**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 |