

# District Plan

## English as a Second Language 2013-14

You can expand the rows if you need more space for explanations. Click or tab from field to field.

Name of District:

District Number:  Date (m/d/yy):

Number of Schools:  Number of ELL Teachers:

Number of Schools with ESL services:  Number of ELs (L + W + T1 + T2):

Name of Person completing this form:

Position of Person completing this form:

All districts must have English as a Second Language Service Plan. This plan must be in place whether or not your district currently has english language learners.

Please choose your Service Delivery Model. Check all which apply:

- ESL pull-out programs
- ESL cluster centers to which students are transported from their zone schools
- Resource centers / ESL laboratories
- Newcomer centers
- Push-in or inclusion models
- Sheltered content classes
- Content based ESL classes
- Structured immersion classes
- Scheduled ESL class periods

Please briefly list any special circumstances or deviations in your district:

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Please check any of the following which apply to your district:

Yes  
 Yes

No  
 No

Does your district administer the Home Language Survey (HLS) to each newly enrolled student?

Does your district use the 3 required questions?

1. What is the first language this child learned to speak?
2. What language does this child speak most often outside of school?
3. What language do people usually speak in this child's home?

Yes  
 Yes

No  
 No

Is the first HLS saved in the student's cumulative record?

Is there a history of development milestones, education and health issues collected from the parent or guardian at enrollment?

The State of Tennessee requires a comprehensive score of 4 or 5 on the ELDA for an ELL to exit services.

Does your district comply with this policy?

Yes

No

Does your district have other criteria for ESL exit?

Yes

No

If yes, please describe the other criteria used for exit.

Are all T1, T2 students monitored regularly?

Yes

No

Please briefly explain your monitoring procedures:

Each grading period, Teachers of T1 & T2 students are given a form to complete to monitor their progress. If they are not successful, a meeting will be called and a determination of additional ESL services is considered and determined.

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Please list interventions commonly used for T1, T2 students who are experiencing linguistic difficulties:

Simplified language, modified grading, simplified assignments, read aloud documents.

Does your district have a hiring plan for evaluating ESL teachers' English language skills in all 4 domains: reading, writing, speaking and listening?

Yes

No

Is it published:

Yes

No

If yes, where is it and please list the website if applicable.

Please describe your process.

Literacy in English - Literacy is inclusive of the reading and writing domains requirement for assessing teachers.

Demonstration of Literacy in English: Procedures

- Teachers who possess a Tennessee teaching license fulfill the requirement for literacy in English.
- Any teacher who does not hold a Tennessee teaching license but who has received a Bachelor's degree from a college or university where the language of instruction was English fulfills this requirement for literacy in English.

Fluency in English - Fluency is defined as having oral proficiency in English that consists of comprehension and production. Production is defined as accurate and efficient oral communication using appropriate pronunciation, intonation, grammar, and vocabulary in an interactive professional

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Are you implementing the Common Core State Standards and interweaving them with ESL standards?

Yes

No

If yes, please describe.

ESL teachers have received the common core training and are using the strategies in their lesson. Language development enhances the Reading program and supports the common core.

Are you implementing the 2012 Amplified WIDA Standards?

Yes

No

Other comments:

Please "save as" and submit the saved copy electronically to [Jan.Lanier@tn.gov](mailto:Jan.Lanier@tn.gov).