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

 **ESL Program Action Plan**

 **Part 1**

 **School Profile**

 **SY 2011-2012**

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

X

X

 **Consultation Sheltered Content Other: DI**

|  |  |
| --- | --- |
| **Number** | **SY 2011-2012 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) |
|  |

|  |  |
| --- | --- |
| **Number** | **SY 2011-2012 Personnel Survey**  |
| **57** | Total number of teachers (regular and ESL) at school site |
| **3** | Total number of ESL teachers (only) at school site |
| **1** | Total number of ESL School Aides | # Locally funded |  0 | #Federally funded |  1 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ESL Teacher’s Name | Grade(s) Taught | **Subject Taught** | **Funding Source**Federal Local | Teacher StatusP 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: 2011-2012 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

|  |
| --- |
| **(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 Objectives1. 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 meet3. 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: 2011-2012 (2) School: Upi Elementary (3) Coordinator: F. C. Wesolowski**

|  |  |  |  |
| --- | --- | --- | --- |
| **(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 inform regarding 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 ELs through DI Reading, Language, Mathematics programs
2. Service ELS at LAS Level 1 or 2 in a pullout program
3. Modify instruction as necessary to make lessons more comprehensible to ELs
4. Align adopted content standards to pullout lesson objectives and ESL standards
5. Supplement and/or modify reading and language lessons as needed for ELs

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. Conduct Consultation Meetings with Grade Level Teachers as assigned
4. 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. Input SAT10 scores into Power School for ELs for SY2010-2011

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 PlanObjective 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****September-May****August-May****August – May****October - December****As scheduled** | **ESL Coordinator &****Teachers****ESL Coordinator****ESL Teachers****ESL Teachers****RCTs****ESL Teachers****ESL Teachers****ESL Coordinator****ESL Coordinator****Mrs. J. Cruz Grade 2-3****Mrs. M. Fernandez****Grades 4-5****Mrs. F. W.****Grades K-1****ESL Coordinator****ESL Coordinator with help from ESL Aide & Techers & Upi Computer Tech****ESL Coordinator with ESL Aide****ESL Coordinators & Teachers & AIde** | **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 with assistance from ESL Aide & Teachers****Submit Consultation Log****digital or paper****Record of data and summary report of work, electronic and bound****Cum folders have ESL forms as necessary for ELs****SAT 10 scores from Counselor/RPE****Attendance Information from providers and/or summary of training or workshops or conferences** |

**Part 3**

 **ESL Program Action Plan**

**(1) Program Narrative**

**(1)SY: 2011-2012 (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.

**Sheltered**

Approximately 90% of 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 RW 1-2 or LAS Links Overall 1. Their ESL teachers then use the DI Programs for Reading, Language, and Mathematics along with instructional; strategies to ensure that those lessons are indeed comprehensible for the ELs.

**Pull Out**

ELs 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 Houghton Mifflin Lessons to Literacy Kits as a resource to plan for lessons. The HM Lessons to Literacy are arranged by proficiency level and grade level. Other resources will include but not limited to TESOL standards, content standards, curriculum alignment developed by Upi ES RCTs and content area teacher editions.

**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 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.

In SY 2010-2011, Upi ES RCTs in each grade level have completed alignment of content standards with science and social studies texts. ESL teachers will work on modifications and accommodations for ELs.

Upi ES RCTs are 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**

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 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: 2011-2012 (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*.)

--------------------------------------------------------------------------------------------------------------------------

**Pullout Instructional Plan**

The Houghton Mifflin Reading Handbook of Instructional Strategies for ELs will be used to “provide teachers with materials and approached designed to help English language learners develop English proficiency and fluency….” (Handbook, pg. 8) The Houghton Mifflin Lessons in Literacy provides “targeted skill and strategy instruction” (Teacher’s Guide, pg. 5) to introduce skills or strategies, additional or new ideas, re-teach or review or reinforce particular skills or strategies.

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

use of library books appropriate to proficiency levels

extended wait time

use of sentence frames

**Please note that the Pull Out Format is dependent on DI schedule. Each ESL teacher is assigned multi-grades to teach Reading, Language, Math which means lunch and prep times are limited or not available in order to accommodate the lunch and Chamorro schedules of each grade level.**

**Part 3**

**ESL Program Action Plan**

1. **Program Impact**

**(1)SY: 2011-2012 (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?

-----------------------------------------------------------------------------------------------------------------------------------------

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, 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.

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: 2011-2012 (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?

-----------------------------------------------------------------------------------------------------------------------------------------

**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 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.

**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 as well as the GDOE GATE after school programs provides opportunities for ELs 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.

**Professional Development Days**

The ESL Team presented a workshop “ESL Reflective Practices” for Upi ES teachers on September 19, 2011. The workshop content objectives were [1] Evaluate the process used in choosing and using strategies with English Learners (Els) and [2] Understand the use of content objectives and language objectives in preparing lessons. The workshop language objectives were [1] Discuss ideas with a partner on choosing strategies that will help ELs understand the content objective of lessons and [2] Write with a partner/small group a language objective that corresponds with a content objective. RCTs reflected on effectiveness of cooperative learning strategies and were also encouraged to include language objectives with their content area lessons through the semester. A followup presentation will be conducted in February 2012 with more practice on writing language objectives for given content objectives, in particular those areas outlined in the SY 2010-2011 science and social studies curriculum alignment completed by the RCTs.

**Part 3**

**ESL Program Action Plan**

1. **Parent Involvement**

**(1)SY: 2011-2012 (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?

------------------------------------------------------------------------------------------------------------------------

A school-wide activity is the school newsletter. Information about the ESL program will be shared with the parents beginning in November.

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.

Beginning the second semester of SY 2009-2010 and continuing through SY 2010-2011, Parent Share served as 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 was scheduled for the last hour during the Parent-Teacher Conferences of the stated years.

For SY 2011-2012, Parent Share will be phased out from the school site and move into the attendance areas of the school. Last year’s Parent Share was coordinated by Mrs. Josephine Cruz, ESL teacher for Grades 1, 2, 3 with presentations from the other ESL teachers. This school year, she will coordinate the Village Outreach. All teachers from Upi ES will be invited to participate in the meetings at the attendance site. ESL teachers will assist with presentations and PFC Outreach will assist with scheduling, distribution of donations. One meeting per semester will be attempted for this school year.

For SY 2011-2012, TRUST has been introduced to Upi ES by Mrs. Marife Fernandez. Teachers can volunteer to sponsor a student who has been identified by faculty or staff as needing support for school supplies, uniforms, and others.

 **ESL Program Action Plan**

**(6) Program Evaluation**

**(1)SY: 2011-2012 (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?

--------------------------------------------------------------------------------------------------------------------------------------------

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 ELs.

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
* Village Outreach Agenda
* ESL Strategies Guide for RCTs