



English as a Second Language District Plan 2018-19

Cover Page

All districts must have an English as a Second Language (ESL) Service Plan. This plan must be in place whether or not your district currently serves English Language Learners.

Name of district: Scott County Schools

District number: 076

Number of schools: 7

Number of schools with ESL services: 7

Number of schools ELs (L + W + T1 +T2): 4

Number of ESL teachers: 1

Date (mm/dd/yy): 9/18/2018

Name of person completing this form: Kathy Obrusanski

Position of person completing this form: ESL Coordinator



English as a Second Language District Plan 2018-19

Please check district Service Delivery Model(s).

- ESL pull-out programs
- ESL cluster centers to which students are transported from their zone schools
- Resource centers/ESL laboratories
- Newcomer centers
- Push in or inclusion models
- Sheltered content classes
- Content based ESL classes
- Structured immersion classes
- Scheduled ESL class periods

Please briefly list any special circumstances or deviations in your district:

Scott County is a rural community and, according to 2017 data, the total population is nearly 22,000. Ninety-eight percent of the population is Caucasian, and the total minority population is 1.47%. Due to the limited number of ELL students, the district's ELL students are served by one ESL teacher, who also serves as Coordinator. For the 2018-2019 school year, there are four ELL students.

Does your district administer the Home Language Survey (HLS) to each newly enrolled student? **Yes** **No**

Does your district utilize all three of the following required questions?

1. What is the first language this child learned to speak? **Yes** **No**
2. What language does this child speak most often outside of school? **Yes** **No**
3. What language do people usually speak in this child's home? **Yes** **No**



English as a Second Language District Plan 2018-19

Is the first HLS saved in the student's cumulative record? **Yes** **No**

- The HLS is only collected upon initial registration in the school district.

Briefly explain your monitoring procedures.

If a parent answers "yes" to any of the questions on the HLS, each school reports to the ESL Coordinator the names of students who indicate that they may have a need for ESL services. Unless an NELB student has documentation from a previous state or LEA that her or she met the definition of fluent English proficient (FEP), the district assesses all NELB students with the W-APT (screener) to determine whether the student is an EL. Based on the information provided, and as needed, the ESL teacher administers the W-APT to determine the student's placement needs. Results are used to schedule EL services according to State Board Policy 3.207. Parents are officially notified and have the option to refuse services.

The ESL teacher makes an Individual Learning Plan (ILP) for each student based on the placement scores/latest ACCESS 2.0 scores, grade and content state standards, as well as on WIDA Standards. All ELs have an ILP with growth trajectories. Teachers monitor growth through benchmarking, formative assessments, and/or summative assessments every four and a half (4.5) weeks. If an EL is not experiencing the growth expectations identified in his or her ILP, the student receives interventions so she or he may move more rapidly towards English language proficiency. Interventions shall be implemented immediately after the educational team has determined the student is not on the expected growth trajectory. In addition to formative assessment tools, the ESL teacher uses summative assessment tools to track the student's progress.

Monitoring forms are also completed by the classroom teacher for all ELLs and are used to alert the EL teacher of any area(s) of concern. The ESL teacher tracks student academic progress by reviewing grade reports, as well as district formative and state mandated summative assessments. Major test results are placed in the ESL cumulative folder for review.

The ESL Progress Report is completed by the ESL Teacher at the end of the first semester and the Student Status Form is completed at the end of the academic year. The ESL teacher also monitors the progress of all T1 and T2 students at the end of each 9-week grading period. Each active ELL (not transition) student completes ACCESS testing annually. Continuation of ESL services depends largely on the results of this test. However, if a student meets the minimum exit criteria, the district may opt to continue services based upon such factors as the recommendation of ELL and mainstream teachers, administration, and parents.



English as a Second Language District Plan 2018-19

Does the district use TDOE exit criteria for ELs?

Yes No

Does the district use other criteria in addition to the minimum TDOE criteria for exit?

Yes No

Scott County Schools follows the guidelines set forth by the state of Tennessee and WIDA in regard to placement and service recommendation. In addition, our district may opt to continue services although a student has met the minimum state requirements for exit. Per State of Tennessee advising, our district will not exit a Kindergarten student because the literacy factor is in question. A decision will be made at the end of the student's first grade year. Candidates for exiting are reevaluated by the ESL Teacher and Coordinator in each of the four domains. The EL student's mainstream teacher also provides detailed oral and written feedback on the student's progress in each of the four domains. If a student's performance in any one domain is significantly lower than the other domains (even though the composite may be 5.0), the student might not be exited.

Does the district use criteria for reclassification of ELs?

Yes No

A key indicator is the student's performance on mainstream classroom tests, as well as state mandated tests. Should a T1 or T2 student's performance indicate a need for reevaluation, this will be done. Other criteria for reclassifying a T1 to active is the mainstream teacher's feedback, including but not limited to, the ESL Transition Student Form. Additionally, input and observation from the ESL teacher and coordinator are key factors in reclassifying a student.

Please explain the process for monitoring the success of T1 and T2 students?

Every 4.5 weeks the mainstream teacher completes the district's Observation and Monitoring Form for all ELLs, and these are used to alert the EL teacher/ coordinator of any area(s) of concern. In addition, the ESL coordinator monitors T1 and T2 student's state-mandated test scores, other district formal assessments, and grade cards. Oral feedback from invested parties is also considered.

Please briefly explain interventions commonly used for T1, T2 students who are experiencing linguistic difficulties.

If the performance of T1 and T2 students is found to be unsatisfactory, the ESL teacher works in conjunction with the classroom teachers to determine



English as a Second Language District Plan 2018-19

participatory factors and to recommend appropriate alternative interventions. Action steps may include push-in services and/or cooperation with the classroom teacher to create support materials to make the subject content more accessible to the EL. WIDA's Can Do Descriptors are used to assist the teacher. This is in an effort to assist the student's acclimation into the regular classroom. As needed students will be reentered into the EL Program.

Please explain how World-class Instructional Design and Assessment (WIDA) standards are used by ESL teachers.

W-APT and Access tests are administered to determine placement and appropriate service. ESL teachers share WIDA materials and standards including the Strands of Model Performance Indicators, Performance Definitions, and Can Do Descriptors with the mainstream teachers. The ESL teacher integrates these WIDA materials, combined with Tennessee's grade and content standards to create an Individual Learning Plan for each ELL student. These include language goals as well as content goals. If needed, the ESL and mainstream teacher co-develop lessons and units of study with differentiated language and content objectives.

Please explain how non-ESL teachers utilize the WIDA standards.

As mentioned above, the non-ESL teachers are instructed in WIDA strategies including Strands of Model Performance Indicators, and Can Do Descriptors. The ESL and non-ESL teachers co-develop lessons and units of study with differentiated language and content objectives when needed.

Does your district have a hiring plan for evaluating ESL teachers' English language skills in all 4 domains: reading, writing, speaking and listening? **Yes** **No**

<http://www.scottcounty.net/dept-am/federal/esl>

Other comments:

Please upload this plan to ePlan in the LEP related documents for the FY19.

If you have questions, please email Jan.Lanier@tn.gov.