

Blackhawk School District ESL Program

Narrative Description of Program Recommendations

I. Program Goals and Objectives:

1. Students are taught the skills of listening, speaking, reading and writing through a variety of interactive lessons that will ultimately be transferred into their regular classroom.
2. Support personnel assist the regular education teachers to understand the process of second language acquisition and keep students, parents, teachers, and administrators informed of learning progress.
3. Students are provided with emotional support during a transitional period that is, at times, both frustrating and exciting.
4. The following are specific goals and objectives for ESL instruction in reading, writing, listening and speaking through the implementation of a pull-out/push-in program model:

Listening and Speaking Goals

LEVEL I

1. Tell his/her name and age
2. Identify family and common school personnel, classroom objects, basic body parts, common pets, and fruits.
3. Use present tense verb "to be"
4. Use regular plurals
5. Answer simple "yes/no" questions appropriately
6. Follow simple directions involving basic positions in space

LEVEL II

1. Identify common occupations, clothing, farm animals, and food
2. Express himself/herself using the present progressive tense, (e.g. she/he is working) of common verbs
3. Use negative and subject pronouns correctly
4. Use mass nouns appropriately
5. Follows the teacher's directions related to identifying positions on a page
6. Repeat simple sentences correctly
7. Comprehend and remember major facts of a simple story

LEVEL III

1. Identify modes of transportation and household items
2. Name the days of the week
3. Describe common weather conditions
4. Use possessive pronouns correctly
5. Ask simple future tense questions
6. Understand and express comparative and qualitative concepts
7. Follow directions of teachers involving movement in space
8. Repeat complex sentences correctly

9. Understand and identify moods in a simple story
10. Express himself/herself using the present and future tenses
11. Express creative thoughts in complete sentences

LEVEL IV

1. Identify content area vocabulary
2. Use superlatives and past tense correctly
3. Understand and name opposites of key words
4. Ask past tense questions
5. Discriminate the differences in closely paired words
6. Describe and organize the main properties of common objects
7. Identify main ideas and descriptive details of a story or show

LEVEL V

1. Identify seasons and unusual occupations
2. Use conditional tense of verbs
3. Discriminate the difference in closely paired words
4. Express himself/herself using past tense correctly
5. Comprehend and predict the outcome of a story
6. Recall and retell the main facts of a story
7. Explain positive and negative attributes of friendship
8. Share meaningful, personal experiences

Writing Goals

- Is intelligible
- Addresses the topic
- Expresses complete thoughts
- Makes sense and the organization of ideas is logical
- Uses vocabulary and syntax that are appropriate for student's grade level
- Uses capitalization, punctuation, word spacing, and spelling that are appropriate for student's grade level; almost no errors are made and those made do not interfere with understanding
- Is of satisfactory quality and sufficient quantity to meet grade level expectations

Reading Goals

- Vocabulary
 - Given a visual stimulus, the student will select the most appropriate:
 - Label
 - Descriptive word
 - Action word
 - Inference
 - Sight Vocabulary
 - Nouns
 - Adjectives
 - Verb form

- Vocabulary in Context
 - Given a sentence, the student will select the most appropriate word to complete it correctly
 - Inference
 - Comprehension
 - Vocabulary
 - Nouns
 - Adjectives
 - Adverbs
 - Verb form
- Reading for Understanding
 - Given a paragraph to read, the student will complete a statement which:
 - Demonstrates comprehension
 - Expresses/describes feelings
 - Notes details and infers
 - Elicits cause and effect relationships
 - Predicts behavior
 - Given a poem to read, the student will complete a statement which:
 - Demonstrates comprehension
 - Identifies main idea
 - Identifies mood/tone
 - Interprets meaning
- Reading for Life Skills
 - Given a representation of a book, the student will:
 - Use a table of contents
 - Identify the topic
 - Note details
 - Identify the author
 - Given a representation of an invitation, the student will:
 - Infer from details and draw conclusions
 - Given a time schedule, the student will:
 - Use a schedule
 - Infer and predict from details
- Language usage
 - Given a phrase, the student will select that form of a word which completes it correctly:
 - Verbs
 - Regular past form
 - Irregular past form
 - Progressive past form
 - Present form
 - Pronouns
 - Possessive
 - Contraction
 - Nouns
 - Irregular plural
 - Possessive
 - Adverb

II. Student and Parent Orientation Procedures

1. Before ESL instruction begins, parents and students participate in an Intake Process.
2. Interpreters are used when necessary
3. Parents are made fully aware of the instruction being provided to their students and how they may communicate questions and concerns to the ESL teacher or the school district
4. Parents and students will participate in the district orientation procedures provided by guidance personnel at each building site including a tour of the building, an introduction to staff, a discussion of school rules and expectations, and the assignment of a classroom or schedule “buddy” to help new students become familiar with the school and its structure. Participating in “new student groups” that meet weekly throughout the first semester of the school year will be provided at the elementary level.

III. Identification and Placement

1. Students and/or Student Guardians complete a Home Language Survey upon registration with school district.
2. If the Home Language Survey indicates a student speaks, listens, or corresponds in a language other than English – further assessment for ESL is required.
3. School District contact the ESL provider for a formal assessment.
4. Students are formally assessed in reading, writing, listening and speaking.
5. Parents are interviewed with an interpreter when necessary
6. Classroom teachers, guidance personnel, and district personnel will provide observational data.
7. Data gathered from above is used to determine student need for ESL services.

IV. Monitoring Procedures

1. Students receiving ESL instruction have their progress monitored through quarterly progress reports, teacher grades, end of the year assessments, etc.
2. When a student is determined to have reached the level of fluency in reading, writing, listening and speaking, they no longer receive ESL instruction, but enter a 2-year monitoring process. Determining factors for placing a student in the monitoring program.
 - ❖ ESL teacher input
 - ❖ Assessment results – SELP, IPT, PSSA
 - ❖ Classroom teacher input
 - ❖ Parental discussion
3. A student on monitoring will be monitored in the following manner:
 - ❖ Student monitoring forms completed by the classroom teacher on a quarterly basis.
 - ❖ If the monitoring forms indicate the student is experiencing success, monitoring continues. If a student is faltering, ESL services resume.
 - ❖ 8 successful monitoring forms indicate a student is to be exited from the program.
 - ❖ Monitoring forms are to be placed in the student’s permanent file.

V. Instructional Program

1. The Blackhawk School Districts contracts for ESL instruction for the districts' ELL students
2. ESL instructional time is determined by the results of the intake interview and initial assessments.
 - a. Students designated as Entering (Non-English in all areas), Writers and Speakers receive a minimum of 3 hours of daily instruction in ESL.
 - b. Students designated as Beginning (Non-English in one or more areas) Readers, Writers and Speakers receive up to 2.5 hours of daily instruction in ESL.
 - c. Students designated as Developing (Limited in all areas) Readers, Writers and Speakers receive up to 2 hours of daily instruction in ESL.
 - d. Students designated as Expanding (Limited in one or more areas) English Readers, Writers and Speakers receive up to 1.5 hours of daily instruction in ESL
 - e. Students designated as Bridging (Limited in one area only) receive up to 1 hour of daily instruction in ESL.
3. Content area instruction is provided by district personnel with the support of the ESL instructor as need determines to ensure successful learning.

VI. Student Participating in Related and Extracurricular Activities:

1. Students are entitled to participate in all related and extracurricular activities available to students who attend school in any of the district building sites. Refer to Board Policy No. 103.

VII. Pupil Personnel Services including Counseling and Special Education:

1. Students are entitled to participate in all pupil personnel, health, testing, counseling and special education services available to students who attend school in any of the district building sites. Refer to Board Policy No. 103.
2. Students who are being evaluated for special education/gifted education programs are entitled to be assessed in their native language.

VIII. Community Involvement:

1. In planning and implementing the program
 - a. Beaver Valley County Curriculum Coordinators meet on a monthly basis – changes in programs and regulations are discussed during these meetings
 - b. Parents or Guardians of ELL students may make suggestions or requests for alterations in an individual student's ESL instructional program
 - c. Instructional staff involved with ELL students are provided in service instruction in the latest educational laws and instructional techniques at the start of each school year.
 - d. Instructional staff involved with ELL students are afforded the opportunity to attend various related workshops and Continuing Professional Education opportunities as they become available.

- e. Instructional staff involved with ELL students meet to analyze student progress and suggest improvements/alterations in the individual student's ESL instructional program
2. Communication with the homes/parents
 - a. Quarterly anecdotal progress reports are developed by ESL teachers to be shared with administration, content area teachers and parents.
 - b. This information will be provided to the parents in their native language through an interpreter.
 - c. ESL teachers attend conferences initiated by parents or school districts and interpreters are present when necessary
 - d. ESL teachers will conference with administration, parents and content area teachers up to 10 hours per year per child – interpreters present when necessary
 3. Complaint Resolution Process
 - a. Complaints will be resolved following standard district policy/practice maintaining the best educational focus and results for the individual child involved – interpreters will be provided if necessary.

IX. Program Evaluation Procedures

1. ESL Programs are tailored to meet the needs of individual students.
2. Student assessments (formal and informal), teacher observations, parent communication and report card grades are used to evaluate the success of the ESL program.
3. Instruction is adapted and program goals and objectives altered to improve student achievement when necessary.

X. Exit Criteria

1. Student must be designated as fluent English, Reading and Writing as indicated by the IPT assessment.
2. Student must be earning at least a "C" average in all content area courses.
3. Student must be proficient in all skills identified in the ESL Curriculum Guide.

ESL Exiting Procedures:

- On quarterly progress reports, the ESL teacher makes recommendations for future program instruction/planning.
- If the ESL teacher indicates a student may be ready for monitoring, a team meeting comprised of teachers, parents, and administrators will be planned.
- The aforementioned criteria will be used, during the meeting, to determine a student's eligibility to exit the ESL instruction program.
- If exiting is recommended, a student will be monitored for a period of two years.