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



**ESL Program Action Plan**

**Part 1**

**School Profile**

**SY 2013-2014**

**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 2013-2014 Student Population Survey** |
| **844** | Total Number of students enrolled **as of the first day of the school year** (inclusive of regular students and ESL students) |
| *723 have HLS recorded on PS; 277 are identified with English; 446 are identified with lote; 121 are not recorded on PS* | |
| **446\*** | 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 121 Kindergarten or new entries or students without HLS recorded on PowerSchool* | |
| **Not Available\*\*** | Total number of **new** ESL registered – those who are identified ESL for the first time (check Home Language Survey) |
| *\*\*not available from the first day of the school year* | |

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| --- | --- | --- | --- | --- | --- |
| **Number** | **SY 2013-2014 Personnel Survey** | | | | |
| **55** | 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 |
| **2** | Total number of Teacher Assistants assigned to ESL | # Locally funded | 0 | #Federally funded | 2 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ESL Teacher’s Name | Grade(s) Taught | **Subject Taught** | **Funding Source** Federal Local | | Teacher Status  P C PNC LT | | |
| **Femelyne C. Wesolowski** | **3** | **English Language Arts**  **Math** |  | **X** | **X** |  |  |
| **Marife G. Fernandez** | **4-5** | **English Language Arts**  **Math** | **X** |  | **X** |  |  |
| **Anne Cummings** | **2** | **English Language Arts**  **Math** |  | **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: 2013-2014 (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. |

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| (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: 2013-2014 (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. Request results of DIBELs, AIMSweb, and SAT10 assessments from Curriculum Coordinators and or Counselor to determine appropriate placement in ESL classes for ELA and Math   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 ELs through DI Reading, Language, Mathematics programs and use of Common Core State Standards for ELA and Math 2. Modify instruction as necessary to make lessons more comprehensible to ELs 3. Provide RCTs & school personnel with ESL tips and or presentations   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. Conduct Consultation Meetings with Grade Level Teachers as assigned   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. Input 2012-2013 SAT10 scores into Power School for ELs   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**  **October**  **January**  **May**  **August - May**  **August - May**  **September - May**  **1st Qrtr & 3rd Qrtr**  **September-May**  **August – May**  **October - December**  **As scheduled** | **ESL Coordinator &**  **Teachers**  **ESL Coordinator**  **ESL Teachers**  **RCTs**  **ESL Coordinator Teachers**  **ESL Coordinator**  **ESL Teachers**  **ESL Coordinator with help from assigned TAs**  **ESL Coordinator**  **with help from assigned TAs**  **ESL Coordinators & Teachers** | **Power School:**  **HLS Information**  **LAS Oral & RW Information**  **LAS Links Information**  **ESL Program Type**  **DIBELs results**  **AIMSweb results**  **SAT10 results**  **Mid-quarter Progress Reports**  **Quarter Report Cards**  **Semester Modifications Reports**  **ESL tips worksheets or presentation formats**  **Record return of reports and provide information to Administration**  **Submit Consultation Log**  **digital or paper**  **Cum folders have ESL forms as necessary for ELs**  **SAT 10 scores from Counselor / Ready Results**  **Attendance Information from providers and/or summary of training or workshops or conferences** |

**Part 3**

**ESL Program Action Plan**

**(1) Program Narrative**

**(1)SY: 2013-2014 (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?)*

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**Sheltered**



The students assigned to the ESL teachers are identified as English Language Learners (ELs). These students who are working directly with ESL teachers are identified as Sheltered under the ESL Program Type because the ESL teachers are responsible for academic grades of Reading, Language, and Mathematics.

The students have also scored LAS Oral 1-3 or LAS Links Overall 1-2-2 or LAS Links Placement NP0-3 or AP. Their ESL teachers then use the DI Programs for Reading, Language, and Mathematics or plan lessons based on the Common Core State Standards for English Language Arts and Math. The ESL teachers plan lessons with instructional strategies to ensure that standards are indeed comprehensible for the ELs.

The Sheltered Instruction Observation Protocol or SIOP is the preferred format of instructional planning and delivery. ESL teachers will incorporate the two significant elements of SIOP – use of content objectives and language objectives – in their lesson planning.

**Consultation**

ELs 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 all 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.

**Follow Up**

ELs 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 based on their date of waiver, exit or exemption.

**Documentation**

The ESL Coordinator will be responsible for ensuring that the proper forms from the ESL Procedural Manual are distributed in a timely manner so that reports returned can be filed 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: 2013-2014 (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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**Combination of Direct Instruction Program and Common Core State Standards**

The RCTs were given a list of students eligible for the ESL program. SY2012-2013 RCTS made recommendations for this current school year and SY2013-2014 RCTS confirmed most of the students.

Students serviced by the ESL teachers are in Grades 2, 3, 4, 5 who are two or more grade levels below the benchmark for reading and math. ELs in Grades K – 1 use the early reading, language, and math programs with their regular classroom teachers. Their progress is monitored using the Semester Modifications/Accommodations Reports and or Consultation.

Each grade level has planned which ELA and Math standards will be taught during each quarter. ESL teachers have received the proficiency levels of their students. ESL lessons are designed using the proficiency level and the pacing of the Common Core State Standards.

Resources include but are not limited to the Direct Instruction Program materials for the development of reading, language, and math skills for Upi ES ELs. The Houghton Mifflin Reading Handbook of Instructional Strategies for ELs and the Houghton Mifflin Lessons in Literacy will be used as resources to introduce skills or strategies, additional or new ideas, re-teach or review or reinforce particular skills or strategies.

*The Pull Out/Push In Formats during content time may be attempted but dependent on RCTs requesting for assistance in this format.*

Other teaching strategies include but not limited to the following:

Total Physical Response

Language Experience Approach

Grammar Lessons

Learning strategies include but not limited to the following:

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

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

extended wait time

use of sentence frames

**Part 3**

**ESL Program Action Plan**

1. **Program Impact**

**(1)SY: 2013-2014 (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 ELs 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.



Houghton Mifflin Resources

Provides teaching and learning strategies for standard use across the district’s elementary schools

Total Physical Response

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

Language Experience

Use of children’s literature and their known words will connect what they know to lesson objectives. Lessons may include content area instruction with strategies such as note-taking, classifying, organizing.

Grammar Lessons

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

Cooperative Learning

Students will learn how to work together and how to learn from each other with teacher directed activity.

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

Direct Instruction Program Resources

The DI program resources supports the ESL Program with emphasis on the development of decoding skills and comprehension skills through repetitive, constant and structured practice. This helps the ELs 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 using phrases and sentences.

**Part 3**

**ESL Program Action Plan**

1. **Support Programs**

**(1)SY: 2013-2014 (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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**Professional Development Committee and Common Core Cadre**

The members of these groups provide mini-workshops during Professional Learning Community meetings on Thursdays during the grade level prep periods, at monthly faculty meetings, on Professional Development Days. These mini-workshops include best practices for each grade level, literacy strategies, understanding and implementation of the Common Core State Standards. As a member of the PD Committee, the ESL Coordinator has provided a lesson plan format with reflection questions and ideal strategies when planning lessons for ELs.

**Counselor**



The school counselor becomes an advocate for ELs 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.

**Parent-Family-Community 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 provides opportunities for ELs to showcase their academic talents as well as their musical and artistic talents through special programs through plays or with the student choir.

**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.

**Migrant Learner Study**

RA3 group from CEDDERS has provided an opportunity for Upi Elementary School teachers to examine how students from the Micronesian islands learn. Using the SIOP form, teachers have volunteered to observe ELs in the regular classroom. The data will be compiled by RA3 members and results will be analyzed to discover best teaching and learning practices for ELs enrolled in Guam schools.

**Part 3**

**ESL Program Action Plan**

1. **Parent Involvement**

**(1)SY: 2013-2014 (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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One school-wide activity is the school newsletter. Information about the ESL program will be shared with the parents beginning in October.

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

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.

Parent Share is an opportunity for parents to connect with Upi ES teachers, to learn how to best help their children and to understand school procedures. The Parent-Family-Community Outreach Program organizes the event during or after the Parent Teacher Conferences.

TRUST was introduced to Upi ES by Mrs. Marife Fernandez. Teachers and staff volunteer to sponsor students who had been identified by faculty or staff as needing support for school supplies, uniforms, and participation in school events. Parents give permission for their children to participate in TRUST.

**ESL Program Action Plan**

**(6) Program Evaluation**

**(1)SY: 2013-2014 (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



RCTs provide accommodations as necessary and recorded with the Semester Modification Accommodation Reports. The Semester Modification Accommodation Reports are then submitted for review and then filed into the cum folders. Concerns are addressed with the RCTs as needed.

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

Consultation Record with the RCTs note concerns and ideas addressed by RCTs and ESL teachers

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

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

ESL Progress Reports are completed and filed in the cum folders

Presentations by ESL teachers will be summarized and submitted electronically to the SPC-ESL at the end of the school year

**ESL Action Plan Checklist**

* CRF
* Quarterly Summary Report
* LAS Links Summary Chart
* ESL Teachers’ Class List / Schedule
* Content Area Grades per quarter
* Pullout Lessons Plans
* ESL Progress Reports
* Semester Modifications Reports
* Instructional Strategies Checklist
* School Newsletter Articles
* Village Meeting Schedules
* ESL Strategies Guide for RCTs
* ESL presentation schedule and participation summary