

# NORTHERN LEHIGH SCHOOL DISTRICT

## **PROGRAM DESCRIPTION - ENGLISH as a SECOND LANGUAGE**

Northern Lehigh School District's mission is to create a challenging and supportive environment dedicated to meeting the diverse educational needs of all learners. We recognize that it takes time to develop full control over a second language. We also recognize that students do not learn at uniform rates, and that their progress in listening, speaking, reading, and writing and may not correlate across the stages. Consequently no assumptions will be made about the time that students need to progress through the stages of acquiring English as their second language. Each student whose primary language is not English will be provided with a program that assists them in achieving proficiency with the English language and the Pennsylvania academic standards.

### **Definitions**

#### **Limited English Proficient Student (ELL)**

- A. Was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or ii) is Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where language other than English has had a significant impact on such a individual's level of English language proficiency; or iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and**
  
- B. Has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society**

#### **The broad goals of ESL programs are to support students to:**

- Develop a level of competency and confidence in using English that allows them to fully participate in social and school-based contexts.
- Continue their conceptual development while developing English language skills.
- Develop an understanding of American culture and of the expectations of the school system.
- Encourage participation in school and community activities.
- Involve parents in their students' education.

#### **More specifically, the program aims to develop students' competence with ESL standards:**

- **Students will use English to communicate in social settings.**
  - Standard 1:** Students will use English to participate in social interactions.
  - Standard 2:** Students will interact using spoken and written English for personal expression and enjoyment.
  - Standard 3:** Students will use learning strategies to extend their communicative competence.
- **Students will use English to achieve academically in all content areas.**
  - Standard 1:** Students will use English to interact in the classroom.
  - Standard 2:** Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

- Standard 3:** Students will use appropriate learning strategies to construct and apply academic knowledge.
- **Students will use English in socially and culturally appropriate ways.**
  - Standard 1:** Students will use the appropriate language variety, register, and genre according to audience, purpose and setting.
  - Standard 2:** Students will use nonverbal communication appropriate to audience, purpose and setting.
  - Standard 3:** Students will use appropriate learning strategies to extend their communicative competence.

## Student and Parent Orientation Programs

- Each principal and ESL teacher in the district has a list of translators and a contact number for the translation service. Each principal and ESL teacher has a password for TransAct services ([www.transact.com](http://www.transact.com)) .
  - Written notices and other printed information items will be translated for non-English speaking parents whenever possible.
  - A translator will be available during meetings with non-English speaking parents whenever possible.
- ESL teachers send invitations to parents to participate in building “Meet the Teacher” evenings. The ESL teacher and coordinator host each meeting to explain the ESL program, parents’ rights and responsibilities, and procedural information.

## ESL Placement Procedures and Assessment

- The district uses the W-APT (WIDA Access Placement Test) as the primary ESL placement assessment. The assessment is conducted by the ESL teacher.
- Assessment and recommendations shall be concluded within 30 school days of receiving the Home Language Survey.
- Assessment of the student’s language proficiency will (1) determine the level of need for ESL instruction in listening, speaking, reading and writing, and (3) assist in the decision to exit from the ESL program.
- An ESL Team shall be created to review the results of assessments, make recommendations for programming, monitor each student’s progress, and determine competency for exiting the program. This team shall consist of, at minimum, the classroom teacher who is currently working with the student, the parent, the student’s ESL teacher, and the building principal (or designee). In cases involving students K-6, the Instructional Support Teacher shall be a part of that team as an additional member or as the principal’s designee. At the high school, where a transcript of courses must be reviewed, the guidance counselor must be a member of the team, and may replace the classroom teacher.
- Changes of level of ESL intervention may be requested by any ESL team member. Supporting documentation (portfolio) must be available and must reflect progress in content, socialization, and English language acquisition.
- Progress reports for students who are participating in English-speaking classrooms must be completed each marking period, or more frequently as determined by the ESL Team.
- Student progress is measured using teacher-made tests, standardized tests, and performance assessment, all of which are to be included in the student’s portfolio.
- The annual WIDA test is used as one of the criteria for monitoring progress and proficiency.

## Levels of Proficiency Defined

### Level 1 - Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- Student's oral or written language requires extensive remediation to accurately convey meaning.

### Level 2 – Beginning

- General language related to the content areas
- Phrases or short sentences
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

### Level 3 - Developing

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

### Level 4 - Expanding

- Specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

### Level 5 - Bridging

- Specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level materials

### Level 6 – Reaching

- Specialized or technical language reflective of the content areas at grade level
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- Oral or written communication in English comparable to proficient English peers

## Instruction

- The level of language arts instruction will be determined by W-APT.
- Students will receive instruction according to the time suggested for the level of language arts as determined by the W-APT.
- For the purpose of instruction in ESL, students may be grouped according to language proficiency levels in a grade level or across grade levels within a building. Buildings are organized into grade/age appropriate levels: K-2, 3-6, 7-8, and 9-12.
- Depending on the level of language arts proficiency, instruction will be provided by either push-in or pull-out.

- Instructional strategies are suggested in the NLSD ESL Program Guide and in the PaELL Resource Notebooks, located in the Office of Curriculum and Instruction, and also found on the PaELL website. (<http://www.paell.com>)
- General strategies for use with non-English speaking students are included in the Northern Lehigh School District ESL Program Guide.
- The ESL curriculum is correlated with the PA standards for Listening, Speaking, Reading, and Writing.
- The ESL curriculum is based on the ESL Standards for Pre-K through grade 12.
- All ELLs will participate in district administered assessments.
- All ELLs will participate in all state required PSSA assessments.
- All ELLs will participate in the WIDA annual assessment.

## **Instructional Materials**

- Whenever possible, regular classroom materials will be used. Modifications will be made, if necessary, on an individual student basis.
- Second Language Support materials are ordered as needed to supplement regular classroom materials.
- Catalogs for ELL materials are located in the Office of Curriculum and Instruction.
- Through our Title III Consortium, CLIU maintains a library of resources and may also be contacted for resource materials.
- Resources are described in the *PaELL Resource Kit for Educators*, which is available in the Office of Curriculum and Instruction.

## **Exit Criteria: Components**

- Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).

### ***SPECIAL CIRCUMSTANCES:***

- *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.*
- *For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.*
- Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment. The Proficient (Bridging) score will be based on the total composite assessment results. (*see below for an explanation of the updated specific score requirements*).

### **Additional Exit Criteria:**

- Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.

For additional exit criteria, visit <http://www.wida.us/states/Pennsylvania.aspx>.

## **Student Participation in Related and Extracurricular Activities**

### **K – 12 ESL students...**

- Will be assigned to regular homerooms
- Will be scheduled to eat lunch with their peers.
- Will participate in core course instruction with modifications provided as needed, in collaboration with the ESL teacher.
- Are eligible to participate in all after school activities, as are all non-ESL students.

- Gifted Education, Special Education, Student Assistance, and Group Counseling are available for all students according to need.

#### **K-6 ESL students....**

- Will participate in art, music, library, computer lab, and physical education classes.
- Will be scheduled to eat breakfast with their peers.

#### **7-8 ESL students...**

- Will participate in all instruction delivered by *Explorers* teachers; these are considered “non-core subjects”.

#### **9-12 ESL students...**

- Are eligible for all courses available to non-ESL students. (ESL instruction may replace the traditional English class for ESL students functioning at levels of *Entering* or *Beginning*.)
- Are eligible to enroll in Lehigh Career and Technical Institute as are non-ESL students.
- Are eligible to enroll in dual enrollment courses at the high school, as are non-ESL students.

## **Graduation Requirements**

- Upon entering high school, a meeting may be requested with the guidance counselor, ESL teacher, student, and parent.
  - ESL students who enter the district prior to the ninth grade level will graduate according to Policy 217 Graduation Requirements.
  - ESL students who enter the district at or after the ninth grade shall have available transcripts reviewed. Credit will be offered for courses taken in their previous school to the greatest extent possible.
- ESL students will remain with their grade level peers to the greatest extent possible.
- Students may receive credit for ESL in lieu of high school English courses.
- The ESL teacher may serve as an advisor for all ESL students working on a graduation project.
  - The graduation project will be modified to support the native language and culture of the high school ESL student who is at the “entering” or “beginning” level of instruction.
  - The graduation project may be modified to support the entry date of ESL students.
  - Alternate graduation projects may be selected. These will be chosen during a meeting of the ESL Team.
- Creative solutions to graduation obstacles will be pursued on an individual basis. The ESL Team, including the Director of Curriculum and Instruction, will collaborate.
- ESL students may remain in school until they are 21 years of age.

## **Staff Development Related to ESL**

- ESL teachers will participate in networking meetings sponsored by CLIU.
- ESL teachers will provide staff development to colleagues during teaming and collaboration periods for the purpose of (1) sharing strategies that are appropriate for supporting second language learners, (2) sharing information about specific customs and cultural differences, and (3) providing support with learning materials and content modifications.
- District staff is invited to participate in all CLIU staff development activities related to ESL instruction. These activities, as well as ESL courses offered by local colleges and universities are supported by the district. This information is included in the Northern Lehigh Continuing Professional Education Plan that is available to all staff members.
- District support personnel, such as bus drivers, secretaries, and cafeteria staff, receive staff development biannually on cultural diversity and understanding English Language Learners. A copy of the power point is on the district’s intranet.
- Nonpublic staff members are invited to participate in all staff development activities that are offered to the district’s staff.

## **Program Evaluation**

- Regular staff meetings involving ESL teachers and the ESL coordinator are conducted to discuss issues such as student progress, collaboration with core teaching staff, student involvement in extra-curricular and non-core activities, translation needs, instructional needs, staff development needs, and scheduling issues.
- WIDA and PSSA data are reviewed by the ESL Coordinator and ESL teachers at the beginning of each school year.
- Through continued involvement in ESL networking meetings and contact meetings, the district is kept up to date on state and federal mandates, program issues, and current topics related to ESL. This information is helpful in reviewing and revising our program.
- Revisions to the district's ESL program are made when (1) a specific change is indicated by PDE or (2) a specific change is indicated as a result of district or IU ESL meetings.
- ESL Curriculum revisions are made as a result of a review and analysis of data and current research.