

ESL Program Introduction

Mission Statement

Our purpose is to help English language learners to:

1. learn English as quickly as possible through meaningful English as a Second Language (ESL) instruction,
2. succeed academically and socially, and
3. adjust to the culture of the United States.

Program Objectives

1. Students will attain full English proficiency, gaining one proficiency level each year as measured by ACCESS for ELLS (Assessing Comprehension and Communication in English State-to-State for English Language Learners).
2. Students will achieve grade level academic performance as measured by the Virginia Standards of Learning assessments.

Who is enrolled in the English as a Second Language Program?

Students attending Montgomery County Public Schools whose first and/or home language is not English may, based on an English language proficiency assessment, qualify to participate in the ESL (English as a Second Language) Program. Students who qualify need support in learning English in order to function socially and academically. National research shows that LEP students may suffer repeated failure in the classroom falling behind a grade, and dropping out of school if they are not provided services to overcome language barriers.

Typically, within the MCPS student population approximately 30 different languages are spoken. Spanish is the most identified home language comprising 35% of the student population identified as having a language other than English spoken in the home.

All public schools are, therefore, required by Title VI of the Civil Rights Act of 1964 to identify and serve Limited English Proficient (LEP) students.

What is the Definition of LEP?

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the No Child Left Behind Act of 2001. [P.L. 107-110, Title IX, Part A, Sec. 9101, (25)] An LEP student is classified as one:

- (A.) who is aged 3 through 21;
- (B.) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C.) (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant

OR

- (ii.) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
- (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

- (iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- (D.) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii.) the opportunity to participate fully in society.

What is the Definition of an Immigrant Student?

It is likely that many LEP students are also immigrants. Under Title III of the No Child Left Behind Act, "immigrant children and youth" include those individuals who are aged 3 through 21, who were not born in the United States and who have not been attending one or more schools in any one or more states for more than three full academic years. Immigrant children may be confronted with unique linguistic, acculturative, psychological and socioeconomic challenges in their daily lives.

How many MCPS students are identified in these groups?

Year	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Immigrant and Youth		159	161	168	143	125	150	156	158	116	132	169	75
LEP Students Receiving Services		205	219	211	232	188	148	167	201	230	211	227	232

How is a student's English proficiency determined?

The Division is required to have procedures for identifying students. See *MCPS English as a Second Language Program Identification*.

How are identified LEP students served?

Identified LEP students spend most of their day mainstreamed in age-appropriate classes. Montgomery County Public Schools is an inclusive school division. Sub-group populations such as students identified to receive special education, Title I/Remedial Reading, Title III, and gifted and talented services may be clustered in groups of 5-8 students in general education classrooms and provided specialized services through either a pull-out or a push-in model of instruction. See *Overview of ESL Program Models*. In addition to receiving specialized services, all students participate in the MCPS comprehensive literacy and mathematics approaches to enhance achievement for all students.

Comprehensive Literacy

MCPS elementary comprehensive literacy program is based on balanced literacy. Core instruction is built on the reading blocks of modeled reading, word work, small-group reading instruction and student engaged reading and the writing blocks of modeled writing, writing workshop, content area writing, and visualizing/representing. Reading and writing blocks rest on the underpinning of oral language development. Curriculum extension and initial intervention are part of ongoing differentiated classroom instruction. MCPS classroom teachers have the resources to teach and have been trained in The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI). LLI is a small-group, intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.

The Division's middle school literacy framework includes the following five literacy bands: extension, core, supplemental, recovery, and across the curriculum. Bands are not mutually exclusive. All students are enrolled in the core English classes with a curriculum based on the Virginia Standards of Learning. Students in these classes may have the curriculum extended through differentiated class assignments that require the complex application of content and/or advanced and extended resources and/or independent studies. Students may also have core literacy instruction supplemented through participation in a READ 180 intervention reading class. Recovery students are those students whose reading competence requires more severe intervention. They participate in the System 44 intervention program. As part of ongoing and school-wide literacy development, middle schools set across-the-curriculum goals for the use of common instructional strategies that support 1) learning/reading within the content area, 2) vocabulary/concept development, 3) writing to learn and to communicate thinking, and 4) visual literacy skills such as representing information using graphic organizers and reading charts, diagrams, formulas, web pages, and graphics.

High school courses offer students a variety of challenge levels and intervention opportunities. In addition to English 9 and 10, students may enroll in a ninth or tenth grade intervention classes paired with English 9 or 10. As an alternative to English 9 and 10, students may enroll in honors 9 or 10 classes. Students who are behind their high school cohorts may be eligible to participate in Project AIM which is virtually delivered instruction. All English 9 and 10 courses are taught based on the Virginia Standards of Learning. Beginning in 11th grade students may choose to participate in Advanced Placement and Dual Enrollment courses. A secondary English Course Map clarifies how students may move across the variety of courses available.

Comprehensive Math Program

The MCPS comprehensive math program balances factual knowledge, procedural fluency, and conceptual understanding. Instruction consistently provides opportunities for problem solving, reasoning and proof, communication, identifying connections, and creating representations of mathematical ideas. Instructional decisions are guided by formative assessment data to ensure that all students receive a high-quality mathematics education that includes necessary intervention and extension for all learners. The [MCPS Mathematics](http://www.mcps.org/departments/curriculum_pages/math) (http://www.mcps.org/departments/curriculum_pages/math) home page provides a wealth of resources to support the informed use of adopted textbooks; the development of knowledge, skills, and processes of Virginia Standards of Learning; and the implementation of ongoing assessment to inform instruction. The progression through high school credit courses is guided by a secondary Math Course Map.

All services are designed to enable ELL students to work toward the same academic standards as all other students. Classroom teachers and ESL specialists collaborate to provide instruction based on Virginia Standards of Learning and WIDA English Language Proficiency Standards

Who serves students identified as LEP in Pull-out Settings?

Identified LEP students may qualify for multiple services. Based on each program's identification guidelines, identified LEP student may qualify for special education/504, gifted, and/or Title I/Remedial Reading services and be taught by the specialists who deliver those services.

Students who participate in the MCPS ESL Program are served by certified ESL teachers in their home schools.

2015-2016 ESL Certified Staff and School Assignment

	Auburn Strand		Blacksburg Stand		Christiansburg Strand		Shawsville Strand	
Elementary	Auburn	Suzanne Verdu	Gilbert Linkous	Tacey Apisa	Belview	Bonnie Frazier	Eastern Montgomery Elementary	Rhonda Bonet
			Harding Avenue	Tecla Trossel-Hover	Christiansburg Primary	Bonnie Frazier		
			Kipps	Tacey Apisa	Christiansburg Elementary	Bonnie Frazier		
			Margaret Beeks	Grace Carpenter	Falling Branch	Bonnie Frazier		
Prices' Fork	Grace Carpenter							
Middle	Auburn Middle	Suzanne Verdu	Blacksburg Middle	Suzanne Verdu	Christiansburg Middle	Bonnie Frazier	Shawsville Middle	Rhonda Bonet
High	Auburn High School	Suzanne Verdu	Blacksburg High School	Suzanne Verdu	Christiansburg High School	Tecla Trossel-Hover	Eastern Montgomery High School	Rhonda Bonet

What records are maintained for students identified as LEP?

In addition to maintaining POWERSCHOOL data as required by the MCPS Technology and Assessment offices to meet state and federal assessment and reporting, ESL teachers maintain a paper White ESL folder that is part of the student's cumulative folder. The ESL White folder contains documentation and parent letters regarding the ESL program: identification, placement, assessment, ESL plan, exiting, and monitoring.

How do students exit the ESL program?

Beginning with the 2008-2009 school year, MCPS is required by the Commonwealth of Virginia to use the English language proficiency assessment ACCESS for ELLs[®] to determine the English language proficiency for Limited English Proficient (LEP) students. Students exit the program when they are assessed to be proficient.

- K students are considered proficient when they have an Accountability Proficiency Score and a Composite Score and Literacy Score of 5.0 or above on the ACCESS for ELLs[®].
- 1-12 students are considered proficient when they attain a score of 5.0 or higher in both Composite Proficiency Level and Literacy Proficiency on Tier C of the ACCESS for ELLs[®].

In order to ensure that exited students continue to achieve academically as expected, sustain grade-level/course performance is monitored through consult services provided by the ESL teacher. Consult services may include any of the following:

- reviewing grades, reading level assessment reports, and division benchmark scores
- consulting with classroom teachers
- providing schedule intervention as needed