

Buchanan County Public Schools

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Division-Wide Plan for Language Instruction of Limited English Proficient (LEP) Students Title III, Section A

Program Overview:

Buchanan County Public Schools' Language Instruction Program for Limited English Proficient Students will concentrate on the following areas of academic skills development in order to meet No Child Left Behind goals:

- Student Instructional Services
- Proficiency Testing
- Developmental skills to incorporate math, science, and history across the curriculum
- Training for classroom teachers
- Providing a safe and drug-free school environment conducive to learning
- An out-reach program for parents

The Buchanan County Limited English Proficient Student Program will use research-based language instruction philosophy, research-based math, history, and science programs in conjunction with visual aids for the utilization of vocabulary learning enhancement and curriculum development activities. There will be a continued use of interactive software to engage students in active learning and to improve in all areas of language development through individualized instruction. Students will be expected to do regular reading at home in English to improve their silent reading skills in order to become more proficient independent readers.

We will use either the Woodcock-Munoz assessment test or the WIDA W-APT assessment test to determine the language proficiency level of each LEP student who enrolls in Buchanan County Public Schools. Curriculum will be tailored to meet each student's individual needs and to assure overall academic success and skills development. Our ESL teacher will prepare an individual plan of instruction for each LEP student in our school district. A copy of this plan will be kept in the student's cumulative file.

Student progress will be measured by using classroom assessment and the newly adopted World-Class Instructional Design and Assessment (WIDA) ACCESS for ELLs test. The status of SOL testing for the county's LEP students will be determined by the ESL teacher, principals, and counselors together with our Title III coordinator and content teachers. Principals will ensure that all LEP students are permitted the allowable accommodations and exemptions on the SOL assessment. In order to track the progress of our LEP students, the principal and/or the guidance counselor of each school will be required to send a copy of each Report Card and all SOL test results (once the results are in) within fourteen days to the Title III Coordinator of Buchanan County Public Schools.

Training for classroom teachers will be an important part of Buchanan County's LEP student program. Our ESL teacher will be involved in mainstream instruction on a daily basis, as efficient cooperation of all teachers involved in this task is an indispensable component of our efforts. Classroom teachers will be provided workshops to enable them to recognize the needs of LEP students. Additionally, we will update them with best practices in order to enhance their professional repository. We will also seek WIDA professional development programs, and participate as often as possible. In teaching our LEP students, we will apply the "Content-Based ESL" method, a research-based instruction philosophy. Since our LEP students will be taught ESL on a one-on-one basis, we will be able to accommodate their ESL instruction to meet their mainstream classroom needs, such as assisting them with preparing for tests, re-teaching concepts, and focusing on content vocabulary. This process will promote a smooth acquisition of academic language and content knowledge.

The parent outreach programs will involve the LEP students and their parents. It is the belief of Buchanan County Public Schools that parental involvement is necessary and essential for students to achieve successful learning and learning experiences. Faculty and staff in Buchanan County Public Schools will be available to act as liaison to parents. Teachers will keep parents informed and assist them in taking part in their child's educational process and progress through organized programs, such as Parents' Nights, and ad-hoc meetings. This will provide productive teacher-principal-parent communication.

Coordination of Services

Transition from Early Childhood to Kindergarten:
Buchanan County Public School's Kindergarten and Pre-School teachers and Buchanan County's Head Start teachers will work cooperatively to assure that all parties know about each other's program. They will collaborate and make sure that the transition is smooth and successful. Orientation sessions will be provided ensure students and their parents are familiar with and prepared for a successful transition to the next program.

Comprehensive Remedial Education

Title VI, Part 2, Subpart B funds are used to fund remedial reading and math programs in all elementary schools in Buchanan County. Teachers in this program work cooperatively with classroom teachers to ensure that needy students are served in a manner that is consistent and comprehensive. Title III, Part A funds will be used to help fund materials and supplies to work with needy students for whom English is not their primary language and to assist with related achievement problems.

Coordination of Integration Programs Designed to Address Safe and Drug-Free School Issues

Title IV, Part A funds assist with the Drug Court Program expenses to promote safe schools and drug-free environments. Alternative Education Programs are funded (in part) by state and local funds. Vocational Programs are a key component of the education of students in this category. Adult Education provides GED Test Prep software for this program and works closely to ensure a smooth transition for needy students into their program. Additional Alternative Education Program expenses (personnel, support staff, etc.) will be funded by local funds. The county supports many incentive programs designed to encourage better attendance, reward academic progress and celebrate excellence. Necessary counseling and collaboration for students in these programs is supported by the school system. Buchanan County School Personnel work closely with the Sheriff's Department, the Juvenile and Domestic Court Officials, and the Department of Social Services to ensure a coordinated program.

Instructional Technology

Title II, Part D funds assist with the purchase of instructional technology for use in our classrooms. E-Rate discounts allow for telecommunication opportunities (particularly broadband Internet access) that would not be affordable otherwise. State VPSA funds provide essential resources to create, maintain, and enhance instructional technology networks, workstations, and software. Local instructional technology allocations enable us to provide for specific needs that might not be addressed by other sources and to match grant requirements.

Coordination of Funds and Personnel Support Programs for Targeted Subgroups

Title I Part A special education and classroom teachers are members of child study teams. Title VI Part 2, Subpart B is SOL Remediation funds. Student achievement awards, instructional material allocations, and professional development for teachers and staff are funded by I A, II A, VI B, and local funds. Our ESL coordinator and ESL teacher in coordination with administrators and content-area teachers of each pertinent school will make use of any Title III budget funds. Also, we are entitled to use Title I. funds to meet our goals.

Measurable Objectives

- **Measurable Objective 1**

During the 2009-2010 school year, LEP students will be expected to progress from one proficiency level to the next in reading/ language arts as evidenced by SOL tests and/or WIDA. LEP students will demonstrate AYP progress in reading/language arts for NCLB. The Southwest Virginia Title III Consortium will be involved in this objective.

Scientifically based research services and activities will be implemented and supported by the requested funds to achieve the objective in all main areas of ESL instruction.

- **Measurable Objective 2**

During the 2009-2010 school year, LEP students scoring at the proficiency level on the SOL math assessments will show progress. LEP students will demonstrate AYP progress in math for NCLB. The Southwest Virginia Consortium will be involved in this objective.

Five Dimensions of Mathematical Proficiency will be utilized: Conceptual Understanding, Procedural Fluency, Strategic Competency, Adaptive Reasoning, and Productive Disposition.

- **Measurable Objective 3**

By the end of the 2009-2010 school year, LEP students will demonstrate progress in acquiring English language proficiency as demonstrated by taking WIDA "Access for ELLs" and by moving from one English language proficiency level to the next. The Southwest Virginia Title III Consortium will be involved in this objective.

The “Content-Based ESL” philosophy will be incorporated in the methods and techniques that teachers will use to help English Language Learners understand and acquire the English language skills needed to be reclassified to a non-LEP status.

- Measurable Objective 4

Our ESL professional will be “highly qualified” as indicated by transcripts. In-services offered by the local division provide re-certification points. (All in-services are based on scientifically based research models). The Southwest Virginia Title III Consortium will be involved in this objective.

- Measurable Objective 5

During the 2009-2010 school year, LEP students will make benchmark scores on the science and history SOL testing.

The “Content-Based ESL” philosophy will be incorporated where appropriate in methods and techniques that teachers can use to help ELLs understand and acquire the English language skills needed to be reclassified to non-LEP.