



THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)

Program Statement:

The LIEP program within the Chester Community Charter is designed for all ELs to have equitable access to academic content for all courses for which they are enrolled. The LIEP program within the Chester Community Charter is:

- aligned to state academic content standards for the appropriate grade level of the ELs
- includes English Language Development (ELD) instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers.
- incorporates the use of the PA English Language Development Standards.
- provides equitable access to content for ELs at all language proficiency levels by support to content teachers through ongoing PD opportunities and collaboration with the ESL department.
- And provides equitable enrollment opportunities for ELs in any course or academic program for which they would otherwise be eligible

The LIEP programming outlined above is incorporated into the entirety of the student's daily instructional time. The programs are designed to meet the needs of varying levels of students at varying levels. The program model and resources used are based on research and best practices as outlined by PDE and the WIDA Consortium. The LIEP is periodically reviewed to ensure the program meets the needs of the students, and maintains alignment to best practices for instructing ELL students.

Identification Process

- All enrollment applications are reviewed by the ESL coordinator to determine if the student requires a family interview based on the language survey completed during the enrollment process. A home language survey stating that the primary language of the student is other than English will require a family interview.
- If it is determined that the student's primary language is any language other than English, the student will qualify for ESL screening.
- The student will be screened using the WIDA screening tool by a trained ESL instructor.
- If the student earns a qualifying score based on the WIDA screener tool, they will be immediately enrolled into the ESL program.
- A notification letter will be sent to the parent of the student noting that they qualify for ESL services.

Method of Instruction

- **Content-based English Language Learner (EL)/English as a Second Language** Instruction is provided in English- only and adapted to students' English proficiency level. This instructional method is used along with scaffolding and a focus on developing academic vocabulary to ensure that content is understood by ELLs. This method supports students as they work to achieve proficiency in English and learn in content areas. The use of the Can-Do descriptors and ACCESS testing data allows for teachers to differentiate instruction based on the EL students' abilities.
- **Pull-Out English Language Learner (EL)/English as a Second Language (ESL)** Targeted ELD Instruction using the WIDA reviewed Carousel (K-5) and/or Champion (6-8) is provided when the student leaves the regular classroom during the day for ELL/ESL instruction. Instruction in the pull-out model is not replacement for the general education curriculum, but rather focuses on the English language acquisition to ensure the EL students are developing their language skills. Supplemental program materials from UFLI and Learning A to Z is also used to support phonics instruction within the ESL classroom.
- **EL Specific Only Instruction (Pull Out)** Current EL students participate in ESL instruction 2-5x per week for instructional support by a certified ESL teacher. Instructional sessions may be on a one-to-one basis, but most often occur in small groups. Sessions vary in length depending on the needs of students. ESL and regular education teachers collaborate and plan together to meet student needs. ESL classrooms are provided with the necessary ELD materials, resources and tools for instruction using Title III funding. It is important to note that ELD instruction taught by a certified LIEP teacher does not replace ELA instruction in a student's academic program. The CCCS ESL department has its own curricular resources that are unique and aligned to the PA ELDS.

- **Mixed Classes with English-Only Support (Push In)** Current EL students are supported in the regular education classroom with a certified regular education teacher, which may include portions of the day with an certified ESL teacher. The push-in ESL services are in addition to the class periods spent in the ESL classroom. During this time, students will be supported while immersed in the content and the ESL teacher provides assistance and reinforcement during instruction. Sessions vary in length based on specific student needs. Regular education teachers and ESL teachers collaborate and work together to meet student needs. All students, regardless of program, are provided equitable access to materials, resources and tools needed for instruction.
- **Modified Instruction** ELD may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the school entity has a plan for immediately mitigating any academic gaps that result (e.g., in the case of a newcomer program).

Reclassification Process

- **Exiting Students from ESL Services** Students may qualify to exit ESL services if they receive a qualifying score on the ACCESS test. Starting in Spring of 2026, the reclassification rubric scores and written feedback will determine if a student will exit ESL services. Prior to receiving the ACCESS scores, teachers will identify students who they believe will earn an ACCESS score of a 4.5 or higher on the ACCESS test. In the Spring, the regular education and ESL teachers will then complete the PA ESL reclassification rubric and submit the information to the CCCS ESL Coordinator for the identified students. In June, the ACCESS scores will be reviewed and students who earned a 4.5 or higher will be considered for reclassification. Through this process, the CAO will review the rubrics submitted, and the reclassification front sheet will be completed with the scores from each rubric and the ACCESS data for students who are considered for reclassification. If the student reclassifies, notification is sent to the parents and the executed letter will be scanned into the student's soft file. A hard copy is placed in the main office file. Students will then be monitored using the standard form and per PDE regulations for 2 years. After exiting the program and being reclassified as a Former EL (FEL), the ESL teacher will actively monitor students for a two-year period. Students will be reported in monitor status for an additional two years for a total of four years of monitor status after reclassification. Student progress toward English proficiency and academic standards through report cards, standardized assessments, communication with the regular education teacher, and district- wide assessments. Monitored students may be reactivated if the need arises because they are having difficulty meeting classroom expectations.

Resources and Funding

- Resources are annually appropriated to ensure that the LIEP is effective. The following are resourcing supported by the Chester Community Charter School Language Instruction Educational Program:
 - Employment of certified ESL Program Specialists to ensure the English language development instruction is delivered to ELs based on their needs.
 - Regular, on-going collaboration with regular education/content teachers is provided to ensure content is made accessible to ELs and to monitor the progress of ELs in the content classes.
 - Regular, on-going collaboration with the building leadership is scheduled to ensure EL students are receiving the necessary services through the LIEP.
 - Title III funds are utilized to support resources and materials needed to support ELs in the classroom.
 - Title III funds are used to employ 1 bilingual *Parent Liaison* and 1 bilingual *Parent Liaison for Immigrant Families and Students* who provide the following: support to families in completing enrollment paperwork, support to ensure the inclusion of ESL families into the school community, information regarding community & government resources, and assist in integrating newcomers and families into the school and community setting.
 - The LIEP program and classrooms are provided with the same resources, staff development and technology tools as other academic programs within the school district, those of which are provided by additional funds outside of Title III funding.
 - Professional development occurs within the LIEP to ensure staff implement supports, accommodations, and modifications needed for students to overcome language barriers.
 - The ESL teachers within the LIEP attend conferences held by PDE and PENNON to further their learning in the best practices of EL instruction.