

LAU PLAN



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Submitted by: Christine Gialousis,
Director of Student Services

Compliance Plan for ESOL Students in SAU 15

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Abstract

This document is a federal compliance manual for the Hooksett School District, SAU 15. A comprehensive local plan for English Learners, also known as a LAU Plan, is required under the federal Office of Civil Rights.

English Learners (ELs), by definition, are students with limited English proficiency. This student population may include recent immigrants or refugees from other countries, as well as US born children with parents or guardians that maintain a language other than English in the home. One characteristic of all ELs is the fact that their limited English proficiency may create a potential barrier to accessing grade level academic content.

Identification of English Learners

1. All families must complete the Home Language Survey at the time of enrollment.
2. The school district will provide an interpreter if a parent requests one, or if the need is obvious.
3. Home Language Surveys which indicate that a language other than English is spoken in the home must be given to the ESOL teacher.
4. The ESOL teacher does an initial assessment (or “screening”) of students with the WIDA Screener or the MODEL, the required assessments in New Hampshire. *The MODEL may be purchased from WIDA at www.wida.us or obtained from the NH DOE free of charge for districts to use.*
5. The ESOL teacher scores the MODEL and determines if students are eligible for English language acquisition instructional services through the ESOL Program. *The NHDOE Assessment Bureau provides guidance on cut scores which indicate eligibility for such educational services:*
http://www.education.nh.gov/instruction/assessment/documents/wapt_model.pdf
Kindergarten Model first semester required domains of Listening and speaking the cut-off score is a 4.5 or higher. Second semester the 4 domains (Listening, speaking, reading and writing) are required; the scoring cut off is 4.5 or higher. No domain minimum is required). Students in grades 1-8 are eligible for ESOL services if they

achieve a minimum Composite Score of 4.5 in the Screener test.

6. The ESOL teacher must notify parents of their child's eligibility status within required time limits. (*See "Parental Notification" section.*)
7. The School District should file the Home Language Surveys and WIDA Screener/ MODEL scores in the students' cumulative folders. The ESOL teacher should keep a copy of each document for all eligible ELs in the ESOL working files.
8. Data on eligible students must be entered in the State ESOL Fall and/or Mid-year roster report by the ESOL teacher or an administrator who is familiar with the local program for ELs.

Placement of Students

1. The School District will place ELs in classrooms with their age-peers or in exceptional cases, within one year of their age-peers.

Parental Notification

1. The School District will send parents a letter which indicates a student's eligibility for the local program for English Learners within 30 days of the beginning of the school year, or within 14 days if the student enrolls later in the year. See Appendix.
2. The School District will provide an oral interpretation or a translation of required parental notifications if requested by the parents or if the need is obvious.
3. Parents have the right to enroll their child in the ESOL Program or to decline the instructional services for ELs. All EL students are still required to take the ACCESS test every year, even if not enrolled in the program.
4. The ESOL teacher should file the written response/permission form from parents in the student's cumulative folder and keep a copy in the ESOL working file.
5. Parents may choose to remove a student from the ESOL Program at any time. Likewise, they can choose to re-enroll the student in the program if the student is still eligible for services.

6. The School District will send parents an annual report which indicates the continuing placement of eligible students in the ESOL Program. The annual report also includes a student score report to update parents on the progress of the student in development of English; and an indicator of EL eligibility/status
7. When a student achieves proficiency in English, as measured by qualifying ACCESS for ELLs© test scores, the School District will notify parents of the student's transition into "Monitored Status", and explain that no ESOL instruction will be provided during this four-year period. This will be done in conjunction with sending parents the student's ACCESS scores. EL support, for students who may need it, is still permitted during the years of monitoring.

Assessment of English Learners

1. A qualified ESOL teacher will assess all eligible ELs (including students enrolled in the ESOL program, students whose parents declined services for ESOL, and students for whom no ESOL teacher was available) annually with the ACCESS for ELLs© test in the four domains of Listening, Speaking, Reading, and Writing.
2. The School District sends score reports to parents. These reports are included with the ESOL Program End of Year Report.
3. The School District files a copy of the score reports in ELs' cumulative folders. The ESOL teacher files copies of score reports in the ESOL working files.
4. Students enrolled for less than one full academic year are exempt from taking the Reading/Language Arts portion of the State content assessment. However, they must participate in the Math and Science assessments.
5. If necessary, ESOL students may have the Math and Science assessments read aloud as a standard accommodation as deemed necessary by the educational team and approved prior to taking the assessment(s). EL students in the first three years in the US, who have had previous literacy instruction in their Home Language are permitted to have the test read aloud to them by a trained interpreter.

Monitoring and Exit

1. Students transition to monitored status for a four year period upon attainment of proficiency in English, as measured by the ACCESS for ELLs© test.
2. ESOL instructional services can be provided during the monitoring period., if needed. The student may also be eligible for additional services in the areas of reading, writing, and/or math under the RtI model.
3. ESOL teachers should check students' progress quarterly (or three times a year, based on the district's reporting cycle) by reviewing grades on report cards and/or through consultation with the student's guidance counselor or classroom teacher(s).
4. If an EL does not receive grades of C/S or better and low grades are related to second language acquisition, he or she may be re-entered in ESOL Program with parental permission. Upon attainment of proficiency on the ACCESS for ELLs© test, the student returns to monitored status.
5. The ESOL teacher will document a student's monitored status in the cumulative folder, as well as in the ESOL's electronic or paper-based working file.
6. When a student successfully completes the four-year monitoring period, he or she officially exits the ESOL Program. Documentation of this fact will be clearly noted in the student's cumulative folder, as well as in the electronic or paper ESOL files. See Appendix.

Language Instruction Educational Program (LIEP)

1. The School District has developed a comprehensive educational program that addresses the English language acquisition needs of its identified ELs.
2. The overall goal of the program is to provide ESOL instruction of sufficient intensity so that ELs can successfully access the mainstream curriculum.
3. The local ESOL instructional program is offered to all ELs in K-8, regardless of the number of eligible students.
4. The School District employs a variety of models for providing ESOL instruction that will meet the second language acquisition needs of its enrolled ELs. Instructional

models include:

Program Option	Program Description
Transitional Bilingual Education or Early-Exit Bilingual Education	Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary. Bilingual programs are permitted with prior approval from the NH State Board of Education and local school district.
Dual Language or Two-way Immersion	Bilingual program with goal to support students as they develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually half primary-English speakers and half primary speakers of the other target language. Bilingual programs are permitted with prior approval from the NH State Board of Education and local school district.
ESL or ELD	Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing)
Content Classes with integrated ESL support	Instruction simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, although English development may be one of the instructional goals.
Structured English Immersion or Newcomer programs	Separate, relatively self-contained programs designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter other types of EL programs. Often build foundational skills in content areas, as well as instruction to familiarize newcomers with American culture and educational settings.
Other/Missing	A language instructional program model designed to develop English that does not match the provided options.

Parent Refusal	Parents/Guardians have refused or “opted-out of language instruction services.
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5. The ESOL support schedule will be coordinated with required content courses for English Learners.
6. Curriculum for the district’s ESOL students will be appropriate for all levels of English proficiency, based on research, respectful of ELs’ diverse cultures, and aligned with WIDA English Language Development Standards and Common Core State Standards.
7. Intensity of ESOL instruction should match each student’s level of proficiency in English. Recommended intensity of instruction: Newcomers (“Entering”) and beginners (“Emerging”) should receive at least 2 hours (class periods) of ESOL instruction per day. Early intermediate (“Developing”) and intermediate (“Expanding”) level students should receive at least 1 hour (class periods) per day. For more advanced students (“Bridging”), instruction should focus on remaining area(s) in which the students have scored 4.0 or lower on the ACCESS test. Instruction may vary between one hour (class period) per day and one hour per week, depending on individual need.
8. The ratio of ESOL teachers (who are based in one school only) to ELs should be equivalent to the ratio of classroom teachers to all other students at elementary and middle school levels in the school district. The ESOL teacher-student ratio may need to be adjusted downward when ESOL teachers travel to two or more schools, when “newcomers” enroll, and in situations where students cannot be clustered in small groups for ESOL instruction.
9. ESOL teachers and classroom/content teachers should collaborate regularly to provide instruction that is appropriate for ELs’ respective levels of proficiency and aligned with the mainstream curriculum.
10. The School District is required to purchase materials, equipment, and supplies for their ESOL program with district funds. Local funds must also be used to hire ESOL teachers, tutors, coordinators, and/or paraprofessionals.
11. Paraprofessionals may only reinforce the core English acquisition instruction that is provided by a certified ESOL teacher. Lessons should be planned under the supervision of an ESOL teacher.

12. ESOL instruction for K-8 eligible students will take place during regular school hours.
13. Eligible preschoolers must be served only if the local preschool is public, free, and open to ALL preschoolers in the district (not just a preschool for children with special needs or a Title I preschool).
14. English is the official language of instruction in New Hampshire. This rule applies to ESOL instructional services as well as mainstream classes. *Note: a school district may request a waiver from this rule from the State Board of Education.*

Equitable Access and Resources

1. ELs will have access to the full school curriculum (both required and elective courses) while they are enrolled in the ESOL program.
2. ELs will be able to participate in “specials” (art, music, physical education, library, and technology), school activities, assemblies, clubs, sports, and special events with all the other students.
3. ELs will have the opportunity to participate in special programs (e.g., Gifted and Talented, Advanced Placement courses, Title I, Special Education, etc.) if they meet the eligibility requirements.
4. Counseling services provided to ELs must be comparable to those available to all other students. This includes guidance on post-secondary education and training, entrance exams, and financial aid opportunities.
5. The quality of instructional facilities and services available to ELs must be comparable to those available to all other students.
6. The quality and quantity of instructional materials for ESOL instruction must be comparable to those provided to all other students and teachers.

Special Education

1. The School District has a clear procedure for identifying ELs who may be in need of Special Education services.
2. To avoid over-identification of ELs with Special Education needs, it is essential to

distinguish between students with language differences and students with learning challenges or disabilities.

3. Students are screened for English proficiency prior to Special Education Evaluation.
4. The ESOL teacher is part of the Student Evaluation Team.
5. Testing instruments used to evaluate ELs for language dominance or Special Education placement must be valid and reliable for ELs, and must be administered by qualified evaluators.
6. The School District must notify parents of their rights and responsibilities in the language they can best understand. (*Procedural Safeguards are now available in 10 languages. The documents are available on the NHDOE Special Education website.*)
7. The School District will identify and place all ELs who qualify for Special Education services in a timely manner.
8. In cases where ELs are identified for Special Education services, the ESOL teacher is part of the IEP team.
9. To meet the specific language acquisition and Special Education needs of identified ELs, the School District should ensure collaboration of ESOL teachers and Special Educators, and coordination of their respective programs.

Other Educational Services

1. If an EL qualifies for additional services, such as Title I supplemental instruction, tutoring, and/or Special Education services, the district or school may not choose or limit the program(s) in which the student is entitled to enroll. In addition, the ESOL program cannot substitute for other educational services for which the student may qualify. Likewise, SPED and/or Title I services cannot substitute for ESOL services

Qualified Staff

1. Teachers who provide instruction in English language acquisition should have an ESOL endorsement. If a certified ESOL teacher cannot be found, the district should hire a teacher who can obtain a Statement of Eligibility and pursue ESOL certification through the Alternative IV ESOL certification option.
<http://www2.ed.gov/about/offices/list/ocr/docs/lau1991.html>.
2. Middle School and High School content classes that are designed for EL students should be taught by certified ESOL teachers who are Highly Qualified in their respective content area(s). Certified ESOL teachers who work in Elementary Schools AND provide core content instruction (magnet classes) should be Highly Qualified in Elementary Education.
3. Only certified ESOL teachers administer the W-APT (valid until June 2021), ACCESS for ELL® and WIDA Screener assessments. Teachers must complete ACCESS training, offered by the NHDOE or WIDA, to become certified to administer these tests.
4. ESOL teachers, tutors, and paraprofessionals should be evaluated by school district personnel who are knowledgeable about ESOL theory, teaching strategies, and culturally-diverse students.

Professional Development

1. The district must provide or fund at least one professional development activity per year for its full-time and part-time ESOL teaching staff. This may include regional conferences, online webinars, and workshops at the NHDOE, as well as local training opportunities.
2. Professional development related to ESOL instructional strategies and/or cultural competency should also be provided yearly for school faculty, staff and administrators. This can be done, in part, through regular consultation between a certified ESOL teacher and classroom teachers of ELs.

Local Compliance Plan

1. The federal Office of Civil Rights states that every School District/SAU must write a comprehensive local plan (also known as a *LAU* plan) for English Learners in grades K-12.
2. A copy of the completed plan must be sent to the NHDOE ESOL office for approval.
3. The local compliance plan will be updated periodically to reflect changes in State or federal policy, or changes in the local program for English Learners.

Office of Civil Rights

1. The regional OCR office is located in Boston, MA. U.S. Department of Education. 5 Post Office Square Boston, MA 02109-3921 (617) 289-0111. Fax (617) 289-0150. TDD (877) 521-2172 OCR.Boston@ed.gov

Local Contact Information

William Rearick, Superintendent of Schools
Phone: 603-622-3731 Fax: 603-669-4352
wrearick@sau15.net

Christine Gialousis, Director of Student Services
Phone: 603-485-5104 Fax: 603-485-2840
cgialousis@sau15.net

APPENDIX 1

Hooksett School District Home Language Survey



New Hampshire Department of Education
101 Pleasant Street | Concord, NH 03301

Home Language Survey (HLS)

*Dear Parent or Guardian:
In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English, as well as prior school and personal history. Please complete the sections below entitled Language Background and Educational History. Your assistance in answering these questions is greatly appreciated. Thank you.*

Please write clearly when completing this section.

STUDENT NAME:		
First	Middle	Last
DATE OF BIRTH:		GENDER:
Month	Day	Year
		<input type="checkbox"/> Male
		<input type="checkbox"/> Female
PARENT/PERSON IN PARENTAL RELATION INFO:		
Last Name	First Name	Relation to Student

Language Background (Please check all that apply.)		
1. What language(s) is(are) spoken in the student's home or residence?	<input type="checkbox"/> English	<input type="checkbox"/> Other _____ <i>specify</i>
2. What was the first language your child learned?	<input type="checkbox"/> English	<input type="checkbox"/> Other _____ <i>specify</i>
3. What is the Home Language of each parent/guardian?	<input type="checkbox"/> Mother _____ <i>specify</i>	<input type="checkbox"/> Father _____ <i>specify</i>
	<input type="checkbox"/> Guardian(s) _____ <i>specify</i>	
4. What language(s) does your child understand?	<input type="checkbox"/> English	<input type="checkbox"/> Other _____ <i>specify</i>
5. What language(s) does your child speak?	<input type="checkbox"/> English	<input type="checkbox"/> Other _____ <i>specify</i>
		<input type="checkbox"/> Does not speak
6. What language(s) does your child read?	<input type="checkbox"/> English	<input type="checkbox"/> Other _____ <i>specify</i>
		<input type="checkbox"/> Does not read
7. What language(s) does your child write?	<input type="checkbox"/> English	<input type="checkbox"/> Other _____ <i>specify</i>
		<input type="checkbox"/> Does not write

THIS SECTION TO BE COMPLETED BY DISTRICT IN WHICH STUDENT IS REGISTERED:	
SCHOOL DISTRICT INFORMATION:	Student SASID
School Name _____	
Address _____	

Home Language Survey (HLS)—Page Two

Educational History
8. Indicate the total number of years that your child has been enrolled in school _____
9. Do you think your child may have any difficulties or conditions that affect his or her ability to understand, speak, read or write in English or any other language? If yes, please describe them. Yes* <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/> *If yes, please explain: _____ How severe do you think these difficulties are? <input type="checkbox"/> Minor <input type="checkbox"/> Somewhat severe <input type="checkbox"/> Very severe
10a. Has your child ever been <u>referred</u> for a special education evaluation in the past? <input type="checkbox"/> No <input type="checkbox"/> Yes* *Please complete 10b below
10b. <u>If referred for an evaluation</u> , has your child ever <u>received</u> any special education services in the past? <input type="checkbox"/> No <input type="checkbox"/> Yes – Type of services received: _____ Age at which services received (Please check all that apply): <input type="checkbox"/> Birth to 3 years (Early Intervention) <input type="checkbox"/> 3 to 5 years (Special Education) <input type="checkbox"/> 6 years or older (Special Education)
10c. Does your child have an Individualized Education Program (IEP)? <input type="checkbox"/> No <input type="checkbox"/> Yes
11. Is there anything else you think is important for the school to know about your child? (e.g., special talents, health concerns, etc.) _____ _____
12. In what language(s) would you like to receive information from the school? _____

Month: _____ Day: _____ Year: _____

Signature of Parent or Guardian _____ Date _____

Relationship to student: Mother Father Other: _____

OFFICIAL ENTRY ONLY - NAME/POSITION OF PERSONNEL ADMINISTERING HLS	
NAME: _____	POSITION: _____
IF AN INTERPRETER IS PROVIDED, LIST NAME, POSITION AND CREDENTIALS:	
NAME/POSITION OF QUALIFIED PERSONNEL REVIEWING HLS AND CONDUCTING INDIVIDUAL INTERVIEW	
NAME: _____	POSITION: _____
ORAL INTERVIEW NECESSARY: <input type="checkbox"/> No <input type="checkbox"/> Yes	
**DATE OF INDIVIDUAL INTERVIEW: _____ Mo: _____ Day: _____ Yr: _____	OUTCOME OF INDIVIDUAL INTERVIEW: <input type="checkbox"/> ADMINISTER STATE APPROVED WIDA Screener <input type="checkbox"/> NOT ELIGIBLE FOR EL SERVICES
NAME/POSITION OF NHESOL AND WIDA CERTIFIED PERSONNEL ADMINISTERING WIDA SCREENER	
NAME: _____	POSITION: _____
DATE OF WIDA SCREENER ADMINISTRATION: _____ Mo: _____ Day: _____ Yr: _____	PROFICIENCY LEVEL ACHIEVED ON WIDA SCREENER: _____ Overall Composite Score: _____ Does the student qualify for EL support? <input type="checkbox"/> No <input type="checkbox"/> Yes
Please attach a copy of the student's WIDA screener score report and file in student's cumulative folder.	
FOR STUDENTS WITH DISABILITIES, LIST ACCOMMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP: _____ _____	

Updated: 2020

APPENDIX 2

Hooksett School District ESOL Student Identification and Placement

(for use of ESOL Teacher)

Home Language Survey

Name of student _____

School _____

Survey received by _____

Date received _____

Follow-up questions about eligible ESOL student	ESOL Teacher's notes
Did your child attend school outside the U.S.?	<input type="checkbox"/> No <input type="checkbox"/> Yes Country _____ Circle grades completed: K 1 2 3 4 5 6 7 8 9 10 11 12
Has your child ever attended English Language (ESOL) or Bilingual classes?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Which language(s) does your child read?	
In which language(s) does your child write?	
Has your child had any difficulties with learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has your child ever been absent from school for a long period of time? (health)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has your child's education ever been interrupted for a year or more?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Screening and Eligibility Status

Date of screening _____ Test used _____

Composite score _____ Comprehension _____

Speaking _____ Listening _____ Reading _____ Writing _____

Eligible for ESOL services? Yes No Recommended instructional level _____

Recommended intensity of services _____

Due date to notify parent/guardian of student's eligibility to enroll in ESOL program _____
 (within 30 days of beginning of school year or within two weeks of screening if enrollment after start of school year)

ESOL Program Placement

Start date _____ Parent/Guardian declines ESOL services: Letter received _____ Date _____

Student moves _____ is withdrawn from _____ ESOL program Date _____

APPENDIX 3

Hooksett School District ESOL Permission Slip

Date:

Dear Parents/Guardian,

The Home Language Survey you filled out indicates another language other than English is spoken at home. The New Hampshire Department of Education requires us to test all students whose families speak other languages than English at home. The WIDA Model test was used to make sure that all students receive the education services they need, the law requires us to ask questions about students' language backgrounds.

Your student's assessment results are as follows:

Student name:

	Listening	Speaking	Reading	Writing	Overall Score

To pass the Wida ACCESS Test, per the NH Department of Education, students need an overall composite score of 4.5.

The above overall score indicates that your child is not yet proficient in English; he or she is eligible to receive ESOL services. Your child will continue to be given the WIDA ACCESS test yearly until he/she scores 4.5 or above on the overall composite score. Please sign the form below and return to school as soon as possible so services can begin.

Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Teacher name
ESOL Teacher
email

Parental Rights

It is your parental right to: A) decline to enroll your child in the language instruction program; B) enroll or remove your child from the language instruction program at any time during the school year; or C) choose other program options for your child with the assistance of your child's school.

Student name:

Yes _____ I give permission for my child to be in the ESOL program.

NO _____ I don't give permission for my child to be in the ESOL program.

Parent/Guardian signature _____ Date: _____.

APPENDIX 4

PROGRESS REPORT SAMPLES

Kindergarten ESL Progress Report

Student's Name:

Teacher:

ESL Teacher:

1 = Exceeds

2 = Meets

3 = Not Met

<i>Listening</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 1 student moving to Level 2 Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Match oral language to classroom and everyday objects ● Point to stated pictures in context ● Respond non-verbally to oral commands or statements (e.g., through physical movement) ● Find familiar people and places named orally 				
<i>Speaking</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 1 student moving to Level 2 Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Identify people or objects in illustrated short stories ● Repeat words, simple phrases ● Answer yes/no questions about personal information ● Name classroom and everyday objects 				
<i>Reading</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 1 student moving to Level 2 Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Match icons and symbols to corresponding pictures ● Identify name in print ● Find matching words or pictures ● Find labeled real-life classroom objects 				
<i>Writing</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 1 student moving to Level 2 Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Draw pictures and scribble ● Circle or underline pictures, symbols, and numbers ● Trace figures and letters ● Make symbols, figures or letters from models and realia (e.g., straws, clay) 				

Teacher Comments:

Kindergarten ESL Progress Report cont.

Student's Name:

Teacher:

ESL Teacher:

1 = Exceeds

2 = Meets

3 = Not Met

<i>Listening</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 2 student moving to Level 3 Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> • Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., stand up; sit down) • Identify simple patterns described orally • Respond with gestures to songs, chants or stories modeled by teachers 				
<i>Speaking</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 2 student moving to Level 3 Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> • Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., Where is Sonia?) • Complete phrases in rhymes, songs, and chants 				
<i>Reading</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 2 student moving to Level 3 Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> • Match examples of the same form of print • Distinguish between same and different forms of print (e.g., single letters and symbols) • Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) • Match labeled pictures to those in illustrated scenes 				
<i>Writing</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 2 student moving to Level 3 Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> • Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters 				

Teacher's comments:

Kindergarten ESL Progress Report cont.

Student's Name:
Teacher:

Teacher:

ESL

1 = Exceeds

2 = Meets

3 = Not Met

<i>Listening</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 3 student moving to Level 4 Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Follow two-step oral directions, one step at a time ● Draw pictures in response to oral instructions ● Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) ● Act out songs and stories using gestures 				
<i>Speaking</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 3 student moving to Level 4 Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Retell short narrative stories through pictures ● Repeat sentences from rhymes and patterned stories ● Make predictions (e.g., What will happen next?) ● Answer explicit questions from stories read aloud (e.g., who, what, or where) 				
<i>Reading</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<p>Level 3 student moving to Level 4 Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Use pictures to identify words ● Classify visuals according to labels or icons (e.g., animals v. plants) ● Demonstrate concepts of print (e.g., title, author, illustrator) ● Sort labeled pictures by attribute (e.g., number, initial sound) 				
<i>Writing</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 3 student moving to Level 4 Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Communicate using letters, symbols, and numbers in context ● Make illustrated notes and cards with distinct letter combinations ● Make connections between speech and writing ● Reproduce familiar words from labeled models or illustrations 				

Teacher Comments:

Kindergarten ESL Progress Report cont.

Student's Name:

Teacher:

ESL Teacher:

1 = Exceeds

2 = Meets

3 = Not Met

<i>Listening</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 4 student moving to Level 5 Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> • Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud 				
<i>Speaking</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 4 student moving to Level 5 Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> • Retell narrative stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences 				
<i>Reading</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 4 student moving to Level 5 Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> • Identify some high-frequency words in context • Order a series of labeled pictures described orally to tell stories • Match pictures to phrases/short sentences • Classify labeled pictures by two attributes (e.g., size and color) 				
<i>Writing</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>
<p>Level 4 student moving to Level 5 Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> • Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text 				

Teacher Comments:

Cawley Middle School ESL Progress Report (sample)

Student:

Date:

Grade:

Teacher:

Circle: T1 T2 T3

Please circle a number for each performance indicator below.

1 = lowest proficiency, 5 = highest proficiency

Please include written comments on the back.

Work Habits

Completes work on time	1	2	3	4	5
Contributes to class discussions	1	2	3	4	5
Follows oral directions	1	2	3	4	5
Follows written directions	1	2	3	4	5
Follows daily routine	1	2	3	4	5
Is organized	1	2	3	4	5

Writing

Communicates ideas effectively; errors do not impede reader's understanding	1	2	3	4	5
Effectively uses resource tools to assist in writing process (dictionaries, thesaurus, translator)	1	2	3	4	5

Reading

Effectively uses decoding techniques	1	2	3	4	5
Uses appropriate intonations – reads fluently	1	2	3	4	5
Uses appropriate comprehension strategies	1	2	3	4	5

Science

Understands and uses academic and content-specific vocabulary	1	2	3	4	5
Communicates an understanding of major concepts both orally and in writing	1	2	3	4	5
Collects, records, analyzes, and reports data	1	2	3	4	5
Reads, creates, and interprets graphs, charts, diagrams, tables	1	2	3	4	5

Work Habits

Uses time wisely	1	2	3	4	5
Works cooperatively in groups	1	2	3	4	5
Work shows quality	1	2	3	4	5
Accepts corrections/suggestions	1	2	3	4	5
Works independently	1	2	3	4	5
Listens attentively	1	2	3	4	5

Listening/Speaking

Asks for help when needed	1	2	3	4	5
Is able to negotiate for meaning (asks clarifying questions)	1	2	3	4	5

Social Studies

Understands and uses academic and content-specific vocabulary	1	2	3	4	5
Communicates an understanding of major concepts both orally and in writing	1	2	3	4	5
Reads and interprets maps, charts, graphs, and globes	1	2	3	4	5

Math

Understands and uses academic and content-specific vocabulary	1	2	3	4	5
Communicates an understanding of major concepts both orally and in writing	1	2	3	4	5
Uses a variety of strategies to compute accurately	1	2	3	4	5
Reads, creates, and interprets graphs, charts, diagrams, tables	1	2	3	4	5

Comments:

APPENDIX 5

Individual Learning Plan 20 - 20

Student Name:

Grade:

Age:

English Proficiency Level:

Listening: Speaking: Reading: Writing:

NWEA Scores Spring, 20 : Math: Reading:

Language of Instruction: English

Strategies, Accommodations, and Modifications to be implemented:

1. In the Classroom:

2. For Content Assessments:

Goals for Student:

By the end of 1st semester:

Student will show progress as measured by Content Teachers' EL Progress Report.

Listening Goals: Student will show progress in the following areas:

Writing Goals: Student will show progress in the following areas:

Reading Goals: Student will show progress in the following areas:

Speaking Goals: Student will show progress in the following areas:

By the end of 2nd semester:

Student will show progress as measured by Content Teachers' EL Progress Report.

Student will show mastery in at least 80% of the above abilities, as measured on classroom writing assignments, written assessments, reading assignments, and classroom discussions.

Modifications for State or District-Wide Assessments:

SBAC:

- Text-to-Speech for Math and ELA items (except reading passages)

NWEA: Standard Accommodations -

- Extended test time
- Offer breaks
- Read or reread aloud test questions (Math)
- Separate Setting

ACCESS: No modifications

APPENDIX 6

Hooksett School District End of Year Report 20-20

Student:

Grade:

Student Profile:

ESOL Services:

ACCESS Scores:

	Listening	Speaking	Reading	Writing	Overall score
20					

Description of Services:

Areas in need of improvement:

Effective Instructional strategies:

Classroom and Environmental Accommodations:

Modifications in the administration of State or District-wide Assessments:

**Hooksett School District SAU 15
End of Year Report cont.**

ESOL Student Data Report:

Total Number of Students enrolled in the ESOL Program:

Total Students in Grade :
Total Students in Grade :
Total Students in Grade :

Total Number of Active Students receiving services:

Total Students in Grade :
Total Students in Grade :
Total Students in Grade :

Total Number of Monitored Students:

Total Students in Grade :
Total Students in Grade :
Total Students in Grade :

Total Number of Students who took the WIDA ACCESS test:

Total Students in Grade 3:
Total Students in Grade 4:
Total Students in Grade 5:

Total Students Testing English Language Proficient in (SCY):

English language proficiency is determined by the WIDA ACCESS ELL standardized testing series conducted in February in each of the four main language domains: Listening, Speaking, Reading and Writing. In order to achieve proficiency, a student must obtain an overall score of 4.5 or higher, out of a possible 6.0.

A total of () ESOL students in grades 3 through 5 at Hooksett Memorial School took the same WIDA ACCESS Standardized Test for the Grade Cluster, however, there were three different levels given as follows: Tier A (entering language knowledge), Tier B (average language knowledge) and Tier C (above average language knowledge).

WIDA ACCESS Testing Results Breakdown:

Speaking Proficiency Breakdown

- 6.0 Proficiency in Speaking -
- 5.0 Proficiency in Speaking -
- 4.0 Proficiency in Speaking -
- 3.0 Proficiency in Speaking -
- 2.0 Proficiency in Speaking -
- 1.0 Proficiency in Speaking -

Reading Proficiency Breakdown

- 6.0 Proficiency in Reading -
- 5.0 Proficiency in Reading -
- 4.0 Proficiency in Reading -
- 3.0 Proficiency in Reading -
- 2.0 Proficiency in Reading -
- 1.0 Proficiency in Reading -

Writing Proficiency Breakdown

- 6.0 Proficiency in Writing -
- 5.0 Proficiency in Writing -
- 4.0 Proficiency in Writing -
- 3.0 Proficiency in Writing -
- 2.0 Proficiency in Writing -
- 1.0 Proficiency in Writing -

Listening Proficiency Breakdown

- 6.0 Proficiency in Listening -
- 5.0 Proficiency in Listening -
- 4.0 Proficiency in Listening -
- 3.0 Proficiency in Listening -
- 2.0 Proficiency in Listening -
- 1.0 Proficiency in Listening -

APPENDIX 7

HOOKSETT SCHOOL DISTRICT English Language Learner Program

Date: _____

To the Parents of _____ (STUDENT'S NAME) _____ Grade: _____

Subject: Parental Notification of Student Eligibility for Placement in the ELL Program

Your child _____ Has been assessed for English Language proficiency.

Results of the assessments:

W-APT Speaking _____ ; W-APT Listening _____ ;

W-APT Reading _____ ; W-APT Writing _____ ;

W-APT Overall Score _____ .

Your child's English language level is _____ .

Identification for Eligibility for ELL Services

Your child was given a language assessment because a language other than English was entered on his/her Home Language Survey when he/she registered for school. This practice is in alignment with District policy and Federal law. Students who have an overall score of less than 4.5 on the W-APT are eligible to receive ELL services.

Description of the ELL Program

The English Language Learner (ELL) Program is an instructional program for students who are non-English language background students. The student's English language proficiency level determines his/her participation in the program. The goal of the program is to develop English communication and cognitive-academic language skills so that the students can achieve academic success and assimilate into the school community.

Delivery of ELL Services

The Hooksett School District currently provides ELL services in the three schools: Underhill, Memorial, and Cawley. All of the schools provide pullout ELL services for students so they can succeed in the mainstream classroom with additional ELL support/instruction. The goal of the program is to transition ELL students out of the program so that they can successfully compete academically with their same grade peers in the mainstream classroom without ELL support. Methods of instruction in the ELL Program are research based and are taught by Highly Qualified, certified ELL teachers.

Time Frame for Delivery of Services

Generally it is expected that students who arrive as non-English speakers will need at least three years direct services by a certified ELL specialist and two years of monitored status. Most students who are consistently in the United States for at least five years can succeed automatically, particularly if they arrive in the first or second grade.

Meeting the Needs of Your Child

This school year your child will develop these English language skills:

Your child will receive direct language instruction in the areas of listening, speaking, reading, and writing. The ELL Curriculum is closely aligned to the mainstream curriculum. The goal of the School Pullout ELL Program is to provide students with language support to help them be successful in the mainstream classroom.

This year your child will develop these skills in the content areas:

Your child will participate in the mainstream curriculum while receiving support from the ELL Program in his/her building. He/She will also have complete access to all programs in the school such as Reading Support, Title I in Reading and Math, if they qualify. These services will match and work on the same skills as all mainstream students. Language development will be supported as content area work is instructed.

Exit from ELL Program Criteria

Your child will qualify for the ELL Program until he/she meets the State of New Hampshire exit criteria in English proficiency on the ACCESS test. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading, and writing skills of non-English background learners. The ACCESS test assigns scores based on a 1-6 scoring scale. Students need to attain a 4.5 overall score.

All information regarding your child's progress in attaining English language proficiency will be a part of his/her ELL records and may be accessed through his/her ELL teacher.

Expected Rate of Graduation

School districts in New Hampshire expect all students, including ELLs, to graduate within 4 years of entering the 9th grade. However, federal provisions provide that students may graduate within five or six years, if needed.

ELL Students with Disabilities

If your child is a student with a disability and requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction program will be utilized in coordination with your child's existing plan.

Parental Rights

It is your parental right to: A) decline to enroll your child in the language instruction program; B) enroll or remove your child from the language instruction program at any time during the school year; or C) choose other program options for your child with the assistance of your child's school.

ELL Teacher's Signature: _____

Phone Number: _____ Email Address: _____

Principal's Signature: _____

Original: Parent

Copy: Student's ELL Folder or Cumulative Folder if services are declined