**CCCS ESL Program Description**

The Christopher Columbus School District provides an appropriate planned instructional program for students identified as English learners (ELs) which meets Federally Mandated criterion that an LIEP must be: (1) based on sound educational and language learning theory; (2) implemented with sufficient resources and staffed by appropriately prepared personnel; and (3) periodically evaluated. The program model uses Content and Language Integrated Learning; our PA Standards-based curriculum (including the PA English Language Proficiency Standards) provide the content for language learning. Our EL students fully participate in the general curriculum and receive push-in English language support in the classroom and pull-out instruction in small groups with ELs in the same grade.

The active encouragement of family engagement and regular collaboration with classroom teachers ensures that students thrive and achieve at high levels. We encourage literacy in and maintenance of the home language, and the full participation of ELs in the CCCS community. We support our learners in attaining control of academic language and fluency in the domains of reading, writing, listening, and speaking. Language skills are fostered and developed in small grade-level groups, with lessons created sequentially using the WIDA Can-Do Indicators. By working with students in small groups in addition to push-in collaboration with classroom teachers, instruction for our students can be individualized and language learning accelerated.

The ESL program is designed to provide students with direct language instruction through grade level content using a balance of what Paul Nation describes as “The Four Strands”; meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Our ESL specialists work with all teachers to create adaptations to instruction and assessment in content areas, both of which must be commensurate with the student’s level of English proficiency. Students in the ESL program are provided with meaningful, comprehensible access to instruction in all content areas and are graded using the same grading system as all other students. The grading of ELs reflects what the students know and are able to do at their level of English language proficiency. ELs cannot be retained based solely on their level of English language proficiency.

Our ESL teachers are PA certified and highly qualified, and are required to continue their professional development and to remain current regarding state and federal regulations and best practices in the teaching of English learners. They have a wealth of resources and technology, and are dedicated to the success of our students.

**Identification Procedure**

Upon enrollment, all parents/guardians are given a Home Language Survey to complete. Based on the results of the home language survey and parent interview, students identified as potential English learners will be screened within 30 days of the beginning of the school year or within 14 days of enrollment for transfer students. The test used to assess English proficiency is the WIDA W-APT. If a student is found to be in need of language support parents/guardians will be notified immediately in writing *in the preferred language* of the results of this screening test, and the specifics of the schedule and curriculum. CCCS follows the entrance criteria determined by WIDA and the PA Department of Education.

Families have the right to opt-out of some or all portions of our language program, but once identified as an EL they must be included in the annual ACCESS assessment. Families can also reinstate services should they choose to do so after opting-out.

**Reclassification and Monitoring**

CCCS follows the state-mandated reclassification and monitoring criteria for English learners as outlined in current PDE exit criteria and the BEC 22 Pa. Code section §4.26, reviewed and revised July 1, 2017. Program exiting takes place each year when the results of the WIDA ACCESS test are reviewed; determination of students' status is made by September 30 and reported to the state in the October enrollment data. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories.

**Reclassification Criteria**

Students are reclassified and exited from the ESL program through two metrics; the ACCESS test score and language inventories from ESL and content teachers. If the total points awarded are 10.5 or greater, then a student should be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

**Monitoring**

Exited students are actively monitored for two years; the ESL teacher and classroom teachers maintain communication and complete monitoring forms each quarter. ESL teachers provide support to monitored students as needed, assisting with projects, writing assignments, classwork, and assessments. The student is classified as an exited EL in the first or second year of monitoring. In the third and fourth year of monitoring, students are classified in PIMS as former ELs but are not actively monitored.

**Redesignation Process**

If a student who has exited the ESL program is not making adequate progress or is not meeting academic standards after supports and interventions have been put in place, redesignation as an EL and participation in the ESL program is considered. Parents/guardians would be notified if a student was found to be eligible for redesignation. Our goal is to provide the students with the appropriate supports so that they can reach their highest potential.