



## **Upper Merion Area School District Language Instruction Educational Program (LIEP)**

### **English Language Development (ELD) Program Mission Statement**

The mission of the English Language Development (ELD) Program in the Upper Merion Area School District (UMASD) is to provide quality, continuous, seamless, and appropriate researched-informed delivery reflecting best practices to enable English Learners (ELs) to become successful in the academic classroom and prepared to participate in, engage in, and contribute to the wider community. Additionally, UMASD is committed to supporting the development of students' formation of their complex identities as both emergent multilingual and multicultural citizens.

### **Program Service Providers**

All of our ELD teachers are certified by the state of Pennsylvania as English Language Program Specialists. They also hold at least one other subject and grade level certification. Examples include: Elementary Education, Secondary English Education, Reading Specialist, Spanish, and Italian.

Our ELD program is directly supervised by our Assistant Superintendent of Curriculum and Instruction, Dr. Susan Silver, who oversees all facets of UMASD's ELD program.

### **Program Service Contacts**

<b>Building</b>	<b>Staff Member</b>	<b>Email</b>
UMASD, ELD Department Supervisor	Dr. Susan Silver	ssilver@umasd.org
UMASD Department Head	Angela Della Valle, ELD Subject Area Leader K-12	adellavalle@umasd.org

Bridgeport Elementary	Rebecca Hutchinson	rhutchinson@umasd.org
	Tyler Triolo	ttriolo@umasd.org
Caley Elementary	Kate Sawyer	ksawyer@umasd.org
	Francine Lee-Kim	fleekim@umasd.org
Candlebrook Elementary	Jennifer Wert	jwert@umasd.org
Gulph Elementary	Susan Kelly	skelly@umasd.org
	Kristin Hendrick	khendrick@umasd.org
Roberts Elementary	Lauren Bullitt	lbullitt@umasd.org
Middle School	Angela Della Valle	adellavalle@umasd.org
	Guisette Ortega	gortega@umasd.org
	Jocelyn Evans	jevans@umasd.org
High School	Katie Davidson	kdavidson@umasd.org
	Daryl Schumacher	dschumacher@umasd.org
UMASD, Bilingual Aide	Bindi Shukla	bshukla@umasd.org
UMASD, Bilingual Aide	Inger Rivera	irivera@umasd.org

## Department Collaboration

Each academic year, there are regularly scheduled district-wide department meetings, including all elementary, middle, and high school ELD teachers, as well as the ELD district department head, Angela Della Valle, and department supervisor, Dr. Susan Silver. The goal of these meetings is to communicate any schedule updates, plan department events, review enrollment, and share other information to serve families.

In addition to these department meetings, there are transition meetings held between fourth and fifth grade ELD teachers, as well as eighth and ninth grade ELD teachers. These meetings are held to ensure proper placement for students making the transition into middle and high school. Academic needs are carefully considered, with social and emotional needs taken into consideration for placement.

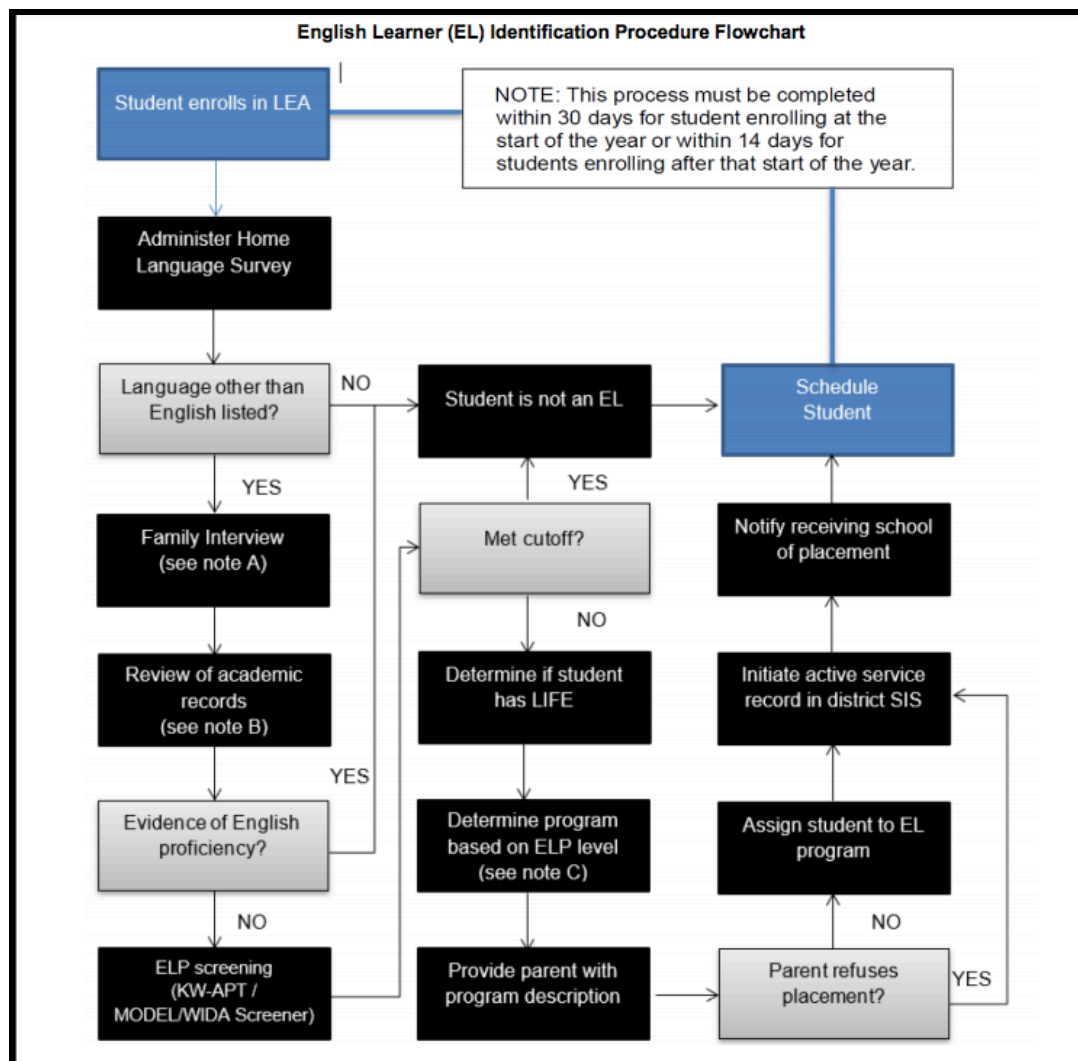
## K-12 Identification Procedures

A home language survey is included in each UMASD registration packet. If it is indicated on the home language survey that the family uses a language other than English, an ELD teacher will contact the family to determine if the child needs to be screened for ELD services. If it is determined that the student needs to be screened for ELD services, they will be given one of the following screeners.

- K-WAPT (on paper) - Kindergarten/1st half of 1st Grade
- WIDA MODEL (on paper) - Grades 1-12
- WIDA Screener (online) - Grades 1-12

The student's score on the screener will determine if they are eligible to receive ELD services **and** what mode of ELD instruction they will receive.

During unprecedented circumstances (such as the COVID-19 pandemic), the ELD teacher follows PDE guidelines for provisional screening.



**Note A:**

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

**Note B:**

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

**Note C:**

If the student has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement.

Source:

<https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/ELL-Identification-Procedure%20K-12.pdf>

**Program Design and Model**

The LIEP affords ELs with ELD instruction based on the language proficiency levels as outlined by the PA ELD Standards, WIDA Can-Do Descriptors, and the PA Core Standards. Instruction focuses on developing the necessary language skills in all four domains of language: listening, speaking, reading, and writing for both social and academic purposes.

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>	
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>	

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.

Source: <https://wida.wisc.edu/teach/can-do/descriptors>

All programs at UMASD are informed by PA ELD standards. Generally, UMASD has three modes of instruction: pull-out instruction, push-in support, and consultation. The application of these modes of instruction varies slightly by grade level and building.

### Elementary (Grades K-4)

- Pull-Out Direct Instruction is in addition to content area instruction and focuses on increasing the English proficiency of ELs in an EL Specific English Only setting. Pull-Out Instruction may include One-to-One and/or Small Group Instruction. Small Group Instruction is based on English proficiency levels and may span grade levels.
- Push-In Classroom Support focuses on assisting ELs in applying English language skills during content area instruction.
- Consultation is occasionally utilized by an ELD teacher who works in conjunction with the content area teacher to monitor and amend services as needed.. The ELD teacher reviews these assignments with the EL as needed.

## **Middle School (Grades 5-8)**

At the Middle School level, beginning and intermediate ELs are scheduled for ESL ELA (English Language Arts) in place of the standard ELA course. ELs are taught by a dually certified ELA and ELD teacher. Per the descriptions provided by PDE, the Middle School ELD Model is considered an EL Specific English Only Instruction and is an acceptable and appropriate replacement for ELA as the instruction is aligned to the same ELA standards as the ELA course in which a student's non-EL peers are enrolled.

For advanced ELs and newly exited ELs who still need academic support, students are scheduled into an *ESL Plus* class, which meets daily and replaces one of their Unified Arts (Lower House, Grades 5-6) or their foreign language class (Upper House, Grades 7-8). ELs who are dually identified and who qualify for Special Education have a schedule that reflects both their needs for specially designed instruction per their Individualized Education Plan (IEP), as well as their language needs.

## **High School (Grades 9-12)**

For grades 9-12, ELs' ELA instruction is highly dependent on their proficiency levels.

- Students with low proficiencies (generally scoring between 1.0-3.0 according to WIDA standards) receive replacement ELA instruction (titled, *English as a Second Language (ESL) Beginning*) by a dually certified ELA and ELD teacher.
- Students with more developed proficiencies (generally scoring 3.0-5.0 according to WIDA standards) receive a hybrid model of instruction (titled, *ESL Intermediate*).
  - These students participate in mainstream ELA instruction alongside native English speaking peers, in addition to receiving ELD instruction by a qualified ELD teacher. The goal is to expose students to the expectations of a grade-level ELA class while also supporting their EL needs.
- Students with more advanced proficiencies (generally scoring 5.0-6.0 or monitored students according to WIDA Standards) receive ELD support through consultation. This is commonly done through *ESL Homeroom* or a class titled, *ESL Tutorial*. These students receive mainstream ELA instruction alongside native English speaking peers.
- ELs who are dually identified and who qualify for Special Education have a schedule that reflects both their needs for specially designed instruction per their IEP as well as their language needs.

## Equitable Programs of Instruction

Regardless of the student's proficiency level or monitored status, all other content area classes are alongside native English speaking peers taught by qualified content area teachers. The ELD teacher works in conjunction with content area teachers to provide accommodations and modifications in regular content area instruction. The ELD teacher also provides push-in support in content area classes, determined based on need.

Therefore, ELs have access to the same range of additional supports available to all students, such as tiered interventions in literacy and mathematics, Special Education, and the Gifted and Talented Program. ELs are also actively recruited to become involved in the full range of school experiences, including extracurricular programs including field trips, assemblies, school clubs, athletics, and music and arts programs. ELs in High School also have the opportunity to take Advanced Placement (AP) Courses, and participate in dual enrollment opportunities, such as the Central Montco Technical High School.

## Providing Equity and Access

Additional formalized programming for the purposes of providing equitable access to district academics include:

Program Description	Objective
<b>Kindergarten Orientation</b> Initial orientation event for all students slated to start kindergarten	To evaluate skills of students in order to correctly place them in the most appropriate learning environment and to provide an orientation to Elementary School
<b>5th Grade Orientation</b> Annual Spring orientation event for all 4 <sup>th</sup> grade ELs	To provide an orientation in academic and social transitioning from all elementary schools to the Middle School
<b>ELD Technical School Field Trip</b> Annual field trip provided exclusively for all 8 <sup>th</sup> grade ELs	To provide equitable access to all educational opportunities for ELs

<b>9<sup>th</sup> Grade Orientation</b> Annual Spring orientation event for all 8 <sup>th</sup> grade ELs	To introduce 8 <sup>th</sup> grade ELs to the High School's ELD teachers, counselors, and assistant principals To orient 8 <sup>th</sup> grade ELs to the High School's academic expectations, the 9-12 ELD program, and extracurricular opportunities
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Equitable access to social and emotional opportunities are also prioritized by district ELD teachers. District ELD teachers recognize their critical role in assisting ELs in their participation in elective courses and extracurricular activities. The ELD teacher works to identify ELs' interests and then connect them to the appropriate coach, club advisor, or mentors. The ELD teacher also works to identify and dismantle all possible barriers to participation including, but not limited to: cultural differences, busing or transportation issues, communication of information, financial burden, completing PIAA paperwork, or obtaining PIAA sports physicals.

### **Progress Monitoring, Reclassification, Monitoring, Redesignation, and Accommodations for Standardized Assessments**

The WIDA-ACCESS, which is administered yearly, is used to both demonstrate progress in language proficiency, as well as to determine possible qualification for exiting the LIEP. All ELs, K-12, are required to take the WIDA ACCESS for ELs English Proficiency Test. ELs who present a significant cognitive impairment, and who cannot meaningfully participate in the WIDA ACCESS, are able to take the Alternate WIDA ACCESS for ELs.

The District LIEP follows PDE guidelines when reclassifying students as former ELs when they attain proficiency. Current PDE policy indicates that students can be considered proficient when they meet the exit criteria and threshold for reclassification. This requires reaching at least 10.5 points, which are accumulated by a two-step process. Points are derived from scores achieved on the annual WIDA-ACCESS exam and two standardized language use inventories completed by an ELD teacher and a content area teacher.



After being reclassified, students are monitored for a period of four years, which involves monitoring through documentation of academic progress. After a period of four years of monitoring, students are then redesignated as English fluent, and considered former ELs.

Per PDE, ELs whose enrollment in any public school in the United States is fewer than 12 cumulative months (not consecutive) have an option of taking the ELA PSSA or Literature Keystone exam. A student's enrollment in a school in Puerto Rico is not to be considered as enrollment in a U.S. school. All ELs are required to participate in the Mathematics PSSA or Algebra I Keystone exam and the Science PSSA or Biology Keystone exam with accommodations as appropriate regardless of enrollment date.

Accommodations are available for ELs who take the WIDA ACCESS, PSSA and/or Keystone Assessments. Current accommodations used in day-to-day instruction and assessment are appropriate to use in a standardized assessment.

There are three allowable accommodations for ELs when taking standardized assessments:

1. Word-to-word translation dictionaries, without definitions, pictures, or internet connection for Mathematics PSSA or Algebra I Keystone and the Science PSSA or Biology Keystone only, but not for any part of the ELA PSSA or Literature Keystone Exam
2. Qualified interpreters/sight translators for Mathematics PSSA or Algebra I Keystone and Science PSSA or Biology Keystone only, but not for any part of the ELA PSSA (except for the Text-Dependent Analysis (TDA) prompt of the ELA PSSA) or Literature Keystone Exam
3. Spanish/English Mathematics and Science PSSA, Algebra I and Biology Keystone Exams

## Family Engagement and Services

The UMASD ELD program recognizes the critical role that parent engagement and involvement in the education system plays into the academic and social success of ELs. It is for this reason that the district ELD program facilitates a variety of programming and services with the objective of dismantling barriers and providing equitable access to participate in the education system for all ELD families. These aforementioned programs and services include:

Program Description	Objective
<b>ELD Family Night</b> Annual social event held each October for all district ELD families, K-12 teachers, administrators, and community organization leaders	To bring together all stakeholders in the success of ELs and facilitate connection between these stakeholders  To celebrate the district's diversity
<b>ELD Parent Workshops</b> Biannual (Fall and Spring) workshops for ELD parents and guardians	To educate culturally and linguistically diverse parents on topics including, but not limited to: college admissions and financial aid, drug and alcohol education, mental health awareness, and immigrant rights  To provide parents access into US schooling practices through education on topics including, but not limited to: understanding the report card, participating in a parent-teacher conference, and getting involved in extracurricular activities
<b>ELD Spring Picnic</b> Annual social event held each May for all district ELD families and district ELD teachers	To provide an informal and casual event for district ELD families to interact, make connections, and share a sense of community

<p><b>Open House*</b> Annual K-12 event held each September at each district building</p>	<p>To allow ELD parents and guardians to make personal contact and connections with the teachers involved in their student's academic day</p>
<p><b>Parent-Teacher Conferences*</b> Biannual conferences (Fall and Spring) that are held as part of K-12 programming</p> <p>District ELD teachers ensure that every ELD family is able to schedule a conference with all appropriate teachers</p>	<p>To provide every ELD family, regardless of language, the opportunity to communicate with all appropriate teachers</p>
<p><b>ELD Scheduling Night*</b> Annual (January) parent information workshop for all 8<sup>th</sup> grade ELs and their parents or guardians</p>	<p>To introduce 8<sup>th</sup> grade ELD families to the High School's ELD teachers, counselors, and assistant principals</p> <p>To inform 8<sup>th</sup> grade ELD families about the High School's course offerings and graduation requirements</p> <p>To explain the High School's grading policies, course credits, and course scheduling</p>

\*District ELD teachers facilitate district-compensated translators for every culturally and linguistically diverse parent or guardian who needs translation services.

Translation Services	Objective
<b>AT&amp;T Language Line</b>	<p>To provide every culturally and linguistically diverse parent or guardian the ability to communicate effectively in any language during interactions including, but not limited to: IEP meetings, parent-teacher conferences, and parent engagement events</p> <p>To provide equitable access in understanding district-wide school to parent communication</p> <p>To provide qualified interpreters/sight translators for ELs who appropriately qualify during PSSA and Keystone exams</p>
<p><b>Community Translators</b>  District compensated community members who provide face-to-face, over the phone, or written translation services</p>	