

## APPENDIX P

### NORTH VALLEY ACADEMY LIMITED-ENGLISH PROFICIENCY PROGRAM

In accordance with the Board's philosophy to provide a quality educational program to all students, NVA will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

NVA will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. NVA will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

#### **I. Progression of Student through LEP Program**

The Principal/Designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

#### **II. LEP Program Goals and Procedures**

NVA's Principal/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

##### **A. Program goals**

Students whose dominant language is not English should be enrolled in NVA. Students will have access to and be encouraged to participate in all academic and extracurricular activities of NVA. Students will be identified by teacher referral and by appropriate testing. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

##### **B. Student Enrollment Procedures**

NVA will establish the following procedure for identifying students whose language is not English.

1. NVA will have registration cards for every new student that include at least the question: What is the primary language spoken in the home?
2. If a response is any language other than English, NVA will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
4. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills.
5. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of “high quality language instruction, based on scientifically-based research.
6. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.
7. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

C. Assessment Procedures for Program Entrance and Measurement of Progress

1. NVA’s testing coordinator will oversee compliance with the requirements of “No Child Left Behind (NCLB)” by administering the Idaho English Language Assessment (IELA) to determine a student’s proficiency in the English language once they have been placed in the LEP program. This will enable NVA to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.
4. NVA will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students’ level of English proficiency.
5. NVA’s testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to NVA.

6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. NVA's testing coordinator will administer the IELA each spring (approximately February through April).
8. NVA plans to use the following state adopted Idaho English Language Development Level Descriptors:

#### Level 1 – Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject-predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

#### Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.

Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

#### Level 3 – Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read

more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning.

Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

#### Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

#### Level 5 – Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning.

Early Fluent and Fluent reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures).

The tables below show the correspondence between scale scores obtained on the Idaho English Language Assessment (IELA) and Idaho English Proficiency Levels. Scale scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scale scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores. Scale scores are useful for making comparisons over individuals and over time (with the restrictions cited above), but they are not useful in gauging absolute levels of performance unless they are mapped onto proficiency levels as they are in the tables that follow. The mapping of score ranges to proficiency levels is based on the results of a formal Standard Setting process involving Idaho educators. These tables can be used to determine a student's level of proficiency based on total test results and within each language

domain. In addition, they can be used to know where in the proficiency category (e.g., bottom, middle) a student's score places her or him.

The first table below shows the range of Total IELA scale scores that correspond to each of five proficiency levels.

The following table shows scale score ranges corresponding to proficiency levels in each of the language domains (Listening, Speaking, Reading, Writing, and Comprehension.) Only three proficiency levels are reported because the individual language domain tests do not include a sufficient number of items to reliably report more than three levels.

Language Domains Proficiency Levels				
Form	Grade	Beginning	Advanced Beginning to Intermediate	Early Fluent and Above
A	K	Below 80	80-99	100 and above
B1 or B2	1	Below 80	80-99	100 and above
	2	Below 83	83-108	109 and above
C1 or C2	3	Below 80	80-99	100 and above
	4	Below 81	81-106	107 and above
	5	Below 85	85-107	108 and above
D1 or D2	6-8	Below 80	80-99	100 and above
E1 or E2	9-12	Below 80	80-99	100 and above

#### D. Exit from LEP Program

NVA will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA;

AND one of the following:

2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
  - a. Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
  - b. Secondary: Core content area GPA (non-modified) of 2.0; or
  - c. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

Taking into consideration the State recommended exit criteria, NVA will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30<sup>th</sup> of each year.

#### E. Return to LEP Program

In instances when students who have been exited out of the LEP program still need more assistance, the following procedure for reclassification back into the LEP program will be followed:

1. NVA will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. NVA's testing coordinator will recommend that these students be tested, so that further monitoring can take place. Additional forms of monitoring an exited student will be:
  - a. classroom teacher observations
  - b. classroom or unit assessments
  - c. student work
  - d. other statewide assessments
  - e. conversations with the student and parents
2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, NVA's testing coordinator will make sure all documentation is placed in the student's cumulative file.
3. NVA's reclassification form for the student file might include, but may not be limited to the following:
  - a. Date
  - b. Student name
  - c. Student ID number
  - d. Student LEP number
  - e. Original entry date into the LEP program
  - f. Exit date of original LEP program
  - g. Total previous years in the (an) LEP Program prior to exiting
  - h. Criteria for originally exiting the LEP program
  - i. Reason for placing the student back into the LEP program
  - j. Signature of LEP Coordinator
  - k. Signature of Principal
  - l. Copy of notification letter sent to parents
4. NVA will notify the parent in writing if the student is placed back into the LEP program. The parent may still opt to waive services. If the parent waives services, documentation should be placed in the student's file.

5. If the student is placed back in a program, then they will again be coded as LEP for testing purposes. NVA will track the exact number of years (total) that a student has been in an LEP program.

### **III. LEP Instructional Program, Educational Approach, and Classroom Accommodation**

- A. NVA will use of the “sheltered English instruction” as it has produced positive results according to the Idaho State Board of Education and ERIC, the Educational Resources Information Center.
- B. NVA feels teacher in-service helping teachers become proficient in the sheltered model matches our model of teaching to the student needs using proven protocol.
- C. The following are examples of some of the methods teachers will employ:
  1. Extralinguistic cues such as visuals, props, and body language (Parker, 1985).
  2. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
  3. Interactive lectures with frequent comprehension checks.
  4. Cooperative learning strategies (Kagan, 1985).
  5. Focus on central concepts rather than on details by using a thematic approach.
  6. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).
- D. The Principal will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher’s aids and Principal will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.
  1. Teachers will be given instruction on use of the SIOP model, including the following components:
    - a. Component 1: Lesson Preparation
    - b. Component 2: Building Background
    - c. Component 3: Comprehensible Input
    - d. Component 4: Strategies
    - e. Component 5: Interaction
    - f. Component 6: Practice/Application
    - g. Component 7: Lesson Delivery
    - h. Component 8: Review and Assessment

2. The Principal will monitor progress of each teacher in the model.

E. Deborah J. Short, Center for Applied Linguistics and Jana Echevarria, California State University, Long Beach (1999) Conclusions referenced Darling-Hammond (1998, pps. 7-8), in which the kinds of knowledge teachers need to prepare students for standards-based instruction include the need for teachers to:

1. understand the subject matter deeply and flexibly.
2. know about learning (teaching strategies, decision-making strategies about the content to cover and the best way to do so, assessment strategies, language acquisition theory.
3. know about curriculum resources and technologies.
4. know about collaboration-their collaboration with other teachers, students collaborating together, and collaboration with parents.
5. be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction.

F. Additional Support

1. Students not achieving at expected levels will receive additional help with the infusion of a pullout program, in which the student is temporarily removed from the classroom for specialized attention. The pullout program will be run by an appropriately qualified aide.
2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.
3. An ELP is required for any student who has an accommodation on a state-wide or district-wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom. The intention is that every school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

**IV. Staffing and Professional Development**

1. An effort will be made to provide some in-service every year on achieving successful sheltered instruction.

2. The Principal will utilize the SIOP model to evaluate use of sheltered instruction.
3. All aides will be para-professionals who work with LEP students, preferably with experience, training, or language study in the language of the majority of the LEP population.
4. Because sheltered instruction is quality instruction, NVA will promote using the model in all classes and all lessons.

## V. Equal Access to Other School District Programs

1. Statewide Assessments: Idaho Standards Achievement Test (ISAT), Idaho Reading Indicator (IRI), Direct Writing Assessment (DWA) and Direct Mathematics Assessment (DMA).

- a. LEP students must take the ISAT, DWA, DMA and IRI tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock-Munoz is able to administer the Spanish IRI for a student.

- b. ISAT

All LEP students must take the ISAT. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs. Those LEP1 students still must take the Math ISAT so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations. All other LEP students will be coded as LEP and take all ISAT tests. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency calculations, only if they are specifically coded as LEPX. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT.

In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT.

Rules Governing Thoroughness 08-02-03-0502 111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

2. Parents will be contacted to inform them of available programs and activities in the school and how to qualify.

## **VI. Parent and Community Involvement**

NVA will communicate in writing with all parents.

### **A. Notification of Placement and Parental Rights**

1. Each District or School serving English language learners shall inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student.
2. The following information should be included in the Notification of Placement:
  - a. The reasons for the identification, which may include results from a proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.
  - b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. Please include the name of the test and the date the test(s) was administered.
  - c. Methods of instruction used in the program in which the LEP student is or will be participating in.
  - d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.
  - e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
  - f. How the program will specifically help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
  - g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.
  - h. How the program meets the objectives of the individualized education program of a child with a disability.
  - i. Information pertaining to parental rights that includes written guidance on:
    - i. the right that parents have to have their child immediately removed from the program upon their request;
    - ii. the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
    - iii. the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.

3. Open meetings will be conducted throughout the year with appropriate interpreters present.

## **VII. Program Evaluation, Review, and Improvement**

NVA will evaluate the success of the LEP Program to ensure student success.

### **A. Using Data to Drive Decision Making for LEP Programs**

Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the “data”. Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that schools should consider when disaggregating data:
  - a. Race/ethnicity
  - b. Gender
  - c. Migrant, Immigrant or Refugee status
  - d. Free or reduced lunch
  - e. Individualized Education Plan (IEP) for special education
  - f. Gifted
  - g. LEP Program of service
  - h. 1<sup>st</sup> year in a U.S. school (LEP1)
  - i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
  - j. English language proficiency assessment data (IELA)
  - k. Academic achievement data
    - i. Classroom grades
    - ii. ISAT, IRI, DWA, DMA
2. NVA will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.
3. NVA will use the following grading procedures for students participating in LEP programs:
  - a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.
  - b. NVA will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All NVA students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

- c. Graduation requirements (See Tab 3, IV, I)
- 4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress.