

METROPOLITAN SCHOOL DISTRICT OF STEUBEN COUNTY DISTRICT
***Language Instruction for Limited-English Proficient and Immigrant Students* DISTRICT PROGRAM PLAN**

I. Identification

Grade Cluster	Required activities to be developed, implemented, and administered	Programs/Activities to be developed, implemented, and administered
K-12	The school district shall administer a Home Language Survey to identify the first language of all students currently enrolled in the school and shall record the first language information in the student’s permanent record.	Students who attend schools in MSD of Steuben County will complete a Demographics Form and Home Language Survey at the time of enrollment as part of the registration process for students who have not attended a US school. MSD of Steuben County will contact schools of previous enrolled students for a copy of the Home Language Survey. Demographic Forms and Home Language Surveys are filed in permanent records and recorded in the district student database.
K-12	The school district shall assess all students with a first language other than English to determine their level of English proficiency in speaking, understanding, reading, and writing using a state approved pre and post assessment. The school district shall follow the Five English Proficiency Levels for students with a first language other than English.	MSD of Steuben County English Language Learners certified teachers will administer the <i>W-APT</i> to all students with a first language other than English to determine proficiency levels upon enrollment in our schools. The EL teachers will administer the state WIDA in January-February of each year to monitor proficiency levels. MSD of Steuben County will assign one of the following proficiency levels to students with a first language other than English. <i>Level 1:</i> Entering <i>Level 2:</i> Beginning <i>Level 3:</i> Developing <i>Level 4:</i> Expanding <i>Level 5:</i> Bridging <i>Level 6:</i> Reaching

K-12	The school will notify parents within 30 instructional days of their EL student’s eligibility for participation in the EL program(s).	The EL Coordinator/teacher will notify parents through a written letter or conference of each student’s proficiency level and eligibility for services for LEP students. The EL teacher will provide all parents of LEP students with a list of resources to assist English Learners.
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II. Instructional Program [3116 (b) (1)]

Grade Cluster	Programs/Activities to be developed, implemented, and administered [3116 (b) (1)]	How proposed programs/activities will develop English proficiency for LEP children [3116 (b) (6)]
K-12	The school district shall establish standards for placement of language minority students into instructional programs that meet the following criteria: 1. EL students are within two (2) years of their peers. 2. According to their English Proficiency Level. 3. According to previous educational experiences.	MSD of Steuben County Schools will place students according to the following guidelines: Elementary Levels 1-2 will have EL services including Pull-out and Push-in with classroom teachers and EL paraprofessionals. Kindergarten is a push-in service only. Middle and High School students will have EL classes and resource assistance from the EL paraprofessional. Levels 3-4 students will have content based instruction and resource assistance from classroom teachers and EL assistants.
K-12	The school district shall strive to provide weekly English Learners (EL) instruction that is individualized and that builds cognitive academic language proficiency and basic interpersonal communication skills. Instruction will be approximately 30 minutes per day.	MSD of Steuben County will provide meaningful instruction for EL students following the WIDA Standards, Indiana College & Career Ready Standards and the Indiana Academic Content Standards for all core subject areas. Instructors may include but not limited to an EL teacher, classroom teachers, and EL paraprofessionals under direct supervision of licensed teachers. Services provided daily include elementary thirty (30) minutes, grades 6-8 forty-five (45) minutes, and grades 9-12 fifty (50) minutes.
K-12	The school district will provide instructional guidelines and support for the EL teacher and the regular classroom teacher.	Regular classroom teachers may access the Metropolitan School District of Steuben County EL materials through the district web site at www.msdsteuben.k12.in.us Administration/Exceptional Learners and Google Drive . This information includes current instructional strategies and guidelines from the Language

		Minority and Migrant Programs, EL Handbook, Parent Letters, AMAO Reports, and links to the division of the Indiana Department of Education. Individual Learning Plans are available to classroom teachers by building and grade level using Google Drive.
K-12	The school district shall establish specific criteria to support appropriate placement and subsequent delivery of special education services to language minority students with accordance with 511 IAC Article 7.	The MSD of Steuben County will follow district procedures for School Resource Team Referrals (SRT) to include the Referral and Evaluation of Language Minority Children, and Article 7 to make certain that Level 1, 2, 3, and 4 students have opportunities for regular classroom and tiered intervention groups prior to determining the need for evaluation testing in their first language when referred for special education services.
K-12	The school district shall provide counseling services to LEP students in social, emotional, and academic adjustment, selection of school courses, career choices, and other services normally provided to public education students.	The MSD of Steuben County counselors, social workers, EL teacher, EL assistants, and classroom teachers will assist in providing services to EL students that are equal to English speaking students and that assist with adjustment to American culture.
K-12	The school district shall not retain EL students solely on the basis of their English language proficiency.	MSD of Steuben County will use teacher recommendations, parent-teacher conferences, assessment scores, student records, student age, following the Retention Guidelines for LEP Students. <ol style="list-style-type: none"> 1. Has the student’s level of English language proficiency been assessed? 2. How long has the student been enrolled in the school corporation? 3. Has the student’s parent(s)/guardian(s) been contacted if the student is not performing at grade level? 4. Has the Individual Learning Plan (ILP) or another source to document classroom modifications and adaptations been implemented? 5. How much individual English language development instruction is the student receiving throughout the school day? 6. Is there sufficient screening and progress monitoring data

		to show that the student is below grade level?
K-12	The school district shall follow state criteria for terminating EL services for students, based on ability to succeed in content areas, ability to function adequately in an all- English environment, ability to read material at grade level, and collective decision of a committee consisting of the teacher, a tutor, counselor, and principal. The district will use a state approved assessment to classify a student as Fluent English Proficient. If a student is reclassified the school will complete a two-year monitoring process.	MSD of Steuben County will complete annual assessments and use the following criteria to determine when a student no longer requires EL services: <ol style="list-style-type: none"> 1. The student level of academic achievement indicates the ability to succeed with content area material. 2. The student’s English language proficiency is a level 5 and may successfully complete the ISTEP+ at his/her grade level. 3. The student can read and understand materials at his/her grade level. 4. A student is successful on the annual state identified assessment. 5. A committee consisting of but not limited to the EL teacher, core teacher(s), and the principal make a collective decision that the student is eligible to be reclassified as FEP. 6. The school will complete a two-year monitoring review of each level 5 student’s academic achievement data, classroom grades, and other evidence of the student’s English language proficiency quarterly.
K-12	The school district shall maintain records on language minority students that indicate each student’s first language, LEP level, and instrument used to determined level of proficiency, type and frequency of instructional services.	MSD of Steuben County will maintain records that indicate the first language of the student, the student’s proficiency level, the assessment used to determine the level, and type and frequency of instructional services including interventions using the Individual Learning Plan For Limited English Proficient Students.
Elementary K-5	Programming for elementary begins with new students completing a Home Language Survey upon enrollment in the MSD of Steuben County or the forwarding of an original HLS from another Indiana school district. If the survey indicates that a 2 nd language is/was spoken, EL teacher administers W-APT. Students scoring Proficiency Levels 1-4 are provided services according to their	MSD of Steuben County elementary programs/activities develop students’ English fluency in speaking, listening, reading and writing, academic mastery of core subject matter content and higher order skills, including critical thinking, so as to meet appropriate grade promotion and graduation requirements; provides for the continuous increase in the use of English and

<p>level. The EL teacher identifies the LEP level and completes an Individual Learning Plan (ILP) for each student. Each ILP details assessment scores, LEP instructional program information during push in sessions, and suggested strategies and modifications for instruction in the regular classroom and assessment. EL teacher collaborates weekly with classroom and classroom teachers to review student progress and modify ILPs based on needs as well as provide instructional tips for regular classroom instruction. When students reach proficiency, they are exited from services after being monitored for an additional two years. The EL teacher monitors the core academic performance of former LEP students in meeting the State CCR and Academic Standards.</p> <p>MSD of Steuben County elementary programming (kindergarten through fifth grade) is based on immersion activities in the regular education classroom with WIDA Descriptors by appropriate grade levels as well as core content Curriculum Maps for appropriate grade levels. Regular classroom teachers use differentiated language development strategies, such as total physical response (learning through actions) and realia (using tangible things in the classroom to help students connect with new English vocabulary in addition to the Scott Foresman Reading Street program. EL students in our district in levels 1-2 receive additional leveled literacy instruction for 30 minutes 2-4 times per week in small groups for reading instruction from classroom teachers, Title I teacher(s), and highly qualified instructional assistants outside of the regular 90 minute reading block using Scott Foresman Language Central. The EL teacher assistants push into these 30 minute session two to three times per week depending upon individual student needs. The EL teacher “pulls” students to work on the four domains of reading, writing, speaking, and listening based on the WIDA Standards including activities, literature, and lessons by LEP level and the WIDA standards to help students achieve language proficiency. The EL teacher/paraprofessional uses EL materials to increase student performance in the four</p>	<p>corresponding decrease in the use of the native language for the purpose of learning; provides English Learners equal access to the core curriculum; increases EL students’ abilities and confidence as they interact with English speakers. Provides for students success in meeting the (AMAOs) including the number of students who progress through the proficiency levels throughout the year, the number of students who progress to a fluent use of the English language, and each school’s Annual Measurable Objective (AMO) for the LEP subgroup.</p>
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	<p>domains. The EL teacher will meet with regular classroom teachers to review the following student information and data including performance on standardized achievement tests such as ISTEP(3-5); IREAD (3), local formative assessment data and classroom grades in content area classes (K-5). EL teacher/coordinator provides classroom teachers with students' annual WIDA scores and LEP levels within 20 days of receiving student scores.</p>	
<p>Middle School 6-8</p>	<p>Programming for middle school begins with new students completing a Home Language Survey upon enrollment in the MSD of Steuben County or the forwarding of an original HLS from another Indiana school district. If the survey indicates that a 2nd language is/was spoken, EL teacher administers the W-APT. Students scoring Proficiency Levels 1-4 are then placed in the EL program. The EL teacher identifies the LEP level and completes an Individual Learning Plan (ILP) for each student. Each ILP details assessment scores, LEP instructional program information during EL classes, and suggested strategies and modifications for instruction in the regular classroom. EL teacher collaborates monthly with classroom core content area teachers to review student progress and modify ILPs based on needs as well as provide instructional tips for regular classroom instruction. When students reach proficiency, they are exited from services after being monitored for an additional two years. The EL teacher monitors the core academic performance of former LEP students in meeting the State CCR and Academic and Standards.</p> <p>MSD of Steuben County middle school programming (sixth through eighth grade) is based on core content instruction in the regular education classroom with WIDA Descriptors and standards at each grade level as well as core content Curriculum Maps. Regular classroom teachers use differentiated language development strategies, such as total physical response (learning through actions) and realia (using tangible things in the classroom</p>	<p>MSD of Steuben County middle school programs/activities develop students' English fluency in speaking, listening, reading and writing, academic mastery of core subject matter content and higher order skills, including critical thinking, so as to meet appropriate grade promotion and graduation requirements; provides for the continuous increase in the use of English and corresponding decrease in the use of the native language for the purpose of learning; provides English Learners equal access to the core curriculum; increases EL students' abilities and confidence as they interact with English speakers. Provides for students success in meeting the (AMAOs) including the number of students who progress through the proficiency levels throughout the year, the number of students who progress to a fluent use of the English language, and the school's Annual Measurable Objective (AMO) for the LEP subgroup.</p>

	<p>to help students connect with new English vocabulary in all content areas. EL students in levels 1-2 attend separate 45 minute resource blocks with the EL teacher and assistant. The EL teacher will meet every four and one half weeks with regular classroom teachers to review the following student information and data including performance on standardized achievement tests such as ISTEP(6-8); “local formative assessments(6-8), and core classroom grades in content area classes (6-8). EL staff provides classroom teachers with students’ annual WIDA scores and LEP levels within 20 days of receiving student scores.</p>	
<p>High School 9-12</p>	<p>Programming for high school begins with new students completing a Home Language Survey upon enrollment in the MSD of Steuben County or the forwarding of an original HLS from another Indiana school district. . If the survey indicates that a 2nd language is/was spoken, EL teacher administers the W-APT. Students scoring Proficiency Levels 1-4 are then placed in the EL program. The EL teacher identifies the LEP level and completes an Individual Learning Plan (ILP) for each student. Each ILP details assessment scores, LEP instructional program information during accredited EL courses and suggested strategies and modifications for instruction in the regular classroom. EL teacher collaborates monthly with classroom core content area teachers to review student progress and modify ILPs based on needs as well as provide instructional tips for regular classroom instruction. When students reach proficiency, they are exited from services after being monitored for an additional two years. The EL teacher monitors the core academic performance of former LEP students in meeting the State CCR and Academic Standards.</p> <p>MSD of Steuben County high school programming (ninth through twelfth grade) is based on core classroom instruction in content area classrooms with WIDA Descriptors and standards by grade level as well as core content Curriculum. English teachers use language development strategies, such as SIOP and realia (using tangible things in the classroom to help students connect with new</p>	<p>MSD of Steuben County high school programs/activities develop students’ English fluency in speaking, listening, reading and writing, academic mastery of core subject matter content and higher order skills, including critical thinking, so as to meet appropriate grade promotion and graduation requirements; provides for the continuous increase in the use of English and corresponding decrease in the use of the native language for the purpose of learning; provides English Learners equal access to the core curriculum; increases EL students’ abilities and confidence as they interact with English speakers. Provides for students success in meeting the (AMAOs) including the number of students who progress through the proficiency levels throughout the year, the number of students who progress to a fluent use of the English language, and the school’s Annual Measurable Objective (AMO) for the LEP subgroup.</p>

	<p>English vocabulary in all content areas. EL students in levels 1-2 attend separate daily 50 minute Reading, Language Lab and English as a New Language. These sessions provide opportunities for students to practice their English Language Development and receive assistance on regular course assignments. EL assistant also works on helping students understand how being bi-cultural is unique, yet difficult. The EL teacher will meet every four and one half weeks with core content course teachers to review the following student information and data including performance on course assessments and grades in content area classes (9-12). EL teacher provides classroom teachers with students' annual WIDA scores and LEP levels within 20 days of receiving student scores. Grade Point Averages (GPAs) at the high school level; and graduation rate for EL students is tracked and shared with administrators and teachers.</p>	
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III. ASSESSMENT AND PROGRAM MONITORING

Grade Cluster	Required activities to be developed, implemented, and administered	Programs/Activities to be developed, implemented, and administered
K-12	<p>Limited English Proficient students will participate in ISTEP+ and/or WIDA testing with accommodations based on the student's language proficiency, following the state guidelines and requirements of PL 107-110 "No Child Left Behind" Reauthorization ESEA Waiver.</p>	<p>MSD of Steuben County will test all students using the ISTEP+ who have been in the US a minimum of one year. ISTEP+ will be administered with identified accommodations listed on each student's Individual Learning Plan. Students will be required to complete WIDA Assessment each winter and may take the assessment in place of the ISTEP+ E/LA if they have been in the United States less than one year. Students will also be assessed in grades K-12 using Local Formative Assessments.</p>
K-12	<p>The school district will help parents of EL students understand the nature, level and consequences of the student's in either of the assessment programs ISTEP+ and WIDA.</p>	<p>MSD of Steuben County Principals or their designees will contact parents to inform them of the student's participation in ISTEP+ and WIDA. Parents will be aware that all LEP students must pass Algebra I and English 10 End of Course Assessments for graduating classes of 2015, 2016, 2017, and ISTEP+ for 2018 to receive a high school diploma.</p>

K-12	The school district shall conduct an annual review of the District Plan for Limited English Proficient Students and determine needed changes. A planning meeting will be held to review the Title III grant and gain input for the use of new funds.	MSD Director of Curriculum and Instruction will review the guidelines to determine needed changes in May of each school year with input from English Language teacher, parent representatives, administration, classroom teachers, and other student service personnel. In the case of a change in state requirements during the course of a regular school year, the curriculum director or designee will make appropriate changes in the district plan to reflect state requirements.
K-12	The school district shall participate in Cycle Monitoring and provide to the Indiana Department of Education all required documentation for each appointed cycle.	Cycle Monitoring- On-Sight Fall of 2014-2015 LEA- On Site Monitoring for Title III May 2015

IV. Annual Measureable Achievement Objectives (AMAOs) [Section 3122]

Meeting the annual measureable achievement objectives [3116 (b) (3) (A)]	Angola High School, Angola Middle School, Carlin Park Elementary, Hendry Park Elementary, Pleasant Lake Elementary, and Ryan Park Elementary schools will collect student data that supports the annual measurable achievement objectives (AMAOs) including the number of students who progress through the proficiency levels through-out the year, the number of students who progress to a fluent use of the English language, and each school's Annual Measurable Objective (AMO) for LEP sub group. Administration of the alternative assessment WIDA is in place of the grades 3-8, English/Language Arts ISTEP+ for students residing in the US less than one year, and WIDA as well as ISTEP + and ECA scores for Algebra I and English 11 results will provide the data to track the progress of our LEP students. Each school will document instructional time for LEP students in small group and individual sessions. The EL teacher tracks the AMAO targets and monitors instructional changes for all students in grades K-12. Additionally, she disaggregates the WIDA test data in order to see specific strengths and weaknesses in student performance. The EL teacher reviews these data to provide current data charts and graphs each nine weeks to the Title III Program Coordinator and Superintendent. Annual reports of disaggregate population achievement are made to the MSD of Steuben County School Board of Trustees meeting upon release of the AMAO Reports.
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<p>Making adequate yearly progress for limited English proficient children [3116 (b) (3) (B)]</p>	<p>Angola High School, Angola Middle School, Carlin Park Elementary, Hendry Park Elementary, Pleasant Lake Elementary, and Ryan Park Elementary schools review student achievement data for LEP students during monthly collaboration sessions with the EL teacher. Reviewing disaggregate data from local formative assessments, ISTEP, and WIDA as well as the state CCR standards in English/Language Arts. Each school reviews information to provide current data charts and graphs upon release of the Annual Measurable Objective data for sub groups.</p>
<p>Annually measuring the English proficiency of limited English proficient children, so that such children served by the programs carried out under this part develop proficiency in English while meeting State academic content standards [3116 (b) (3) (C)]</p>	<p>Angola High School, Angola Middle School, Carlin Park Elementary, Hendry Park Elementary, Pleasant Lake Elementary, and Ryan Park Elementary schools annually participate in the WIDA assessment for language proficiency. Student scores are reviewed by the EL teacher and the Program Coordinator and growth charts are prepared for review by the Superintendent. Annual reports of disaggregate populations are made to the MSD of Steuben County School Board of Trustees meeting upon release of the ISTEP+ and WIDA test scores.</p>

V. Parental Participation [Section 3302 (e)]

EVENT	DESCRIPTION	PROMOTION AND IMPLEMENTATION
<p>Annual Parent Meeting</p>	<p>EL Teacher meets with LEP parents to explain English Language Services, Individual Student Learning Plans, and requirements for testing and program completion.</p>	<p>Appropriate language informational papers are sent home to all LEP students, with student incentives given for parents' attendance. Annual meeting will be at two centrally located schools at separate times for ease of parent attendance. Meeting will be 45 minutes to 1 hour. Additional meetings or individual appointments will be held until all parents are contacted</p>
<p>Slam Dunk Program</p>	<p>Monday through Thursday after-school enrichment program for Middle School students, including language arts, math, and science enrichment. Special interest choices offered one day per week.</p>	<p>EL Teacher recommendation for students who need extra help. Parent signature required and attendance at parent meetings. EL teacher promotes program in classroom, encourages sign-up, and contacts family if necessary in appropriate language.</p>

High School Peer Tutoring	Monday through Thursday after-school peer tutoring for students in grades 9-12 supervised by the EL teacher assistant.	EL Teacher recommendation for students who need extra help.
Survivor Camps/Orientation for Middle School	Students receive schedules, check out lockers and classrooms. Parents receive information about Middle School academics and extra-curricular activities. Camps/orientations are held prior to the start of each school year.	School contacts all parents through email and/or language appropriate letters. Student attendance is mandatory. Parents are encouraged to attend and meet with the EL teacher.
Annual Parent Surveys	Parents receive evaluations following all parent meetings as well as an annual survey.	Title III Coordinator compiles and reviews all parent surveys to recommend program modifications.
Kindergarten Registration	All parents of students entering kindergarten come to register for their children at each school. Language interpreters and translated enrollment information is available for parents of EL students.	Newspaper announcements; school newsletter announcements; radio announcements; and appropriate language postings and letters, and are phone calls, and/or home visits for parents if Arabic students are used to contact all non-English speaking parents.
Reading Information Meetings	Title III students qualifying for reading assistance under Title I literacy groups require parents to attend quarterly informational and parenting sessions as new students enter/exit Title III services.	Title I/Title III staff send home letters in English and appropriate language inviting parents to come to the sessions. EL teacher encourages students and parents to come and earn prizes and to eat snacks.
Annual English Language Program Plan Meeting	EL teacher and teacher assistant meet with parents in May of each school year to review the district EL Program Plan to gain input for program review and revision.	Parental contact through language appropriate mailings, phone calls, and/or home visits for parents if Arabic students.
Student Assessment and Progress Monitoring	Parents receive student assessment results in the mail within two weeks of the school accessing the test data including ISTEP, WIDA and ECA data. Spanish-speaking parents receive an informational letter and a Student Proficiency Report in Spanish. All other parents receive Student Proficiency Reports and informational letters in appropriate language or English.	Parental contact through mailings and/or home visits for parents.

Annual Parent/Teacher Conferences	The EL staff conference with parents of EL students to come and see how their children are progressing in English. These meetings generally take place in mid-fall. In addition all EL parents attend parent/teacher conferences with their regular classroom teachers.	Language appropriate informational letters, school/classroom newsletters, phone contacts or home visits.
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VI. Professional Development [Section 3115 (c) (2)]

Grade Cluster	Required activities to be developed, implemented, and administered	Programs/Activities to be developed, implemented, and administered
K-12	As described in section 3115, an eligible entity receiving funds shall use the funds to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.	MSD of Steuben County will facilitate professional development activities that assist teachers and administrators that is: Designed to improve the instruction and assessment of limited English proficient children <ul style="list-style-type: none"> •Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children •Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the subject matter knowledge, teacher knowledge, and teaching skills of such teachers; and •Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to any activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students teacher, and any local educational agency employing the teacher. [3115 (c) (2)]