

**English Learners (ELs) Plan**

**Rochester Area School District**  
**EL Service Plan**  
(revised 5/28/2020)

## English Learners (ELs) Plan

REQUIREMENTS	PROGRAM	PLAN
<p>1. Identification of ELs</p>	<p>Follow the <a href="#">PDE English Learner Identification Procedure Grades K-12</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Home Language Survey</a></li> <li>• Train intake staff (pg.2) <a href="https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf">https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf</a> refers to how often the refresher training takes place</li> </ul>	<p><b>Identification and Placement</b></p> <p><b>Screening Procedures</b></p> <ol style="list-style-type: none"> <li>a. When a student registers for school, the Home Language Survey must be completed through Central Registration. Our <b>Central Registration Secretary</b> must enroll EL students upon presentation of local address and proof of immunization. Students may not be denied access to school while verifying their enrollment information. Students are not required to provide social security numbers or immigration status as a condition of enrollment.               <ol style="list-style-type: none"> <li>a. Upon presentation of any student and/or family who we have any indication to believe may have language based needs or we immediately know will qualify for EL (i.e. a previous school calls ahead of time to inform us of the move, etc.), the Central Registration Secretary contacts our EL-certified teacher who will be on-site for support during the registration.</li> <li>b. Annually, or more if needed, the EL certified teacher provides support, refreshers, and training (when appropriate) to the Central Registration Secretary regarding EL procedures and enrollment. The EL certified teacher maintains up to date knowledge through information gained from our local Intermediate Unit, WIDA programs, and other state/regional based EL educational opportunities.</li> </ol> </li> <li>b. Each <b>Building Principal</b> will ensure that all students and their families in the school have responded to a Home Language Survey. A copy of this survey is to be in each student’s permanent file.</li> <li>c. <b>Building Principals</b> will review the results of the Home Language Survey. If any survey states the family’s home language is anything other than English, the Principal will immediately notify the EL coordinator (Director of Special Education). An <a href="#">EL Referral and Tracking Form</a> must be started for each student with a Primary Home Language Other than English (PHLOTE).</li> </ol>

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<p>2. Assessment of ELs</p> <ul style="list-style-type: none"> <li>• Determine need for instruction</li> <li>• Place in appropriate program of instruction</li> </ul>	<p>Follow the <a href="#">PDE English Learner Identification Procedure Grades K-12</a> and identify the process in the plan</p> <ul style="list-style-type: none"> <li>• Appropriate state-mandated screening test (Kindergarten W-APT and WIDA Screener for Grades 1-12)</li> <li>• Multiple criteria for placement/exemption (Step 4, p. 3)</li> <li>• Identify <b>home language proficiency</b> if applicable (p. 5)</li> <li>• Investigate prior schooling experience to identify students with limited or interrupted formal education (LIFE) on p.6</li> </ul>	<p><b>Assessment Process</b></p> <ol style="list-style-type: none"> <li>a. The school EL Teacher will examine the student’s academic records to determine the need for an assessment of English language proficiency using WIDA grade level screener. A student may be exempt from an assessment of English language proficiency based on valid and reliable evidence. Valid and reliable evidence of English language proficiency includes:             <ul style="list-style-type: none"> <li>• Final grades of B or better in core subject areas (Mathematics, Language Arts, Science, and Social Studies);</li> <li>• Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA/Keystone;</li> <li>• Scores of Basic in Reading, Writing, and Math on the PSSA/Keystone.</li> </ul> </li> <li>b. To be exempt from the WIDA English language proficiency assessment, students must meet one of the above criteria.</li> <li>c. The EL Teacher contacts the previous school of record, any others if necessary and appropriate, to gather additional data on the educational record that we receive and/or investigate gaps in education, explanations of services provided, further details on the student that are more anecdotal but informative on helping meet his/her needs, and so forth.</li> <li>d. The Building Principal will arrange for a trained instructor to teach the EL. The district may contract with the BVIU for the services of a trained EL instructor. The district may use current staff members who are appropriately certified as instructors.</li> <li>e. The school Guidance Counselor will arrange to meet with the student and parents to discuss school information, homework, attendance policies, daily schedule, program of studies, assessments, and school activities. The Guidance Counselor will arrange for communication with the family in the family’s native language or in their preferred mode of communication. The district will provide translation and interpretation services as needed.</li> <li>f. Students designated as ESL will be given an English language proficiency test. The ESL teacher will administer the WIDA MODEL (Measure of Developing English Language) ACCESS for ELLs, which yields scores for oral language, reading, listening and writing to ascertain the student’s English proficiency level. Results will be recorded on the</li> </ol>
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		<p><u>ELD Referral and Tracking Form</u>. Amount and type of ELD instruction will be based upon the results of these assessments and informal assessments made by teachers and counselors.</p> <p><b>Foreign Exchange Students:</b></p> <ul style="list-style-type: none"> <li>● Do not complete a Home Language Survey.</li> <li>● Receive the same supports and accommodations as all other ELs within the LIEP as appropriate based on their language proficiency.</li> <li>● Take the Keystone assessments.</li> <li>● Participate in the annual state English language proficiency assessment (ACCESS for ELLs)</li> <li>● Are counted with other ELs in all district accountability calculations.</li> <li>● Are counted as immigrant students in the PIMS system and in English Learner Reporting System (ELRS) as ELs.</li> </ul> <p><b>Entry/Exit Criteria</b>          Assessment results will be used to determine instructional levels to satisfy both entry and exit criteria. Students who test at a level of English proficiency below Expanding will be eligible for ESL instruction. Students will be exited from the ESL program once they have reached the <i>Bridging</i> stage of English proficiency.</p> <p>In order to meet the required State exit criteria for Pennsylvania’s English language instructional programs for ELLs, Rochester uses <b><u>both required exit criteria 1, 2</u></b> listed below. Subsequently, Rochester requires that students meet <b><u>one of the two additional exit criteria A or B</u></b> shown below to exit from an English language instructional program:</p> <p style="text-align: center;"><b><u>Required Exit Criteria:</u></b></p> <ol style="list-style-type: none"> <li>1. Score of BASIC on the annual PA System of School Assessment (PSSA/Keystone).</li> </ol> <p style="text-align: center;"><b>Special Circumstances:</b></p>
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- 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/Keystone.
- For students who are enrolled in a grade that is not assessed with the PSSA/Keystone, LEA's must use each of the remaining criteria listed below to exit students.

AND

2. The following tables display the points possible from the ACCESS for ELLs and the language use inventories

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories	ESL Teacher			Content Teacher		
<b>RUBRIC 1</b>						
Interaction	Low	Moderate	High	Low	Moderate	High
Listening	0	0.3	0.5	0	0.3	0.5
Speaking	0	0.3	0.5	0	0.3	0.5
Reading	0	0.3	0.5	0	0.3	0.5
<b>RUBRIC 2</b>						
Writing Cohesion	Low	Moderate	High	Low	Moderate	High
Writing	0	0.2	0.3	0	0.2	0.3
Word/Phrase	0	0.2	0.3	0	0.2	0.3
	0	0.2	0.3	0	0.2	0.3

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		Writing	0	0.2	0.3	0	0.2	0.3
		Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
		Writing Genre— Narrative						
		Writing Genre— Reports, Essays						
		Writing Genre-- Arguments						
<p>Total possible points from both inventories: 7.6                  Total Possible points from all components: 16  <b>Threshold for reclassification: 10.5</b></p> <p>When this reclassification score is equal to or greater than the cutoff, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when the score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs score report and language used inventory forms, then the EL status may be retained.</p> <p style="margin-left: 40px;">a) Following the scoring criteria in the table below, the WIDA-ACCESS Placement Test (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 from services. <u>NOTE: The W-APT may ONLY be administered to a student <b>once</b> in any school year.</u></p> <p style="margin-left: 40px;">b) A score of <u>PROFICIENT</u> on the reading PSSA/Keystone Literature 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.</p>								

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		<p style="text-align: center;"><b><u>Additional Exit Criteria:</u></b></p> <ol style="list-style-type: none"> <li>1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA/Keystone.</li> </ol> <p>Students who have been exited from the program will be monitored for two years. During that monitoring period, these students may receive instructional support 2 – 3 times per week. Monitored students will be considered to be EL students for the purpose of calculating AYP.</p>
<p>3. Provide Instruction</p> <ul style="list-style-type: none"> <li>• Direct, appropriate, sufficient</li> <li>• Designed for students' needs</li> <li>• Based on current practices</li> <li>• Appropriate staffing</li> <li>• Appropriate materials</li> </ul>	<p>Develop Instructional Plan</p> <p>Identify the program model (p. 11-13) Refer to <a href="http://www.eslportalpa.info/wp-content/uploads/sites/5/2018/09/ESL-Admin-Guide-ADA.pdf">http://www.eslportalpa.info/wp-content/uploads/sites/5/2018/09/ESL-Admin-Guide-ADA.pdf</a></p> <ul style="list-style-type: none"> <li>• Schedule <u>daily</u> English Language Development (ELD) instruction based on English language proficiency</li> <li>• Hire/Contract teachers with ESL Program Specialist Certificate</li> <li>• Assessment plan</li> <li>• Research-based ELD best practices</li> <li>• Identify what is taught (curriculum)</li> <li>• Identify appropriate materials to scaffold instruction for ELs: <a href="https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and">https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and</a></li> <li>• Describe available opportunities (tutoring and afterschool programs, extra-curricular activities, etc.)</li> </ul>	<p><b>Instructional Program</b></p> <p><b>Program Type – English as a Second Language</b></p> <p>Rochester EL program consists of individualized course content delivered at the student’s specific level. Course content is presented using materials adapted from grade level textbooks and curriculum. These will be mixed classes with English only support, however that will be adjusted if a student’s needs represent a different technique as the most appropriate and beneficial. This instruction will be provided by a content area specialist and supported by an EL certified teacher. In some cases, the EL certified teacher can support the content area teacher during planned meeting times to help in pre-planning. The EL teacher will support the student in the classroom, however when distance or a barrier exists (i.e. AEDY program that is off-site), the EL teacher can support the student remotely via telephone and/or video conference. In some instances, if necessary, the District will contract with the local Intermediate Unit to provide a contracted EL certified teacher who is already providing support at the AEDY location. That is not presently the case with any students.</p> <p><b>Planned Instruction Standards</b></p>

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	<ul style="list-style-type: none"> <li>• Train and support staff (Professional Development Plan)</li> </ul>	<p>English Language (EL) is a tutorial course designed to teach elementary through secondary levels of English for proficiency at Entering through Bridging. This course is appropriate for K-12, for students with a wide range of aptitudes and learning styles. The EL certified teacher will provide instruction and/or support through research based best practices. Per the Cedar Center document that was shared by PDE, we already utilize a significant number of those best practices. We do not believe in a one-size-fits-all model or even fits-most. We have historically had a smaller population of EL eligible students so we have been able to truly personalize and differentiate. The EL certified teacher will provide opportunity for literacy immersion and a focus on literacy-based skills as well as utilizing the framework of the sheltered instruction technique, when appropriate for a student. It is generally, based on historical data of the EL population that tends to reside within our region, that we utilize more peer-based learning models where a EL eligible student is taught content, vocabulary, etc. through a model that engages them with their peers and within the classroom. Our EL certified teacher aims for transferability of the knowledge, vocabulary, etc. so a student’s learning is functional and able to be utilized in school and life function outside of school. The EL certified teacher will also ensure that appropriate materials are chosen to support our students who are learning. This can include a multitude of opportunities and options, and it is personalized to each student. In general, the EL certified teacher will analyze the present level of the student. This in turn will identify if the student requires materials that are more heavily started within his/her native language before transitioning or if the materials can be available in English with items such as high frequency words shown in both languages, tiered supports built into the models, etc. Additionally, the EL certified teacher may utilize a video to support written material, as this will allow the student to participate both visually and auditorily. Items such as dictionaries that are bilingual, graphic organizers that can help convey topics in English, and so forth will be utilized for the student based on his/her need. These are just a few of the ways that materials are implemented for a student who is learning.</p> <p><b>Time in EL Classes</b></p> <p>Non-English speakers will receive 3 – 4 hours of EL instruction daily, Entering – 2-3 hours, Emerging and Developing 1.5-3 hours, and Expanding</p>
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		<p>and Bridging – up to 1 hour. Students who have exited the program will be monitored for two years and may receive academic support two to three times per week.</p> <p><b>Time in Content Classes</b></p> <p>All EL students will spend time in their regular content area classes with the possible exception of Reading/LA/English. EL classes replace the Reading/LA/English classes that ELs are required to take. Content area classroom teachers are expected to make adaptations to meet the needs of the EL student.</p> <p><b>Counseling</b></p> <p>ELs will have access to all school counseling services which may include academic counseling, career and vocational counseling, and counseling for at-risk students. Communication with students and parents must be clear and in a mode that is understandable. The counselors are to make sure that the parents are aware of all of the options available to them.</p> <p><b>Special Education</b></p> <p>Students who are ELs may be eligible for special education services if a disability exists and that disability is not solely due to lack of instruction or English proficiency. All federal and state regulations will be followed for ELs who qualify. ELs who receive special education services will continue to receive EL instruction at their appropriate proficiency and developmental levels. This instruction will occur for registered students whether they are educated in the district or in other placements.</p> <p><b>Related Services</b></p> <p>The participation of ELs in vocational-technical or other programs is not contingent on their level of English language proficiency.</p>
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<p>4. Ensure integration</p> <ul style="list-style-type: none"> <li>• Instructional integration</li> <li>• Social integration</li> </ul>	<ul style="list-style-type: none"> <li>• Describe access to programs and services (Gifted, Extra Curricular, Special Education, Vocational, etc.)</li> <li>• Ensure scaffolding based on English language proficiency levels</li> <li>• Integrate ELs with same-age peers</li> <li>• Collaborate with relevant staff to support ELs' academic and linguistic development</li> <li>• Communicate with families in preferred mode of communication</li> </ul>	<p><b>Student Participation in Extracurricular Activities</b></p> <p>ELs will be invited to participate in all activities for which they qualify under general district requirements. Guidance personnel will assist students in awareness of and access to understandable information about school activities and programs. Additionally, they will be fully included in all school-based activities such as, but not limited to, field trips, programs, etc. The EL certified teacher will work to accommodate their needs so they can fully participate with their peers in these other activities that occur throughout the school and/or externally, i.e. field trips.</p> <p><b>Pupil Personnel Services</b></p> <p><b>Education Opportunities</b></p> <p>The EL certified educator will work with the student, family, and counseling department to ensure that all options for the students are shared and available to them. The EL certified educator will ensure the student and family understand all course offerings, particularly at the secondary level with electives, and then in turn will work with the teachers to ensure they understand the educational needs of the students in EL who may be enrolling in their courses.</p> <p><b>Counseling</b></p> <p>ELs will have access to all school counseling services which may include academic counseling, career and vocational counseling, and counseling for at-risk students. Communication with students and parents must be clear and in a mode that is understandable. The counselors are to make sure that the parents are aware of all of the options available to them.</p> <p><b>Collaboration</b></p> <p>The collaboration between EL certified educator and the general classroom educators begins on Day 1 of enrollment. The EL certified educator will help facilitate grade or team meetings so teachers are aware, gain upfront knowledge of the child and family, background, etc. Additionally, from this point they start reviewing materials and determining what adjustments might be</p>
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		<p>necessary, if any. As they begin, collaboration in the education arena will be determined by the child, levels of the child, and grade/content being taught. Models of support and collaboration between the EL certified educator and classroom educator will vary and could include co-planning, co-teaching at times, and just general support and review together.</p> <p><b>Related Services</b></p> <p>The participation of ELs in vocational-technical or other programs is not contingent on their level of English language proficiency.</p> <p><b>Instructional Materials</b></p> <p>The District maintains a list of currently utilized textbooks and primary source materials at each grade level and for all content areas. The EL certified educator will work with the District list, and applicable teachers, to ensure that materials (primary and support/secondary) utilized in each grade and course are available and supportive of the student who is identified as EL. When items need adapted or are not supportive, we will work with publishers and producers to secure materials as necessary. Additionally, the EL certified educator maintains a personal bank of resources that she shares with teachers when they are educated a EL eligible student. This bank of resources contains online, and print, materials that are culturally representative of areas our students who are EL eligible may come from and help integrate additional culturally aware materials into the curriculum. Technologically speaking, we have the availability of all types and it is available to all students, so this is a resource open to all and available.</p>
<p>5. Re-Assess</p> <ul style="list-style-type: none"> <li>• For progress</li> <li>• To reclassify (exit) a program</li> <li>• Monitor exited students</li> </ul>	<p><a href="#">PA Required Reclassification, Monitoring and Redesignation</a> criteria</p> <ul style="list-style-type: none"> <li>• Specific multi-criteria reclassification procedures</li> <li>• Monitoring plan/documentation</li> <li>• Re-designation of ELs</li> </ul>	<p><b>Required Exit Criteria (RASD will follow the current state guidelines for exiting, which presently is threshold on the ACCESS for ELLs inventory score):</b></p> <p>Score of BASIC on the annual PA System of School Assessment (PSSA/Keystone).</p> <p style="text-align: right;"><b>Special Circumstances:</b></p>

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<b>RUBRIC 2</b>						
Writing Cohesion	Low	Moderate	High	Low	Moderate	High
Writing	0	0.2	0.3	0	0.2	0.3
Word/Phrase	0	0.2	0.3	0	0.2	0.3
	0	0.2	0.3	0	0.2	0.3

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<p>Total possible points from both inventories: 7.6                  Total Possible points from all components: 16  <b>Threshold for reclassification: 10.5</b></p> <p>When this reclassification score is equal to or greater than the cutoff, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when the score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs score report and language used inventory forms, then the EL status may be retained.</p> <p style="margin-left: 40px;">b) Following the scoring criteria in the table below, the WIDA-ACCESS Placement Test (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 from services. <u>NOTE: The W-APT may ONLY be administered to a student <b>once</b> in any school year.</u></p> <p style="margin-left: 40px;">b) A score of <u>PROFICIENT</u> on the reading PSSA/Keystone Literature 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.</p> <p><b>Additional Exit Criteria:</b></p>								

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		<p>3. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).</p> <p>OR</p> <p>4. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA/Keystone.</p> <p>Students who have been exited from the EL program based on the scoring criteria will be monitored for two years. During the monitoring period, these students may receive instructional support two to three times per week from an EL certified teacher in English and/or content area subjects. Teachers should continue to make adaptations to meet the needs of monitored ELL students. The EL certified educator will monitor the academic needs of the student and may re-enroll him/her if the EL certified educator can document that the needs are a result of persistent language acquisition needs and not strictly academic. If they are strictly academic needs, we will review academic supports and interventions that might be useful. If they are language acquisition needs, the EL certified educator will utilize his/her resources to gather data and analyze so a wholistic team can review the facts and the EL certified educator can make a recommendation and decision on possible re-enrollment into the program. This will be based on the state required criteria to be reclassified as FEL.</p>
<p>6. Document</p> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Student Achievement</li> <li>• Program Compliance</li> <li>• Program Effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Program Handbook</li> <li>• Schedule program evaluation and periodic data review</li> <li>• Develop data and documentation plan</li> <li>• PDE AEDY Guidelines</li> <li>• Establish a stakeholder team to evaluate program effectiveness Refer to Chapter 9 <a href="https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf">https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf</a></li> </ul>	<p>The District maintains a comprehensive EL Program Handbook for the Rochester Area School District. This handbook is reviewed annually and updated as needed based on changing laws, guidelines, and best practices. A comprehensive committee reviews the program handbook and documentation materials, reviews qualifications of staff, and student data for enrollment trends of our EL population. The team consists of an EL certified educator, Director of Special Education (who also serves as the District EL Coordinator), a building principal, a general education teacher, special education teacher, member of the Beaver Valley Intermediate Unit #27, a parent, and when appropriate and possible a student. Additional members, such as a Board Member, Community Representative, etc. will also be included as appropriate and available for the review.</p>

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English Learners are to receive the exact same services they received in their sending LEA when placed in an AEDY setting. Individual EL plans are required to be completed within five days of student placement. These plans explicitly outline the amount of services students should be receiving while in the AEDY Setting.