coordinators to ensure proper testing accommodations for ELL students**
- 21. Articulates with bilingual and mainstream teachers**
- 22. Keeps log of all collaborations/articulations**

## ELL/Mainstream Monitoring Log

Last Name: \_\_\_\_\_ First Name \_\_\_\_\_ Grade/Hr: \_\_\_\_/\_\_\_\_

Monitored Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Exit Date: \_\_\_\_/\_\_\_\_; Entry date into US school system \_\_\_\_/\_\_\_\_

Home Languages: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### Test Results

ACCESS Proficiency Level Overall \_\_\_\_\_ Comprehension \_\_\_\_\_ Literacy \_\_\_\_\_ Oral \_\_\_\_\_

DRA-English \_\_\_\_\_ Spanish \_\_\_\_\_

Benchmark	Language Arts: _____	<input type="checkbox"/> Advanced, <input type="checkbox"/> Proficient, <input type="checkbox"/> Partially Proficient
GRADE _____	Math: _____	<input type="checkbox"/> Advanced, <input type="checkbox"/> Proficient, <input type="checkbox"/> Partially Proficient
	Science: _____	<input type="checkbox"/> Advanced, <input type="checkbox"/> Proficient, <input type="checkbox"/> Partially Proficient
(Biology)	Science: _____	<input type="checkbox"/> Advanced, <input type="checkbox"/> Proficient, <input type="checkbox"/> Partially Proficient

### Academic Performance:

Is student demonstrating success in the classroom? \_\_\_\_\_ Attach report card.

#### Difficulties

- ☐ Attendance Days absent \_\_\_\_\_
- ☐ Discipline issues \_\_\_\_\_
- ☐ Referred to \_\_\_\_\_ Date of referral \_\_\_\_\_ Reason \_\_\_\_\_
- ☐ Able to communicate effectively with peers and adults in English
- ☐ Understands directions given by teacher in English
- ☐ Comprehends Basic verbal and written material in English
- ☐ Other: Please describe \_\_\_\_\_

### Remediation Steps:

☐ Remediation was successful (Attach report card)

#### If not, determine next step.

- ☐ Recommend for referral
- ☐ Recommend for further ESL Testing/Placement Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Score \_\_\_\_\_
- ☐ Placed back into ESL program Date \_\_\_\_/\_\_\_\_/\_\_\_\_
- ☐ Other: Please describe \_\_\_\_\_

ESL Teacher/ICS \_\_\_\_\_

Mainstream Teachers: \_\_\_\_\_ MATH  
\_\_\_\_\_ ELA  
\_\_\_\_\_ SCIENCE  
\_\_\_\_\_ SOCIAL STUDIES

## **PROCEDURE FOR IDENTIFYING ENGLISH LEARNERS**

- 1. Upon initial enrollment all families will be asked to complete an enrollment packet and fill out a Home Language Survey.**
- 2. If *any* of the answers on the survey indicate a language other than English or, if “Native American” is marked under ethnicity on the Enrollment Form, the admissions specialist will immediately tag this student and file under “Possible ELL”.**
- 3. Upon receiving copies of the Enrollment Form and Home Language Survey, the ELL Coordinator will determine whether there is indication that a language other than English is spoken at home, and/or the student’s first language is other than English, and/or the student is Native American or American Eskimo. If any of the above proves to be true, arrangements for student and parent interviews and a language proficiency assessment will be made. If there is no indication of a primary language other than English, the ELL teacher will document this by making a notation on the Home Language Survey.**
- 4. In the case of situations where there is an indication of a primary language other than English, the WIDA PLACEMENT TESTS: WAPT OR ACCESS. These tests will be administered by a certified administrator. These test will be given to the student in order to assess English language proficiency in speaking, listening, reading and writing. All new potential ELL students will be assessed during the first six weeks of a new school year. Assessment results will be reported to the school site ELL Coordinator.**
- 5. The ELL Coordinator will coordinate with Principal the placement of students in classes with the appropriate teacher supports.**
- 6. A parent notification will be sent home stating that the student is eligible to receive ELL services and will receive them unless the parent(s) elects to waive services. This notification will also provide information regarding the student’s assessment for services, including proficiency level. If the parent chooses to refuse services they must sign a Waiver of Services, which will be placed in the student’s CUM file as well as the ELL working file; the ELL site coordinator will be notified. If the parent(s) chooses to refuse services beyond that school year, a Waiver of Services must be signed annually.**
- 7. CUM files of each student will indicate that the student has been offered or received ELL services.**
- 8. A working file will follow the student upon transfer to another school within the District.**



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**Home Language Survey\***  
**Parent/Guardian Language Questionnaire**  
**Please complete one form per household.**

Student's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
[first] [middle] [last]

Date of School Entrance \_\_\_\_\_

Student's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
[first] [middle] [last]

Date of School Entrance \_\_\_\_\_

Student's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
[first] [middle] [last]

Date of School Entrance \_\_\_\_\_

Person completing the survey: [ ] Mother [ ] Father [ ] Grandparent [ ] Guardian [ ] Other \_\_\_\_\_

Directions: Check or write in the correct response for each of the following questions about your child.

1. What language does the family speak at home most of the time?

English \_\_\_\_\_ Other [specify] \_\_\_\_\_

2. What language does the parent [guardian] speak to the child most of the time?

English \_\_\_\_\_ Other [specify] \_\_\_\_\_

3. What language does the child speak to his/her parent [guardian] most of the time?

English \_\_\_\_\_ Other [specify] \_\_\_\_\_

4. What language does the child speak to her/her brothers and sisters most of the time?

English \_\_\_\_\_ Other [specify] \_\_\_\_\_

5. If available, in what language do you prefer to receive school communication?

English \_\_\_\_\_ Other [specify] \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
[Person completing the survey]