

## English Learners (ELs) Plan: Fairview School District

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>STEP 1:</b> Review the Home Language Survey (HLS).</p> <p><b>STEP 2:</b> Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.</p> <p><b>STEP 3:</b> If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see Appendix A of the <a href="#">PDE English Learner Identification Procedure Grades K-12</a> before proceeding.</p> <p><b>STEP 4:</b> Conduct a review of the student’s academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples.</p> <p><b>LEA Administrators</b> can also read Section 1: Screening, Identification and Placement of ELs (p.6 – 10) of the <a href="#">Administrator Guide on Supporting English Learners’ Success</a>.</p>	<p>LEA will complete the required Home Language Survey.</p> <p>LEA will follow the PDE English Learner Identification Procedure Grades K-12.</p> <p>All staff conducting intake meetings will be trained on this expectation.</p>
<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>family native 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>STEP 5:</b> Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. See Appendix D of the <a href="#">PDE English Learner Identification Procedure Grades K-12</a> for information about the appropriate test form to administer.</p> <p><b>STEP 6:</b> OPTIONAL - Screen the student for native language proficiency if a screening instrument is available.</p> <p><b>STEP 7:</b> Determine if the student has limited or interrupted formal education (LIFE)</p> <ul style="list-style-type: none"> <li>• Is enrolling after grade two, AND</li> </ul>	<p>LEA will complete all appropriate and required state-mandated screening tests.</p> <p>The LEA will review the home language survey to determine if there is a language other than English used. If another language is indicated, the LEA will fill out and send in the ELD referral form to the local Intermediate Unit. In addition, an ESL professional will proceed to conducting a family interview to determine if the student is a potential EL student. If needed, an interpreter will be provided.</p>

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	<ul style="list-style-type: none"> <li>● Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND</li> <li>● Has at least two fewer years of age appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND</li> <li>● Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)</li> </ul> <p><b>LEA Administrators</b> can also read Section 1: Screening, Identification and Placement of ELs (p.6 – 10) of the <a href="#">Administrator Guide on Supporting English Learners' Success</a>.</p>	<p>During the interview the team will collect data from the family.</p> <p>After an ESL professional conducts and 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 of having a disability.</p> <p>The LEA and EL professional 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.</p> <p>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</p>
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		<p>Procedure document that has been provided.</p> <p>If needed, the LEA will assess and report mathematics and reading skills.</p> <p>The LEA will coordinate with the in taking agency on the annual assessment to measure progress.</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 the <a href="#">Administrator Guide on Supporting English Learners' Success</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 instructional 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> <li>● Train and support staff (Professional Development Plan)</li> </ul> <p>Follow the <a href="#">PDE English Learner Identification Procedure Grades K-12</a></p> <p>Refer to the <a href="#">Educating English Learners (ELs) BEC</a></p> <p><b>STEP 8:</b> Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available. Use all data collected throughout the identification process to determine the most appropriate LIEP based on the student's English language proficiency and native language proficiency, if available. If the student has an IEP, certified ESL and SPED personnel must collaborate to determine the appropriate program and academic placement for the student.</p> <p>Include an assessment plan for ELD and the curriculum (types of assessments used to monitor student progress in ELD and content area classes). Make sure you have identified appropriate materials to scaffold instruction for ELs. Also, include research-based ELD best practices and strategies.</p>	<p>The LEA will utilize a Mixed Classes with English-Only Support model.</p> <p>LEA will provide the required daily English</p> <p>Language Development Instruction by teachers with ESL Program Specialist Certification.</p> <p>LEA will provide EL instruction based on the students identified EL proficiency level and instructional need.</p> <p>LEA will utilize visuals, graphic organizers, word banks, paragraph/sentence starter frames, dictionaries, and home language materials if needed. In addition, students may participate in small group work, teacher directed instruction, and paired peer worked. During instruction, repetition of material, directions repeated, visual cues presented, modeling, and paraphrasing may be utilized to meet the needs of the student. Further, checklists, rubrics, and graphic organizers may also be utilized during instruction.</p>

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	<p>Identify Program Model and Program Design  <a href="https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx">https://www.education.pa.gov/Policy-Funding/BECS/PACode/Pages/EducatingELs.aspx</a></p> <p>Evidenced Based Practices for English Learners  <a href="https://cedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf">https://cedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf</a></p> <p>Scaffolding Instruction for English Learners  <a href="https://www.education.com/magazine/article/instruction-assessment-for-english-learners/">https://www.education.com/magazine/article/instruction-assessment-for-english-learners/</a></p> <p>Scaffolding Instruction for English Language Learners: Resource Guides for English Language Arts and Mathematics  <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></p> <p>ELD program Evaluation  <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></p> <p><b>LEA Administrators</b> can also read the <a href="#">Administrator Guide on Supporting English Learners' Success</a>.</p>	<p>LEA along with AEDY program will provide the space, time, and opportunity for the LEA-identified EL teacher to meet with identified students for ELD instruction.</p> <p>LEA will provide time for EL Program Specialist to consult with AEDY program.</p> <p>LEA '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 Program, as well as to gauge and determine progress.</p> <p>LEA 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.</p> <p>LEA will provide EL students opportunities to complete any supplemental online activities/program identified by EL Program Specialist based on student need.</p> <p>LEA will provide EL students with the same opportunities for</p>
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		<p>field trips, guest speakers, student council opportunities as all other students assigned to the AEDY program.</p> <p>While LEA does not have EL students referred to the program, we currently have staff with the EL teaching credentials</p>
<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>LEA Administrators can also read the <a href="#">Administrator Guide on Supporting English Learners' Success</a>.</p>	<p>LEA will integrate EL students with same-age peers and with general education students.</p> <p>LEA will implement the same curriculum for both EL and non-EL learners. ELs will have access to the same technology, same textbooks, same programs, and same resources as non-EL students. Instructional materials/textbooks will be culturally relevant and be modified as necessary. Combined with the required textbooks/materials, ELs will have access to visuals, alternate resources, graphic organizers, and other scaffolds as needed.</p> <p>LEA will utilize and implement the same behavioral supports for EL learners as all other students. EL Learners will have the opportunity to participate in all programs and services, if deemed appropriate and found eligible.</p>

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		<p>LEA 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.</p> <p>LEA will collaborate with family/guardians to support all academic and linguistic development.</p> <p>LEA will ensure scaffolding based on the English language proficiency levels and will consult with relevant staff to support EL's academic and linguistic development.</p> <p>LEA will communicate with family/guardian in preferred mode of communication both verbally and written form.</p> <p>LEA will provide all written documents in preferred mode of communication.</p> <p>LEA will assure the EL learner access to programs and services such as gifted, extra-curricular, special education, vocational, etc.</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>State required Reclassification, Monitoring, and Re-designation of English Learners (ELs)  <a href="https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Reclassification%20Monitoring%20and%20Redesignation%20of%20ELs.pdf">https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Reclassification%20Monitoring%20and%20Redesignation%20of%20ELs.pdf</a></p>	<p>LEA will follow the PA Required Reclassification, Monitoring and Redesignation criteria.</p> <p>During the annual assessment of ELs, The ACCESS for ELLs is used to place and exit students and to compare student progress toward fluent English proficiency from one year to the next.</p>

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	<p><b>LEA Administrators</b> can also read Section 3: Reclassification, Monitoring, and Redesignation of ELs (p. 13 – 16) of the <a href="#">Administrator Guide on Supporting English Learners' Success</a>.</p>	<p>The annual state English Language Proficiency (ELP) assessment, ACCESS for ELLs, is required by federal law. The Fairview School District uses the results to measure students' ELP and progress in each of the four language domains:</p> <ul style="list-style-type: none"> <li style="padding-left: 40px;">Reading,</li> <li style="padding-left: 40px;">• Writing</li> <li style="padding-left: 40px;">• Speaking</li> <li style="padding-left: 40px;">• Listening</li> <li style="padding-left: 40px;">•</li> </ul> <p>The ACCESS for ELLs test is administered within the assessment window determined by the Pennsylvania Department of Education (PDE).</p> <p>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 Fairview School District.</p> <p>The results from the ACCESS for ELLs will be provided to the district's ESL professional, put into each student's personal file, and send home to the family.</p>
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		<p>There is no provision that allows parents to opt their children out of annual ELP testing.</p> <p>ELs participate in all other annual assessment (e.g., PSSA, Keystone Exams) according to the testing guidelines.</p> <p>Testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELLs are published annually by WIDA.</p> <p>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.</p>
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		<p>To determine student progress toward achieving English proficiency and the academic standards, the LIEP teacher will use multiple measures, including:</p> <ol style="list-style-type: none"> <li>1. review of report cards each marking period/trimester;</li> <li>2. communication with general education teachers to discuss student progress             <ol style="list-style-type: none"> <li>a. Use curriculum-based assessment tools used by the general education classroom teacher;</li> </ol> </li> <li>3. communication with general education teachers for classes in which ELs are receiving a grade of C or lower;</li> <li>4. results of district-wide assessments;</li> <li>5. and, results of PSSA (Pennsylvania System of School Assessment) and/or Keystone Exams.</li> </ol> <p><b>Exit Criteria:</b> 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</p>
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		<p>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.</p> <p>The two inventories do not need to agree.</p> <p>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.</p> <p>Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible</p>
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		<p>to be reclassified. Districts must develop local plans for how to:</p> <ol style="list-style-type: none"> <li>1. select content teachers who will complete the inventories</li> <li>2. manage the decision-making/reporting process using this procedure and these criteria</li> <li>3. train staff to use the rubrics and evaluate the students' language use</li> <li>4. hold teachers accountable for completing the inventories</li> <li>5. select students for whom inventories will be completed in anticipation of qualifying</li> </ol> <p>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.</p> <p>LEA will monitor the plan and retain any necessary documentation.</p> <p>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).</p>
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		<p><b><u>Active Monitoring Period :</u></b> first two years after reclassification</p> <p>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 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.</p> <p><b><u>Additional monitoring period –</u></b> third and fourth years after reclassification</p> <p>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</p>
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		<p>monitored for the remainder of their time in school.</p> <p>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.</p> <p>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.</p>
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<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.</li> </ul> <p>Chapter 9: Tools and Resources for Evaluating the Effectiveness of a District's EL Program  <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></p> <p><b>LEA Administrators</b> can also read the <a href="#">Administrator Guide on Supporting English Learners' Success</a>.</p>	<p>LEA will provide the student handbook and all paperwork in the preferred mode of communication of the EL learner.</p> <p>LEA 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.</p> <p>The stakeholder evaluation team will consist of the Director of Special Education, Curriculum Director, the district's EL teachers (Intermediate Unit), general education teachers, district registrar, and the high school principal.</p>
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