

Conneaut School District English Learners (ELs) Plan

REQUIREMENTS	PROGRAM	PLAN
1. Identification of ELs	Follow the PDE English Learner Identification Procedure Grades K-12 • Home Language Survey • Train intake staff (pg.2) https://www2.ed.gov/about/offices/list/oeita/english-learnertoolkit/eltoolkit.pdf refers to how often the refresher training takes place	• Conneaut School District will complete the required Home Language Survey. • Conneaut School District will follow the PDE English Learner Identification Procedure Grades K-12. • Conneaut School District will train all staff conducting intake meetings on this expectation.
2. Assessment of ELs • Determine need for instruction • Place in appropriate program of instruction	Follow the PDE English Learner Identification Procedure Grades K-12 and identify the process in the plan • Appropriate state-mandated screening test (Kindergarten W-APT and WIDA Screener for Grades 1-12) • Multiple criteria for placement/exemption (Step 4, p. 3) • Identify home language proficiency if applicable (p. 5) • Investigate prior schooling experience to identify students with limited or interrupted formal education (LIFE) on p.6	• Conneaut School District will complete all appropriate and required state-mandated screening tests. • The Conneaut School District will review the home language survey to determine if there is a language other than English used. If another language is indicated, the district trained ESL professional will move to conducting a family interview to determine if the student is a potential IEL student. An interpreter will be provided, if needed. During the interview the team will collect data from the family. An educational history chart will also be completed during the interview to help collect information on previous school in the event the district needs to request educational transcripts to help determine prior schooling experience. After an ESL professional reviews the family interview they will determine if the second language is significant in nature. If the professional determines that the exposure to a second language has impacted the student, they will investigate to see if the student has an IEP or is suspected on having a disability. • Identify native language proficiency, is not applicable to our district at this time.

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	Conneaut School District will investigate and report prior schooling experiences, any limited or disrupted formal education. Coordinator, EL teacher, and principal will conduct a review of the student's previous academic records, if available. The team will determine if the student has had sufficient English proficiency to benefit from instruction in English without any supports/accommodations. The team will look at any of the following documents, if available: standardized test scores, grades from core content classes conducted in English, and/or work samples. If they do not have reasonable evidence of English proficiency then we will proceed to screening the student for English language proficiency using the KW-APT, K MODEL, WIDA screener, or WIDA MODEL screener. Once scores are determined, the team will determine if the student meets the criteria for identification as an EL, as outlined in the chart provided in the English Learner Identification Procedure document that has been provided. Conneaut School District will assess and report mathematics and literacy skills. Conneaut School District will coordinate with the in taking agency on the annual assessment to measure progress.
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3. Provide Instruction • Direct, appropriate, sufficient • Designed for students' needs • Based on current practices • Appropriate staffing • Appropriate materials	Develop Instructional Plan Identify the program model (p. 11-13) Refer to http://www.esportalpa.info/wp-content/uploads/sites/5/2018/09/ESL-Admin-Guide-ADA.pdf • The current program model is Mixed Classes with English-Only Support. Our classes include both EL and non-EL students and the intended program outcome is proficiency in English only. • Schedule <u>daily</u> English Language Development (ELD) instruction based on English language proficiency • Hire/Contract teachers with ESL Program Specialist Certificate • Assessment plan • Research-based ELD best practices • Identify what is taught (curriculum) • Identify appropriate materials to scaffold instruction for ELs: Scaffolds We will provide scaffolds in all academic areas as needed. These may include: graphic organizers, English and/or bilingual glossaries and dictionaries, materials in home language, visuals, word banks, word walls, preidentified/pretaught vocabulary, concise instruction of background knowledge, repetition, paraphrasing, modeling, reduced linguistic load, working in pairs, small groups, and teacher-led small groups. The ESL instructor will determine what scaffolds are appropriate and effective and then use reflections to determine continuation of use of scaffolds or if adjustments need made. https://www.engageny.org/resource/scaffolding-instruction/english-language-learners-resource-guides-english-language-arts-and • Describe available opportunities (tutoring and afterschool programs, extra-curricular activities, etc.)	• Conneaut School District will provide the required daily English Language Development Instruction by teachers with ESL Program Specialist Certification. • Conneaut School District will provide EL instruction based on the students identified EL proficiency level and instructional need. • Conneaut School District along with AEDY program will provide the space, time, and opportunity for the Conneaut School District-identified EL teacher to meet with identified students for ELD instruction. • Conneaut School District will provide time for EL Program Specialist to consult with AEDY program. • Conneaut School District's EL Program Specialist will receive feedback on student's performance in the classroom as it relates to verbal, written and social skills to assist with the development of the individual student's EL
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	Train and support staff (Professional Development Plan)	program, as well as to analyze progress. - Conneaut School District will provide training to staff to assure they have the necessary tools and skills to implement research-based ELD best practices, which may include but not limited to explicit teaching of subject vocabulary, increased writing opportunities, instruction to build necessary background knowledge, and classroom instructional activities that include collaborative groupings. - Conneaut School District will provide EL students opportunities to complete any supplemental online activities/program identified by EL Program Specialist based on student need. - Conneaut School District will provide EL students with the same opportunities for field trips, guest speakers, student council opportunities as all other students assigned to the AEDY program. - While Conneaut School District does not have EL students referred to the program, we currently have staff with the EL teaching credentials
4. Ensure integration - Instructional integration - Social integration	- Describe access to programs and services (Gifted, Extra Curricular, Special Education, Vocational, etc.) - Assessing your instructional materials: EL students will have equal access to the same curriculum as non EL peers. The team will review textbook series in all content areas and determine which scaffolds will be needed and to what extent for EL students. They will use proficiency levels as well as part of consideration. Content will be reviewed for cultural relevance and sensitivity. Check to determine that other areas that are accessed within the district (ie-library, art room, hallway, auditorium, cafeteria, etc.) have cultural diverse materials and diverse representation. Make sure that pictures/posters/bulletin boards in all communal places are culturally affirming, and that they are a good representation of the student body. Ensure scaffolding based on English language proficiency levels	- Conneaut School District will integrate EL students with same-age peers. Conneaut School District will integrate EL students with general education students. - Conneaut School District will utilize and implement the same behavioral supports for EL learners as all other students. EL Learners will have the opportunity to participate in weekly incentive program and, quarterly incentive programs.

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	Integrate ELs with same-age peers Collaborate with relevant staff to support ELs' academic and linguistic development Communicate with families in preferred mode of communication Teachers throughout the district collaborate to best meet the needs of all learners. Specifically in terms of supporting our English Learners, classroom teachers and the district's ESL specialist collaborate by planning lessons and instructional activities in the classroom setting. If needed, adjustments can be made to co-teach a longside content teachers to deliver instruction. School administrators at each building level support the efforts to best meet the needs of our EL students. Staff are provided opportunities during the school day to plan together as well as consult on student progress and needs.	• Conneaut School District will provide access to an assigned counselor. EL learners will have both regular counselor meetings as well as counselor availability if needed outside of regular counselor meetings. • Conneaut School District will collaborate with family/guardians to support all academic and linguistic development. • Conneaut School District will ensure scaffolding based on the English language proficiency levels and will consult with relevant staff to support EL's academic and linguistic development.
		• Conneaut School District will communicate with family/guardian in preferred mode of communication both verbally and written form. • Conneaut School District will provide all written documents in preferred mode of communication. • Conneaut School District will assure the EL learner access to programs and services such as gifted, extra-curricular, special education, vocational, etc.

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5. Re-Assess • For progress • To reclassify (exit) a program • Monitor exited students	PA Required Reclassification, Monitoring and Redesignation criteria • Specific multi-criteria reclassification procedures • Monitoring plan/documentation • Re-designation of ELs	• Conneaut School District will follow the PA Required Reclassification, Monitoring and Redesignation criteria. • Annual Assessment of ELs • The ACCESS for ELs is used to place and exit students and to compare student progress toward fluent English proficiency from one year to the next. The annual state English Language Proficiency (ELP) assessment, ACCESS for ELs, is required by federal law. The Sharpsville Area School District uses the results to measure students' ELP and progress in each of the four language domains: ☐ Reading ☐ Writing ☐ Speaking ☐ Listening/Understanding • The ACCESS for ELs test is administered within the assessment window determined by the Pennsylvania Department of Education (PDE). It is the annual State English Language Development assessment, and it meets state reporting requirements of the federal government. • The results may be used as an indicator or tool for continuation of, or exit from, ELD instruction and the Language Instruction Educational Program at Sharpsville Area School District. • When results of ACCESS for ELs are received, district staff have the following responsibilities: 1. Place one copy of the student report in their student's permanent (cumulative) record folder. 2. Place a copy of the student report in the ELD folder in their classroom. 3. Share a copy of the report with the classroom teacher. 4. Send the parent report home. • There is no provision that allows parents to opt their children out of annual IELP testing.
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		ELs participate in all other annual assessment (e.g., PSSA, Keystone Exams) according to the testing guidelines. Testing Accommodations Testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELs are published annually by WIDA. Sharpville LIEP teachers use these allowable accommodations in preparation for annual assessment. Progress Monitoring LIEP teachers monitor the English language and academic progress of students currently receiving ELD instruction, as well as actively monitor students who were exited from ELD instruction for a period of two years after the students' exit from the Language Instruction Educational Program. Former ELs will also be reported to the state in Monitor status for an additional year, for a total of four years after reclassification. LIEP teachers actively monitor students' progress throughout the year when report cards are issued and standardized test scores are received. When monitoring exited students, the LIEP teacher completes the Post-Exit EL Monitoring Form. To determine student progress toward achieving English proficiency and the academic standards, the LIEP teacher will use multiple measures, including: 1. review of report cards each marking period/trimester; 2. communication with general education teachers to discuss student progress a. Use curriculum-based assessment tools used by the general education classroom teacher;
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		3. communication with general education teachers for classes in which ELs are receiving a grade of 'C' or lower; 4. results of district-wide assessments; 5. and, results of PSSA (Pennsylvania System of School Assessment) and/or Keystone Exams. Exit Criteria In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELs, two language use inventories must be completed. An LIEP teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an LIEP teacher cannot complete an inventory (e.g., students whose parents have refused services and who are not seen by an LIEP teacher or ELs in higher proficiency levels who do not work with an LIEP teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g., elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. The two inventories do not need to agree. The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the
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		rubrics to determine if students are eligible to be reclassified. Districts must develop local plans for how to: – select content teachers who will complete the inventories – manage the decision-making/reporting process using this procedure and these criteria – train staff to use the rubrics and evaluate the students' language use – hold teachers accountable for completing the inventories – select students for whom inventories will be completed in anticipation of qualifying ACCESS scores Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® points assigned to determine if the student meets the minimum threshold for reclassification. Conneaut School District will monitor the plan and retain any necessary documentation. Monitoring of former ELs Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status). Active Monitoring Period – first two years after reclassification Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without
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		specialized, planned language supports. Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind. Additional monitoring period – third and fourth years after reclassification Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as Former ELs – no longer monitored for the remainder of their time in school. Re-designating former ELs If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions. FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.
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6. Document • Instruction • Student Achievement • Program Compliance • Program Effectiveness	• Develop Program Handbook • Schedule program evaluation and periodic data review • Develop data and documentation plan • PDE AEDY Guidelines • Establish a stakeholder team (principal, federal programs coordinator, classroom teacher(s), EL teacher, parent(s)/guardian(s)) to evaluate program effectiveness Refer to Chapter 9 https://www2.ed.gov/about/offices/list/oele/english-learner toolkit/chap9.pdf Program Planning and Evaluation Program planning and evaluation is an ongoing process involving the federal programs coordinator, building principals, LIEP teachers, and parents to best meet the needs of the ELs to ensure their success academically and socially. Essential Information The following list identifies essential information that is communicated to parents in the SASD: ☐ School registration and enrollment instructions ☐ Description of EL identification process and reason child was identified as EL ☐ Child's current ELP and description of what it means ☐ Description of LIEP ☐ Information explaining their rights to refuse enrollment of their child in the LIEP ☐ Description of criteria for reclassification and an expected timeline of proficiency ☐ Special education notices (if applicable) ☐ Grievance procedures and notices of non-discrimination ☐ Student discipline policies and procedures ☐ Report cards and progress reports ☐ Notices of parent-teacher conferences ☐ Information regarding gifted and talented programs ☐ Results of annual ACCESS for ELLS	• Conneaut School District will provide the student handbook and all paperwork in the preferred mode of communication of the EL learner • Conneaut School District will provide EL students and family/guardians quarterly academic progress summaries and behavioral summaries every 45 days as required by PDE AEDY Guidelines in the preferred mode of communication of the EL learner's family.
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	☐ Requests for parent permission for student participation in school activities ☐ Other information provided to native English-speaking parents All important information to parents who are not proficient in English is provided in a language or mode of communication that they understand. Program Evaluation The program will be evaluated based on the academic success of the ELs. Students' group and individual scores on achievement tests and standardized assessments will be aggregated yearly. Report card grades, attendance, rate of participation in extracurricular activities, and discipline rates will be used to evaluate the program. Student growth toward proficiency in English and academic achievement will also be included. Program evaluation results are reported annually to the state through the English Learner Reporting System (ELRS).
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