

# Harvey SD 152: English Language Learners SY 17-18

**Bilingual Program Director: Vanessa Figueroa**

### Illinois Definition of an English Learner:

“Any student in PreK, K, or any of grades 1-12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

- a) the ability to meet the State's proficient level of achievement on State assessments;
- b) the ability to successfully achieve in classrooms where the language of instruction is English; or
- c) the opportunity to participate fully in the school setting.”

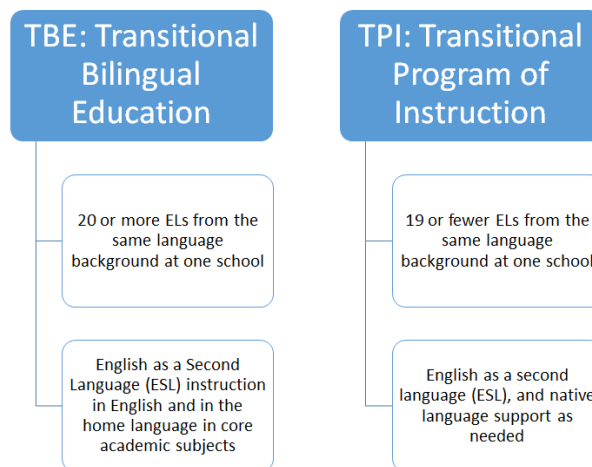
**Note: New Re-classification is 4.8 Overall Proficiency Level Composite based on ACCESS 2.0 (2017), but for the screeners it is 5.0 or below**

### I. EL Data: Who are our ELs at Harvey SD 152?

School	Number of Students	Spanish	French	Gujarati
Bryant	20	18		2
Holmes	136	136		
Lowell* (closed)	11	11		
Maya Angelou	8	8		
Sandburg	11	6		
Whittier	20	16	3	1
Brooks Middle School	38	33		5
Riley Pre-School	62	62		
<b>Total:</b>	<b>301</b>	<b>290</b>		

### II. Current EL Programming: What EL programming is currently offered at Harvey SD 152?

#### Goal of TBE/TPI: English Proficiency



### III. Future EL Programming to Consider: Dual Language

**Goal of Dual Language: English and Spanish Proficiency**

#### IV. Short Term Goals

- Administer screeners district-wide & enter into Power School
- Form district EL Committee\*
- Develop/Implement EL program guide (TBE/TPI)
- Develop/Implement Bilingual Hand-book
- Develop/Implement ESL Literacy Framework
- Lead the EL Committee to develop unit plans & lesson plans for K-8 that reflect alignment to CCSS, WIDA Proficiency Standards, ELD and SLD.
- Recruit/Hire bilingual, EL Certified Teachers to fill current positions
- Assure qualified bilingual or ESL specialist attends IEP meetings of ELs being evaluated for special education services, sign IEP documents & contribute to the language and cultural considerations for the child
- Form school Parent Bilingual Advisory Committee and meet 4 times
- Identify/gather ESL curriculum resources aligned to the English Language Development Standards (ELDS). & implement district-wide
- Apply for Title III grant & Immigrant Education Program grant
- Assure legal documents are translated (*i.e.: report card, progress reports, IEP's*) into native language & upload to Power School
- Plan quarterly PD relevant to ELs

#### V. Long Term Goals

- Establish a university partnership to build an EL cohort (*i.e.: NIU, Olivet Nazarene*) and build a pipeline for bilingual para-pros and to offer mono-lingual teachers an opportunity to get their EL endorsement
- Expand the district's EL team

(*i.e.: District EL Assessment Coordinator-state contact, District EL specialist for schools-compliance/coach, District Parent Bilingual Advisory Committee, parent outreach coordinator*)

- Develop and EL web page and Upload EL documents/resources on the district website for staff and parents
- Assure Power School data entry for the last three years reflects demographics relevant to students eligible for Immigration Education Program
- Continue to identify staffing positions needed to serve ELs at each school and assure all campuses are equipped to serve EL population (human resources and curriculum tools)