**Elementary Level (Grades: K thru 5th)**



**ESL Program Action Plan**

**Part 1**

**School Profile**

**SY 2010-2011**

**Please provide the following information effective the first day of the school year.**

**1. School Name:**  **Upi Elementary**

1. **School Principal: Beverly San Agustin**
2. **Curriculum Administrator:** **Beverly San Agustin**
3. **ESL Coordinator:** **Femelyne C. Wesolowski**

X

1. **Program Type Pull Out Structured Immersion**

X

X

**Consultation Sheltered Content Other: DI**

|  |  |
| --- | --- |
| **Number** | **SY 2010-2011 Student Population Survey** |
| **809** | Total Number of students enrolled as of the first day of the school year (inclusive of regular students and ESL students) |
| **328\*** | Total number of ESL students (incumbent students plus incoming students from feeder schools) identified as of the first day of the school year (check the R-205) |
| *\*does not include Kindergarten students* | |
| **21\*\*** | Total number of **new** ESL registered – those who are identified ESL for the first time (check Home Language Survey) |
|  | |

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| --- | --- | --- | --- | --- | --- |
| **Number** | **SY 2010-2011 Personnel Survey** | | | | |
| **57** | Total number of teachers (regular and ESL) at school site | | | | |
| **3** | Total number of ESL teachers (only) at school site | | | | |
| **0** | Total number of ESL School Aides | # Locally funded | 0 | #Federally funded | 0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ESL Teacher’s Name | Grade(s) Taught | **Subject Taught** | **Funding Source** Federal Local | | Teacher Status  P C PNC LT | | |
| **Femelyne C. Wesolowski** | **2-3-4-5** | **DI Reading, Language** |  | **X** | **X** |  |  |
| **Marife G. Fernandez** | **4-5** | **DI Reading, Language, Mathematics** | **X** |  | **X** |  |  |
| **Josephine Cruz** | **2-3** | **DI Reading, Language, Mathematics** |  | **X** | **X** |  |  |

PC= Permanent ESL Certified

PNC= Permanent not ESL Certified LT = Limited Term/Contract

##### Guam Department of Education

##### ESL Program Action Plan

##### Part 2a

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

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| **(4) District Goal**  The goal of the Guam Department of Education is to provide students identified as English Language Learners with adequate, appropriate, and equitable educational opportunities so that they are able to attain high levels of English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. |

|  |
| --- |
| (5) School Level Objectives  1. To identify, assess and place students in classes appropriate to their English language level of proficiency.  2. To provide high level language instruction designed to assist students to meet State academic content and student academic achievement standards as all children are expected to meet  3. To monitor and evaluate student progress in a regular and timely manner, at least twice a year, using the Semester Modifications Report, student academic grades, standardized test results, progress reports, portfolios, teachers’ comments and other forms of assessment.  4. To retain, maintain, and update student records inclusive but not limited to the PEP form, Semester Modifications Report Form, Home Language Survey, LAS results, SAT 10 accommodations form, health records, eligibility form, exit forms, and all other documents and correspondence related to the student’s ESL status.  5. To implement parent involvement activities and methods of meaningful communication regarding school-related information for ESL students and parents  6. To participate in at least three professional development opportunities, especially those related to ESL, per year. |

Superintendent’s Initials \_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

##### Guam Department of Education

##### ESL Program Action Plan

##### Part 2b

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

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| --- | --- | --- | --- |
| **(6) Activities**  **Indicate below what your school will do to meet each of the six objectives of the program** | **(7) Timeline** | **(8) Person(s) Responsible** | **(9) Evaluation/Documentation** |
| Objective 1: *To identify, assess and place students in classes appropriate to their English language level of proficiency*   1. Administer LAS Links to students identified as speaking a language other than English through their Home Language Surveys 2. Disseminate results of proficiency levels to DI Coordinators to guide assessment and placement in the reading reform program – Direct Instruction   Objective 2. *To provide high level language instruction designed to assist students to meet State academic content and student academic achievement standards as all children are expected to meet*   1. Service ELLs through DI Reading, Language, Mathematics programs 2. Service ELLS at LAS Level 1 or 2 in a pullout program 3. Modify instruction as necessary to make lessons more comprehensible to ELLs 4. Align adopted content standards to pullout lesson objectives and ESL standards 5. Supplement and/or modify reading and language lessons as needed for ELLs   Objective 3. *To monitor and evaluate student progress in a regular and timely manner, at least twice a year, using the Semester Modifications Report, student academic grades, standardized test results, progress reports, portfolios, teachers’ comments and other forms of assessment*   1. Disseminate Semester Modifications Report at First Quarter and Third Quarter to RCTs 2. Disseminate ESL Progress Reports to ESL teachers at Second Quarter and Fourth Quarter 3. Attempt to compare LAS Levels to DI Reading and Language Levels for SY 2008-2009, SY2009-2010 and SY2010-2011 with sample cohort   Objective 4. *To retain, maintain, and update student records inclusive but not limited to the PEP form, Semester Modifications Report Form, Home Language Survey, LAS results, SAT 10 accommodations form, health records, eligibility form, exit forms, and all other documents and correspondence related to the student’s ESL status.*   1. Request for ESL aide as written in Board Union Contract, November 2006, 5.K.3 and ESL Procedural Manual pp. 24-25   Objective 5. *To implement parent involvement activities and methods of meaningful communication regarding school-related information for ESL students and parents*  See Part 5 of Action Plan  Objective 6. *To participate in at least three professional development opportunities, especially those related to ESL, per year.*   1. Attend Workshops & Conferences as planned by SPC-ESL, GDOE, Upi ES, UOG and /or GCC, IRA and/or PDK | **August-May**  **September – May**  **May**  **August - May**  **1st Qrtr & 3rd Qrtr**  **2nd Qrtr & 4th Qrtr**  **August-May**  **August – May**  **August 2009 and August 2010**  **As scheduled** | **ESL Coordinator**  **ESL Coordinator**  **ESL Teachers**  **ESL Teachers**  **RCTs**  **ESL Teachers**  **ESL Teachers**  **ESL Coordinator**  **ESL Coordinator**  **ESL Coordinator**  **ESL Coordinator with help from Registrar & Computer Tech**  **Principal**  **ESL Coordinators & Teachers** | **Power School:**  **HLS Information**  **LAS Oral & RW Information**  **LAS Links Information**  **ESL Program Type**  **DI Listing w/ LAS Information**  **ESL Progress Reports**  **ESL Progress Reports**  **Semester Modifications Reports**  **ESL Progress Reports**  **Sample pullout lesson objectives / plans**  **Grade level curriculum alignment**  **Record return of reports and provide information to Administration**  **File reports into student cums at end of school year**  **Record of data and summary report of work, electronic and bound**  **Cum folders have ESL forms as necessary for ELLs**  **Letter of Request from ESL Coordinator**  **Attendance Information from providers and/or summary of training or workshops or conferences** |

**Part 3**

**ESL Program Action Plan**

**(1) Program Narrative**

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

1. Provide a **detailed** narrative of your ESL Program. Describe how each applicable program type (sheltered, consultation) is implemented to meet the needs of English Language Learners. *(What is the program type, who does it served and how are they served?)*

**----------------------------------------------------------------------------------------------------------------------------**

For School Year 2008-2009, the stakeholders of Upi Elementary School voted to retain the Direct Instruction Programs for Reading, Language, and Mathematics. As a result, the ESL teachers have been assigned groups of students in Grades 2-5 for each subject area as listed above.

**Sheltered**



Approximately 70% of the students assigned to the ESL teachers are identified as English Language Learners (ELLs). These students who are working directly with ESL teachers are identified as Sheltered as the ESL Program Type because the ESL teachers are responsible for academic grades for Reading, Language, and Mathematics. The students have also scored LAS Oral 1-3 or RW 1-2 or LAS Links Overall 1. Their ESL teachers then use the DI Programs for Reading, Language, and Mathematics along with the necessary strategies to ensure that those lessons are indeed comprehensible for the ELLs.

**Pull Out**

ELLs with LAS Scores of 1 or 2 are grouped by grade level (Grade 2, Grade 3, Grades 2-3, Grade 4, Grade 5, or Grades 4-5) with no more than 5-8 per ESL teacher. ESL teachers will use the Addison-Wesley ESL Program 1992 as a resource to plan for lessons. The Addison-Wesley ESL program is arranged by proficiency level and age of learners. Other resources will include but not limited to content standards and content area teacher editions.

**Consultation**

ELLs not assigned to the ESL teachers are placed on the Consultation program type. Thus, the regular classroom teachers (RCTs) must provide information on lesson modifications and accommodations for the DI programs taught as well as the content areas. This is to be done with the Semester Modifications Report to be completed at the end of first quarter and third quarter.

RCTs in each grade level are also working to align content standards with science and social studies. Once working drafts are available, ESL teachers will work on modifications and accommodations for ELLs.

DI Consultant is working to align content standards with reading and language arts. Once working drafts are available, ESL teachers will have a resource to use when planning for DI lessons and when consulting with RCTs.

**Follow Up**

ELLs who have been identified for Follow Up because of parental waivers or exit or exemption will have reports about their progress submitted with the annual follow up information. These forms will be disseminated at the same time as the Semester Modifications Reports.

**Documentation**

The ESL Coordinator will be responsible for ensuring that the proper forms from the ESL Procedural Manual is distributed in a timely manner so as to have the reports be returned for filing in the students’ cum folders by the end of the school year. Reports will be submitted to the administration to ensure that RCTs complete and submit their forms as requested.

**Part 3**

**ESL Program Action Plan**

1. **Instructional Plan**

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

1. Describe the instructional plan of your ESL Program Type. (*Describe what instructional strategies are used, how they meet the needs of English Language Learners in the different grade levels, how they will improve English proficiency levels, and, how they tie in with your goals and objectives*.)

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**Pullout Instructional Plan**

The Addison-Wesley ESL program (1992) will be used as resource to plan for pullout lessons. The philosophy of the program “features holistic learning and teaching. Concepts, topics, and skills are integrated rather than taught in isolation. Listening, speaking, reading, writing skills – and the all-important ’fifth skill’-critical thinking- are developed in a cyclical rather than linear fashion.” p. ix

Teaching strategies include but not limited to the following:

Total Physical Response

Language Experience / Whole Language

The Natural Approach

Functional-Notional Syllabus

Structural Grammar Lessons

CALLA = Cognitive, Academic Language Learning Approach

Learning strategies include but not limited to the following:

“multi-modal materials” for visual, auditory, kinesthetic learners

CALLA activities

cooperative learning

Some modifications and accommodations include but are not limited to the following:

pictures and realia

word walls or word banks

scaffolding

KWL charts

integration of music and art

literature studies

use of Pacific island legends and myths

use of library books appropriate to proficiency levels

extended wait time

use of sentence frames

**Part 3**

**ESL Program Action Plan**

1. **Program Impact**

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

3. Describe the impact that your instructional strategies will have on: a) the development of English

Language proficiency? b) academic achievement?

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Each item below will help the ELLs to build their vocabulary for the content area topics through use of concrete, hands on materials; connect their experiences to the knowledge to be gained; provide the academic language necessary for each topic; and strengthen their self-confidence as learners.



Total Physical Response

Integrated with music and drama, students will learn words and concepts through physical movement.

Language Experience/Whole Language

Use of children’s literature and their known words will connect what they know to lesson objectives.

Natural Approach

Lessons will be planned based on the baseline proficiency level of the students and what they will need to progress.

Functional-Notional

Lessons will incorporate student interests and possible situations at school, at play, at an assembly, on outings such as the mall, beach, party, etc.

Structural

Lessons will help students understand and master grammar in reading and writing, listening and speaking.

CALLA

Lessons may include content area instruction with strategies such as note-taking, classifying, organizing.

Cooperative Learning

Students will learn how to work together and how to learn from each other.

pictures and realia

provide concrete, hands on experience with actual materials or pictures of topics

word walls or word banks

build vocabulary

scaffolding

KWL charts

use of Pacific island legends and myths

connect the students’ experience to topic

generate interest and motivation to study of topic

integration of music and art

literature studies

generate interest and motivation to study of topic

use of library books appropriate to proficiency levels

provide accessible and comprehensible resources to learn about topic

extended wait time

provide opportunity to process question or request and/or provide opportunity to answer

use of sentence frames

provide structure of English language appropriate to topic or use of topic

connect student’s language to standard English language

**Part 3**

**ESL Program Action Plan**

1. **Support Programs**

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

1. What other programs in your school provide additional support to the ESL Program goals and objectives and how do they support the ESL Program?

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**Direct Instruction Program**

The DI program supports the ESL Program with emphasis on the development of decoding skills and comprehension skills through repetitive, constant and structured practice. This helps the ELLs to practice and soon master the standard pronunciation and sounds of the English language. The program also builds English language vocabulary through classifying and organizing. It also helps students to use standard English with structured practices with phrases and sentences.



**Counselor**

The school counselor becomes an advocate for ELLs and their families when she provides a venue and an opportunity to express their concerns and questions without ridicule or threat. Through her acceptance and firmness, she helps the students and their families to understand school policy and procedures for disciplinary concerns and also for academic concerns, such as the Child Study Team and/or IEP meetings.

**Outreach Program**

The social worker and community aide serve as liasons between home and school to gather information about the student and his home environment; to enforce school policy and procedures regarding attendance and adherence to such; to provide information about government assistance or similar social agencies; and to connect parents and teachers for conferences and meetings as necessary.

**GATE**

The GATE teacher as well as the GDOE GATE after school programs provides opportunities for ELLs to showcase their academic talents as well as their musical and artistic talents through special programs such as a student newsletter, plays, or art shows.

**PTO**

The Parent-Teacher Organization helps parents to be more active in their students’ schools. The PTO organizes the Harvest Carnival and the Spring Carnival to help teachers and parents work together to raise funds for classroom fieldtrips and special events. The PTO provides an opportunity for parents to voice their opinions about school procedures and activities in order to gain information or perhaps to effectuate change and/or understanding.

**Part 3**

**ESL Program Action Plan**

1. **Parent Involvement**

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

1. How does your ESL program encourage or involve parents? What improvements can be made to increase parental involvement in the ESL program?

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A school-wide activity is the school newsletter. A section of the newsletter is sponsored by the ESL Program. Information about the ESL program will be shared with the parents.

The school newsletter will also keep the parents informed about upcoming school events, such as the Harvest Carnival or PTO meetings or Parent-Teacher Conferences. The ESL teachers will highlight these events with their teachers.

Other school-wide activities are holiday assemblies, such as United Nations, Christmas, and cultural assemblies such as the Chamorro Festival, PTO Harvest and Spring Carnivals. The Outreach Program plans to request help from PIRC (Parent Information Resource Center) to translate newsletters and assembly information into Chuukese and/or Pohnpeian.

Parent Share is a combined effort of the Outreach Program and ESL to increase parent awareness of school functions and responsibilities such as registration and attendance of students, parent-teacher conferences, and ideas on how to work with their children on homework and communication. Parent Share is scheduled for the last hour during the Parent-Teacher Conferences and at least one will be attempted before or after the 2nd Parent – Teacher Conference.

**ESL Program Action Plan**

**(6) Program Evaluation**

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

1. How will you determine that your ESL program activities were met and were successful?

How will you know if your instructional strategies worked?

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PEP forms are completed in the cum folders.



Semester Modification Reports are completed and submitted for review and then filed into the cum folders.

Report Cards reflect the academic progress of students in the content areas.

Consulation Record with the RCTs

SAT10 Participation letters are sent home and signed and RCTs provide accommodations as necessary.

Quarterly Summary Reports are submitted to record the progress of testing and identifying ELLs.

Summary of DI placement at the beginning and the end of the school year for reading, language, and mathematics of students serviced by the ESL teachers.

ESL Progress Reports are completed and filed in the cum folders

**ESL Action Plan Checklist**

* CRF
* Quarterly Summary Report
* LAS Links Summary Chart
* *PTEP Goal #1, ESL Coordinator Only*
* Curriculum Alignment of Social Studies and Science per grade level
* Curriculum Alignment of Reading and Language by DI Programs
* ESL Teachers’ Class List
* DI Placement
* Content Area Grades per quarter
* Pullout Lessons Plans
* ESL Progress Reports
* Semester Modifications Reports
* SAT 10 2008-2009 Disaggregated Data
* Instructional Strategies Checklist
* School Newsletter Articles
* Parent Notes translated versions
* Parent Share Agenda
* ESL Strategies Guide for RCTs

**ESL Program Action Plan**

**CHANGE WITH INSTRUCTIONAL PLAN**

**(1)SY: 2010-2011 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

**CHANGE IN PROGRAM SERVICE**

The Pullout Program of the school’s Action Plan will not be implemented this year because of the Direct Instruction schedule and grouping of students for the ESL teachers.

**GROUPING**

Mrs. Josephine Cruz teaches students in Grades 1, 2, and 3 for Reading (RM1 & RM2), Language (LFL & RWA) and Math (CMCB). 26 of her 27 students are English Language Learners.

Mrs. Marife Fernandez teaches students in Grades 4 and 5 for Reading (Dec B2), Language (RWB) and Math CMCB). 23 of her 28 students are English Language Learners.

Mrs. Femelyne Wesolowski teaches students in Grades 2, 3, 4, and 4 for Reading (RM1) and Language (LFL). She works on ESL Coordinator’s tasks between 11:15 AM - 12 PM. All of her students are identified as English Language Learners.

**SCHEDULE**

The attached class schedule shows that [1] Reading, Language, and/or Math times overlap for the multiple grade levels taught and [2] each teacher does not have a prep time, which is normally taken during the grade level’s Chamorro time. The only available “prep time” is 8 – 8:20 AM, which would have been the ESL pullout time.

**ESL Teacher SERVICE of ELLs**

The ESL teachers are already working with ELLs identified as new to an English-speaking school (off-island entry) or LAS Level 1 or 2 (non-proficient/beginning proficiency), both of whom are placed in the beginning levels of the Direct Instruction program. They use the teaching and learning strategies with modifications and accommodations as needed to ensure that the reading, language, and math skills and concepts taught are “comprehensible” to the ELLs.

ELLs placed with the regular classroom teachers are at a “higher” level of the DI programs. Their progress is monitored through the Semester Modifications Reports and Follow Up Forms and consultations as needed.

While it is unfortunate that direct contact with the ESL teachers is not possible with the majority of the school’s ELLs, the ESL teachers are teaching those ELLS with the greatest need for English language instruction and academic instruction in reading, language, and math.

**Regular Classroom Teacher Service of ELLs**

Because more than half of the school population is identified as speaking a language other than English, RCTs must use teaching and learning strategies which will help such students. They were provided with a list of strategies and ideas on working with ELLs which can be incorporated into their direct instruction and content area instruction lessons. A blank copy of the semester modifications report will be provided; it lists all the modifications and accommodations which they can or already use.

**REFERENCE**

ESL Procedural Manual excerpts

(2) SHELTERED LANGUAGE ARTS CLASSES – Elementary: In this direct service program, students are taught by an ESL teacher who makes the appropriate modifications to the regular curriculum to ensure that the material presented is comprehensible to the English Language Learner**.** *pg. 8*

It is important to note that the ESL Coordinator is not overseeing the work of the regular classroom teacher. Rather, he/she is facilitating the process of documenting the presence of the equitable education to which all English Language Learners are entitled. It is the responsibility of the School Principal to ensure compliance of this mandate within the school. *pg.13.*

The ESL coordinator/teacher in the elementary level shall have a minimum of 2 hours of the school day for their ESL coordinator duties. At least one hour of this time should be uninterrupted by other teaching duties. *pg. 24*

GFT Board Union Teacher Contract excerpts

1.B.9 Preparation Period: The non-instructional time during the duty day of the classroom teacher, exclusive of teacher breaks and lunch, which is reserved for subject preparation and is free from other assigned duties.

5.B.6 Each elementary classroom teacher shall have a preparation period of at least twenty (20) consecutive minutes in length. …

**ESL CLASS SCHEDULE 2010-2011**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Grade K-1** | **Grade 2-3** | **Grade 4-5** |
| 7:45 – 8:00 | Beginning | Beginning | Beginning |
| 8:00 – 8:20 | Prep | Prep | Prep |
| 8:20 – 8:30 | Reading | Reading | Reading |
| 8:30 – 8:45 |  |  |  |
| 8:45 – 9:00 |  |  |  |
| 9:00 - 9:15 |  |  | Chamorro Gr.5 |
| 9:15 – 9:30 |  |  | 9:00 – 9:30 |
| 9:30 – 9:45 | *Recess Gr. 1* | *Recess* | *Recess* |
| 9:45 – 10:00 | Language | Language | Chamorro Gr.4 |
| 10:00 – 10:15 | *Recess Gr. K* |  | 9:45-10:15 |
| 10:15 – 10:30 |  |  | Language |
| 10:30 – 10:45 |  |  |  |
| 10:45 – 11:00 | Chamorro Gr. 1 | Math Gr. 2-3 |  |
| 11:00 -11:15 | 10:50-11:10 |  |  |
| 11:15 – 11:30 | *Lunch Gr. K-1* |  | Math Gr. 4-5 |
| 11:30 – 11:45 | *Lunch Gr. K-1* |  |  |
| 11:45 – 12:00 | *Lunch Gr. K-1* |  |  |
| 12:00 – 12:15 | Math Gr. 1 | *Lunch Gr. 2-3* |  |
| 12:15 – 12:30 |  | *Lunch Gr. 2-3* |  |
| 12:30 – 12:45 |  | *Lunch Gr. 2-3* | *Lunch Gr. 4-5* |
| 12:45 – 1:00 |  | Reading | *Lunch Gr. 4-5* |
| 12:45 – 1:10 |  | Chamorro Gr. 2 | *Lunch Gr. 4-5* |
| 1:00 – 1:15 |  | 12:45-1:10 Tue-Fri | *Lunch Gr. 4-5* |
| 1:15 – 1:30 | Reading | Chamorro Gr. 3 | Reading |
| 1:20 – 2:00 |  | 1:15-2:00 T, Thur-Fri |  |
| 1:30 – 1:45 | PE Tue Gr. 1 | PE Wed. Gr. 2  PE Thur. Gr. 3 | PE Health  Gr. 4-5 |
| 1:45 – 2:00 |  |  |  |
| 2:00 – 2:15 | Closing | Closing | Closing |