Northeastern School District

English as a Second Language Program

I.   Program Goals and Objectives

English as a Second Language (ESL) instruction is designed to teach English Language Learners (ELL) social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society, while maintaining their cultural heritage.

The program strives to attain the following objectives:

- To assist English Language Learners (ELL) in reaching proficient levels of achievement in all academic content areas and meet graduation requirements
- To nurture self-pride and self-identity in each ELL's linguistic and cultural heritage
- To provide periodic review/reporting of each LEP student's progress to students, parents, teachers and administrators.
- To provide all students with an equal opportunity and access to participate and be successful in both curricular and extracurricular activities
- To foster a collaborative relationship among teachers and staff that ensures social, emotional and academic success for the ELLs
- To provide professional development to teachers and staff that will assist them in understanding the process of second language acquisition and the application to instruction
- To evaluate ESL program effectiveness as mandated by the Federal Law

II. Identification and Placement

Screening Procedures Including Entry Criteria and Assessment

Parents register their child at the Administration Center and complete a Home Language Survey.   The child is referred to an English as a Second Language teacher for screening if the there is a language other than English spoken in the home. These students are classified as Primary Home Language is Other than English (PHLOTE) students. The ESL teacher reviews the file and gathers background information as necessary. This information includes but is not limited to reviewing:

- All relevant educational documents and student records

- If the student received any ELL services previously
- Standardized achievement or diagnostic data
- Language assessments (i.e. W-APT, ACCESS, etc.)
- Teacher observations and records

Upon completion of the data review and qualification status, the WIDA ACCESS Placement Test (W-APT) is administered within the first 30 days of each school year or 14 days after enrollment depending on the individual student's situation. A notification of ESL placement will be sent home to parents of any qualifying Limited English Proficient (LEP) student. Parents may submit a letter to opt out of ESL services due to religious beliefs. Other reasons for exemption include: final grades of B or better in core subject areas, scores of basic in reading, writing and math on state assessments, and any other reasons deemed appropriate by the Pennsylvania Department of Education.

Student and Parent Orientation Procedures

ESL students shall be placed in a grade level that is appropriate according to educational experience, prior to academic achievement, and age. Any deviation from an age-appropriate placement shall be based on factors other that proficiency in the English Language. Effort is made to group students within two or three levels for ESL instruction.

An annual parent orientation is conducted for all district families at each organizational level within the district - primary, intermediate, middle school and high school. District administrators, principals, guidance counselors and teachers will provide information to the families on basic school and related issues, the ESL program, content area courses, attendance and homework policies, the student handbook, the Code of Student Conduct and the district calendar. All possible effort will be made to have interpreters and translated materials available for parents.

English Language Proficiency Levels

Beginning - (up to 2 years in an English-speaking classroom with ELL support). At this level, students understand and speak conversational and academic English with hesitancy and difficulty, understand parts of lessons and simple directions, and are at a pre-emergent or emergent level of reading and writing in English which is significantly below grade level. Students can be expected to use simple sentences and begin to initiate discussions, but they will predominantly use present tense verbs and demonstrate errors of omission (e.g. leaving words out, leaving endings off). While the students may understand simple sentences in sustained

conversation, they may require repetitions.

Developing - (up to 5 years in an English-speaking classroom with ELL support). At this level, students understand and speak conversational and academic English with decreasing hesitancy and difficulty are post-emergent in that they are developing reading comprehension and writing skills in English, and their English literacy skills allow them to demonstrate academic knowledge in content areas with assistance. They are more comfortable in social situations but hesitate to state opinions or ask questions when in a large group. Reviews and restatements are necessary to insure better understanding, and the students continue to need a good amount of support in academic areas.

Expanding - (up to 7 years in an English-speaking classroom with ELL support). At this level, students understand and speak conversational English without apparent difficulty, but understand and speak academic English with some hesitancy. They can be expected to be comfortable in social language situations, state opinions and ask for clarification. Students continue to acquire reading and writing skills in content areas, use complex sentences, and participate in classroom activities, but they need additional support for comprehension and use of the academic language in order to achieve grade level expectations. Support is needed in filling gaps in cultural and/or background knowledge, and repetitions, rephrasing and clarification are still necessary for understanding classroom discussions.

Bridging - (up to 10 years in an English-speaking classroom with ELL support). At this level, students understand and speak conversational and academic English well and can be expected to communicate their thoughts more completely. They can participate in everyday conversations without relying on concrete contextual support, and they can express their ideas on a wide range of topics. While gaps may exist in vocabulary and/or grammar, students are near proficient in reading, writing, and content area skills needed to meet grade level expectations. Students consistently display an understanding of grade level material and can write to convey meaning and understanding. Occasional support is necessary, and monitoring is required.

Generally, a PHLOTE who is assessed at a 5.0 on the language proficiency scale upon entering the district will not receive ELL instruction or support. Per a request by an ELL teacher, a classroom teacher, a guidance counselor or a parent, the student may be reassessed. If the reassessment indicates that the student qualifies for ELL services, the student will be entered into the program. It is recognized that kindergarten language acquisition is still developing and therefore special considerations will need to be made.

The English as a Second Language Instructional Program

ESL instruction is an academic discipline designed to teach English language learners both social and academic language skills as well as the cultural aspects of the English language necessary to

succeed in an academic environment and contribute to society.

- Content-based English as a Second Language - Instruction is provided in English only and adapted to students level
- Pull-out ESL - Student leaves his/her English only classroom during the day for ESL instruction
- Push-in ESL/Co-teaching- Planning and teaching collaboratively with the classroom/content area teacher
- ESL Support- Providing individual and/or small group instructional support to meet the students' academic needs

The ESL curriculum framework is part of the Northeastern School District curriculum framework. Instruction is designed and implemented in a scaffolding manner across all content areas to ensure the achievement of academic standards. "Can Do Descriptors" serve as the foundation upon which scaffolding is built. Teachers collaborate and analyze data to inform and make instructional decisions in order to meet the needs of the individual ELL.

PDE Recommended Amount of Time for ESL Services

Exact hours of direct language instruction by proficiency level must be determined based on student need and program delivery model.

- Entering (Level 1)/Beginning (Level 2): 2 hours
- Developing (Level 3): 1-2 hours
- Expanding (Level 4): 1 hour
- Bridging (Level 5): up to 1 hour support dictated by student need

On-going Monitoring of ELLs

Teachers collaborate in professional learning communities to review and analyze data for all ELL students. Specific examples of assessments include, DRA2, Study Island, CARS, GATES-McGinitie, school based assessments, AIMS Web, Fundations, Read Naturally, SOAR, Corrective Reading, DIBELS, Wilson, state assessments, etc. ELLs will also be administered the ACCESS on a yearly basis. Results are shared with the parents and professional staff and data is used to identify the English capabilities of the student.

Reporting ELL Progress

Students will receive the appropriate report card for their grade span. The comment section will communicate instruction and assessment related accommodations and modifications that are being utilized. At the high school

level, ESL is a credited course.

Pupil Personnel Services

Counseling

Guidance Counselors are available to assist all students, including students with limited English proficiency, with social and emotional issues as well as guidance in the areas of career planning, scheduling, school to work transitions, post-secondary educational planning, etc.

Special Education and Gifted Education Services

Limited English proficiency is not a factor for consideration in the placement of students in Special Education and Gifted Programs. English Language Learners who qualify for gifted programs will not be barred from those programs due to language barriers. Assessment and evaluation for special education and gifted programs will be conducted as much as possible in the learner's primary language.

ELL Participation in Extracurricular Activities

Northeastern School District is committed to providing all students with an equal opportunity and access to participate and be successful in both curricular and extracurricular activities regardless of race, color, national origin, gender, sexual orientation, handicap, or language barrier. English Language Learners are encouraged to participate in all school programs and activities.

Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners

The exit criteria provided below for English Language Learners (ELLs) represents valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program.

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, Local Education Agencies (LEAs) must use **both of the required exit criteria** listed below. In addition, LEAs must ensure that students meet **one of the two additional exit criteria** provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

> • *For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.*

> • *For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.*

2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment *(see Items A and B below for cutoff score flexibility)*

- Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

*NOTE: The W-APT may ONLY be administered to a student **once** in any school year.*

Grade Level	ACCESS Score	Required W-APT Scores*
K-5	4.6-4.9	5.5 in each domain
6-8	4.7-4.9	5.5 in each domain
9-12	4.8-4.9	5.5 in each domain

* A student must score 5.5 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

- A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and

Social Studies).

2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

ELL and content area assessments, teacher response forms and recommendations, and report card grades will be used to determine if a student is proficient. Any student assessed as being proficient and has met Pennsylvania's exit criteria shall be monitored for a minimum of two years before being formally exited from the program.

Monitoring of ELLs After Exiting ESL Program

Monitoring is required for two years after a student exits the ESL program and appropriate records of student progress will be maintained. The Post Exit ELL Monitoring Form will be completed during this time period. Reclassification may occur if the ELL is struggling academically. The ESL teacher, other professionals within the district, and the parents of the ELL will collaborate and determine if reclassification is warranted. Upon determining that reclassification is needed, the student will return to formal ESL status. A reclassification form will be completed and distributed to the parents.

Professional Development

Professional development for teachers and staff of ELL students will be part of the Act 48 professional development plan. Training will be provided by district, Lincoln Intermediate Unit, and local university staff. In addition, staff are encouraged to attend classes, conferences, and workshops focusing on English Language Learning. Principals and ELL teachers will keep staff members apprised of any ELL program changes and updates. Orientation and procedural compliance of support staff is the responsibility of each building principal.

Community Involvement

Translation and interpretation services are provided in the preferred language of parents as much as possible. These services are provided through Lincoln Intermediate Unit (717)624-6455. Various forms of translation services are located on the internet but caution should be used due to literal nature of the translation. The district is a member of Transact (www.transact.com.) which houses many school related forms in various languages.

Complaint Resolution Process

NESD prides itself on its open communication with parents and community. Commentary and suggestions are always welcome. If a problem should arise, it can most often be resolved at the building level. Students and/or parents with a complaint should seek resolution at the following levels: ESL teacher, classroom teacher, building principal, Assistant Superintendent, Superintendent.

Program Evaluation

The ELL program will be periodically evaluated to ensure that it is based on sound educational and language theory, implemented with sufficient resources, and staffed by appropriate personnel. In addition the Annual Measurable Achievement Objectives will be used to determine program effectiveness.