

Portsmouth School Department's English Language Learner Plan

1) Selecting the educational approach and setting

- a. The goal of Portsmouth Public Schools' English for Speakers of Other Languages (ESOL) program is make content curriculum accessible and provide instruction for English language that meets individual students' needs.
- b. The goal for our English Language Learners (ELLL) is to provide services and support enabling students to improve their English abilities in all four domains: reading, writing, listening and speaking. The goal for instruction of ELLs is attainment of English proficiency and to exit the program in as few years as possible.

2) Identification and placement of potential English Learners

- a. All families must complete the current New Hampshire Home Language Survey at the time of a student's enrollment.
- b. The School District must provide an interpreter if a parent requests one, or if the need is obvious.
- c. Home Language Surveys which indicate that a language other than English is spoken by the student or in the home must be given to the ESOL teacher.
- d. The ESOL teacher does an initial assessment (or "screening") of students with the W-APT.
- e. The ESOL teacher scores the W-APT and determines if students are eligible for ESOL services.

- f. The ESOL teacher must notify parents of their child's eligibility status within the required time limits.
- g. The School District should file the Home Language Surveys and W-APT scores in student's cumulative folder. The ESOL teacher will keep a copy in the working file.
- h. 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 program.
- i. Parents have the right to waive ESOL services for a child who qualifies for services if they so choose.

3) Assessment of ELLs

- a. A qualified ESOL teacher must assess all eligible English Learners annually with the ACCESS for ELLs test in the four domains of listening, speaking, reading, and writing.
- b. The School District will send score reports to parents.
- c. The School District files a copy of the score report in ELLs cumulative folders and the ESOL teacher files a copy in the working file.
- d. 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.

4) Program of instructional services for ELLs

- a. The overall goal of a program is to provide ESOL instruction of sufficient intensity that English Learners can successfully access the mainstream curriculum.
- b. The local ESOL instructional program must be offered to all English Learners in K-12 who qualify for services.

- c. The program may consist any of the following: small group instruction, individual pull-out, differentiated instruction in the classroom in conjunction with the classroom teacher, and/or an English language development class.
- d. Curriculum for should be made appropriate for all levels of English proficiency. Instruction will be based on research, respectful of English Learners' diverse cultures, and aligned with WIDA English Language Development Standards and Common Core State Standard, using differentiation, scaffolding and modifications to meet individual student needs.
- e. Intensity of ESOL instruction should match each student's level of proficiency in English.
- f. ESOL teachers and classroom/content teachers should collaborate regularly to provide instruction that is appropriate for English Learners' respective levels of proficiency and aligned with the mainstream curriculum.
- g. 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.
- h. ESOL instruction for K-12 eligible students should take place during regular school hours.

5) Staffing and resources

- a. Teachers providing English Language instruction will have an ESOL endorsement.
- b. Middle School and High School content classes that are designed for ELL students should be taught by certified ESOL teachers who are Highly Qualified in the irrespective content area(s). Certified ESOL teachers who work in elementary Schools AND provide core content instruction should be Highly Qualified in elementary Education.

- c. Only certified ESOL teachers administer the W-APT and ACCESS for ELL assessments.
- d. ESOL teachers, tutors, and paraprofessionals should be evaluated by school district personnel.
- e. The quality of instructional facilities, materials and services available to ELLs must be comparable to those available to all other students.

6) Transition from ESOL services and monitoring performance

- a. Students transition to monitored status for two years upon attainment of proficiency in English, as measured by the ACCESS for ELLs test .
- b. No ESOL instructional services can be provided during the monitoring period.
- c. 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. If an English Learner does not receive grades of C or better and low grades are related to second language acquisition he or she may be reentered in the ESOL program with parental permission.
 - i. Once a student again attains proficiency on the ACCESS for ELLs test student returns to monitored status.
- d. When a student successfully completes the two year monitoring period, he or she officially exits the ESOL program. Documentation will be noted in the student's cumulative folder, as well as in the ESOL files.

7) ELLs and other educational programs

- a. English Learners must have access to the full school curriculum (both required and elective courses) while they are enrolled in the ESOL program.
- b. Modifications can be made to student schedules to ensure that they are receiving the proper amount of support services necessary for them to access the mainstream curriculum and successfully acquire the English language. Student schedules will be created with a mind to individual student goals and needs.
- c. ELLs must 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. Students must meet state requirements but can receive additional ESL services during the day to ensure that they have access to the full educational curriculum.
- d. ELLs must have the opportunity to participate in special programs (e.g. Advanced Placement courses, Title I, Special Education, etc.) if they meet the eligibility requirements. Counseling services provided to ELLs 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. Translation services will be provided to assure that students gain this access.