SHIPPENSBURG SCHOOL DISTRICT

ELD Program Description

Purpose

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under §4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English Language Development (ELD) instruction by a certified ESL specialist.

The goal of Shippensburg School District's English Language Development (ELD) program is to facilitate the acquisition of English language skills of students whose native or first language is not English. Core program instruction in social and academic English and appropriate support is important so these students are not at risk of losing educational opportunities.

Identification, Screening and Placement of ELs

ESL teachers and the Shippensburg School District staff use the following process and resources to identify and place English learners (ELs) in the Shippensburg School District ELD program.

Identification Process

Upon registration, parents/guardians of new students must complete the **Home Language Survey (HLS)**. This survey is included in the registration materials for all new students and is part of the questions found online.

In addition to the HLS, a **Family Interview** will also be completed at registration included in the English Learner Identification Procedure checklist. The goal of the interview is to discover whether the impact of another language is significant or superficial. The registration secretary generates a **PHLOTE** form depending on the results of the **Family Interview**. The **PHLOTE** form is sent it to the ESL teacher who determines whether the student needs to have his/her English language proficiency assessed. The ESL teacher will screen and/or assess a newly enrolled student for their English language proficiency within 30 calendar days of the beginning of the school year and within 10 calendar days during the school year.

Screening Process

1. If records indicate a student was enrolled in an ELD program at the time of transfer, the student will be placed in Shippensburg's ELD program
2. If a student was identified as EL in a previous district and arrives with no evidence of a language proficiency score, a phone call will be made to the former school before making any placement decisions.
3. A student without academic records will be assessed using the WIDA Screener. The WIDA Screener is an identification and placement assessment for ELD programs. It is an initial measure of a student's English language proficiency for potential placement in an English language instructional program. Other formal standardized assessments may be used for additional information including the WIDA MODEL.
4. A student may be exempt from screening and/or assessing when there is evidence of academic success without language support.

For all students with a YES on the **HLS**, the ESL teacher will place the completed English Learner Identification Procedure checklist including the **Family Interview** in the student's cumulative folder.

Placement Process

Parent permission to assess is NOT required, but a parent should be notified prior to testing (phone call or personal contact). Following the assessment, the ESL teacher will send home the **Shippensburg School District Parent Letter in the parent's preferred language** informing parents of assessment results and/or placement in an ESL program. A copy of this letter must also be placed in the child's cumulative folder.

PA English Proficiency Standards (ELPS) must be taken into consideration when placing a student in an instructional program for ELs.

Instructional placement of ELs must be age and grade appropriate.

ELs must be given equal access to all educational programs, opportunities and extra- curricular activities.

The WIDA Screener score, along with multiple criteria, must inform the identification and/or placement decision.
- In Kindergarten, first semester assess oral language. A composite score below
  5.0 is qualifying of ELD services. Second semester kindergarteners should be assessed in all 4 domains. A composite score below 5.0 **AND** a literacy score below 4.2 are qualifying of ELD services.

- First semester, first grade students are required to take all four components of the Kindergarten Screener. A composite score below 5.0 is qualifying of ELD services.

- In Grades 1—12, assess with WIDA Screener. A composite score below 5.0 is qualifying of ELD services.

For newly enrolled, previously identified ELs and students who qualify for the Shippensburg ELD program based on WIDA Screener scores, a **PHLOTE form** must be sent to the ELD coordinator as soon as possible. The ELD Coordinator or designee will enter ELD information into the PIMS system for the student.

Instructional Program

 The ELD program includes instruction based on a student's English language proficiency level, the **PA ELPS for ELLs, CAN DO Descriptors** and the Pennsylvania Academic Standards. Planned English instruction by a qualified ESL teacher is provided in the language intensive ELD classroom. ELs will participate in the regular education content classes. Adaptations/modification to content instruction will be determined and provided as a result of collaboration between ESL and content teachers.

Placement and instruction in the ELD Program is based on the student's level of English proficiency using the following PDE recommendations:

- Entering   Level 1   5—10 hours per week
- Beginning   Level 2   5—7.5 hours per week
- Developing Level 3   2.5—5 hours per week
- Expanding   Level 4   2.5—4 hours per week
- Bridging   Level 5   Exited and Monitored
- Reaching   Level 6   Exited and Monitored
- Monitoring   First/Second Year   Grades, Consultation and Observation

Instructional models within the ELD Program that are used to meet the PDE recommendations include:

- **Pull-Out Direct Instruction**-provides direct instruction to students in addition to regular education instruction. This leads to increased English proficiency and mastery of English language skills. Pull-out instruction may include One on One Instruction/Support and/or Small Group Instruction. Small groups may be formed based on the English language proficiency level of the students and may span grade levels.

- **Push-In Classroom Support**-provides support to students in the application of English language skills during regular education instruction.

- **Observation/Consultation**-ESL teacher monitors student progress with English proficiency in the classroom and collaborates with the teacher to facilitate a student's English language skills.

Accommodations

Based on a student's English language proficiency, teachers must establish realistic expectations. Modification/accommodations should be provided to ensure that classwork, assignments and assessments measure a student's content knowledge and skills. The **ESL Modifications/Accommodations Checklist** provides appropriate modifications/accommodations for ELs. This completed checklist is filed in the student's ESL folder and a copy given to the classroom teacher each year. It should be noted on the form if no modifications/accommodations are provided.

PSSA/Keystone accommodations are allowable for ELs and are published annually by Pennsylvania Department of Education (PDE). The following individuals, when appropriate, should be involved in the determination of accommodations: ESL teacher, classroom teachers, test administrator, test coordinator, parent, principal, counselor and student. Current accommodations used in day-to-day instruction and assessments are appropriate for testing. New accommodations unfamiliar to students should NOT be introduced to students for the first time when they are taking the PSSA or keystone Exams. All accommodations should be documented in the student's ESL folder and recorded on the accommodations section of the PSSA or Keystone Exams.

In 2007, the United States Department of Education (USDE) released guidance on participation of LEP students in state assessments.

- The PSSA ELA (Grades 3-8) and the Literature keystone is optional for ELs in their first 12 months of enrollment in U.S. Schools. The cutoff date for enrollment is published annually by PDE in the Accommodation Guidelines for ELs. Enrollment in a school in Puerto Rico is not considered enrollment in a U.S. School.
- PSSA Mathematics (Grades 3-8) and Keystone Algebra I are required for all ELLs with accommodations as appropriate.
- PSSA Science (Grades 4 and 8) and Keystone Biology are required for all ELLs with accommodations as appropriate.

Visit the PDE website for current Accommodations Guidelines for ELLs.

Grading

ELLs must be graded using the same grading system as all other students. The ESL and regular education teacher should collaboratively determine grades for each EL with instructional and assessment accommodations made for language proficiency level. Content area instruction is aligned to the standards with modification and/or accommodations provided to meet the needs of the ELs. These should be noted in a students' cumulative folder.

Exit/Reclassification Criteria

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

WIDA ACCESS score of 4.5 or higher & meeting total points needed with completion of two language use inventories (one by content teacher and one by the ESL teacher.) Assurance of implementation of the exit criteria by LEAs will take place within the Federal Programs' Monitoring/Consolidated Program Review and the LEP System Review.

Program exit from the Pennsylvania English language instructional program for English language learners takes place annually between June and September. LEP status of students for the current school year must be determined by September 30 and reported in the PIMS October District and School Enrollment Collection. Students reported as current ELLs in the PIMS October District and School Enrollment Collection cannot exit the English language instructional program from October until June.

Monitoring of Former ELLs

Upon exiting the program, former ELs will be monitored for four years. Monitoring the academic progress of ELs should be a collaborative effort of school staff and include the classroom teacher, ESL teacher, counselor and principal. The classroom teacher and ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate supports aligned with instructional needs.

The ESL teacher and classroom teacher each complete the ESL Monitoring Form at least twice yearly. The ESL Monitoring Form shall be completed for the first two years of monitor status. Completed forms will be filed in the student's cumulative folder.

SHIPPENSBURG AREA SCHOOL DISTRICT
English Language Proficiency Standards
ENGLISH AS A SECOND LANGUAGE PROGRAM

Pennsylvania's ELPS (English Language Proficiency Standards) for ELLs were approved by the State Board of Education on March 17, 2005 for Social & Instruction (ESL), Language and Mathematics.

PDE believes that educators throughout the state will find the ELPS for ELLs a useful starting point in planning instruction, assessment, and curriculum for English language learners in preschool through high school.

In May 2007 the ELPS for ELLs were updated to include the addition of Science and Social Studies. Additional revisions include example topics and themes, CAN DO Descriptors, language performance definitions, and reorganization of the matrices. The ELPS for ELLs also include formative and summative frameworks for classroom instruction and large scale assessment. A new feature included in the formative framework is the addition of the Pennsylvania academic standard or anchor at level five, Bridging.

http://static.pdesas.org/content/documents/
pennsylvania_english_language_proficiency_standards.pdf

i:'?rti *CAN DO Descriptors* for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support** English language learners can:

Language Domain	Level 1 Entering	Levell Emergin2	Level 3 Develooin2	Level 4 Exoandine:	Level 5 Brid2ine:
Listening	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures, or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare and contrast functions or relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions or infer from oral information • Construct models based on oral discourse • Make connections between ideas based on oral discourse
Speaking	• Name objects, people, pictures • Answer wh- (who, what, when) or choice questions	• Ask wh- or choice questions • Describe pictures, events, objects, people • Restate facts or statements	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples, and justify responses • Express and defend points of view
Reading	• Match icons and symbols to words, phrases, or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Glean information from multiple sources • Draw conclusions or infer from explicit and implicit text
Writing	• Draw in response to oral directions • Label objects, pictures, diagrams • Produce icons, symbols, words, to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes,procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms of writing

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences, and diagnosed learning disabilities (if applicable), are to be considered in using this information.   The CAN DO Descriptors are available by grade level cluster (PreK-K, 1-2, 3-5, 6-8, 9-12) at www.wida.us.   *April 2014*

Post-Exit ELL Monitoring Form (Elementary)

Pages 1 and 3 to be completed by the appropriate ESUBilingual Education Staff

Student Name	

Grade In 1¹¹¹**year of monitoring**	**Academic Year**	

Name of classroom teacher *(1ˢᵗ year of monitoring)*		*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.*
Name of classroom teacher *(2"1 year of monitoring)*		
Name of ESUBIlingual Ed teacher *(1ˢᵗ year of monitoring)*		*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
Name of ESUBIlingual Ed teacher *(2"1 year of monitoring)*		
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained In the student's academic recorol		

Exiting ACCESS for Ellsqp Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

	Reading	Mathematics	Writing
1 **Year of monitoring**			
2 **year of monitoring**			

	1ˢᵗ year of monitoring	2ⁿᵈ year of monitoring
Is the student receiving any special services? *an academic services/J ro rams in addition to the standard academic ro ram*	NO YES	YES
If yes, describe the services (1 year):		NO
If yes, describe the services (2 year):		

Report Card Results:								
	1ˢᵗ **year of monitoring**				2na year of monitoring			
	1'''	2nd	3rd	4th	1st	2nd	3rd	4th
LA								
Math								
Science								
Social Studies								

Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESUBilingual Education staff

Student Name		Monitoring Year (circle):
Grade	**Academic Year**	**1st year | 2nd year**
Name of Language Arts teacher		
Name of Mathematics teacher		*The classroom teacher is responsible for completing this form at quarterly intervals and returning if to the ESUBilingual Education teacher for review.*
Name of Science teacher		
Name of Social Studies teacher		
Name of ESL/Bilingual Ed teacher		*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)		

Exiting ACCESS for ELLsQ!R) esults:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

Reading	Mathematics	Writing

Is the student receiving any special services? *(any academic services/programs in addition to the standard academic program)*	NO	YES
If so, describe the services:		

Report Card Results:

	1st	Comments	2nd	Comments	3rd	Comments	4th	Comments
LA								
Math								
Science								
Social Studies								

Student Name:_____

1st year of Monitoring - Teacher's Initials   1st_____ 2nd_____ 3rd_____ 4th_____

Rate the student's performance In each of the following areas

(1= never   2= seldom   3= sometimes   4= often   5= always)

	Quarter			
	1st	2nd	3rd	4th
1. The student completes assignments on-time. -				
2. The student communicates effectively with teacher. -				
3. The student participates effectively in class projects.- -				
4. The student participates effectively in class discussions. -				
5. The student is able to work independently. -				
6. The student attends class regularly. -				
7. The student displays effort and enthusiasm in class. -				
8. The student requires additional assistance with assignments. -				
9. The student shows evidence of difficulty with language. -				
10. The student has discipline problems that interfere with his/her academic progress. - - - - - -				

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

2nd year of Monitoring - Teacher's Initials   1st_____ 2nd_____ 3rd_____ 4th_____

Rate the student's performance In each of the following areas

(1= never   2= seldom   3= sometimes   4= often   5= always)

	Quarter			
	1st	2nd	3rd	4th
11. The student completes assignments on-time. -				
12. The student communicates effectively with teacher. -				
13. The student participates effectively in class projects.- -				
14. The student participates effectively in class discussions. -				
15. The student is able to work independently. -				
16. The student attends class regularly. -				
17. The student displays effort and enthusiasm in class. -				
18. The student requires additional assistance with assignments. -				
19. The student shows evidence of difficulty with language. -				
20. The student has discipline problems that interfere with his/her academic progress. - - - - - -				

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Parent Notification of Reclassification from ESL/ELD Services

Dear Parent/Guardian:

Your child, _____, has met the criteria set forth by the Pennsylvania Department of Education for reclassification (exit) from English Language Development (ESL/ELD) Program.

Your child will now be placed on monitoring status for the next four years as required by federal guidelines. The ESL/ELD staff will conference with your child's teacher at report card periods to assess academic progress and difficulties in the classroom.

Please contact the ESL/ELD teacher at the following telephone number to request an appointment if you have questions or concerns you wish to discuss regarding the above. You may also leave a message for the ESL teacher with the school secretary.

Telephone Number: _____

Thank you for your time and attention to this letter.

_____   _____
ESL/ELD Teacher   Date

Classroom Accommodations for English Language Learners
Face-to-Face Instruction

Student Name: Grade:
Language Proficiency Scores

ACCESS	K W-APT	Screener	(circle one)	Test Date:	
Speaking	Listening	Writing	Reading	Overall Composite	

ESL Teacher Name:_ _____   Classroom Teacher: _____

Check each accommodation that applies to this student:

Reinforcement and Follow Through
___ Use positive reinforcement
___ Provide language experience
___ Give immediate feedback
___ Have student repeat directions
___ Other:

Instruction
___ Offer peer support, small group or buddy work
___ Permit non-verbal (e.g. head shake or thumbs up/down) response to questions
___ Modify lessons/objectives/assignments/rubrics as collaborated with the ESL teacher
___ Offer individual support and extended time
___ Provide a study guide or graphic organizer
___ Allow use of a picture dictionary, word bank, sentence starts
___ Supply manipulatives and visual representations
___ Use rephrasing and repeated clarification
___ Pre-teach vocabulary
___ Other:

Assessment
Test Preparation:
___ Read directions to the student (re-read as necessary)
___ Allow student to demonstrate an understanding of the directions
___ Highlight key words or phrases in the directions
___ Pre-teach test vocabulary and procedures
Test Administration:
___ Small group test setting
___ Allow extended time
___ Modify the length and/or format of the test as collaborated with the ESL teacher
___ Read test items, reword as necessary
___ Permit oral responses
___ Provide written steps for a multi-step task
___ Allow picture dictionary
___ Modify rubric and/or grading system as collaborated with the ESL teacher
___ Other:

Assignment
___ Give directions in small, distinct steps
___ Read directions to students
___ Record or type assignments
___ Adapt worksheets, packets
___ Use alternate assignments

___ Other:

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Instructional and Assessment Accommodations for ELs
Virtual and Remote Instruction

√	Accommodation	Online Tool Consideration
	Use manipulatives	- Make counters and share screen - https://apps.mathlearningcenter.org/geoboard/ - National Library of Virtual Manipulatives http://nlvm.usu.edu/en/nav/vlibrary.html
	Provide realia (real life objects or experiences)	- Discovery Education Virtual Field Trips - Flip grid https://info.flipgrid.com/ - Seesaw https://web.seesaw.me/ -
	Provide pictures and illustrations to support words	- Book Creator https://bookcreator.com/ - Google Earth - Google Slides
	Provide first language support	- Google Chrome Translator extension - DeepL Translator https://www.deepl.com/en/translator - Translate function for PowerPoint - Translate YouTube videos https://www.loom.com/share/0956ac4de06f49b69b9cf75a8cd05381
	Provide opportunities to work in pairs, triads or small groups	- Breakout rooms using Zoom, Google Meet or Microsoft Teams - Flipgrid https://info.flipgrid.com/ - Seesaw https://web.seesaw.me/ - Shared slides on Google Docs or Google Slides
	Provide a study guide or graphic organizer	- Annotate part of a graphic image during a virtual class meeting using NCES https://nces.ed.gov/nceskids/createagraph/ Screencastify https://www.screencastify.com/education
	Provide a bilingual dictionary	- https://steinhardt.nyu.edu/metrocenter/language-rbern/education/glossaries-ells-mlls-accommodations
	Provide a leveled dictionary	- https://www.wordsmyth.net/?mode=dhlp -
	Provide a word bank	- https://www.readysetcoteach.com/video-tutorial-creating-virtual-word-walls/
	Provide sentence frames for oral responses/discussions	- Dice Talk https://www.mrspark.org/blog/dicetalk
	Allow alternate response options for assignments and assessments	- Flipgrid https://info.flipgrid.com/ - Quizlet https://quizlet.com/ - Google Drawing - Voice Recorder extension