



ESL PLAN

I. Purpose of Program

The purpose of the English as a Second Language (ESL) program shall be to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

II. Program Content and Design

Randolph Field ISD will provide the opportunity to each identified limited English proficient student to participate in the ESL program. The Language Proficiency Assessment Committee (LPAC) shall designate each student's level of proficiency. The district shall modify the instruction, pacing, and materials to ensure that ESL students have full opportunity to master the Texas Essential Knowledge and Skills.

The ESL program shall be an intensive program of instruction designed to develop proficiency in the comprehension, speaking, reading and composition in the English language. The ESL program will follow state-adopted guidelines, using state approved textbooks and materials. Instructional strategies and activities will provide all LEP students with the means to be successful in learning English.

At the elementary level a certified ESL instructor teaches the ESL program. Instructional time may vary from the amount of time accorded to instruction in English language arts in the regular program for non-limited English proficient students to total immersion in second language approaches. After students are assessed, multi-level strategies are available for all five proficiency levels. The curriculum is designed to meet the needs of individual learning styles through the use of tapes and oral reading for auditory learners, diagrams, models and pictures for visual learners.

At the middle school/high level, the American Council of Teachers of Foreign Languages (ACTFL) language proficiency guidelines are followed. The ACTFL guideline descriptions are used to divide the curriculum pieces

into proficiency levels: Novice - Low, Mid, High and Intermediate - Low, Mid, High. After students are assessed, multi-level strategies are available for the proficiency levels. As with the elementary, the middle/high school curriculum is designed to meet the needs of individual learning styles.

Middle and high school students are supported throughout the day in a variety of ways. At the middle school level, ESL students have one period of ESL instruction with a certified ESL instructor and one period of reading improvement with a reading specialist. Content area teachers in math, science, social studies, health and physical education provide instruction for ESL students in these areas. There are several teachers who are bilingual. Whenever possible, the Spanish speaking ESL students will be placed in the bilingual teachers' classes in order to help them in their home language. ESL students can receive content mastery support as well as support with the reading improvement teacher and TAKS remediation teacher. Additional support can be provided through the use of Slingerland materials that support teaching students to read through a multi-sensory phonetic program.

In subjects such as art, music, and physical education, ESL students on all three campuses shall participate with their English-speaking peers in regular classes. The district shall ensure that ESL students have meaningful opportunities to participate with other students in all extracurricular activities.

The district has an arrangement with Judson ISD to provide a summer program for ESL students who will attend kindergarten and first grade in the following school year.

III. Home Language Survey

Home Language Survey Procedures:

1. The home language survey is provided and administered in English and Spanish. The home language survey is available for other languages such as Arabic, Filipino, Vietnamese, Cambodian, Chinese, German, Thai, Laotian, Korean, and French. The home language survey shall contain the following questions:

“What language is spoken in your home most of the time?”

“What language does your child (do you) speak most of the time?”

2. All students new to the Randolph Field ISD will be surveyed at the time they are enrolled. The original copy of the survey form is maintained in the student's permanent record.
3. A parent or guardian of the students in grades pre-kindergarten through grade 8 must sign the form. Students in grades 9-12 may complete and sign their own forms. If the completed form is not returned, the principal will contact the parent or guardian in order to complete the form within ten days of enrollment.
4. All students whose surveys reflect a language other than English on either of the survey questions will be administered a language proficiency test.
5. A list of those answering the survey with a language other than English to either or both of the required questions will be sent to curriculum office within 15 days of the start of school and updated as new students enroll in the district. The student's grade level should be included in the list.
6. A report on the number of students tested and the number of students who qualify for the district's ESL program will be presented to the Board of Trustees at the September board meeting.

IV. Language Proficiency Assessment Committee

Each campus will establish a Language Proficiency Assessment Committee (LPAC). The LPAC will be composed of, but not limited to, the following:

- Campus administrator
- Campus counselor
- Certified English as a Second Language instructor
- Parent of a Limited English Proficient Student (parent may not be an employee of the district)

The duties of the LPAC shall include a review of all pertinent information on all identified limited English proficient students. This review shall be

done at the time of initial enrollment and at the end of each school year.
Based on this review the LPAC shall:

1. Designate the language proficiency level of each limited English proficient student.
2. Designate the level of academic achievement of each limited English proficient student.
3. Designate, subject to parental approval, the instructional placement of each limited English proficient student in the program.
4. Facilitate the participation of limited English proficient students in other special programs provided by the district with either state or federal funds for which these students are eligible.
5. The LPAC shall give written notice to the student's parent advising that the student has been reclassified as limited English proficient and requesting approval to place the student in the ESL program for which the student has been recommended.
6. The student's permanent record shall contain documentation of all actions impacting the limited English proficient student. This shall include:
 - identification of the student as limited English proficient
 - designation of the student's level of language proficiency
 - recommendation of program placement
 - parental approval of entry or placement into the program
 - dates of entry and placement within the program
 - dates of exemptions from criterion-referenced tests and types of alternative assessment used
 - date of exit from the program and parent notification
 - the results of monitoring for academic success, including students formerly classified as LEP
7. The LPAC shall monitor the academic progress of each student in the ESL program. Based on the academic progress of the ESL student, the LPAC may make adjustments in the program and/or may recommend referral to other programs.

8. The LPAC shall reclassify LEP students as English proficient in accordance with the exit criteria and recommend their exit from the program.

9. The LPAC shall monitor the academic progress of each student who has exited from the ESL program within the past two years to determine whether or not the student is academically successful. Those students who are not academically successful shall be reclassified as limited English proficient, and shall be recommended for the ESL program, compensatory education, or other programs that address their needs.

V. Training

All members of the LPAC, including parents, shall observe all laws and rules governing the confidentiality of information concerning individual students. The district shall provide an annual orientation and training of all members, including parents, of the LPAC.

VI. Testing and Classification of Students

For identifying limited English proficient students within the first four weeks of enrollment, the district shall administer to each student who has a language other than English on the home language survey an oral language proficiency test approved by TEA.

For entry into the ESL program, a student shall be identified as limited English proficient using the following tests:

At the pre-kindergarten through Grade 1, an oral language proficiency test approved by TEA.

In grades 2-12, a TEA-approved oral language proficiency test and English language arts sections from a TEA-approved norm-reference test, as appropriate.

Students with a language other than English shall be administered the required oral language proficiency test within four weeks of their enrollment. Norm-reference assessment instruments will be administered within the established norming period.

For entry into the ESL program, the student shall be identified as limited English proficient using the following criteria:

At pre-kindergarten through Grade 1, the score on the English language proficiency test is non-English speaker (NES) or limited English speaker (LES).

At grades 2-12, the score on the English language proficiency test is NES or LES and the score on the reading and language arts sections of the TEA approved norm-reference measure at his or her grade level is below the 40th percentile.

If a student's ability in English is so limited that the administration of the norm-referenced test is not valid, the student may be identified as limited English proficient.

A student shall not be refused admission to the ESL program solely because the student has a handicapping condition. A professional member of the LPAC shall serve on the admission, review and dismissal (ARD) committee for each LEP student that qualifies for services.

The ESL instructor and school counselor will keep all LPAC and ESL program documentation. All Home Language Surveys and other documentation described above will be kept in the student's permanent record.

Regarding participation in state required assessments, LEP students must meet five general exemption criteria before the LPAC may consider the need for a LEP exemption. The LPAC must have documentation in the student's permanent folder indicating that the student meets all five of these criteria.

- The student is identified as LEP, as defined by Texas state law.
- The student is in a state-approved bilingual or ESL program.
- The student has resided outside the 50 U.S. states for at least two consecutive years.
- The student is in his or her first three years of enrollment in U.S. schools.
- The student has not yet received a rating of advanced on the RPTE.

All LEP students will participate in the Texas English Language Proficiency Assessment System (TELPAS) as appropriate. The following instruments are a part of TELPAS.

- Observation Protocols administered in grades K-12
- The Reading Proficiency Tests in English (RPTE) will be administered to all LEP students in grades 3-12, including LEP students with parental denial.
- Texas Assessment of Knowledge and Skills. The LPAC may now grant certain immigrants in Grades 3-8 an exemption on the basis of limited English proficiency during the first three years of enrollment in U.S. schools.
- LEP students are not eligible for an exemption from the exit level assessment of academic skills on the basis of limited English proficiency. However, LEP students who are recent immigrants may postpone only one time the initial administration of the exit level test. The term "recent immigrant" in this section is defined as an immigrant who first enrolls in U.S. schools no more than 12 months before the administration of the test from which the postponement is sought.
- Spanish speaking LEP students may not be administered TAKS in Spanish for longer than three years.
- The LPAC will follow TEA rules to ensure that students are included in assessments at the earliest practical date.

The LPAC is responsible for determining the assessment option for each student. It is important that the LPAC review all available information for each student to ensure the most appropriate assessment has been selected. The following information should be used:

- Immigrant status
- Number of years enrolled in U.S. schools
- Literacy in English and/or Spanish
- Oral language proficiency in English and/or Spanish
- Academic program participation (bilingual or ESL), language of

- instruction, and planned language of assessment
- Previous testing history
- Level of academic achievement

All LEP students, grades 3-12, including those students taking TAKS in Spanish or English are required to take the Reading Proficiency Tests in English (RPTE). All TEA regulations and procedures regarding test administration and test security will be followed.

VII. Exiting Procedures

A student may be classified as English proficient at the end of a school year in which a student would be able to participate equally in a regular, all English, instructional program as determined by:

- Meeting state performance standards for the English language criterion-referenced assessment instrument for reading and writing (when available); scoring fluent English Speaker on an oral language proficiency test as well as demonstrating written language proficiency on the RPTE; or
- Scoring at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-reference assessment instrument.
- Considering other indications of a student's overall progress, including criterion reference test scores, subjective teacher evaluation and parental evaluation.
- Exiting from the ESL program in pre-kindergarten through Grade 1 is not permitted.

To determine whether a student that has been exited from ESL is academically successful, the following criteria shall be used at the end of the school year:

1. The student meets the state performance standards in English of the criterion-referenced assessment instrument for the grade level as

applicable, and the student has passing grades in all subjects and courses taken.

2. All students exited from the ESL program will be monitored throughout the school year by the LPAC for a two-year period following exit from the program. If the student is not academically successful as defined above, the LPAC will recommend the student reenter the ESL instructional program.

VIII. Parental Authority

The parents shall be notified that their child has been classified as limited English proficient and recommended for placement in the ESL program. They shall be provided information describing the ESL program, its benefits to the student and its integration in the school program. The entry of the student into the ESL program must be approved in writing by the student's parent. The parent's approval shall be considered valid for the student's continued participation in the ESL program until the student meets the exit criteria, graduates from high school, or the parent requests a change in program placement. The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the ESL program.

IX. Program Evaluation

The district shall conduct periodic assessments to determine program impact and student outcomes in all subject areas. The ESL instructors complete the annual reports of educational performance. These reports shall reflect the following: periodic assessment and continuous diagnosis in the languages of instruction; the extent to which students are becoming proficient in English; and the number of students who have exited from the ESL program. This information will be sent to the Executive Director of Instructional Services in June of each school year.

ESL Plan

Objective: To identify LEP students and provide appropriate ESL services to students enrolled in ESL program.

Activities	Person(s) Responsible	Resources	Evaluation Measure	Check Points	Date Completed
Home Language Survey given to all parents upon enrollment	Campus Registration Staff	Home Language Survey	Student folder check	End of each semester	
All home language surveys reviewed	Campus Administration or Counselor	Home Language Survey	Review completed within two days of registration	Review completed within two days of registration	
Any survey that indicates a language other than English is spoken by the student or in the home is given to the ESL instructor	Campus Administration or Counselor	Home Language Survey	Within two days of registration	Within two days of registration	
Students are assessed with appropriate instruments to determine fluency in English	ESL Instructor	Assessment instruments (LAS, Pre-LAS)	Within five days of registration	Within five days of registration	
Language Proficiency Committee (LPAC) reviews data to classify students	Counselor, ESL Instructor, Campus Administration	ESL Guidelines, LPAC Manual	LPAC meeting held, minutes of LPAC	Within four weeks of student enrollment	
Parent permission for LEP student's entry in ESL program provided in conference	ESL Instructor, Counselor	ESL Guidelines, LPAC Manual, Program Pamphlet	Placed in student folder	Within one week after LPAC meeting	
ESL students begin instruction in program	ESL Instructor	State Adopted ESL Materials	Lesson Plan Documentation	Periodic check of lesson plans	
Documentation of all actions impacting LEP students kept in student permanent record	ESL Instructor	ESL Guidelines	Admin check folders of LEP students	First six weeks	
LPAC meets to review and monitor student progress	ESL Instructor, Campus Administration, Counselor	ESL Guidelines	Minutes of LPAC	Twice per year	
LPAC trained in ESL procedures	Campus Administration, Counselor, ESL Instructor	ESL Guidelines, LPAC manual	Minutes of LPAC	Annually, beginning of school year	
Evaluation of Program	Campus Administration	ESL Guidelines	Report for Director of Instructional Services	Annually, end of school year	