

## **English as a Second Language (ESL) Policy for Prairie Crossing Charter School**

The Prairie Crossing Charter School ESL curriculum is tied directly to our general curriculum, the Common Core State Standards, and the Illinois English Language Development Standards. ESL is taught through academic content using current instructional strategies emphasizing active, discovery-oriented, and cognitively complex learning. Integrated language and content instruction enables English learners to learn English through the study of academic disciplines such as mathematics, science, and social studies. This approach is an effective way for English learners to develop their language skills and their academic skills at the same time.

### **Identifying, Assessing, and the First Steps of English Learners**

#### ***Identification***

The Federal NCLB - Title III Act and the Illinois School Code require that each school district administer a Home Language Survey to the parents/guardians of every student entering Prairie Crossing for the first time. This survey identifies students of a “*non-English background*”, whether born in the United States or born elsewhere, whose native language is other than English or who come from homes where a language other than English is spoken.

The Home Language Survey must ask two questions:

1. Is a language other than English spoken in your home? If yes, what language?
2. Does this student speak a language other than English?

If the answer to **either** question is “yes”, the student is identified as having a non-English background as defined by Illinois School Code.

#### ***Assessment***

All students with a non- English background must be assessed to determine eligibility for EL Program services. Students in kindergarten must be assessed using the WIDA Measure of Developing English Language (MODEL). Students in grades 1 -8 must be assessed using the WIDA ACCESS Placement Test (W-APT).

- Either assessment must be administered by a teacher who is a certified ACCESS Test Administrator.
- This assessment must occur within 30 days of the student’s enrollment in the school at the beginning of the school year or within 14 days of enrollment during the school year.
- If a student transfers in from another school district and has W-APT, MODEL, or ACCESS scores that are less than 12 months old, those scores can be used to determine eligibility and the student does not need to be re-assessed.

### ***Description of English Proficiency Levels***

The five language proficiency levels outline the progression of language development in the acquisition of English as an additional language, from level to level. At the given level of English language proficiency, English learners will process, understand, produce, or use:

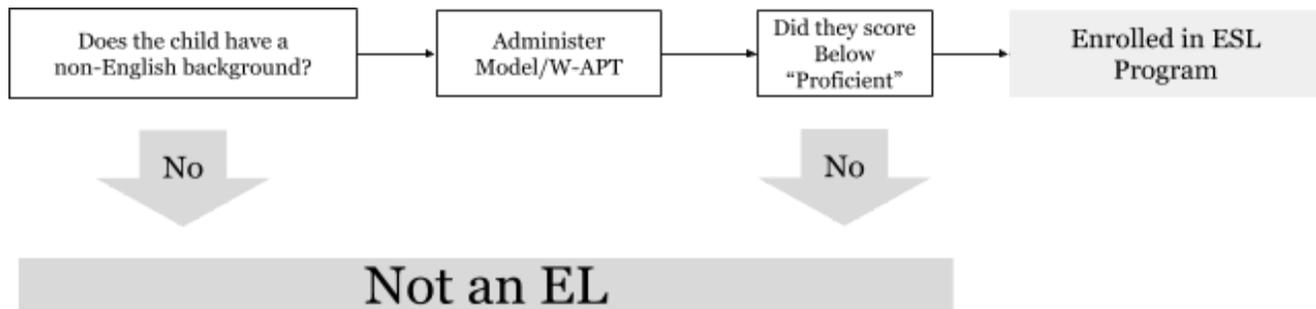
1	Entering	<ul style="list-style-type: none"><li>• Does not understand or speak English with the exception of a few words or expressions.</li></ul>
2	Beginning	<ul style="list-style-type: none"><li>• Understands and speaks conversational and academic English with hesitancy and difficulty.</li><li>• Understands parts of lessons and simple directions.</li><li>• Is pre-emergent or emergent level in reading and writing</li><li>• Significantly below grade level in English.</li></ul>
3	Developing	<ul style="list-style-type: none"><li>• Understands and speaks conversational and academic English with decreasing hesitancy and difficulty.</li><li>• Is post-emergent, developing reading comprehension and writing skills in English.</li><li>• English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.</li></ul>
4	Expanding	<ul style="list-style-type: none"><li>• Understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.</li><li>• Continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.</li></ul>
5	Bridging	<ul style="list-style-type: none"><li>• Was formerly limited-English proficient and is now fully English proficient.</li><li>• Reads, writes, speaks and comprehends English within academic classroom settings.</li></ul>
6	Reaching	<ul style="list-style-type: none"><li>• Never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state or federal law.</li></ul>

### ***Entry Criteria***

Students who are identified as having a non-English background will take either the MODEL or W-APT. If their score on the W-APT or MODEL does **not** meet the minimum score to be considered English proficient, that student will be designated as limited English proficient (LEP) and **must** be enrolled in and receive services from the EL Program unless parents refuse EL services in writing. See table below to determine English proficiency. Scores obtained from W-APT or K MODEL are precise enough to provide decimal proficiency level estimates only for composite proficiency levels and not for each individual domain. These tests are shorter than ACCESS and they are reliable for the level of discrimination indicated. The modified English proficiency definition pertains to all new students who are screened for English proficiency with the WIDA MODEL or the W-APT, and any student participating in the annual ACCESS for ELs **test administration after January 1, 2014.**

Children entering...	will take...	must score ... to be considered English proficient.	
1st semester of kindergarten	MODEL	Oral Proficiency Level > 5.0	--
2nd semester of kindergarten through 1st semester of 1st grade	K W-APT	Overall Proficiency Level > 5.0	Literacy Proficiency level > 4.2
2nd semester of 1st grade and above	W-APT	Overall Proficiency Level > 5.0	Literacy Proficiency level > 4.2

Any student considered English proficient will **not** be enrolled into the EL program at Prairie Crossing.



### ***Parental Notification***

Parents must be notified that their child has been placed in the EL Program no later than 14 days after assessment. The welcome letter will be sent in English and the home language of the student (when possible), along with MODEL & W-APT score summary sheet.

### ***Withdrawal by Parents***

Any parent whose child is enrolled in the EL Program has the right to withdraw his child immediately by notifying the child's school or the school district in writing of his desire to withdraw his child from the program.

### **Description of Transitional Program of Instruction (TPI)**

Students receive ESL services based on two models of instruction: push-in and pull-out.

#### ***Push-in***

- Instruction takes place in the student's' grade level classrooms
- Time per week determined by EL and classroom teacher
- EL Teacher and classroom teachers collaborate on planning, lessons and implement of curriculum
- Materials and strategies are appropriate for all students and are specifically adapted to meet the needs of EL students

### ***Pull-out***

- Students receive ESL services outside of their regular classrooms.
- Total time per week detailed in Welcome Letter
- Instruction takes place in small group settings.
- Students are grouped by grade level.
- ESL instruction is based on district grade level curriculum; therefore, students are not missing core content while out of the classroom.
- Materials and strategies correlate with students' English proficiency levels.

### ***Prairie Crossing Charter School ESL Teacher Qualifications***

All teachers and teacher assistants who provide services to the district's English learners are Highly Qualified according to NCLB guidelines. All elementary ESL teachers hold a type 03 teaching certificate with an ESL endorsement. All middle school ESL teachers hold either a type 03 or type 09 teaching certificate with an ESL endorsement.

### ***ESL Records/Files***

Illinois Administrative and School Codes require that school districts maintain records of all students enrolled in EL Programs. In order to ensure compliance with this requirement, the following documents must be kept in

the temporary EL Record of all English learners:

- Home Language Survey
- W-APT/MODEL Entry Screener
- Welcome Letter with Notification of Enrollment, Parent Description, and W-APT/MODEL Score
- Refusal of Service Letter (if applicable)
- ACCESS Tier Placement Letter
- ACCESS Accommodations Form (if applicable)
- Completed English Learner Report Card
- Exit Letter
- Post-Exit EL Monitoring Forms (Comstock/Carson)

EL teachers are required to compile and maintain these files for each English learner, ensuring that all required documentation is in each file and keeping the files in a secure location.

### ***EL Report Cards***

Reports are sent to parents or legal guardians of students enrolled in the ESL Program in the same manner and with the same frequency as the standard district report cards and progress reports. At the elementary level, the ESL Report Card indicates the student's progress in attaining English language proficiency in the areas of listening, speaking, reading and writing. A student writing sample is attached to the report card each trimester. Progress reports are in English and home language (if able).

### ***Transitional Bilingual Education (TBE)***

Bilingual education is not currently offered at Prairie Crossing Charter School as student needs do not warrant it at this time. If there becomes a need, a bilingual program will be developed.

**ACCESS Testing**

***ACCESS for ELs 2.0***

Assessing Comprehension and Communication in English State-to-State (ACCESS) is conducted after January 1st each school year. All enrolled English Learners, grades 1-8, are evaluated in the four language domains: reading, writing, listening, and speaking. Its purpose is:

- to help students and families understand the student’s proficiency
- if they have met state determined exit criteria
- provides teachers with information to enhance instruction and learning
- determine EL program efficiency

Refusals and Reclaimed ELs will take the ACCESS until they are considered English proficient.

***Tier Placement Protocol for ACCESS for ELs***

Each tier assesses a different range of language proficiency. Therefore, to ensure the best possible testing experience for each student and the most meaningful results, it is necessary to place each student into the tier that best matches his or her proficiency level. They will be placed, by the EL teacher, into one of the tiers based on one of the criteria below:

1	2	3	4	5
<p><b>TIER A</b></p> <ul style="list-style-type: none"> <li>● have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English</li> <li>● currently receive literacy instruction ONLY in their native language,</li> <li>● have recently tested at the lowest level of English language proficiency</li> </ul>				
<p><b>TIER B</b></p> <ul style="list-style-type: none"> <li>● have social language proficiency and some, but not extensive, academic language proficiency in English,</li> <li>● have acquired some literacy in English though have not yet reached grade level literacy</li> </ul>				
<p><b>TIER C</b></p> <ul style="list-style-type: none"> <li>● are approaching grade level in literacy and academic language proficiency in the core content areas,</li> <li>● will likely meet the state’s exit criteria for support services by the end of the academic year</li> </ul>				

**Exiting and Monitoring of English Learners**

***Exit Criteria***

According to Illinois School Code, a student must obtain an overall composite proficiency level of 5.0, in addition to a 4.2 in reading and a 4.2 in writing on the ACCESS for ELs (Tier B or C) to be considered English language proficient. Students are exited from the EL program when either:

- they have been enrolled in the EL program for three (3) year
- they meet or exceed the language proficiency requirements listed above

### ***Monitoring of Students Who Have Exited From the EL Program***

A student who has met the exit criteria is considered Reclassified English Learners (R-EL). The state of Illinois requires school districts to monitor a R-EL's academic performance for the next two school years after exiting the program.

During their monitoring period a R-EL receives the following:

- in class support 1-3 times per week in a core class requiring the use of English language skills
- trimester monitoring forms filled out by
- consultations with classroom teachers each trimester
- second trimester MODEL proficiency evaluation

If any concerns arise about an exited student's academic performance, EL teachers meet with classroom teachers, guidance counselors, and/or parents to determine why the student is struggling and to establish appropriate interventions that can be put in place to help the student achieve greater academic success.