

Little Chute Area School District

English Learners Education Plan



LITTLE CHUTE
Area School District

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Mission Statement

The Little Chute School Area School District EL Program will provide a content rich learning environment designed to develop meaningful skills in reading, writing, listening, and comprehending English while supporting progress in all academic areas in order to foster students who are bi-culturally literate contributors to the community.

Sources, Federal Laws and Court Rulings

The following sources, laws and court rulings were referenced in order to create this plan for English Learners in the Little Chute Area School District.

Wisconsin Statutes

Section 115.96	[determining count of limited-English proficient students; establishing bilingual-bicultural programs]
Section 115.97	[bilingual-bicultural programs required]
Section 118.13	[student nondiscrimination]
Section 118.30(2)(b)2	[state assessments; accommodations for limited-English proficient students]
Section 121.02(1)(r)	[school district standard; standardized 3 rd grade reading test]
Section 121.02(1)(s)	[school district standard; state assessments]

Wisconsin Administrative Code

PI 8.01(2)(r)	[standardized 3 rd grade reading test; procedures required for testing limited English proficient students]
PI 13	[school board requirements related to limited-English proficient students, including policy requirements]

Federal Laws

Elementary and Secondary Education Act [Part A - Subpart 1]	[academic standards, assessments and accountability for student achievement, including English learners]
Title III	of the Elementary and Secondary Education Act [language instruction for English learners and immigrant students]

Federal Regulations

34 C.F.R. §200.6(f)	[federal regulations regarding mandated testing and assessment of English learners]
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Sources

- ⇒ [World-class Instructional Design and Assessment \(WIDA\)](#)
- ⇒ [WI Department of Public Instruction](#)

Federal Laws and Court Rulings

Under Title VI of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act (ESEA) of 1965 and subsequent federal and state mandates, all Wisconsin school districts are required to identify and provide language education services to English Learners (ELs). This includes immigrant and migrant students and students with disabilities.

The ESEA has been reauthorized eight times since it was enacted in 1965, most recently by the Every Student Succeeds Act (ESSA) of 2015. The ESEA now requires states to adopt standardized statewide procedures and criteria for entry into and exit from EL status. This requirement necessitates that the DPI outline a shared Wisconsin process for identifying, supporting, and reclassifying ELs.

Section One: Goals & Educational Approach for Developing EL 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 vs Nichols, Justice William O Douglas

The LCASD, in an effort to serve all students, has outlined goals for EL students to assure academic success for English Learners. As the demographics of the LCASD changes, the district understands the need to promote cultural understanding within all systems. To that end, the following student goals are outlined below. Goals fall into two major categories, academic success and cultural competency.

District Goals

- Develop and maintain Listening, Speaking, Reading and Writing competency in English as outlined in WIDA Standards
- Develop and apply academic language in content areas
- Utilize prior knowledge to develop critical thinking skills
- Meet grade level expectations
- Participate in and are members of our school community
- Maintain and value cultural identity
- Develop an awareness of and increase cultural competency

State Expectation for Little Chute Area School District and Other LEAs Regarding Goals and Accountability

Under Title VI of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act (ESEA) of 1965 and subsequent federal and state mandates, all Wisconsin school districts are required to identify and provide language education services to English Learners (ELs). This includes immigrant and migrant students, and students with disabilities. Once identified as an EL, students are eligible for English Language services until they exit EL status.

The ESEA has been reauthorized eight times since it was enacted in 1965, most recently by the Every Student Succeeds Act (ESSA) of 2015. The passage of ESSA necessitates changes in how education is implemented in the United States. In particular, our requirements for serving and supporting ELs have changed. This handbook is designed to outline the procedures and criteria for entry into and exit from EL status and the process for identifying, supporting, and reclassifying ELs.

District Educational Approach

The Little Chute Area School District utilizes the following educational approaches for the various grade levels. The approaches are the methodologies that the district will use to achieve the specific district goals.

WIDA Standards

The WIDA English Language Development Standards provide a direction and foundation for language development. The complete document can be [found here](#).

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

Section Two: Identification of Potential EL Students and Timeframes

District's Procedures for Identifying Potential EL Students

1. The Home Language Survey (HLS) is completed as part of online registration.
2. If there is another language besides English indicated on the HLS, the EL coordinator will:
 - a. If the student is a transfer student, check the cumulative folder for EL information.
 - b. Screen the student using:
 - i. Model – Grades K
 - ii. WIDA Online Screener – Grades 1-12
 - iii. Contact parents for more information if needed.
 - iv. Parents will be notified in writing that their student was administered an ELP screener and informed of the results of the assessment.
3. Based on ELP levels (1-4), the EL teacher informs the parent of the EL program and services available to their child. They will also initiate parent consent for placement into the EL program. See Appendix A.
 - a. If parents accept EL services for the student, the parent signs the form to accept services, an Individual Language Plan is created, and an appropriate amount of service time is determined. This process should be completed within 30 days of enrollment if initiated prior to October 1. See Appendix B
 - b. If enrollment occurs after October 1, the screener will be completed within two weeks.
 - c. If parents do not accept EL services for students, the parents will be required to indicate this refusal on the parental notification letter and an Individual Language Plan will be created in case services are accepted later. The student will receive regular education classes with additional support, not from the EL Department, as needed. The district will continue to administer the yearly ACCESS test until the student attains the exit criteria. See Appendix B.

Section Three: Assessment of the Need for EL Services

It is the intent of the Little Chute Area School District that all students are able to meaningfully participate in the district's regular instructional program. Section 3 describes how EL student need is determined, and which and what type of program services will be beneficial. The assessment procedures are described below.

Assessment of Needs

Procedure

The Little Chute Area School District uses the WIDA Online Screener for new students in grades 1-12 and the Model for new kindergartners in the district. The WIDA Online Screener and the Model are administered by EL teachers. It is given as soon as possible, but within 30 days of enrollment prior to October 1. If enrollment occurs after October 1, assessment will be complete in two weeks.

Records

The records of the ACCESS for ELLs™ test are kept in a student's cumulative file and the EL teacher's student file. When ACCESS results become available from the Wisconsin Department of Public Instruction, the school district will send copies home.

EL Record Folder (yellow) housed in the student's cumulative folder contains:

1. Required Signature on Parental Notification Form
2. Initial Screener Report
3. ACCESS Score Reports
4. Monitoring Forms
5. Student's Individual Language Plan (ILP)
6. Translation Communication Form

Evaluation of Proficiency

During the ACCESS for ELLs™ window, trained proctors administer the assessment. The testing window currently occurs from early December through January. Results are returned to the district in late spring.

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. ACCESS is a state mandated, standardized assessment.

Parent Permission

Parent permission for screening or administration of the ACCESS test is not required. Federal law mandates all EL students be assessed yearly in English Proficiency in the areas of Speaking, Listening, Reading, and Writing. It is considered, by Federal guidelines as part of an EL students' regular curriculum for all EL students, levels 1-4.4 testing is required. Public schools within the LCASD area will have access to the ACCESS test and proctors. Parent or student opt-out are not an option due to the standardized nature of the assessment and federal law.

Students who receive an overall composite of 4.5-4.9 may be exited if a multiple indicator protocol (MIP) is completed and the student team determines their English proficiency is equivalent to that of a same age Native English speaker.

Individual Language Plan (ILP)

Each EL student has an Individual Language Plan that is developed by the EL teacher with staff input, including the teachers who work with the student. This plan includes language proficiency goals, classroom accommodations, standardized testing accommodations, and the student's district wide test scores. It is designed to provide teachers and parents with guidelines and a blueprint for every student to achieve academic success. See Appendix F.

Section Four: Program of Services for EL Students

This section pertains to the educational model and program of services selected by the Little Chute Area School District. The plan addresses, in a comprehensive manner, the methods used to provide EL students appropriate English language development services, as well as services to enable EL students to benefit from the district's academic and special programs.

Provisions for Language Appropriate Notices

Bilingual school personnel (Spanish) are available to translate for parents and translate requested student documents. The Little Chute Area School District works with an outside company for all additional language translating needs. The Little Chute Area School District makes every effort to have all important educational information available to all parents.

Multilingual Learners Programs



Standards for All Students: Grade Level Academic Content Standards and English Language Development Standards: language expectations and proficiency level descriptors for interpretive and expressive language used to target and assess language proficiency across content.

Grading: P/F for first year newcomers. Standards grading with input from the EL teacher to ensure accommodations and modifications are taken into consideration.

Models are listed in order from greatest EL support to least EL support

Newcomer ESL	<p>Description: Newcomer programs are generally stand-alone learning environments designed to meet the socio-cultural, language, and academic needs of newly arrived immigrants. These programs prepare newcomers with readiness to transition to regular LIEPs. Social and Academic skills are the primary focus to build confidence and acclimate to the classroom. English is used and may be supported by the student's home language.</p> <p>ELP Levels: 1-2</p>
Outcomes and Expectations	Foundational English language development in preparation for content classroom instruction.
ESL- Integrated SPED	<p>Description: ELs with IEPs should be served within all LIEP environments. This category is ELs with significant cognitive disabilities. Streamlined or target language support services for English and academic language development within a specially designed special education classroom.</p> <p>Learners: ELs with significant cognitive disabilities eligible for Alternate ACCESS</p>
Outcomes and Expectations	Academic Achievement, English Language Proficiency Development

<p>EL Classroom Content-Based ESL</p>	<p>Description: Instruction in which content is used as the medium for building English Language skills, the primary focus remains on learning English. English is used and may be supported by the student's home language. Is serviced with the EL teacher or the EL aide in the EL room.</p> <p>ELP Levels: 1-4</p>
<p>Outcomes and Expectations</p>	<p>Academic Achievement, English Language Proficiency Development, Can show proficiency through their native language</p>

<p>Integrated ESL AKA Push-In</p>	<p>Description: English Language Development is facilitated through an EL educator’s or EL educator supported paraprofessional pushes into the general education setting. The EL teacher or paraprofessional may be supporting ELs during a mini-lesson or wait for instruction to be complete before working in a small group with ELs. Teachers may be supported in language proficiency development. Is serviced in the classroom with peers. Majority of the day is spent with content or grade-level teachers.</p> <p>ELP Levels: 1-4</p>
<p>Outcomes and Expectations</p>	<p>Academic Achievement, English Language Proficiency Development</p>

<p>Classroom with Peers Sheltered ESL Instruction</p>	<p>Description: Instruction that includes both language and content simultaneously. Primary focus is on academic content learning with the acquisition of English being part of the instructional outcomes. Literacy strategies used with all students is especially important for EL students. Only English language used. Is serviced in the classroom with peers. Majority of the day is spent with content or grade-level teachers.</p> <p>ELP Levels: 1-4</p>
<p>Outcomes and Expectations</p>	<p>Academic Achievement, English Language Proficiency Development</p>

<p>Stand-Alone / Pull-out Stand alone ESL classes</p>	<p>Description: Special Instruction in English in which English Learners are served outside of the general classroom or enrolled in specialized ESL classes. The student is pulled from the regular classroom to be supported in any targeted language domain.</p> <p>ELP Levels: 1-4</p>
<p>Outcomes and Expectations</p>	<p>Foundational English Language Proficiency</p>

Caregiver Refusal AKA Opt-out	Description: Caregiver opts out of LIEP services offered by the district for the current year. Students retain their EL status and the district remains obligated to take affirmative steps and appropriate actions, required by federal law, to provide access to its educational programs. ELP Levels: 1-4
Outcomes and Expectations	Academic Achievement, English Language Proficiency Development

Program Components

English Learner Instruction: The instruction will take place inside or outside the regular education classroom and will provide instruction using English as the main language of delivery. Specialized EL methodology will be utilized to assist students with English skills including listening, speaking, reading, writing, comprehension, study skills, vocabulary, and cultural orientation. Withdrawal from the regular classroom at the elementary and middle school levels will be temporary and flexible according to the language and academic needs of the student. High school EL instruction will vary based on student needs.

Native Language Support: When available and appropriate native language assistance will be provided to students to help them acquire English language skills and content area knowledge. This type of assistance will take place when bilingual assistants are available at any particular building.

Regular Classroom Accommodations: When EL students are participating in a regular education classroom setting, the teacher will work with the EL staff to utilize various recommended accommodations and modifications necessary to meet the needs of the individual student. Teachers will use strategies that provide visual clues for content and specialized vocabulary development with the use of thinking maps, charts, word walls, labeling, illustrations and other methods that reduce the amount of text a student must use to achieve understanding of content. The certified EL teacher will be a resource for ideas and strategies for modifications and accommodations in the regular education classroom. These approaches plus other scaffold building techniques will be utilized as modifications in all instructional settings. Classroom teachers will design instruction based upon the WIDA Performance Indicators. Individual student instruction is detailed on the Individualized Language Plan.

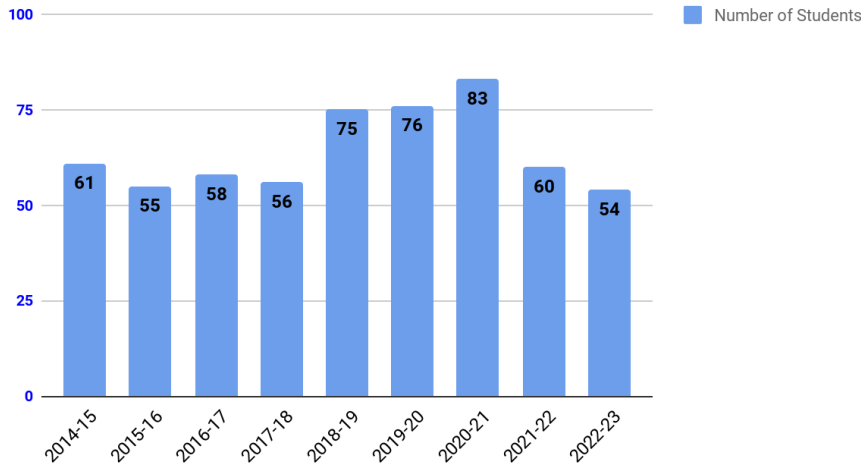
English Language Proficiency levels 1-2	Placement in the classroom with modifications and adaptations. Determination of EL instructional minutes decided between EL teacher and classroom teacher and documented on student’s Individual Language Plan.
English Language Proficiency levels 3-4	Placement in the classroom with consult and EL strategies as needed.

Section Five: Staffing and Resources

Section 5 describes the resources that support the program. These resources includes instructional staffing, instructional equipment and materials, etc. The total EL student population numbers are based on the DPI census and ACCESS numbers.

Little Chute Area School District EL Census

EL LCASD Enrollment Trends



YEAR	K-4	5-8	9-12	TOTALS
2022-23	25	16	13	54
2021-22	29	19	12	60
2020-21	44	27	13	84
2019-20	46	25	17	88
2018-19	41	22	12	75
2017-2018	28	18	10	56

Little Chute Area School District EL Student ELP Levels

EL students who are a Level 1 receive direct instruction from the EL teacher. Level 2 and 3 EL students receive instruction from the EL teacher or EL instructional aide. Level 4 EL students are on a consult basis with the EL teacher.

Year	Newcomer	Level 1	Level 2	Level 3	Level 4
2018-2019		4	8	36	21
2019-2020		8	10	45	25
2020-21	2	10	12	33	24
2021-22	4	8	9	22	12
2022-23	6	8	8	18	10

Little Chute Area School District Parent Refusals

English Learners, whose parents have opted out of the EL Program, receive language development support from the classroom teacher. Opted out students are required to continue to take the annual ACCESS test until they are fully English proficient. See Appendix B.

Year	K-4	5-8	9-12	Total
2017-2018	5	1	0	6
2018-2019	4	2	0	6
2019-2020	5	3	0	8
2020-2021	1	1	1	3
2021-2022	2	4	0	6
2022-2023	1	0	1	2

EL Student to Teacher Ratio

Grade	Staffing
4K-12	2 FTE EL Instructor 1 Translator / Instructional Assistant 4K-4 1 Translator / Instructional Assistant 5-12

Little Chute Area School District EL Resources and Materials

Grade Level	Materials and Resources
K-4	Leveled Reading Materials, both printed and digital copies Picture Dictionaries Picture Flashcards and Manipulatives Imagine Learning Brainpop Jr. Educational videos Audiobooks Teacher-created materials Bilingual supplemental books
5-8	Leveled Reading Materials, both printed and digital copies Teacher-created materials Bilingual supplemental books Audiobooks Online EL learning websites (USA Learns) Online English for Newcomers
9-12	Leveled Reading Materials, both printed and digital copies Bilingual dictionaries, Bilingual reading materials/ novels Adapted classic English novels and plays Audiobooks Teacher-created materials Google Classroom Flex Time: reteach/ tutorial Online EL learning websites (USA Learns) Online English for Newcomers

Section Six: Transition from EL Services and Monitoring Performance

This section describes methods and standards used to assess whether students have progressed to the point that EL services are no longer needed. At this time, the student can fully participate in the district's regular program.

Exit Criteria

Students K-12 are automatically exited from the EL program when they have a composite score of 5.0 or above on ACCESS and perform at grade level without accommodations or modifications. They can be manually exited when they have a composite score of 4.5-4.9 and are observed, with the use of the Multiple Indicator Protocol (MIP) or portfolio, performing at grade level without accommodations or modifications.

Exit Process

Students are exited from the EL program when they meet the above criteria. The process is outlined below:

1. A joint recommendation of the EL teacher and the classroom teacher(s) is made.
2. Complete monitor form. See Appendix D.
3. Complete the Little Chute Area School District student exit form.
4. Parents receive and sign exit form. See Appendix E.

Monitoring Process

In order to assure success for all exited EL program students, the school district will monitor a student's progress for two years. If a student experiences language proficiency difficulty in academic areas, the EL teacher and regular education teacher will provide appropriate intervention. If the student continues to demonstrate academic difficulty, then a re-entry process will begin.

Any student who has exited will be monitored by the EL teacher who is responsible for the school.

Grade level formative and summative assessments, student grades, teacher feedback and student interview are means to assess appropriate student academic progress.

Section Seven: EL Students and Other District Programs

The following is the process the Little Chute Area School District uses to determine eligibility for, Title 1, Gifted and Talented and Special Education.

- ❖ For Title 1, school-level data analysis identifies students who are below grade level based on multiple assessments. The decision as to whether a student qualifies for Title 1 is made upon the above information along with teacher observation.
- ❖ Gifted and Talented referrals can be made at any time. Further assessments are performed.
- ❖ Special Education services are based upon teacher referrals and further assessment.
- ❖ Special education IEP's at a glance automatically if the family has indicated that they want translations from school. During IEP and evaluation meetings, families will be asked if they want additional documents translated.

Section Eight: Program Evaluation, Review and Improvement

The following information describes the Little Chute Area School District methods and approaches for evaluation of their programs. Because federal law does not prescribe a particular program model or evaluation approach, the analysis of the effectiveness of the EL program evaluation varies.

Currently district and school personnel review data at Annual Data Retreats. EL data is evaluated.

The Little Chute Area School District uses the following to measure success of the EL program:

- State Assessment (Forward Exam, PreACT, ACT) Scores
- ACCESS Scores
- ILP (Individual Language Plan)
- Student grades and district assessments (iReady)
- Extracurricular involvement
- Graduation/promotion rates
- Behavior referral rate

A team of principals, classroom teachers, and the Director of Curriculum, Instruction, and Assessment will convene annually to review EL data as part of the School Goals Needs Assessment process. The Director will report to the Superintendent and School Board. The team will meet in the summer to amend goals.

Section Nine: Professional Learning Plan

Professional learning opportunities will be provided yearly to the EL teacher(s) and aides through CESA consortium membership as well as through district offerings. Culturally responsiveness and equitable practices continue to be part of district learning and practices.

Section Ten: Forms

The following forms are used in the Little Chute Area School District. These forms help to maintain student history. The forms are as follows:

1. Home Language Survey (during online enrollment for all students)
2. Qualify for EL Letter-Appendix A
3. Parental Notification Form For Continuing EL Services-Appendix B
4. Exit Notification Letter-Appendix C
5. Monitoring Form-Appendix D
6. Exit Form-Appendix E
7. Individual Language Plan-Appendix F

Section Eleven: Important Calendar Dates

August

- *Homeroom lists and student schedules are reviewed*
- *EL registration meetings are held*

September

- *The WAPT screener is administered with all new transfers who don't have ACCESS scores*
- *Kindergarten students are identified and assessed using the MODEL*
- *Parental Notification letters are sent home for new students*
- *EL teacher schedules and bilingual aide schedules created*
- *ILP documents are completed, filed, and shared with all staff*

October

- *CUM folders are updated*

November

- *Letters sent home to inform parents of upcoming ACCESS testing*

December

- *ACCESS testing begins*

January

- *ACCESS Testing completed*

March

- *Summer school registration begins*

May

- *EL student schedules reviewed for the following year*
- *End of year program review*
- *ACCESS Scores received and reviewed*
- *ACCESS parent reports are mailed home*
- *CUM files are updated and necessary files are moved*

Various cultural nights and EL family nights added throughout the year on a varying basis

Appendix A



Little Chute Area School District
1402 Freedom Rd.
Little Chute, WI 54140-3300
(920) 788-7605
www.littlechute.k12.wi.us

Date:

Dear Parent or Legal Guardian of:

This letter is about the language services that your child is eligible for.

You completed a home language survey and marked that your child speaks and/or hears a language other than English. Because your child speaks and/or hears a language other than English, we gave your child an English proficiency test. The name of the English proficiency test your child took is:

_____ WIDA Screener

Your child's English Proficiency Level (ELP) is _____ based on this test. This means that the student may need pictorial or graphic representation of the language of content areas and may use word phrases or chunks of language when given one-step commands and WH-questions.

Based on these test results, your child is eligible for English Learner Services. Our English Learner programs are designed to help your child learn English. They will also help your child meet the same academic standards as students their age, succeed in school, and graduate from high school.

Your child will take the ACCESS for ELLs test once each year until they are fully English proficient. This is required. This test gives teachers information about your child's English language skills. The results are used to help teach your child English.

This information is confidential and private, and we do not share it with people outside of the school system. If your child is in an English Learner program, they can participate in all of the same activities as other students. They can engage with their classmates, participate in extra school activities, be in our gifted and talented programs, and access special education services if they need them. If your child has an IEP for special education, their language goals may be written there instead of in an Individual Language Plan (ILP).

The next pages will give you information about our Language Education program. You will be asked to decide if our choice is right for your child. If you are not sure that we have picked the best program for your child, you can tell us that you need more information.

The school district of Little Chute must offer an effective language education program which will help your child learn English and meet the same academic standards as other children in their grade.

A school team has picked an English Learner program that we think will help your child the most. This team has an EL teacher, a counselor, and a teacher who teaches your child’s grade. We have placed your child in the EL integrated content-based program. On the next page we explain what this program is and how it will help your child.

You can change your child’s English Learner program at any time. Contact us at gmullen@littlechute.k12.wi.us and ask to change your child’s program. We will help you make this change. You may choose not to have your child participate in any English Learner programs at all. If you need help to choose the best program for your child, please let us know and we will help. We will give you the information you will need to make the best choice for your child.

If you have any questions, please contact me.

Sincerely,

Gina Mullen
 K-4 EL Teacher
gmullen@littlechute.k12.wi.us
 920-788-7610

Maranda Mueller
 5-12 EL Teacher
mmueller@littlechute.k12.wi.us
 920-788-7600

Permission for English language services

Check the box for your choice:

	I understand the English language services that are being offered and I agree to the services described in this letter.
	I understand the English language services that are being offered and I do not agree to the services described in this letter.
	I would like more information about these English Language programs before I make a decision for my child.

 Parent Name

 Parent Signature

 Date

EL Integrated Content-Based Program

The goal of an EL integrated content-based program is to help your child learn English as well as the lessons that their classmates are learning.

In this program, all of the classes will be taught in English, in classrooms that have English learners like your child as well as students who only speak English. Teachers will teach small parts of the lesson at a time and make sure that your child understands before moving on. They will also give your child help with vocabulary to help them learn. In these classes your child will work to build their English by learning English words, building English sentences, and practicing English with their classmates.

To help your child learn we will give them visual aids like charts, videos and graphic organizers. We will also help them learn with other students, and teach them to help each other learn. In some classes there will be two teacher, and one will help students like your child who are learning English when they need help. As your child's English gets better, they will need less help. As they get older, we will help them become independent learners.

After seven years in the EL program, almost all students are proficient in the English language. Once your child is proficient in English, they will no longer need help to understand their lessons in English. Your child will be proficient in English when they get a score of 5.0 or higher on the ACCESS for ELLs assessment.



Appendix B

Little Chute Area School District
1402 Freedom Rd.
Little Chute, WI 54140-3300
(920) 788-7605
www.littlechute.k12.wi.us

Date:

Dear Parent or Legal Guardian of

This letter is about language services for which your child is eligible.

Last winter your child took the ACCESS for ELLs English Language Proficiency (ELP) assessment. Your child received an ELP score of _____. This means that your child is still eligible for English Language Services. When your child scores 5.0 or higher, he/she will no longer be eligible for our English Language Programs. Being eligible means that your child will still receive support to help him/her learn English, meet the same academic standards as children in his/her grade, and graduate high school.

Your child will take the ACCESS for ELLs test once each year until he/she is fully English proficient. This is required. This test gives teachers information about your child's language skills. The results are used to help teach your child English.

This information is confidential and private, and we do not share it with people outside of the school system. If your child is in an English Learner program, they can participate in all of the same activities as other students. Your child can engage with classmates, participate in extra school activities, be in our gifted and talented programs, and access special education services if needed. If your child has an IEP for special education, their language goals may be written there instead of in an Individual Language Plan (ILP).

The school district of Little Chute must offer an effective language education program which will help your child learn English and meet the same academic standards as other children in his/her grade.

A school team has picked an English Learner program that we think will help your child the most. This team has an EL teacher, a counselor, and a teacher who teaches your child's grade. We have placed your child in the EL integrated content-based program. On the next page we explain what this program is and how it will help your child.

You can change your child's English Learner program at any time. Contact us at gmullen@littlechute.k12.wi.us or mmueller@littlechute.k12.wi.us and ask to change your child's program. We will help you make this change. You may choose not to have your child participate in any English Learner programs at all. If you need help to choose the best program for your child, please let us know and we will help. We will give you the information you will need to make the best choice for your child. If you have any questions, please contact me.

Sincerely,

Gina Mullen
Elementary EL Teacher
gmullen@littlechute.k12.wi.us

Maranda Mueller
Grades 5-12 EL Teacher
mmueller@littlechute.k12.wi.us

Permission for English language services

Check the box for your choice:

	I understand the English language services that are being offered and I agree to the services described in this letter.
	I understand the English language services that are being offered and I do not agree to the services described in this letter.
	I would like more information about these English Language programs before I make a decision for my child.

 Parent Name

 Parent Signature

 Date
EL Integrated Content-Based Program

The goal of an EL integrated content-based program is to help your child learn English as well as the lessons that their classmates are learning.

In this program, all of the classes will be taught in English, in classrooms that have English learners like your child as well as students who only speak English. Teachers will teach small parts of the lesson at a time and make sure that your child understands before moving on. They will also give your child help with vocabulary to help them learn. In these classes your child will work to build their English by learning English words, building English sentences, and practicing English with their classmates.

To help your child learn we will give them visual aids like charts, videos and graphic organizers. We will also help them learn with other students, and teach them to help each other learn. In some classes there will be two teachers, and one will help students like your child who are learning English when they need help. As your child's English gets better, they will need less help. As they get older, we will help them become independent learners.

After seven years in the EL program, almost all students are proficient in the English language. Once your child is proficient in English, they will no longer need help to understand their lessons in English. Your child will be proficient in English when they get a score of 5.0 or higher on the ACCESS for ELLs assessment.



Appendix C

Little Chute Area School District
1402 Freedom Rd.
Little Chute, WI 54140-3300
(920) 788-7605
www.littlechute.k12.wi.us

Little Chute School District EL

Exit form

Student name: _____

Parent's name and address:

Date: _____

Present grade: _____

Dear Parent,

The English Learner Program provides temporary assistance to students in developing English language skills and school success. When students are judged to be proficient in English, and able to succeed in school without EL assistance, they exit from the program.

Based on our testing, and observations by the classroom and EL teacher, your student is now ready to exit from the program and will no longer receive EL services. Your student will continue to be monitored by the EL teacher, and if data indicates need, your student could be readmitted to EL with your permission.

We are confident your student will continue to be successful without EL assistance. Please call the school if you have any questions.

Sincerely,

ELL teacher

Classroom teacher

Principal

Appendix D



Little Chute Area School District
 1402 Freedom Rd.
 Little Chute, WI 54140-3300
 (920) 788-7605
 www.littlechute.k12.wi.us

Student Name:

Grade:

Primary EL Contact:

Parent Liaison:

Counselor:

Standardized Assessments

	Math	ELA	Science	Other
Year 1*				
Year 2				
Year 3				

*Year of qualifying ACCESS score for Reclassification

If applicable: Student's L1 Proficiency: _____

Assessment Used: _____ Grade: _____

Civics test completed: Yes/No Language: _____ Date: _____

Language Accommodations

Year/Semester	Support	Needed in Future?

--	--	--

Student engaged in school and extracurricular activities: Yes/No

Areas of concern or supports needed: _____

Other Supports

Year/Semester	Support	Needed in Future?
	Language Support Outside of School	
	Peer Mentoring outside of EL Program	
	Access to Homework Support	

Student Progress Summary

Year/Semester	Area of Observation	Extra Support Needed?
	English Language Use	
	Academics	
	Extracurricular Activities	
	Social/Emotional Wellbeing	

Middle School/High School Career Planning

Goals:

Comments or notes:

Appendix E



Little Chute Area School District
1402 Freedom Rd.
Little Chute, WI 54140-3300
(920) 788-7605
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School: _____ Student: _____

Student ID: _____ Grade: _____ Current ELP Level: _____

Criteria considered in determining this student's qualification to exit from EL programming:

- ACCESS for ELLs Score _____
- MIP Evaluation results _____

Based on the criteria listed above, the student study team (pertinent school staff) agrees that this student should be reclassified as fully English proficient and exited from the ELD support program beginning _____.

The two-year monitoring period will run from _____ until _____.

Members of student study team

EL teacher: _____

School psychologist/counselor/social worker: _____

School administrator: _____ Instructional coach: _____

Content teacher: _____

Other staff (if applicable): _____

(other staff based on student's needs or important adults in her/his world (special education, speech/language, OT/PT, staff member the student has a connection to--e.g.: homeroom teacher, librarian, music teacher, etc.)

Indicate team leader (responsible for scheduling, convening meetings, monitoring student progress)

Describe monitoring process during this period:

(e.g.: Who is responsible for monitoring student's academic and social-emotional progress

How often will this happen (Semesterly? Quarterly?)?

What metric(s) will make the student study team reconvene to discuss lack of progress?

Signatures:

EL Teacher:

Classroom/Content Teacher:

Counselor/Principal/Coordinator:

Parent/Guardian:

Date:

Consultation conducted via: Conference Phone Call Email

Appendix F



Individualized Learning Plan

Year

Student Information					
First Name		Last Name			
Student ID		Entry in US Schools			
Grade		IEP		Yes	No
School		Title I		Yes	No
District		Title III		Yes	No
Home Language		Oral		Written	
Content Teacher		EL Teacher			
Other Team Members					

ACCESS for ELs Assessment									
Year	Grade	Listening	Speaking	Reading	Writing	Oral	Literacy	Comp.	Overall

District Assessment			
Assessment	Fall (semester 1)	Winter (optional)	Spring (semester 2)
Reading			
Math			
Science			
Other			

Plan of Service							
Pull Out: Ind./group	Push-In: Co-teaching	Push-In: Middle/High	EL class: Middle/High	Resource	Coaching Class Teacher	Other: Describe	
Description/Frequency of support							

Academic Assessment Accommodations		
Assessment (ACT, Forward Exam, etc.)	Test Accommodations	Related Classroom Use

Related Classroom Accommodations/Modifications - Check all that apply			
<input type="checkbox"/>	Interpretation services	<input type="checkbox"/>	Chunk information into smaller parts
<input type="checkbox"/>	Contact EL teacher if work is not being completed	<input type="checkbox"/>	Increased use of visuals to support comprehension
<input type="checkbox"/>	Native language support (ex: Google Translate)	<input type="checkbox"/>	Alternate testing environment
<input type="checkbox"/>	Assign a peer mentor	<input type="checkbox"/>	Provide/reduce/simplify class notes in advance
<input type="checkbox"/>	Word banks/vocabulary lists/front-load vocabulary	<input type="checkbox"/>	Adapt all work to current language level - if needed
<input type="checkbox"/>	Allow for inventive spelling	<input type="checkbox"/>	Avoid true-false questions
<input type="checkbox"/>	Provide sentence frames	<input type="checkbox"/>	Use comprehensible input strategies
<input type="checkbox"/>	Graphic organizers	<input type="checkbox"/>	Reduce language complexity on tests/quizzes
<input type="checkbox"/>	Individual explanation of task directions/deadlines	<input type="checkbox"/>	Individual/small group reading support
<input type="checkbox"/>	Additional time on all assessments	<input type="checkbox"/>	Pass/fail grading
Other:			

Comments or Notes
What do we need to know about this student? What are their funds of knowledge? How are they adjusting to school? What are family supports? What are interests, desires, motivations?
Year-end notes: Highlight student progress (include personal accomplishments, achievements, and noteworthy actions)

Language Development Goal Setting
 Teachers and EL staff collaborate to create and monitor individual language goals.

Goal #1	Domain	Listening	Speaking	Reading	Writing	Vocab	Level		
Target Language Development		The student will:						Appropriate Progress	
Explicit actions to support reaching goal		-						Yes	No
Evidence		-						Date Evaluated:	

Goal #2	Domain	Listening	Speaking	Reading	Writing	Vocab	Level		
Target Language Development		The student will:						Appropriate Progress	
Explicit actions to support reaching goal		-						Yes	No
Evidence		-						Date Evaluated:	

Parent Opportunities for Supporting Student Learning
 (e.g., study space, L1 support, storytelling, inquiry-based learning activities)

Parent Communication								
Content of this individual learning plan was shared with the student's parents minimally annually and after any significant changes or alterations.								
	written notice		telephone		conference		email	Date
	written notice		telephone		conference		email	Date
Annual ELP was sent in a language the parent can understand					No		Yes	Date

Team Member Signatures			
Classroom Teacher		Date	
EL Teacher		Date	
Parent		Date	
Student		Date	
		Date	

State Resource

[English Learner Policy Handbook](#)